



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

### School Board Services

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**Kimberly A. Melnyk**  
District 2

**Jessica L. Owens**  
District 3 – Rose Hall

**Donald E. Robertson, Ph.D., Acting Superintendent**

### **School Board Regular Meeting Proposed Agenda Tuesday, November 28, 2023**

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

Public seating will be made available on a first-come, first-served basis. Members of the public will also be able to observe the School Board Meeting through livestreaming on [schoolboard.vbschools.com/meetings/live](https://schoolboard.vbschools.com/meetings/live), broadcast on VBT Channel 47, and on Zoom through the link below.

Attendee link: [https://us02web.zoom.us/join/wn\\_vxli1VRwTKijrXYUujNRnw](https://us02web.zoom.us/join/wn_vxli1VRwTKijrXYUujNRnw) Call-in (301) 715-8592 ID: 831 3615 6077

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at [SchoolBoard@VBCPSboard.com](mailto:SchoolBoard@VBCPSboard.com) or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on November 27, 2023.

**Closed Session (Human Resources matter) ..... 3:00 p.m.**

**1. Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 4:00 p.m.**

- A. School Board Administrative Matters and Reports
- B. Facilities Update
- C. Early Childhood Programs Update
- D. VSBA Legislative Positions

**2. Closed Session (as needed)**

**3. School Board Recess ..... 5:30 p.m.**

**4. Formal Meeting (School Administration Building #6 – School Board Room) ..... 6:00 p.m.**

**5. Call to Order and Roll Call**

**6. Moment of Silence followed by the Pledge of Allegiance**

**7. Student, Employee and Public Awards and Recognition**

- A. VDOE Purple Star Designation

**8. Adoption of the Agenda**

**9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**

**10. Approval of Meeting Minutes**

- A. November 14, 2023, Regular School Board Meeting **Added 11/27/2023**

**11. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the November 28, 2023, School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on November 28, 2023. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 by 5:45 p.m. November 28, 2023. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, [1-47](#) and [1-48](#) requirements for Public Comment and Decorum and Order.



**12. Information**

- A. Interim Financial Statements – October 2023
- B. Policy Review Committee (PRC) Recommendations:
  - 1. 5-34/Student Conduct
  - 2. 5-37/Reporting Data About School Violence and Crime
  - 3. 5-64/Interrogations/ Investigations by Outsides Agencies
  - 4. 6-80/Summer School
- C. School Board Legislative Agenda for 2024 General Assembly Session **Added 11/27/2023**
- D. Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers)
- E. Salary Resolution

**13. Return to public comments if needed**

**14. Consent Agenda**

- A. Resolution:
  - 1. Human Rights Month
- B. Textbook Adoptions:
  - 1. Parenting and Early Learning Careers
  - 2. Teen Living (Grades 6, 7 and 8)
- C. Part-time Pay Rates

**15. Action**

- A. Personnel Report / Administrative Appointments **Updated 12/04/2023**
- B. Policy Review Committee (PRC) Recommendations:
  - 1. Bylaw 1-36/Open Meetings
  - 2. Bylaw 1-47/Public Comments at School Board Meetings

**16. Committee, Organization or Board Reports**

**17. Return to Administrative, Informal, Workshop or Closed Session matters**

**18. Adjournment**



**Subject:** Petition to Revoke Postgraduate Professional Teaching License, PGP-0612263 **Item Number:** Pre-Meeting

**Section:** Closed Session **Date:** November 23, 2023

**Senior Staff:** Cheryl Woodhouse, Chief Human Resources Officer; Edie Rogan, Director of Employee Relations

**Prepared by:** Kamala H. Lannetti, School Board Attorney

**Presenter(s):** Kamala H. Lannetti, School Board Attorney; Dannielle Hall-McIvor, Senior Associate School Board Attorney

**Recommendation:**

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 7, and 8 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.

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

8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Petition to Revoke Postgraduate Professional Teaching License, PGP-0612263 Pursuant to 8VAC20-23-720
- B. Consultation with legal counsel regarding probable litigation and pending litigation matters and for provision of legal advice.

**Background Summary:**

N/A

**Source:**

Code of Virginia §2.2-3711, as amended

**Budget Impact:**

N/A



**Subject:** Facilities Update **Item Number:** 1B

**Section:** Administrative, Informal, and Workshop **Date:** November 28, 2023

**Senior Staff:** Jack Freeman, Chief Operations Officer, Department of School Division Services

**Prepared by:** Melisa A. Ingram, Executive Director, Facilities Services

**Presenter(s):** Melisa A. Ingram, Executive Director, Facilities Services

**Recommendation:**

That the School Board receive updates about facilities.

**Background Summary:**

The facilities update will include a discussion regarding facilities as they relate to the 6-year long-range Capital Improvement Program (CIP) and estimated needs.

**Source:**

School Board Policy 3-90

**Budget Impact:**

N/A



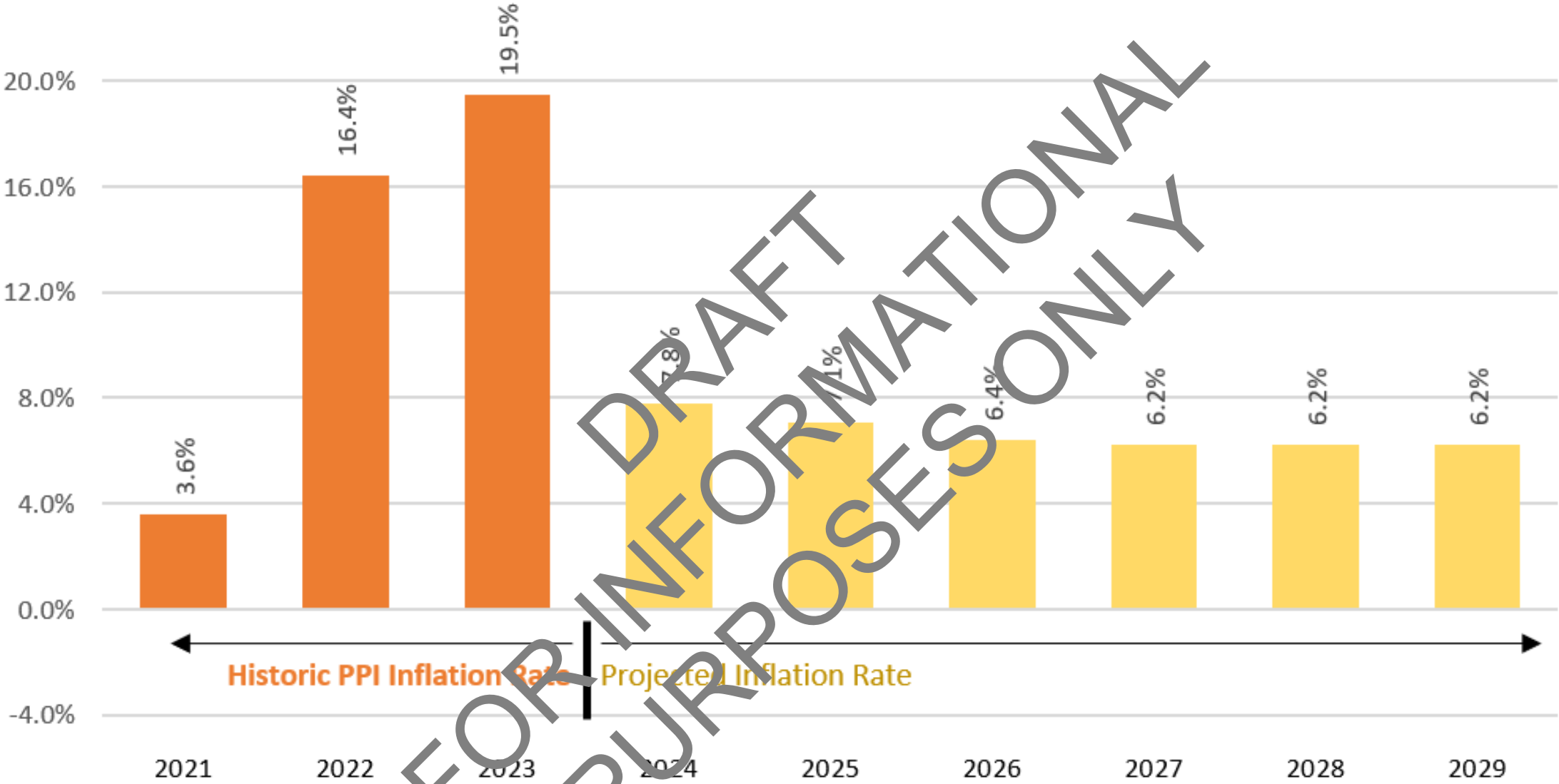


# *Facilities Update School Board Briefing*

*November 28, 2023*

*Department of School Division Services  
Office of Facilities Services*

# Historic and Projected Inflation Rates



**PPI: Producer Price Index;**  
**Source: U.S. Bureau of Labor Statistics**

**Projected Inflation;**  
**Derived from historical VADOE Inflation Rates using comparisons**  
**with other commercial construction projections**

# 6-Year Projected Funding Compared to Inflation



# Approved Funding Sources FY23/24

## Alternative A

Funding Sources	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Charter Bonds	32,300,000	32,300,000	32,300,000	32,300,000	32,300,000	32,300,000
Public Facility Revenue Bonds	15,000,000	15,000,000	12,000,000	12,000,000	12,000,000	12,000,000
PayGo	2,000,000	3,000,000	4,000,000	5,000,000	6,000,000	6,500,000
Interest/Sale of Property	0	0	0	0	0	0
Energy Performance Contracts Funding	2,500,000	2,500,000	2,500,000	2,500,000	2,000,000	2,000,000
State Construction Grants	0	0	0	0	0	0
School Special Reserve Fund Balance/Reversion	11,000,000*	11,000,000	10,500,000	10,000,000	9,500,000	9,000,000
<b>Total</b>	<b>62,800,000</b>	<b>63,800,000</b>	<b>61,300,000</b>	<b>61,800,000</b>	<b>61,800,000</b>	<b>61,800,000</b>

\* Note: This Funding Source, Alternative A, includes 21/22 reversion funds approved by City Council on Feb. 21, 2023.

Note: Past CIP Funding Sources included funding from Sandbridge TIF and Lottery Funds, which currently provide \$0 in funding to the CIP.

This alternative also assumes no contribution from State Construction Grants, which is subject to change.

# FY23/24 - 28/29 Capital Improvement Program (CIP)

## CIP Maintenance Projects - \$195.7 Million Appropriations Over 6 Years

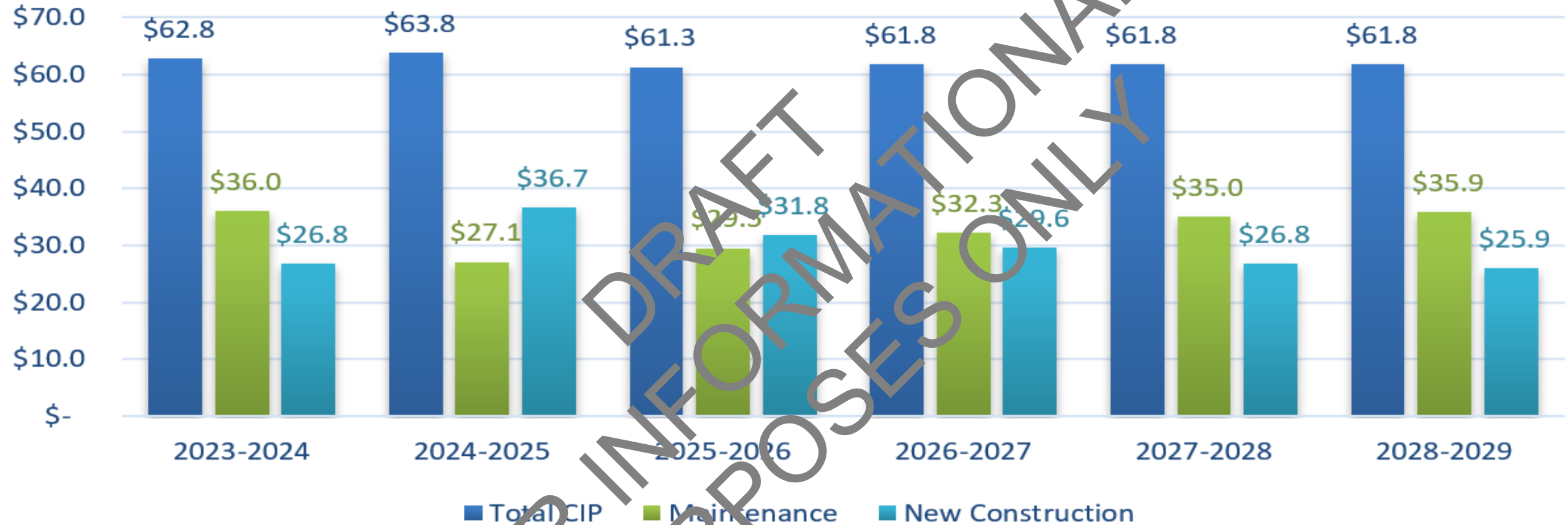
- **Tennis Court Renovations** - \$19.2 million
- **Energy Performance Contracts** - \$46.5 million
- **Renovations and Replacements Grounds** - \$12.9 million
- **Renovations and Replacements HVAC** - \$73.4 million
- **Renovations and Replacements Reroofing** - \$48.9 million
- **Renovations and Replacements Various** - \$23.5 million
- **Elementary School Playground Equipment Replacement** - \$1.5 million
- **Renovations and Replacements - Safe School Improvements** - \$1.2 million
- **Payroll System Replacement** - \$7.4 million
- **Telephone System Replacement** - \$7.3 million



## CIP New Construction Projects - \$177.6 Million Appropriations Over 6 Years

- **An Achievable Dream Academy at Lynnhaven Middle School**
  - \$14.25 Million Project, Welcomed AADA HS students for the start of SY 23/24
- **Princess Anne High School Replacement**
  - \$247.2 Million Project (fully funded), tentative opening date 2029
- **Bettie F. Williams/Bayside 6<sup>th</sup> Grade Campus (Grades 4-6) Replacement**
  - \$81.9 Million Project (fully funded), tentative opening date 2031
- **Bayside High School Replacement**
  - \$385 Million Project (partially funded \$28.9 million of \$385 million), tentative opening date 2039

# 6-Year Funding FY 23/24 - 28/29 Capital Improvement Program (CIP)



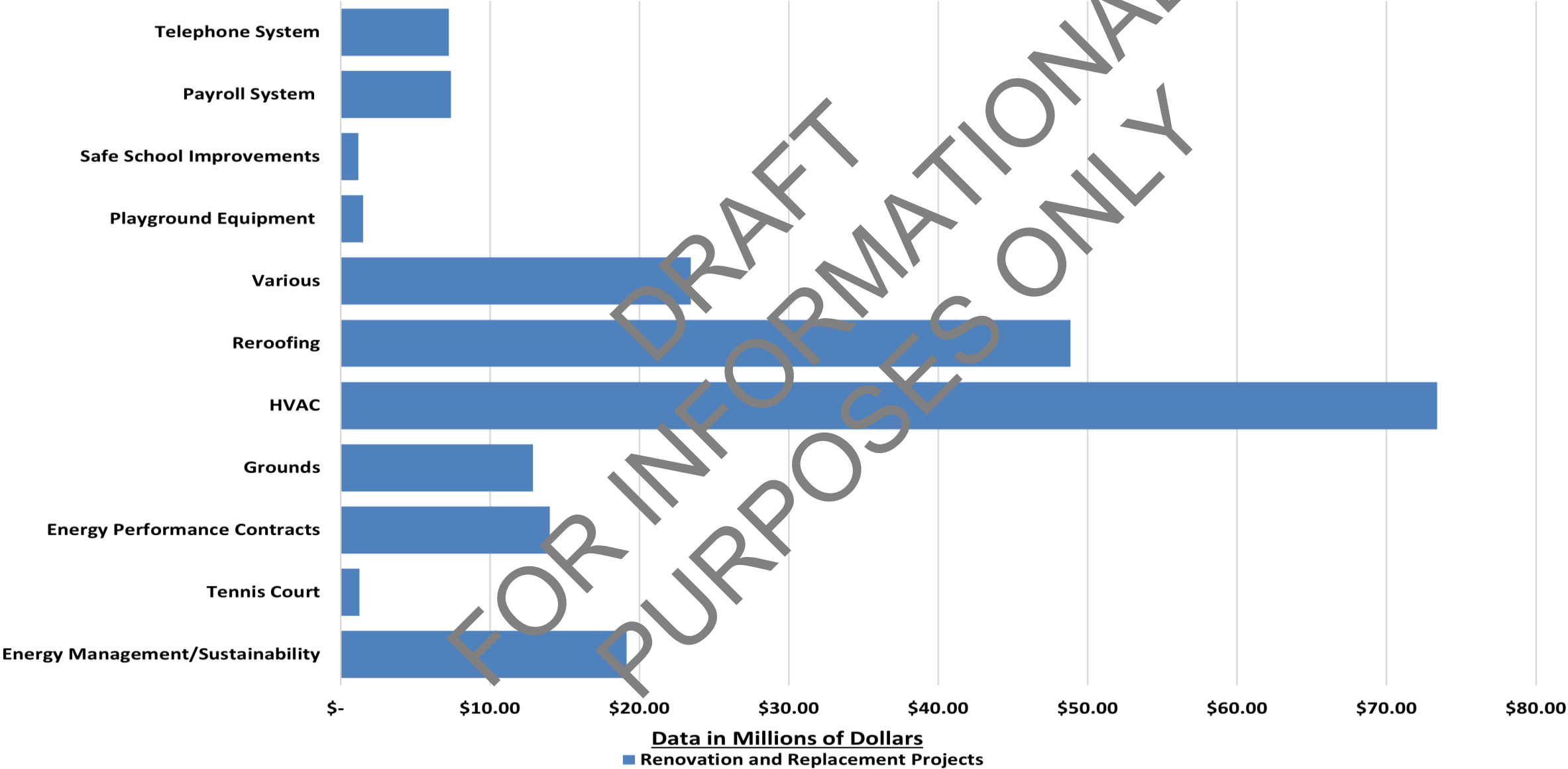
## Cumulative 6-Year Funding

Total CIP: \$373.3 Million		
Maintenance Projects:	\$195.7 Million	52.4%
New Construction Projects:	\$177.6 Million	47.6%

# FY23/24 - 28/29 Capital Improvement Program (CIP)

## CIP Maintenance Projects - Renovation and Replacements

\$195.7 million appropriations over 6 years





# Renovations and Replacements

## HVAC CIP 1-018

### Priority 6-Year Replacement

No. of Buildings	Estimated Range Replacement Budget (\$45/SF - \$75/SF) Construction
50	\$294 Million - \$490 Million

\* Budget ranges are in current year dollar values.  
No escalation included.



### CIP Funding

Renovations and Replacements		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CIP 1-018 HVAC - Phase III	6-Year Funding	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Approved 2023-24 CIP	\$73,400,000	11,400,000	10,000,000	10,900,000	11,900,000	13,000,000	13,200,000

**Grants:** \$13.1 million CSLFRF (Coronavirus State and Local Fiscal Recovery Fund)

**Reversion:** \$9.2 million FY21/22 (included above) & \$5.0 million FY22/23

**6-Year Funding**  
**\$ 91.5 Million**



# Renovations and Replacements

## HVAC CIP 1-018

### Priority 6-Year Replacement

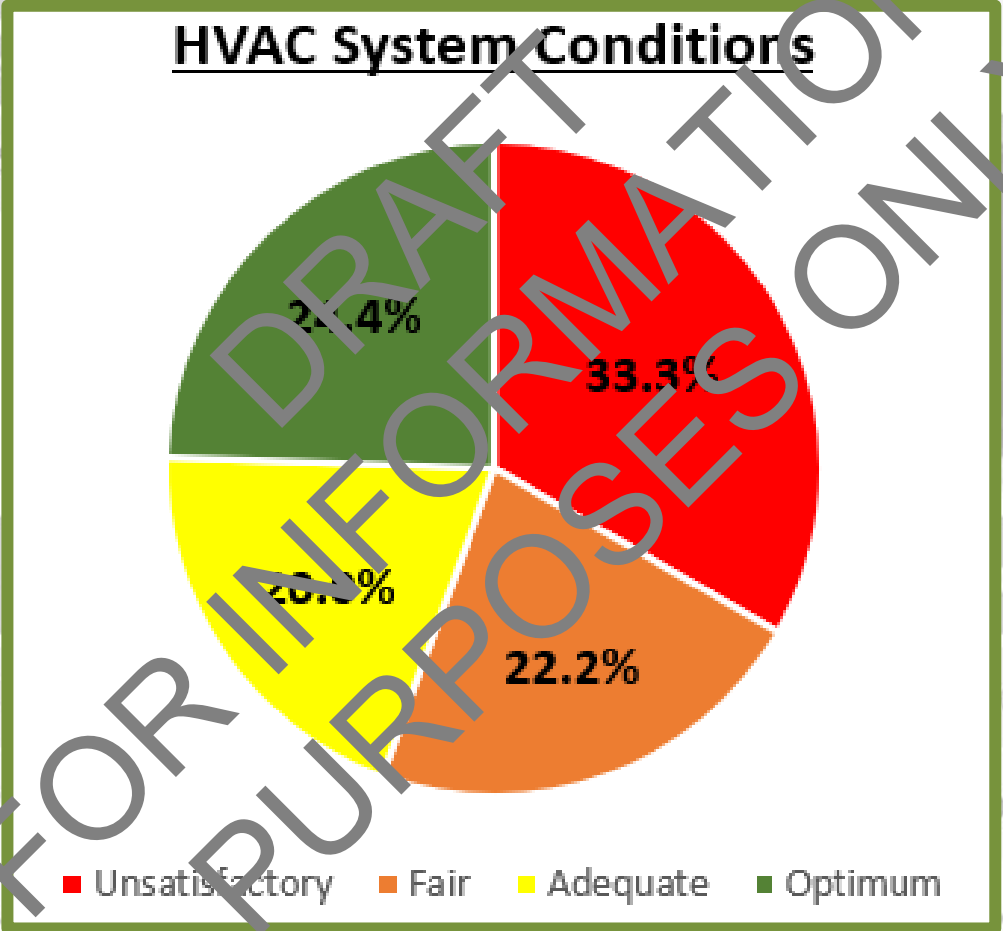
No. of Buildings	Estimated Cost
50	\$20,000,000

### CIP Funding

Renovations and Replacements
CIP 1-018 HVAC - Phase III
Approved 2023-24 CIP

Grants: \$13.1 million

Reversion: \$9.2 million FY21/22 (included above) & \$5.0 million FY22/23

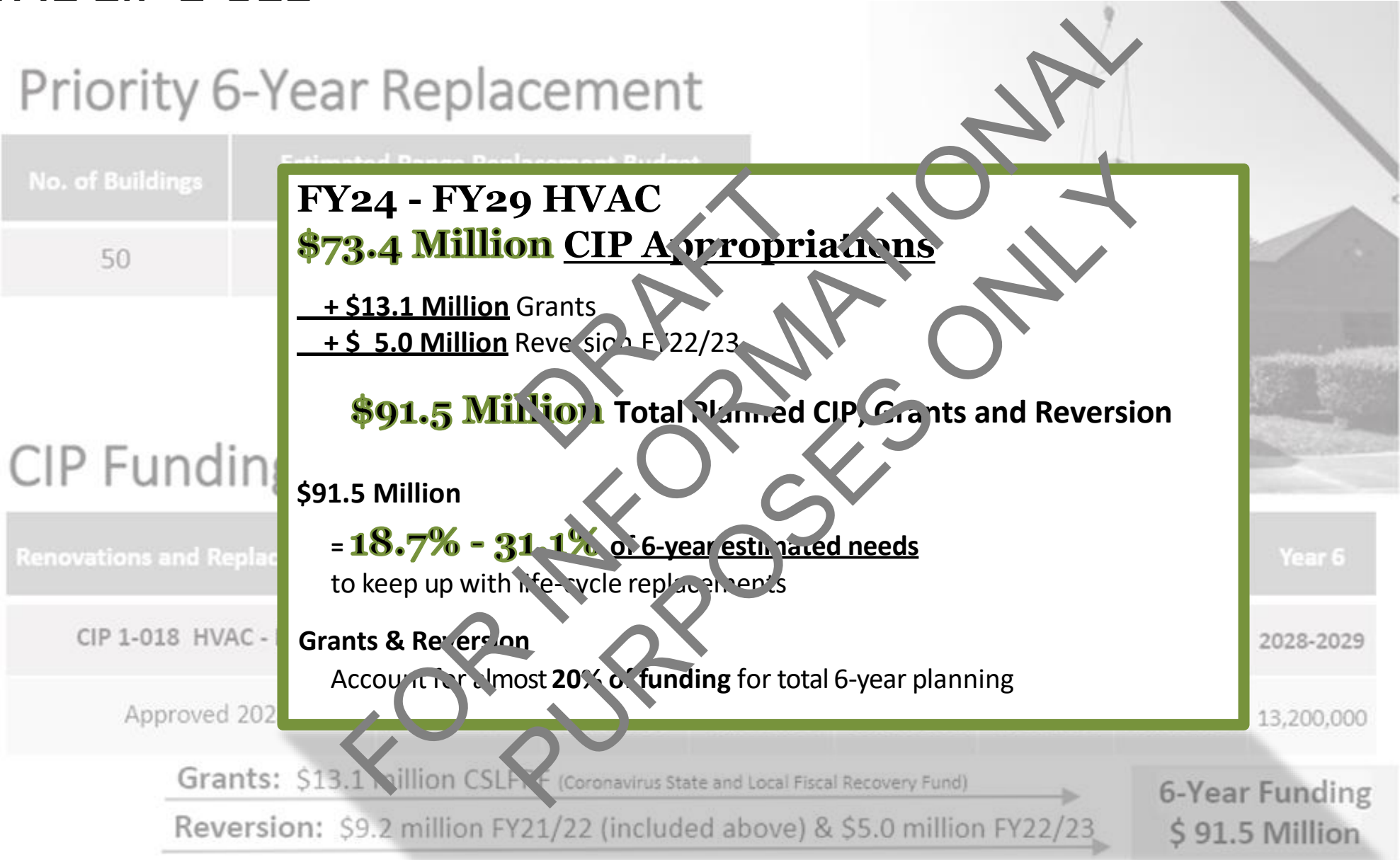


	Year 5	Year 6
27	2027-2028	2028-2029
100	13,000,000	13,200,000

6-Year Funding  
\$ 91.5 Million

# Renovations and Replacements

## HVAC CIP 1-018



# Renovations and Replacements

## HVAC CIP 1-018    Funded Projects in 6-Year CIP Planning

SCHOOL	FUNDING SOURCE	STATUS
Thalia ES	GRANT - ESSER III	Phase 1 of 2 Complete
Rosemont Forest ES	GRANT - CSLFRF – local CIP Match	Submittals for Construction
Corporate Landing MS	GRANT - CSLFRF – local CIP Match	Submittals for Construction
Kempsville HS	GRANT- CSLFRF	Submittals for Construction
First Colonial HS	GRANT- CSLFRF	Submittals for Construction
Landstown HS	GRANT - CSLFRF and local CIP match	Design
Corporate Landing ES	CIP	Design
Green Run ES - Gyms	CIP Cost Share Operating	Design
Pembroke ES Gym / Cafeteria	CIP Cost Share Operating	Design
Salem HS Stage / Auditorium	CIP Cost Share Operating	Design
Bayside HS - Cafeteria	CIP Cost Share Operating	Design
Kings Grant – Kitchen HVAC	CIP	Design
Rosemont ES – Kitchen HVAC	CIP	Design
Advanced Tech Center - Chiller	CIP Cost Share City & ATC	Study & Design
Holland Road Annex – Kitchen HVAC	CIP	Design
College Park ES	CIP	Design
Christopher Farms Chiller / Boiler	CIP	Design
Cooke ES	CIP	Design
Lynnhaven ES	CIP	Design
Point O'View MS/JS	CIP	Planning
Brandon MS	CIP	Planning
Luxford ES	CIP	Planning
Three Oaks Chiller / Boiler	CIP	Planning

\* Acronyms; ESSER: (Elementary and Secondary Emergency Relief) CSLFRF: (Coronavirus State and Local Fiscal Recovery Fund)

# Renovations and Replacements

## Reroofing CIP 1-019

### Priority 6-Year Replacement

No. of Buildings	Estimated Range Replacement Budget (\$35/SF - \$40/SF) Construction
22	\$55 Million - \$77 Million

\* Budget ranges are in current year dollar values.  
No escalation included.



### CIP Funding

Renovations and Replacements		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CIP 1-019 Reroofing - Phase III	6-Year Funding	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Approved 2032-24 CIP	\$ 43,850,000	\$ 3,800,000	\$ 6,600,000	\$ 7,250,000	\$ 8,000,000	\$ 9,000,000	\$ 9,200,000

Grants: None

Reversion: \$7.8 million FY21/22 (included above)

6-Year Funding  
\$ 48.9 Million

# Renovations and Replacements

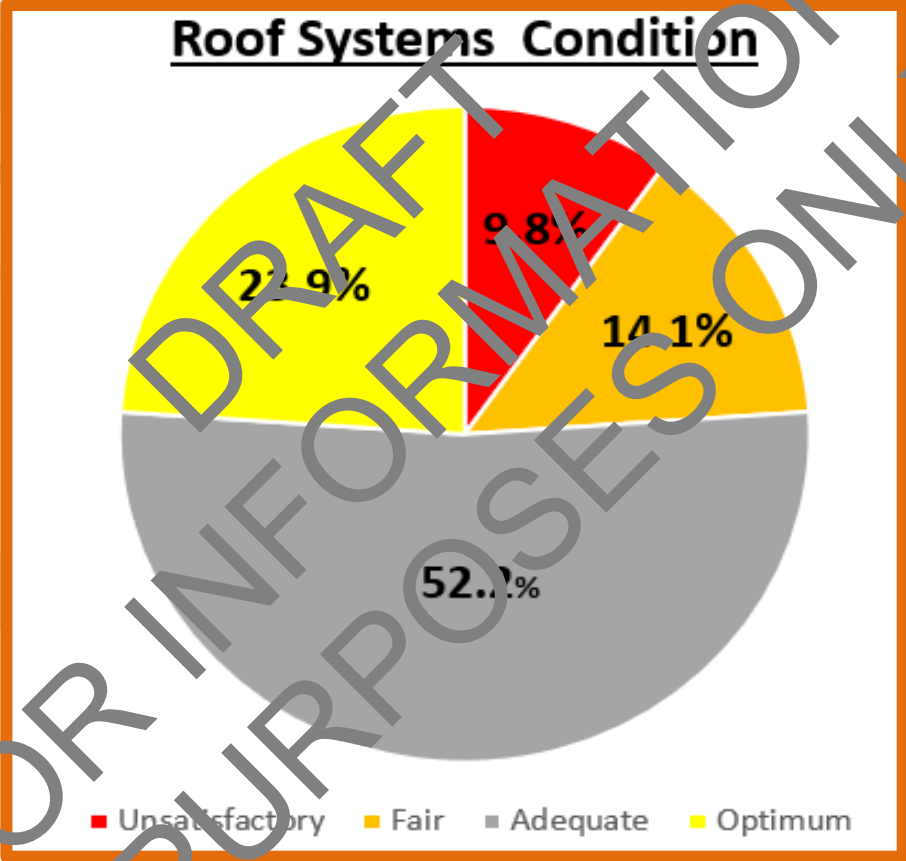
## Reroofing CIP 1-019

### Priority 6-Year Replacement

No. of Buildings	Estimated (\$25
22	\$55

### CIP Funding

Renovations and Replacements
CIP 1-019 Reroofing - Phase III 6-
Approved 2032-24 CIP \$



Year 4	Year 5	Year 6
2026-2027	2027-2028	2028-2029
8,000,000	\$9,000,000	\$9,200,000

Grants: None

Reversion: \$7.8 million FY21/22 (included above)

6-Year Funding  
\$ 48.9 Million



# Renovations and Replacements

## Reroofing CIP 1-019

### Priority 6-Year Replacement

No. of Buildings	Estimated Range Replacement Budget (\$25/SF - \$35/SF) Construction
22	\$55 million - \$77 million

\* Budget ranges are in current year dollar values.  
No escalation included.



### CIP Funding

Renovations and Replacements		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CIP 1-019 Reroofing - Phase III	6-Year Funding	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Approved 2032-24 CIP	\$ 18,350,000	\$ 8,500,000	\$ 6,600,000	\$ 7,250,000	\$ 8,000,000	\$ 9,000,000	\$ 9,200,000

Grants: None

Reversion: \$7.8 million FY21/22 (included above)

6-Year Funding  
\$ 48.9 Million

# Renovations and Replacements

## Reroofing CIP 1-019 Funded Projects in 6-Year CIP Planning

SCHOOL	FUNDING SOURCE	STATUS
New Castle ES	CIP	Phase 1 of 2 Complete
Ocean Lakes HS	CIP	Phase 1 of 2 Complete
Advanced Technology Center (ATC)	CIP Cost Share City & ATC	Design
Christopher Farms ES	CIP	Design
First Colonial HS	CIP	Design
Thalia ES	CIP	Design
Linkhorn Park ES	CIP	Design
Independence MS	CIP	Design
Brandon MS	CIP	Planning
Alanton ES	CIP	Planning
Glenwood ES	CIP	Planning
Lynnhaven MS	CIP	Planning
Birdneck ES	CIP	Planning
Kempsville Meadows ES	CIP	Planning
Tallwood ES	CIP	Planning
Holland ES	CIP	Planning
Williams ES	CIP	Planning
Corporate Landing MS	CIP	Planning

# Renovations and Replacements

## Various CIP 1-020 Project Types and Estimated Cost



Life Cycle Needs	Various Projects	Estimated Range Replacement Budget
Project Type Varies	Foundation Repairs ADA Improvements Bleacher Replacements Fire Alarm Replacements Gym Floors Library / Media Centers Lighting Locker Removal Masonry Repair Press Box Replacement Stage Rigging Emergency Renovations	\$75 million - \$97 million



\* Budget ranges are in current year dollar values.  
No escalation included.

## CIP Funding

Renovations and Replacements		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CIP 1-020 Various - Phase III	6 Year Funding	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Approved 2023-24 CIP	\$ 23,450,000	\$ 5,600,000	\$ 2,850,000	\$ 3,200,000	\$ 3,600,000	\$ 4,000,000	\$ 4,200,000

Grants: None

Reversion: \$2.6 million FY21/22 (included above) & \$2.9 million FY22/23

6-Year Funding  
\$ 26.4 Million



# Renovations and Replacements

## Various CIP 1-020

### Foundations Needs


Completed Project	Fiscal Year	Project Budget
Brandon Middle School	2016-17	\$600,000



Various Needs
Includes: auditorium seating, fire alarm replacement, stage rigging, masonry repair, asbestos removal, lighting. Locker removal, bleachers, gym floors, library/media centers, ADA improvements, renovations of an emergency nature

### CIP Funding

Renovations and Replacements		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CIP 1-020 Various - Phase II	6 Year Funding	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Approved 2023-24 CIP	\$ 23,450,000	\$ 5,600,000	\$ 2,850,000	\$ 3,200,000	\$ 3,600,000	\$ 4,000,000	\$ 4,200,000


Grants: None

Reversion: \$2.6 million FY21/22 (included above) & \$2.9 million FY22/23

6-Year Funding  
\$ 26.4 Million

## Renovations and Replacements

### Various CIP 1-020



**CIP Funding**  
Renovations and Replacement Project

CIP 1-020 Various - Phase 1


**FY24 - FY29 Various**  
**\$23.5 Million CIP Appropriations**

+\$ 2.9 Million Reversion FY22/23  
**\$26.4 Million**

**\$26.4 Million**  
**= 27.2% - 35.2%** of 6-year estimated needs  
 to keep up with life-cycle replacements

**Foundation Repairs = \$0.4 Million**  
**= 35.6%** Approximately of CIP Appropriations over 6 years

**Grants & Reversion**  
 Account for **over 10% of funding** for total 6-year planning



**Foundation Repairs**

Number of Assets	Various Projects	Estimated Range Replacement Budget
1	2	3

Approved 2023-24 CIP \$ 23,450,000 \$ 5,600,000 \$ 2,850,000 \$ 3,200,000 \$ 3,600,000 \$ 4,000,000 \$ 4,200,000

**Grants:** None

**Reversion:** \$2.6 million FY21/22 (included above) & \$2.9 million FY22/23

**6-Year Funding**  
**\$ 26.4 Million**



**Subject:** 2023-24 Early Childhood Programs Update **Item Number:** 1C

**Section:** Administrative, Informal, and Workshop **Date:** November 28, 2023

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

**Prepared by:** Roni Myers-Daub Ed.D., Executive Director of Office of Programs for Exceptional Children  
Laura Silverman, Director of Title I Programs

**Presenter(s):** Roni Myers-Daub Ed.D., Executive Director of Office of Programs for Exceptional Children  
Laura Silverman, Director of Title I Programs

**Recommendation:**

That the School Board will receive an update on early childhood programs in Virginia Beach City Public Schools.

**Background Summary:**

The Department of Teaching and Learning will provide an update on early childhood programs to include the Preschool Assessment Center, Early Childhood Special Education (ECSE) and Pre-kindergarten.

**Source:**

N/A

**Budget Impact:**

N/A

# Questions



Donald E. Robertson, Jr., Ph.D. Acting Superintendent

Department of School Division Services  
Jack Freeman, Chief Operations Officer

Office of Facilities Services  
Melisa A. Ingram, Executive Director

# 2023-24 Early Childhood Programs Update

School Board Workshop  
Department of Teaching and Learning  
November 28, 2023



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

# EDUCATIONAL EXCELLENCE

## EQUITY EMPHASIS

Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.

## STRATEGIES

- 1. Pursue opportunities to expand early childhood education offerings.**



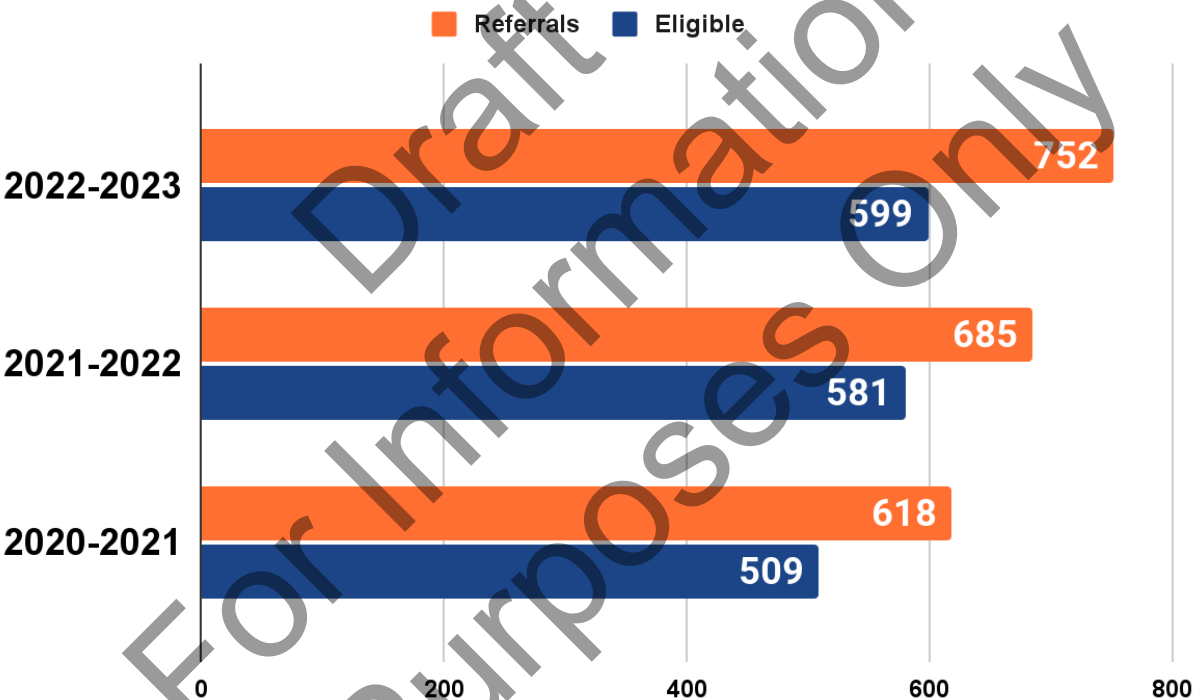
# Preschool Assessment Center (PAC)

- Preschool-aged children (2-5) suspected of having a disability are referred to the Preschool Assessment Center
- Referral sources include Infant & Toddler Connection (IDEA Part C), parents and caregivers
- Most assessments are conducted through an arena assessment process or through authentic assessments in the diagnostic classrooms at FACE



# Preschool Assessment Center (PAC) Referral Data

Children Ages 2-5





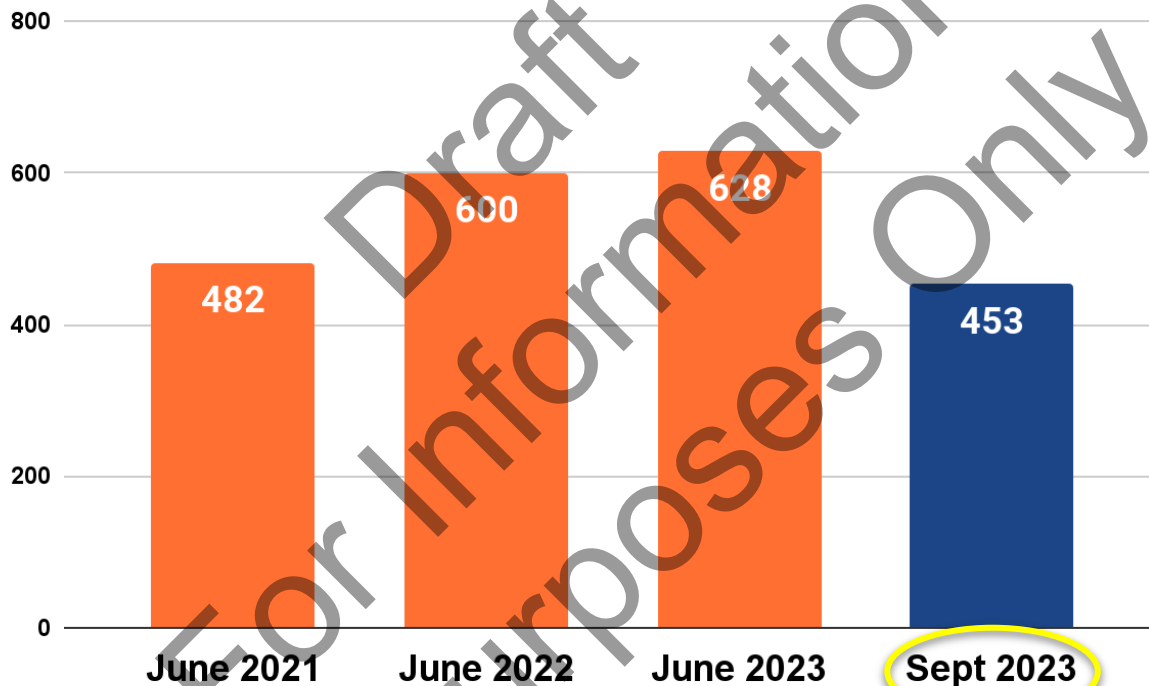
# Early Childhood Special Education (ECSE)

## Services & Environments



- Home-based with in-home itinerant services
- Community-based with itinerant services
- School-based:
  - Pre-K with itinerant or inclusion services
  - ECSE self-contained classroom with all services in this setting

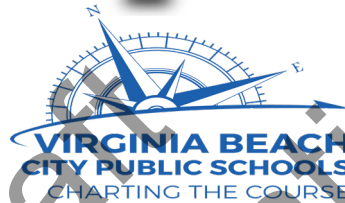
# Children Served in ECSE Special Education Setting



# Pre-K Enrollment

School Year	Pre-K Schools	Pre-K Classrooms	Total Students
2016-2017	20	40	704
2017-2018	24	46	817
2018-2019	26	48	853
2019-2020	26	48	853
2020-2021	27	48	853
2021-2022	27	50	900
2022-2023	27	51	918
2023-2024	27	52	936

# VBCPS Pre-K Funding Sources



*Title I*



*The Ripple Effect*



# VBCPS Pre-K Program

- Selection is based on factors determined by the VDOE
- Full day program
- Children must be 4 years old on or before Sept. 30
- The child's primary residence must be in Virginia Beach, VA
- Purpose: Create strong foundations for our youngest learners to be prepared for kindergarten and beyond



# Phases of the Pre-K Application Process

**1** Apply

**2** Verify

**3** Notify



[vbschools.com/academics/pre-kindergarten](https://vbschools.com/academics/pre-kindergarten)



# Pre-K Instruction and Assessments

- Virginia's Early Learning and Development Standards (ELDS)
- Virginia Kindergarten Readiness Program (VKRP)
  - VA Language and Literacy Screener (VALLS)
  - Early Mathematics Assessment System (EMAS)
  - Child Behavior Rating Scale (CBRS)



# Classroom Assessment Scoring System (CLASS)

The Classroom Assessment Scoring System is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children.

CLASS allows us to:

- Observe and measure classroom interactions
- Provide feedback to teachers and TAs
- Develop goals for teaching and learning
- Improve our practices and programs





# 2022-2023 CLASS Data

CLASS Domain	Benchmark	VBCPS Pre-K	VBCPS ECSE	State
Emotional Supports	5.00	6.23	6.05	5.86
Classroom Organization	5.00	5.84	5.72	5.49
Instructional Supports	3.25	3.70	3.29	2.65

# Professional Development Opportunities

- DTAL Conference 2023
- Summer Essentials
- Administrator PD Sessions
- Fall/Spring Full-Day Training
- Pre-K Monthly Check-Ins
- Evening PD Sessions on Zoom
- Coaching Cycles





# Pre-K Family Engagement

- Family Focus Events
- Discovery Nights
- Classroom In Action Events
- Pre-K Quarterly Newsletters

# Title I Reading Bus

- Promotes and models early literacy learning
- Visits all Pre-K classes
- Makes monthly community stops
- Participates in community events





# Community Partnerships

- Virginia Beach GrowSmart
- Virginia Beach Public Library
- Virginia Beach Department of Public Health
- CHKD
- Virginia Beach Parks and Recreation
- Ready Regions Southeast (EVMS)
- Food Bank of SE Virginia Eastern Shore
- Virginia Beach Police Department
- Virginia Beach Head Start
- United Way of South Hampton Roads
- Noblemen



# Transitioning to Kindergarten

## Current:

- Kindergarten registration begins in April
- IEP meetings for students with disabilities
- Head Start school visits
- Pre-K summer reading packs
- Pre-K Summer Newsletter
- Pre-K Summer Learning Camp
- Kindergarten book packs for all Title I schools

## Summer of 2024:

- Summer camp for incoming kindergarten students who have not attended an early childhood program-Title I
- Family sessions to prepare children for kindergarten
- Exploring additional opportunities to implement creative orientation options



# Questions?





**Subject:** VSBA (Virginia School Boards Association) Legislative Positions **Item Number:** 1D

**Section:** Administrative, Informal, and Workshop **Date:** November 28, 2023

**Senior Staff:** N/A

**Prepared by:** Trenace Riggs, School Board Chair

**Presenter(s):** Trenace Riggs, School Board Chair - VSBA Representative

**Recommendation:**

That the School Board receive information regarding the Virginia School Boards Association (VSBA) Legislative Positions, as presented and voted upon at the VSBA Delegate Assembly on November 16, 2023.

**Background:**

The VSBA Board of Directors voted on and presented the Legislative Agenda to the VSBA Delegate Assembly at the VSBA Annual Meeting November 14-16, 2023. The VSBA Legislative Positions Handbook is a continuous document that can be amended by the VSBA Delegation Assembly each year at its annual conference. Mrs. Riggs, as the School Board's Delegate to the VSBA Delegate Assembly, will present the School Board the outcome from the Delegate Assembly on November 16, 2023.

**Source:**

**Budget Impact:**

N/A



**Subject:** School Board Recognitions **Item Number:** 7

**Section:** Student, Employee and Public Awards and Recognitions **Date:** November 28, 2023

**Senior Staff:** Dr. Admon Alexander, Acting Chief Communications and Community Engagement Officer

**Prepared by:** David Schleck, Public Relations Coordinator

**Presenter(s):** Carolyn Weems, Vice Chair

**Recommendation:**

That the School Board recognize the outstanding accomplishments of those receiving the Nov. 28, 2023, School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

1. VDOE Purple Star Designation - Birdneck Elementary, Frank W. Cox High School, Indian Lakes Elementary, John B. Dey Elementary

**Background Summary:**

That the School Board allow time during School Board meetings to recognize students and/or staff who have accomplished notable recognitions that fit within the parameters of the School Board recognition criteria.  
Recognition Criteria:

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

**Source:**

Utilizing data from submissions made to the Department of Communications and Community Engagement, which have been approved by school principals or department heads recognizing a notable achievement from a student or staff member fitting the Board recognition parameters.

**Budget Impact:**

None.



**Subject:** Approval of Minutes **Item Number:** 10A

**Section:** Approval of Meeting Minutes **Date:** November 28, 2023

**Senior Staff:** N/A

**Prepared by:** Regina M. Toneatto, School Board Clerk

**Presenter(s):** Regina M. Toneatto, School Board Clerk

**Recommendation:**

That the School Board adopt the following set of minutes as presented:

A. November 14, 2023 Regular School Board Meeting

**Note:** Supporting documentation will be provided to the School Board under separate copy and posed to the School Board website.

**Background Summary:**

N/A

**Source:**

Bylaw 1-40

**Budget Impact:**

N/A



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

### School Board Services

**Trenace B. Riggs, Chair**  
District 1 – Centerville

**Carolyn D. Weems, Vice Chair**  
District 9

**Beverly M. Anderson**  
At-Large

**Kathleen J. Brown**  
District 10

**Michael R. Callan**  
District 6

**David Culpepper**  
District 8

**Jennifer S. Franklin**  
District 2 – Kempsville

**Victoria C. Manning**  
At-Large

**Staci R. Martin**  
District 4

**Kimberly A. Melnyk**  
District 2

**Jessica L. Owens**  
District 3 – Rose Hall

**Donald E. Robertson, Ph.D., Acting Superintendent**

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### **School Board Regular Meeting MINUTES** **Tuesday, November 14, 2023**

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

1. **Administrative, Informal, and Workshop:** Chair Riggs convened the Administrative, Informal, and Workshop at 3:03 p.m. on the 14<sup>th</sup> day of November 2023 and announced members of the public will be able to observe the School Board meeting through live streaming on [schoolboard.vbschools.com/meetings/live](https://schoolboard.vbschools.com/meetings/live), broadcast on VBT Channel 47, and on Zoom; welcomed members of the public both in person and online.  
  
In addition to Donald E. Robertson, Ph.D., Acting Superintendent, the following School Board members were present in the School Administration Building #6, School Board Chamber: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin (arrived at 3:12 p.m.), Ms. Manning, Ms. Melnyk, and Ms. Owens (arrived at 3:06 p.m.) The following School Board member was not in attendance: Ms. Martin, due to a family emergency.
  - A. **School Board Administrative Matters and Reports:** Ms. Melnyk mentioned the following: Legislative Committee meeting on Monday, November 20 and Legislative Breakfast on December 21 at Princess Anne High School; Chair Riggs mentioned the following items: next School Board meeting on November 28 may begin at 2:00 p.m. for a teacher hearing, will need at least six (6) School Board members present, the December 12 meeting will also start early at 2:00 p.m. meeting with HYA; Ms. Owens asked about the new voting system, scheduled to go live for the December 12 School Board meeting, training dates will be provided for School Board members; Chair Riggs mentioned two sign-up sheets that will be passed around, one for one-on-one meetings with Dr. Robertson and the other for Superintendent's Student Advisory Council meetings.
  - B. **HYA Presentation – Leadership Profile Report:** Dr. Ted Blaesing and Dr. Connie Collins, consultants from Hazard, Young, Atea & Associates, presented the School Board the results of Leadership Profile and discussed next steps in the Superintendent Search process; shared what has been accomplished: planned the search and community engagement, created and posted national advertising, invitations to participate, post and analyze survey data, 2 days and virtual interviews and meetings, data compilation and analysis, report preparation and presentation, numerous phone calls, text messages and emails to potential candidates; Leadership Profile Report – invitations sent to individuals and groups identified by Board Members, facilitated invitations and remote sessions, and thanks to staff members for assistance and support during the process; survey completed by 4,423 stakeholders on-line: 1,554 parents, 749 students, 1,258 certified or licensed staff – teachers, 424 support staff, 219 community members, and 219 administrators; excellent number of responses to survey; strengths of the district: technology is integrated into the classroom, district technology infrastructure is sufficient to support use of technology in the classroom, district employs effective teachers, administrators, and support staff in its schools, district provides a clear, compelling shared vision of the future (strategic plan), and facilities are well maintained; top-rated competencies - foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators; recruit, employ, and retain effective personnel; provide transparent communication; establish a culture of high expectations for all

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students and personnel; understand and be sensitive to the needs of a diverse student population; reviewed questions from focus group meetings; focus groups participants: Board members, administrators, community, teachers, and support staff; strengths of the Virginia Beach City Public Schools: all staff, program offerings for students, community is supportive and a wonderful place to live, military families and presence, diversity of people and physical geography of the region, reputation of the Division, resources available to staff and students; challenges confronting VBCPS: School Board divisiveness – board governance, politics, recruitment and retention of staff, demographics of the community are changing, facilities that need updating, remodeling or replacement; survey data plus listening sessions equal desired characteristics; desired characteristics – four major areas: communicator extraordinaire, relationship builder and politically astute, management and leadership skills, pedagogical expertise; noted added in posting – the successful candidate must possess or be immediately eligible for professional credentials and licensure in the State of Virginia as a school superintendent. Additionally, this person will need to be thoroughly familiar with the history, culture, and needs of the Virginia Beach City Public Schools, the City of Virginia Beach, and the State of Virginia; mentioned HYA will be returning in four weeks to continue process.

The presentation continued with questions and comments regarding groups and negative comments; loved the community input; communication aspects; relationship builder; superintendent supporting Board; partnering with School Board; thanks for all hard work by HYA; community input; read comments by community; controversial issues; number of candidates; knowing about the School Board; still recruiting and talking to people; reaching out to candidates; and starting screening process after Thanksgiving.

- C. Calendar Timeline for 2024-2025: Matthew Delaney, Chief Schools Officer, presented the School Board an update on the 24-25 school calendar process; reviewed the calendar development/adoption timeline: winter - draft calendars created, January – calendar workgroup meeting, teacher assembly, survey to families and staff, early February – School Board meeting (information), late February – School Board meeting (action); guidance for calendar creation: number of instructional days (181 days), teacher staff, in-service days (193 days), required seat hours, observance of holidays, length of Thanksgiving, Holiday and Spring Break, adjusted dismissal days; Pre-Labor Day start – added multiple staff days throughout the school year, added in a holiday the Wednesday before Thanksgiving, reduced the number of adjusted dismissal days; feedback – plus: two four-day work weeks, students transitioned easily, appreciate the additional staff days during the year; feedback – delta: 5 in-service days, less time for professional learning, condensed summer planning, less central support preparation time; mentioned attendance not negatively impacted by early start; reviewed calendar development timeline again.

The presentation continued with questions and comments regarding days off in November and staffing issues; students having off the Wednesday before Thanksgiving; Pre-Labor Day start; 12-month employees and Thanksgiving; schools as voting places; seat hours; start of school – had two back-to-back four day school weeks; attendance and instruction; copy of survey for School Board; adjusted dismissal days; starting school early and not ending early; getting the calendar earlier; timeframe for releasing calendars; one year calendar and two year calendar; definition of seat time; find balance with staff days and adjusted dismissal; calendar impacts – day care, Parks & Recreation, quality of life; historical survey for this calendar year; support staff needs; and schools and Election Day.

- D. PPEA Interim Agreement Update: Melisa Ingram, Executive Director, Facilities Services provided the School Board an update as staff continues to work with the design team from S.B. Ballard Construction Company (SBBCC) regarding the Public-Private Education Facilities and Infrastructure Act (PPEA) Interim Agreement; this update to the School Board is related to the 30% design development step in the design process for the replacement of three schools, Princess Anne High School, Williams Elementary School/ Bayside 6th Grade Campus, and Bayside High School; Jack Freeman, Chief Operations Officer provided a brief introduction; Ms. Ingram continued the presentation; 30% design development – focus on the educational program: gather information and insights into programs, align with *Compass to 2025*, VDOE, and other guidelines, review and compare with existing facilities, understand special programs, explore future needs, design and explore space-saving strategies; initial stakeholder input; 15% schematics/conceptual design meetings; 30% design development meetings; learning communities – access to a variety of coursework: accommodate rigorous courses of study, create spaces for academic exploration, support strong critical thinking skills; efficiencies and design considerations – core academics and supports: core learning, student community commons, teacher and staff supports, special needs; instructional activities: career pathways/CTE/academics, visual arts, music/performing arts, physical education; campus commons: schola, media center, food services/dining commons; offices and supports: school administration, counseling, school clinic, community engagement center; building/facility: custodial/building services, (MEP) mechanical/electrical/plumbing; VBCPS programs/enhancements: division-wide special education center (PAHS) – shared clinic, kitchen, and other



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supports, NJROTC – serves Princess Anne HS and Bayside HS, while operation out of Princess Anne HS, field house – reduced field house size results in increases shared use; shared draft renderings of Princess Anne High School (four story structure), Williams Elementary/Bayside 6<sup>th</sup> Grade Campus (two story structure), Bayside High School (two story structure in the front and four story structure in the back); educational programming and space needs – 21<sup>st</sup> century learning spaces: critical thinking skills, flexible and adaptable; cost savings: earlier completion, guaranteed maximum price (GMP); prototype high school plan: Bayside High School can be used for First Colonial, Kempsville, and Green Run High Schools; financial: GMP vs. low-bid, collaboration with budgeting; shared draft of space needs for Princess Anne High School, Williams Elementary/Bayside 6<sup>th</sup> Grade Campus, and Bayside High School; reviewed Public Input Meeting milestones; next steps: guaranteed maximum price (GMP) and proposed square feet brief – January 9, 2024; questions to Chair of the Board by December 1, 2023.

The presentation continued with questions and comments regarding shared space for NJROTC; GMP and square footage; educational needs; gathering input from the community; request for presentation notes; more details on square footage and GMP on January 9<sup>th</sup>; size of buildings; sharing spaces (example wrestling and dance); impressed with community input; building prototype for other high schools; cost of building additional space; maintenance of space; student population; space efficiencies; gym space; input from PE teachers and coaches on gym design; orchestra and band space; schola; student meeting space; data request on how many students took PE in person in high school; likes CTE classes in learning community; spark interest in CTE classes; adjustable spaces (computer labs and art) teaching stations; and use of building for community.

2. **Closed Session:** None during the Administrative, Informal, and Workshop session. See agenda item #17.
3. **School Board Recess:** Chair Riggs adjourned the Administrative, Informal, and Workshop session at 5:19 p.m.
4. **Formal Meeting (School Administration Building #6 – School Board Room) ..... 6:00 p.m.**
5. **Call to Order and Roll Call:** Chair Riggs convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:02 p.m. on the 14<sup>th</sup> day of November 2023 and welcomed members of the public both in person and online.  
  
In addition to Donald E. Robertson, Ph.D., Acting Superintendent, the following School Board members were present in the School Board Chamber: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The following School Board member was not in attendance: Ms. Martin, due to a family emergency.
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition:** There were no student, employee, or public awards presented at the meeting.
8. **Adoption of the Agenda:** Chair Riggs called for any modifications to the agenda as presented. Hearing none, Chair Riggs called for a motion to approve the agenda as presented. Mr. Callan made the motion, seconded by Ms. Melnyk. Without discussion, Chair Riggs called for a vote to approve the agenda as presented. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the agenda as presented: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.
9. **Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings):** Chair Riggs noted there was no Superintendent's Report this evening, but there were recognitions. Dr. Robertson, Acting Superintendent, introduced the following appointments which were voted on and approved at the October 24, 2023 School Board meeting: Danielle N. Williams, Assistant Principal, Glenwood Elementary School as Principal, White Oaks Elementary School; Nicole L. Livas, Evening News Anchor/Special Projects Reporter, WVEC-TV as Chief Communications and Community Engagement Officer, Department of Communications and Community Engagement; and Jennifer M. Morris, Assistant Principal, Corporate Landing Middle School as Coordinator, Technology Academy, Landstown High School.
10. **Approval of Meeting Minutes**
  - A. **October 24, 2023, Regular School Board Meeting:** Chair Riggs called for any modifications to the October 24, 2023 Regular School Board meeting minutes as presented. Hearing none, Chair Riggs called for a motion to approve the October 24, 2023 as presented. Ms. Manning made the motion, seconded by Ms. Brown. Without discussion, Chair

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Riggs called for a vote to approve the October 24, 2023 minutes as presented. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the October 24, 2023 minutes as presented: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

**11. Public Comments (until 8:00 p.m.)**

Chair Riggs announced the School Board will hear public comments until 8:00 p.m. on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and School Division. Chair Riggs mentioned information regarding speaker process and submitting comments via group email. There were twelve (12) in person speakers and one (1) online speaker; topics discussed were gun violence in schools; Christianity in schools; Bylaw 1-14; School Board salary increase; Superintendent search; compassion for others; Human Rights; model policy; school year calendar; military families; student learning; absenteeism rates; substitutes; technology; SOL scores; materials in library; speakers; transgender students; separation of church and state; First Amendment rights; nicknames; ParentVue; student cumulative folder/records; duties of staff; classroom management; safety of students; Policy 5-21; Policy 5-36; and student speakers.

The Public comments concluded at 6:47 p.m.

**12. Information**

- A. Strategic Plan Ad Hoc Committee Appointments: Lisa Banicky, Ph.D., Executive Director, Office of Planning, Innovation, and Accountability, presented the School Board the recommended appointments to the Strategic Plan Ad Hoc Committee; noted the Strategic Plan Ad Hoc Committee activated one year prior to the end of the cycle of the long-range plan required by VDOE; review community input, data and educational trends to identify priorities and draft strategic framework; consists of representatives recommended by the Superintendent and approved by the School Board; represents 34 members; selected to represent various internal and external stakeholders including teachers, parents, students, administrators, business leaders, military, and higher education representatives; reviewed recommended members: Admon Alexander – Director, Office of Family and Community Engagement, VBCPS; Meghan Ashburn – Parent, Member of the Special Education Community Advisory Committee; Shawn Avery – President and CEO, Hampton Roads Workforce Council; Catherine Bailey – Teacher, Kempsville High School; Lisa Banicky – Executive Director, Office of Planning, Innovation, and Accountability, VBCPS; Ana Castellanos – Parent; Danielle Colucci – Chief Academic Officer, Department of Teaching and Learning, VBCPS; Mike Corso – Vice President of Business Banking, Atlantic Union Bank and member of the Technical and Career Education General Advisory Council; Kellie Crawford-Sorey – Associate Vice President of Academic Affairs, Tidewater Community College; Helen Crompton – Professor of Instructional Technology, Old Dominion University; Ray Dayanghirang – Student, Bayside High School; Matthew Delaney – Chief Schools Officer, Department of School Leadership, VBCPS; Micah DeLoatch – Principal, Thoroughgood Elementary School; Clay Dills – CEO, Dills Architects; Steve Djunaedi – Commanding Officer, Naval Station Oceana; Gail Flax – Community Leader, United Jewish Federation of Tidewater; Ty Harris – Director, Office of Diversity, Equity, and Inclusion, VBCPS; Kevin Hill – President, Virginia Beach Education Foundation; Diana Keswick-Hernandez – Parent; Michael Krischman – Director, Virginia Beach Parks and Recreation; Susan Larkin – Provost and Vice President for Academic Affairs, Virginia Wesleyan University; Brandon Lilley – School Improvement Specialist, Bayside Middle School; Sara Lockett – Director, Office of Technical and Career Education, VBCPS; Paul Neudigate – Chief of Police, City of Virginia Beach; Melissa Nutter – Regional School Liaison Officer, Little Creek – Fort Story; Ryan O'Meara – Principal, Tallwood High School; Amanda Pine – Co-Chair, Interfaith Alliance Board; Aliyah Pitts – Student, Salem High School; Nancy Porter – Vice President of Marketing and Executive Director, Bayport Foundation; Donald Robertson – Acting Superintendent; Nancy Rogan – Director of Community Engagement, WHRO; Tamika Singletary-Johnson – Principal, Larkspur Middle School; Kathleen Slinde – President, Virginia Beach Education Association; Debbie Torres – Teacher, Alanton Elementary School.

The presentation continued with questions and comments regarding timeframe for approval of members; for scheduling purposes, approval sooner than later; selection process; similar participant from last cycle; common partners and relationships; working relationships with universities; business partners; recommendations from staff; student and parent recommendations; recommendations from Family and Community Engagement; some of the business member recommendations are also parents; develop a process in the future to find out who is interested; process of moving items from information to action; Chair Riggs mentioned have an alternate on the School Board for the Committee; mentioned there are six meetings from January to June from 4:30 p.m. to 6:30 p.m.; Ms. Anderson volunteered to be the alternate; Ms. Melnyk made the following motion – I move that we add the Strategic Plan Ad

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Hoc Committee Appointments to Action number 15D, in addition we would be adding Ms. Anderson as an alternate for Ms. Martin; Ms. Owens seconded the motion by Ms. Melnyk. Without discussion, Chair Riggs called for a vote on Ms. Melnyk's motion. The School Board Clerk announced there were nine (9) ayes in favor of the motion: Chair Riggs, Vice Chair Weems, Ms. Anderson, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. There was one (1) nay opposed to the motion: Ms. Brown. The motion passed, 9-1-0.

B. Textbook Adoption:

1. Parenting and Early Learning Careers: Recommendation that the School Board review and approve the following high school Parenting and Early Learning textbook as recommended by the Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
Parenting and Early Learning Careers	<i>Child Development: Early Stages Through Adolescence</i> , 10 <sup>th</sup> Edition	Goodheart-Wilcox	2024

2. Teen Living (Grades 6, 7 and 8): Recommendation that the School Board review and approve the following middle school Teen Living textbook as recommended by the Teen Living Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
Teen Living (6, 7 and 8)	<i>Exploring Life and Career</i> , 8 <sup>th</sup> Edition	Goodheart-Wilcox	2023

Angela Seiders, Executive Director of Secondary Teaching and Learning presented the School Board information on the above textbook adoptions; outlined the VBCPS textbook adoption process; Teen Living choice – *Exploring Life and Career*, rationale: aligns with state and local competencies, well-rounded resources for a comprehensive course that spans three grade levels, age-appropriate language, easy navigation, and on-trend topics for optimal student engagement; Parenting and Early Learning Careers choice – *Child Development: Early Stages Through Adolescence*, rationale: aligns with state and local competencies, inclusive approach using diverse perspectives and backgrounds, spotlights Workplace Readiness Skills in an engaging and authentic manner; total implementation cost: Teen Living \$20,693.10 and Parenting and Early Learning Careers \$19,320.00; grand total for both textbooks \$40,013.10. The presentation continued with questions and comments regarding topics in teen living program, namely credit, finances; review of curriculum; sharing textbooks; copies to review; 10 textbooks per middle schools; few options for textbooks; readability score; and broad range of students reading the textbooks.

- C. Part-time Pay Rates: Cheryl Woodhouse, Chief Human Resources Officer, provided the School Board information regarding increasing the part-time rates for Early Literacy Support Staff, Title I Teacher Substitutes, and Detention Monitors; reviewed current and proposed rates for each category; Early Literacy Support Staff – current rates: non-certified \$18.50 and certified \$21.50, proposed rates: non-certified \$27.21 and certified \$33.59; substitute teachers Title I schools (2023-2024 School Year Only) – current rates: teacher daily substitute (non-certified) \$125.00, teacher daily substitute (certified) \$135.00, site assigned substitute (non-certified) \$130.00, site assigned substitute (certified) \$140.00, long term substitute \$205.00, proposed rates: teacher daily substitute (non-certified) \$145.00, teacher daily substitute (certified) \$155.00, site assigned substitute (non-certified) \$150.00, site assigned substitute (certified) \$160.00, long term substitute \$225.00; increased by \$25.00 per day; detention – current rates: \$20.00 per hour, proposed rate: \$25.00 per hour.

The presentation continued with questions and comments regarding part-time early literacy support staff; determining amount of increase; depending on grant; volunteer tutoring; paid tutors are more consistent; resignations; number of hours PALS teachers work per week, 29 hours per week; grant funding for PALS staff; early childhood piece is critical; and SOL tutoring.

- D. VSBA Legislative Proposals: Chair Riggs read the following Virginia School Boards Association (VSBA) Legislative Proposals and noted the following proposals were recommended by the Committee for submission to the VSBA Board of Directors. Once approved by the Board of Directors, the proposals will be brought before the VSBA Delegate Assembly in November. In the items below, the underlined language is new language that is proposed to be added to the VSBA Legislative Positions Handbook. Strike through language is proposed for removal from the VSBA Legislative Positions Handbook. The title of each proposed legislative position has been marked to identify whether the proposal is an entirely new position (PROPOSED NEW POSITION) or is an amendment to an existing position (PROPOSED AMENDMENT).

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### LEGISLATIVE PROPOSAL NO. 1

#### 8.1 School Facility Construction Funds and Financing (Proposed Amendment)

The VSBA urges the Virginia General Assembly and the U.S. Congress to provide substantial and sustained funding to finance local school construction, renovation, and debt service costs with disbursements to local school boards, including specific incentives for safety/security upgrades to better protect students and staff, as well as incentives for energy efficient construction and renovation to reduce the lifetime operating costs of school facilities.

### LEGISLATIVE PROPOSAL NO. 2

#### 4.16 Employee Criminal Background Checks (Proposed Amendment)

The VSBA supports legislation that provides state funding to conduct federal and state criminal background checks for all new employees ~~and~~, calls for the State Department of Education to establish a state “clearing house” for the results of such criminal background checks, and supports the state fully funding local participation in Virginia’s implementation of the Federal Bureau of Investigation’s (FBI) Next Generation Identification (NGI) Noncriminal Justice Rap Back Service regarding reporting and notification of public-school employee misconduct.

There was a discussion regarding paying for background checks; most employee groups pay for those; employees on the U10 step scale do not have to pay for their background checks; other employees reimburse the division; do work with individuals with financial constraints or needs; cost of background check; cost \$37.00; how often are background checks done; monthly fee for Rap Back Service from proposal; Chair will bring forward questions at the Delegate Assembly; cost is outrageous; voluntary participation; affordable and useful; not have government pay for cost.

### LEGISLATIVE PROPOSAL NO. 3

#### School Zone Safety Standards (Proposed New Legislative Position)

The Virginia School Boards Association supports additional local authority and flexibility in setting safety standards in school zones.

There was a discussion regarding what does local authority and flexibility mean; safety measures; framework that is more directive to local School Boards; Chair will ask the question in the assembly; highways are not controlled by the locality; controlling the speed and safety on roads near schools; signs by schools (speed limit, flashing light sign); more autonomy over those decisions; examples of roads.

### LEGISLATIVE PROPOSAL NO. 4

#### Judicial Enforcement of Truancy (Proposed New Legislative Position)

The VSBA strongly encourages judicial proceedings to follow a standard timeline with automatic actions taken at each step of the truancy timeline. The courts have established outcomes prescribed by the Code of Virginia and Virginia legal statutes that allow for specific actions in relation to truancy matters for both the student and the parent/guardian. The request is that a firm, fair, and timely implementation of those outcomes be standardized and practiced in each courtroom in the Commonwealth of Virginia.

There was a discussion regarding the truancy issue; complicated area; working with local courts; VBCPS collaboration with local courts; accountability through accreditation; needs to be studied – collaboration with the courts; parental involvement; possibility of a Bill being sponsored; process needs to be looked at; topic discussed at last Legislative meeting; VDOE regulations; regarding overall proposals – comfortable with number 1 and 3 but concerns with number 2 and 4; proposals will be presented one at a time at the Delegate Assembly; cannot support proposal 4; review of handbook; receiving the handbook; sections IX and X of the handbook; taking action on other items; consideration of legislative positions from VBCPS; sometimes there are not things to bring forward; VSBA Handbook; School Board receiving legislative information; language in VSBA Handbook; which proposals will be voted on at the Delegate Assembly; proposals need 2/3 voted to pass; suggestion in the Spring, to bring legislative agenda to the whole School Board; getting suggestions from School Board members; in the Fall have a reminder of the VSBA Legislative proposals and discuss as a Board; request to have the Chair abstain from voting on any additional



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proposals brought to the VSBA Delegate Assembly that were not discussed by the VBCPS School Board; will vote on the four proposals tonight under Action.

**13. Return to public comments if needed:** As noted under Agenda item #11, Public Comments concluded at 6:47 p.m.

**14. Consent Agenda:** Chair Riggs read the following items on the Consent Agenda:

- A. Policy Review Committee (PRC) Recommendations: Recommended that the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 9, 2023 meeting.
  1. Policy 4-62/Evaluation: Licensed Personnel: The PRC recommends amendments to reflect current requirements of licensed personnel evaluations and updates to legal references.
  2. Policy 5-6/Student/Parent/Guardian Appeals: The PRC recommends amending the title and adding language to clarify that when the right to an appeal is not set forth in law, policy or regulation that the Superintendent has sole discretion to consider an appeal and that the School Board will only consider an appeal when law, policy or regulation require the School Board to do so.
  3. Policy 5-11/Age of Compulsory Attendance/Exemptions: The PRC recommends minor clarifying amendments.
  4. Policy 5-12/Legal Withdrawal: The PRC recommends minor clarifying amendments.
  5. Policy 5-13/Home Instruction: The PRC recommends minor clarifying amendments.
  6. Policy 5-17/Absences/Truancy/ Parental Notification: The PRC recommends minor clarifying amendments.
  7. Policy 5-21/Student Suspensions and Expulsions: The PRC recommends minor clarifying amendments.
  8. Policy 5-36/Conduct Invoking Punitive Action: The PRC recommends minor clarifying amendments.
  9. Policy 7-3/Access to Records: The PRC recommends amending the title, adding clarifying language, and adding Paragraph C regarding the FOIA Officer and regulations regarding FOIA.
- B. Recommendation of a General Contractor:
  1. Diamond Springs Elementary School Chiller/Boiler Replacement: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with Colonial Webb for the Diamond Springs Elementary School Boiler/Chiller Replacements in the amount of \$1,418,587.
  2. First Colonial High School Roof Top Unit (RTU) Replacements: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with Colonial Webb for the First Colonial High School Roof Top Unit Replacements in the amount of \$3,872,214.
- C. Canvas: Year-One Implementation Evaluation: Recommended that the School Board approve the administration's recommendations that were proposed in response to the Canvas: Year-One Implementation Evaluation.

After reading the items on the Consent Agenda, Chair Riggs asked if there were any objections to voting on the Consent Agenda items. The School Board Clerk mention the correction on the coversheet for item #14B1 – the incorrect elementary school was listed in the recommendation section; the School Board members were emailed the correction and the agenda packet was updated with the correction for the public. Hearing no objections, Chair Riggs called for a motion to approve the items on the Consent Agenda. Ms. Franklin made the motion, seconded by Ms. Anderson. Chair Riggs called for a vote to approve the Consent Agenda. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the Consent Agenda: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

**15. Action**

- A. Personnel Report / Administrative Appointments: Chair Riggs called for a motion to approve the November 14, 2023 personnel report and administrative appointments. Ms. Brown made the motion, seconded by Ms. Owens that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the November 14, 2023 personnel report along with the administrative appointments as recommended by the Acting Superintendent. Without discussion, Chair Riggs called for a vote to approve the November 14, 2023 personnel report and administrative appointments. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the November 14, 2023 personnel report and administrative appointments: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

Donald E. Robertson, Ph.D., Acting Superintendent, mentioned the following: Bradley A. Ward, Administrative Assistant, Larkspur Middle School as Assistant Principal, Corporate Landing Middle School, and Shannon R. Mackey,

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Preschool Coach, Department of Early Learning, Norfolk Public Schools as Coordinator, Special Education, Office of Programs for Exceptional Children.

- B. Policy Review Committee (PRC) Recommendations: Recommended that the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 9, 2023 meeting.
1. Bylaw 1-14/Compensation and Expenses: The PRC recommends that, effective January 1, 2025, the School Board approve amending the School Board Member's annual salary from \$12,000 to \$20,000 and removing the Communication and Data Allowances.

Kamala Lannetti, School Board Attorney, mentioned the Bylaw needs to be acted on under Action and not Consent; discussed the compensation expenses at the last School Board meeting; noted under Section A – Effective January 1, 2025, the annual salary for School Board Members will be \$20,000 and the annual salary for the School Board Chair will be \$22,000; noted under Section B – Effective January 1, 2025, the School Board Members will no longer receive the Communication Allowance and the Data Allowance.

Chair Riggs called for a motion to approve Bylaw 1-14/Compensation and Expenses. Ms. Owens made the motion, seconded by Ms. Melnyk. There was a discussion regarding the Bylaw; discomfort with voting for a raise; input from constituents; cannot vote to approve; not opposed to increase but not the amounts proposed; smaller increase could support; cost of living adjustments; opening the door wider for others to be heard; position on the School Board takes time; salary has not been looked at in over a decade; cost of living and inflation; appreciate the vote to support the raise; amount of increase; job requires a lot of attention; committee work; reading emails; support for Bylaw; increase will start in January 2025.

Without further discussion, Chair Riggs called for a vote to approve Bylaw 1-14/Compensation and Expenses. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve Bylaw 1-14/Compensation and Expenses: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Melnyk, and Ms. Owens. There were two (2) nays opposed to the motion to approve Bylaw 1-14/Compensation and Expenses: Ms. Franklin and Ms. Manning. The motion passed, 8-2-0.

- C. VSBA Legislative Proposals: Chair Riggs called for a motion to approve the Virginia School Boards Association (VSBA) Proposal No. 1 that was presented tonight by the Chair. Ms. Anderson made the motion, seconded by Ms. Melnyk. Without discussion, Chair Riggs called for vote to approve the Virginia School Boards Association (VSBA) Proposal No. 1 (School Facility Construction Funds and Financing). The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the Virginia School Boards Association (VSBA) Proposal Number 1 (School Facility Construction Funds and Financing): Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

Chair Riggs called for a motion to approve the Virginia School Boards Association (VSBA) Proposal No. 2 (Employee Criminal Background Checks). Ms. Melnyk made the motion, seconded by Ms. Anderson. Without discussion, Chair Riggs called for a vote to approve the Virginia School Boards Association (VSBA) Proposal No. 2 (Employee Criminal Background Checks). The School Board Clerk announced there were two (2) ayes in favor of the Virginia School Boards Association (VSBA) Proposal No. 2 (Employee Criminal Background Checks): Chair Riggs and Ms. Anderson. There were eight (8) nays opposed to the Virginia School Boards Association (VSBA) Proposal No. 2 (Employee Criminal Background Checks): Vice Chair Weems, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion did not pass, 2-8-0.

Chair Riggs called for a motion to approve the Virginia School Boards Association (VSBA) Proposal No. 3 (School Zone Safety Standards). Ms. Melnyk made the motion, seconded by Ms. Manning. There was a discussion about the language in the proposal being vague; asking for clarification when discussed at the Delegate Assembly; what are they going to ask the legislature to change; what does it mean in application; how to write the language. Without further discussion, Chair Riggs called for a vote to approve the Virginia School Boards Association (VSBA) Proposal No. 3 (School Zone Safety Standards). The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the Virginia School Boards Association (VSBA) Proposal No. 3 (School Zone Safety



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Standards): Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. There was one (1) nay opposed to the motion to approve the Virginia School Boards Association (VSBA) Proposal No. 3 (School Zone Safety Standards): Mr. Callan. The motion passed, 9-1-0.

Chair Riggs called for a motion to approve the Virginia School Boards Association (VSBA) Proposal No. 4 (Judicial Enforcement of Truancy). Mr. Callan made the motion, seconded by Vice Chair Weems. There was a discussion regarding Proposal No. 4; would like the Chair to abstain from the vote; study needed on subject; a Bill may be developed; request to vote no on this proposal and possibly help work on the language of the proposal; issue across the Commonwealth; parental participation; not in favor of how it is written; concerns of supporting and relationship with local courts; follow-up with Assembly that VBCPS does not support Proposal No. 4.

Without further discussion, Chair Riggs called for a vote to approve the Virginia School Boards Association (VSBA) Proposal No. 4 (Judicial Enforcement of Truancy). The School Board Clerk announced there were no ayes in favor of the motion to approve the Virginia School Boards Association (VSBA) Proposal No. 4 (Judicial Enforcement of Truancy). There were ten (10) nays opposed to the motion to approve the Virginia School Boards Association (VSBA) Proposal No. 4 (Judicial Enforcement of Truancy): Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion did not pass, 0-10-0.

- D. **Strategic Plan Ad Hoc Committee Appointments:** Note, see agenda item #12A under Information. Chair Riggs called for a motion to approve the Strategic Plan Ad Hoc Committee Appointments and alternate. Ms. Melnyk made the motion, seconded by Ms. Owens. There was a discussion regarding the strategic plan; concerns about the process of selecting parents and students; in the future, a balanced selection approach; cannot support motion; like persons chosen, come from a variety of different backgrounds; in the future, School Board should have input on who serves on the committee; trust work of Dr. Banicky; concerns about the selection process; part of *Compass to 2025*; happy with selection of committee members; and community members selected. Without further discussion, Chair Riggs called for a vote to approve the Strategic Plan Ad Hoc Committee Appointments and alternate. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve the Strategic Plan Ad Hoc Committee Appointments and alternate: Chair Riggs, Vice Chair Weems, Ms. Anderson, Mr. Callan, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. There were two (2) nays opposed to the motion to approve the Strategic Plan Ad Hoc Committee Appointments: Ms. Brown and Mr. Culpepper. The motion passed, 8-2-0.

- 16. Committee, Organization or Board Reports:** Ms. Manning mentioned SEAC (Special Education Advisory Committee) meeting, Coordinator of Transportation for SPED, Mr. Cris Sprouse attended the meeting, discussed special education transportation; Ms. Anderson mentioned Sister Cities is starting the planning for the ambassador event in March, will be contacting the high schools, there is a scholarship, taking students in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades, will be contacting the high school principals.

- 17. Return to Administrative, Informal, Workshop or Closed Session matters:** At 9:03 p.m., Vice Chair Weems made the following motion, seconded by Ms. Melnyk that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 2, 7, and 8 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.

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

8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Status of pending employee discipline and student complaint/discipline cases
- B. Appointments of certain staff members
- C. Consultation with legal counsel concerning new Executive Order
- D. Status of pending litigation or administrative cases.
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Chair Riggs called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to recess into Closed Session: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

The School Board recessed into Closed Session at 9:12 p.m.

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

- C. Consultation with legal counsel concerning new Executive Order: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; Eugene F. Soltner, Ed.D., Chief of Staff; Cheryl R. Woodhouse, Chief Human Resources Officer; and Regina M. Toneatto, School Board Clerk.
- A. Status of pending employee discipline and student complaint/discipline cases: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; Eugene F. Soltner, Ed.D., Chief of Staff; Cheryl R. Woodhouse, Chief Human Resources Officer; and Regina M. Toneatto, School Board Clerk.
- B. Appointments of certain staff members: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; Eugene F. Soltner, Ed.D., Chief of Staff; Cheryl R. Woodhouse, Chief Human Resources Officer; and Regina M. Toneatto, School Board Clerk.
- D. Status of pending litigation or administrative cases; and
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; Eugene F. Soltner, Ed.D., Chief of Staff; Cheryl R. Woodhouse, Chief Human Resources Officer; and Regina M. Toneatto, School Board Clerk.

At 10:00 p.m., School Board member, Ms. Melnyk recused herself from the Closed Session.

The School Board reconvened at 10:05 p.m.

Certification of Closed Session: Vice Chair Weems read the Certification of Closed Session:

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**WHEREAS**, the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

**WHEREAS**, Section 2.2-3712 (D) of the Code of Virginia requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

**NOW, THEREFORE, BE IT RESOLVED** that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

Vice Chair Weems made the motion, seconded by Ms. Manning for Certification of Closed Session. Chair Riggs called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion for Certification of Closed Session: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, and Ms. Owens. The motion passed, 9-0-0.

- 18. Adjournment:** Chair Riggs adjourned the meeting at 10:07 p.m.

Respectfully submitted:

\_\_\_\_\_  
Regina M. Toneatto, Clerk of the School Board

Approved:

\_\_\_\_\_  
Trenace B. Riggs, School Board Chair



**Subject:** Interim Financial Statements – October 2023 **Item Number:** 12A

**Section:** Information **Date:** November 28, 2023

**Senior Staff:** Crystal M. Pate, Chief Financial Officer

**Prepared by:** Daniel G. Hopkins, Director of Business Services

**Presenter(s):** Crystal M. Pate, Chief Financial Officer  
Daniel G. Hopkins, Director of Business Services

**Recommendations:**

That the School Board receive information regarding the October 2023 Interim Financial Statements.

**Background Summary:**

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

**Source:**

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

**Budget Impact:**

None



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

**INTERIM FINANCIAL STATEMENTS**  
**FISCAL YEAR 2023-2024**  
**OCTOBER 2023**

The financial statements include the following:

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

The financial statements are reported on a cash basis; however, the financial statements include encumbrances (e.g., purchase orders, construction contracts) and reflect the option-payroll (e.g., 10-month employees starting in September electing to be paid over 12-months (i.e., includes the appropriate amount of the July and August salary payments due)) on a monthly basis (September through June). This salary accrual is reflected in each appropriate salary line item within each cost center 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 **\$79.0 million**. Of the amount realized for the month, **\$42.6 million** was realized from the City, **\$8.1 million** was received in state sales tax, and **\$26.9 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. Funds from the Federal Government this month totaled **\$846,431** for Impact Aid.

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

The percent of the total current fiscal year budget expended and encumbered through this month was **28.31%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2023 was **28.72%**, and FY 2022 was **29.73%**. Please note that **\$15,955,706** of the current year budget is funded by the prior year fund balance for encumbrances.

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

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. This fund has realized **\$103,725** (includes **\$96,669** in football receipts) this month or **94.1%** of the estimated revenue for the current fiscal year compared to **91.0%** of FY 23 actual. Expenditures totaled **\$653,895** for this month. This fund has incurred expenditures and encumbrances of **32.2%** of the current fiscal year budget compared to **38.6%** of the FY 23 actual. Please note that **\$58,851** of the current year budget is funded by the prior year fund balance for encumbrances.

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

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$3,235,297** (includes **\$783,469** for service charges and **\$1,680,380** for National School Lunch Program) this month or **12.7%** of the estimated revenue for the current fiscal year compared to **11.0%** of the FY 23 actual. Expenditures totaled **\$4,774,550** for this month. This fund has incurred expenditures and encumbrances of **17.6%** of the current fiscal year budget compared to **14.5 %** of the FY 23 actual. Please note that **\$7,960,784** of the current year budget is funded by the prior year fund balance (**\$6,901,953**) and prior year fund balance for encumbrances (**\$1,058,831**).



**Textbooks Fund** (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$434,898** (includes **\$414,352** from the Department of Education) this month or **34.3%** of the estimated revenue for the current fiscal year compared to the **33.3%** of the FY 23 actual. Expenditures totaled **\$417,156** for this month. This fund has incurred expenditures and encumbrances of **67.2%** of the budget for the current fiscal year compared to **89.3%** of the FY 23 actual. Please note that **\$1,792,814** of the current year budget is funded by the prior year fund balance (**\$1,572,037**) and prior year fund balance for encumbrances (**\$220,777**).

**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 **\$55,668** in revenue (includes **\$33,426** in interest) this month. Expenses for this month totaled **\$289,172** (includes **\$165,794** in Worker's Compensation payments, **\$10,124** in Fire and Property insurance premiums, and **\$928** in Motor Vehicle 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 **\$19,149** in revenue (includes **\$3,658** in tower rent-Cox High, **\$6,485** in tower rent-Tech Center, and **\$1,184** in tower rent-Woodstock Elementary) this month or **54.9%** of the estimated revenue for the current fiscal year compared to **45.0%** of FY 23 actual. Please note that **\$324,000** of the current year budget is funded by the prior year fund balance (**\$284,000**) and prior year fund balance for encumbrances (**\$40,000**).

**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 **\$10,111,942** in expenditures was incurred for various grants this month.

**Health Insurance Fund** (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$14,162,836** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$13,956,639**. This includes medical and prescription drug claim payments for City and School Board employees.

**Vending Operations Fund** (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$18,005** in revenue (includes **\$17,017** in vending receipts) has been realized this month or **14.5%** of the estimated revenue for the current fiscal year compared to **21.9%** of FY 23 actual. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

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

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$35,963** in revenue (interest) this month. Please note that the current year budget is funded by the prior year fund balance **(\$560,840)**.

### **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 **\$856** in revenue (interest) this month. Expenses for the month totaled **\$3,820**. Please note that **\$497,774** of the current year budget is funded by the prior year fund balance **(\$327,651)** and prior year fund balance for encumbrances **(\$170,123)**.

### **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 **\$11,988,009** in expenditures was incurred for various school capital projects this month. This includes **\$3,337,667** for Princess Anne High School Replacement project, **\$1,278,255** for B. F. Williams and Bayside 6<sup>th</sup> Grade Replacement project, **\$2,859,256** for Bayside High School Replacement, **\$1,341,207** for Reroofing Renovation and Replacement Phase III projects, and **\$1,659,718** for the School Bus and Fleet Replacement project.

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

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$4,363,929** in revenue for the current fiscal year (from School Operating Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **24.2%** of the current year fiscal year budget compared to **21.8%** of FY 23. Please note that **\$28** of the current year budget is funded by the prior year fund balance for encumbrances.

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000**  
**October 1, 2023 through October 31, 2023**

5

Batch Entry Name	Description		Account From		Account To	Transfer Amount
<b>24-10-01</b>	To cover Custodial supplies.	<b>FROM</b>	Custodial Services Waste/Refuse Removal, Disposal and Recycling Services	<b>TO</b>	Custodial Services Custodial/Cleaning Supplies	\$ 230,000
<b>24-10-02</b>	To cover the Behavior Intervention Support Team (BIST), Behavior Intervention Specialist (BIS), and BASE teacher assistant stipends.	<b>FROM</b>	Elementary Classroom Teacher Substitutes ES	<b>TO</b>	Elementary Classroom Stipends	\$ 30,000

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

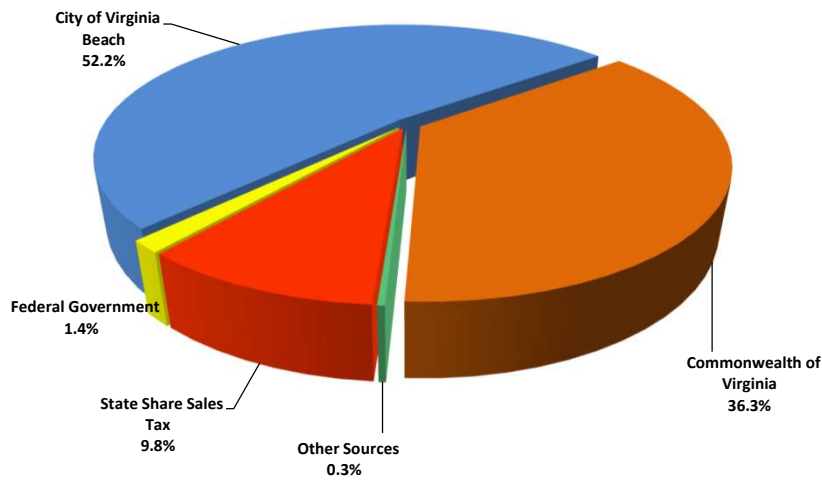
**REVENUES**

**OCTOBER 2023**

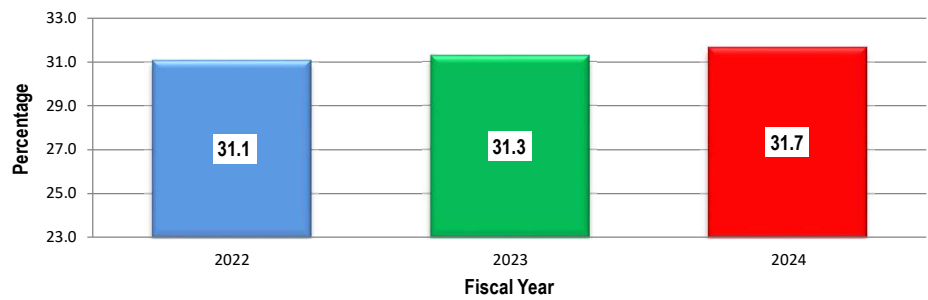
<b>BY MAJOR SOURCE</b>	<b>FISCAL YEAR</b>	<b>(1) BUDGET</b>	<b>(2) ACTUAL THROUGH JUNE</b>	<b>(3) ACTUAL THROUGH MONTH</b>	<b>% OF (3) TO (1)</b>	<b>TREND *</b>
<b>COMMONWEALTH OF VIRGINIA</b>	2024	356,416,372	<-----	107,489,082	30.16%	A
	2023	334,908,997	325,809,562	99,509,162	29.71%	
	2022	317,437,827	296,840,759	90,761,699	28.59%	
<b>STATE SALES TAX</b>	2024	95,578,220	<-----	22,587,951	23.63%	A
	2023	91,767,957	98,633,260	26,054,664	28.39%	
	2022	81,922,118	98,227,243	19,265,791	23.52%	
<b>FEDERAL GOVERNMENT</b>	2024	13,500,000	<-----	8,291,278	61.42%	A
	2023	13,500,000	18,437,704	5,581,330	41.34%	
	2022	13,500,000	17,115,879	10,462,903	77.50%	
<b>CITY OF VIRGINIA BEACH</b>	2024	512,019,244	<-----	170,427,902	33.29%	A
	2023	484,473,810	484,473,810	157,925,332	32.60%	
	2022	467,563,377	467,563,377	153,475,937	32.82%	
<b>OTHER SOURCES</b>	2024	3,232,803	<-----	1,642,647	50.81%	A
	2023	3,182,803	4,886,555	1,328,801	41.75%	
	2022	3,132,803	4,747,277	1,161,137	37.06%	
<b>SCHOOL OPERATING FUND TOTAL</b>	2024	980,746,639	<-----	310,438,860	31.65%	
	2023	927,833,567	932,240,891	290,399,289	31.30%	
	2022	883,556,125	884,494,535	275,127,467	31.14%	

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

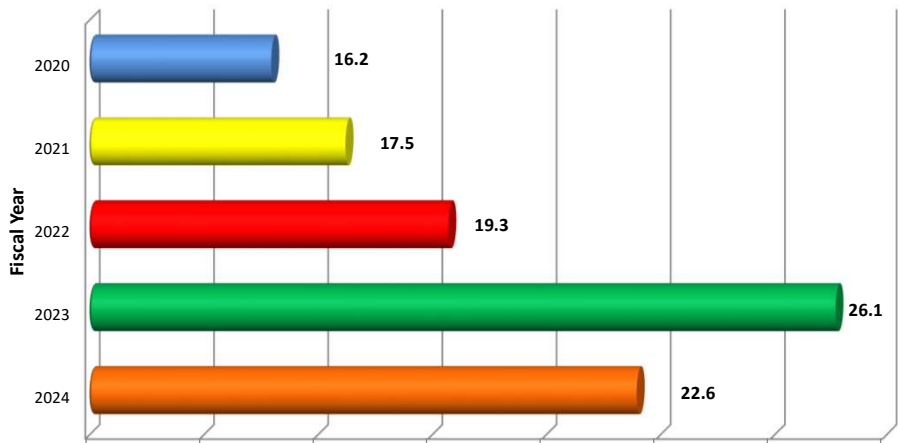
**Fiscal Year 2024 Revenue Budget by Major Source**



**School Operating Fund Revenue**  
**Percentage of Actual to Budget/Actual as of October 31, 2023**



**State Sales Tax Revenue through October 31, 2023**



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

**EXPENDITURES/ENCUMBRANCES**

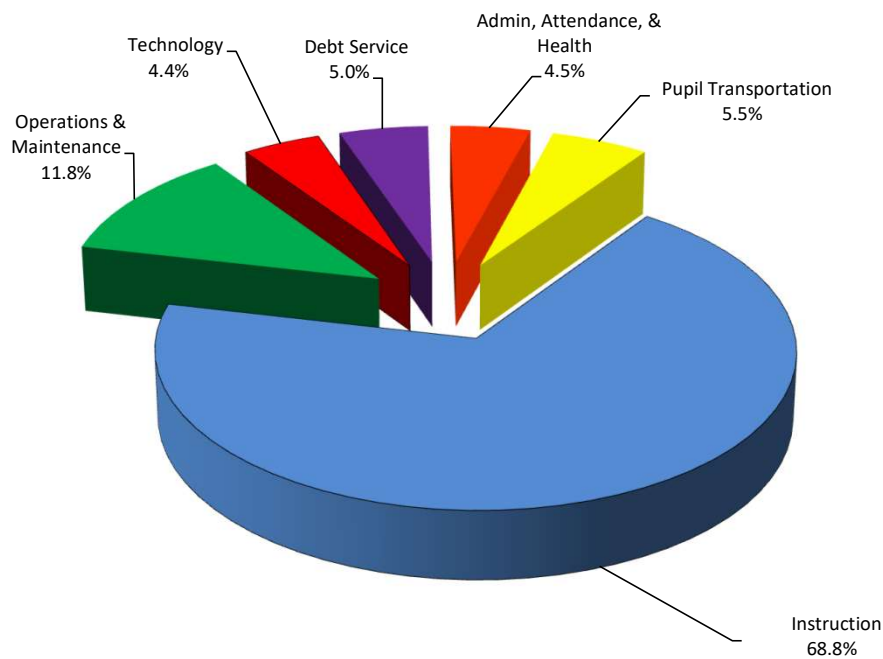
**OCTOBER 2023**

<b>BY UNIT WITHIN CATEGORY</b>	<b>FISCAL YEAR</b>	<b>(1) BUDGET</b>	<b>(2) ACTUAL THROUGH JUNE</b>	<b>(3) ACTUAL THROUGH MONTH</b>	<b>% OF (3) TO (1)</b>	<b>TREND *</b>
<b>INSTRUCTION CATEGORY</b>	2024	685,176,216	<-----	172,667,536	25.20%	A
	2023	635,274,513	625,322,355	160,234,116	25.22%	
	2022	614,402,062	604,384,659	155,817,408	25.36%	
<b>ADMINISTRATION, ATTENDANCE &amp; HEALTH CATEGORY</b>	2024	45,219,330	<-----	12,806,452	28.32%	A
	2023	43,371,357	39,297,434	11,984,210	27.63%	
	2022	39,967,923	37,191,274	11,020,844	27.57%	
<b>PUPIL TRANSPORTATION CATEGORY</b>	2024	54,715,880	<-----	18,722,914	34.22%	A
	2023	56,397,547	53,710,672	18,743,875	33.24%	
	2022	57,952,661	56,231,592	29,719,349	51.28%	
<b>OPERATIONS AND MAINTENANCE CATEGORY</b>	2024	118,010,762	<-----	43,160,827	36.57%	A
	2023	117,860,247	114,588,676	43,119,337	36.59%	
	2022	111,720,045	109,086,784	40,722,739	36.45%	
<b>TECHNOLOGY CATEGORY</b>	2024	43,508,546	<-----	20,680,273	47.53%	A
	2023	50,387,282	49,479,819	25,386,306	50.38%	
	2022	45,370,400	45,104,048	21,234,839	46.80%	
<b>SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)</b>	2024	946,630,734	<-----	268,038,002	28.31%	A
	2023	903,290,946	882,398,956	259,467,844	28.72%	
	2022	869,413,091	851,998,357	258,515,179	29.73%	
<b>DEBT SERVICE CATEGORY</b>	2024	50,071,611	<-----	22,054,212	44.05%	A
	2023	50,133,654	46,171,521	23,365,240	46.61%	
	2022	49,442,812	45,696,047	20,094,023	40.64%	

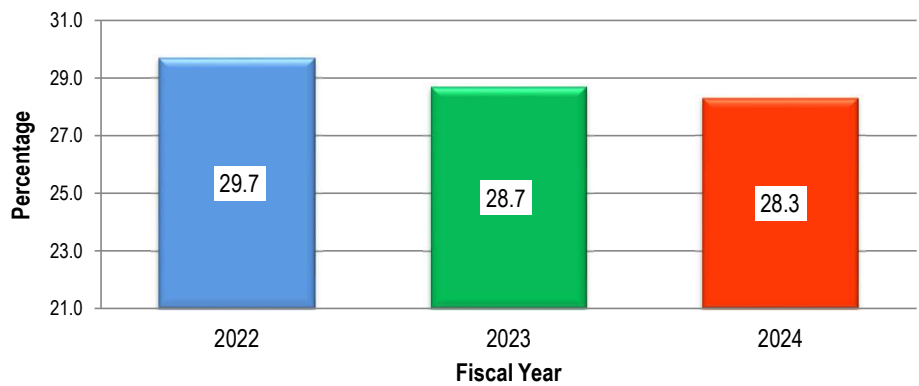
\* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE



**Fiscal Year 2024**  
**Budget by Category**  
(Includes Debt Service Category)



**School Operating Fund**  
**Expenditures/Encumbrances Percentage of Actual to**  
**Budget as of October 31, 2023**



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
INSTRUCTION CATEGORY:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
ELEMENTARY CLASSROOM	193,138,216	18,252,945	41,591,584	65,881	151,480,751	21.6%
MIDDLE CLASSROOM	70,474,767	7,244,061	14,098,571	2,806,239	53,569,957	24.0%
HIGH CLASSROOM	96,487,062	9,310,064	19,001,013	155,436	77,330,613	19.9%
SPECIAL ED CLASSROOM	113,108,578	8,624,211	27,233,140	739,964	85,135,474	24.7%
TECH AND CAREER ED CLASSROOM	20,029,692	1,929,394	4,451,848	17,192	15,560,652	22.3%
GIFTED CLASSROOM	17,683,117	2,393,291	4,187,408	30,009	13,465,700	23.8%
ALTERNATIVE EDUCATION CLASSROOM	6,735,090	643,034	1,356,987	162	5,377,941	20.2%
REMEDIAL ED CLASSROOM	11,393,754	987,586	2,413,907		8,979,847	21.2%
SUMMER SCHOOL CC	1,600,057	(252)	1,173,754		426,303	73.4%
SUMMER SLIDE	268,626	29	344		268,282	0.1%
ADULT ED	2,360,202	204,822	676,086	5,871	1,678,245	28.9%
GUIDANCE	23,688,163	2,177,980	6,012,104	7,140	17,668,919	25.4%
STUDENT SERVICES	850,837	76,337	275,682	6	575,149	32.4%
SOCIAL WORKERS SCHOOL	4,811,332	363,197	1,095,153		3,716,179	22.8%
HOMEBOUND	286,120	10,634	28,799		257,321	10.1%
TEACHING AND LEARNING	18,887,783	1,013,480	10,931,547	437,025	7,519,211	60.2%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,330,830	98,841	533,508	30,000	767,322	42.3%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	567,050	45,013	246,111		320,939	43.4%
STUDENT LEADERSHIP	1,981,064	116,308	665,245	274	1,315,545	33.6%
SCHOOL LEADERSHIP	2,302,635	162,115	641,010	15,008	1,646,617	28.5%
STUDENT ACTIVITIES	9,494,451	345,772	6,379,187	1,342	3,113,922	67.2%
SPECIAL ED SUPPORT	5,112,653	457,451	1,565,545		3,547,108	30.6%
TECH AND CAREER ED SUPPORT	1,271,463	104,039	395,515		875,948	31.1%
GIFTED ED SUPPORT	2,825,726	222,676	799,031	2,361	2,024,334	28.4%
ALTERNATIVE ED SUPPORT	3,019,200	248,406	806,527		2,212,673	26.7%
LIBRARY MEDIA SUPPORT	15,601,814	1,539,693	3,196,511	76,004	12,329,299	21.0%
OFFICE OF PRINCIPAL-ELEMENTARY	31,714,548	2,760,971	9,759,112	26,141	21,929,295	30.9%
OFFICE OF PRINCIPAL-MIDDLE	13,087,260	1,114,963	4,033,759	17,317	9,036,184	31.0%
OFFICE OF PRINCIPAL-HIGH	14,272,991	1,243,138	4,432,982	18,564	9,821,445	31.2%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	791,135	66,487	233,630		557,505	29.5%
<b>TOTAL INSTRUCTION</b>	<b>685,176,216</b>	<b>61,756,686</b>	<b>168,215,600</b>	<b>4,451,936</b>	<b>512,508,680</b>	<b>25.2%</b>
<b>ADMIN., ATTENDANCE, AND HEALTH CATEGORY:</b>						
BOARD AND GOVT SERVICES	442,516	41,874	171,274	67,652	203,590	54.0%
LEGAL SERVICES	1,482,772	83,678	482,633		1,000,139	32.5%
OFFICE OF SUPERINTENDENT	1,228,855	93,465	429,308	5,000	794,547	35.3%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	2,580,085	171,176	705,276	170	1,874,639	27.3%
HUMAN RESOURCES	6,090,997	468,707	1,758,131	16,715	4,316,151	29.1%
PROFESSIONAL GROWTH AND INNOVATION	1,137,689	92,146	354,047	570	783,072	31.2%
CONSOLIDATED BENEFITS	2,840,273	232,561	896,527	146	1,943,600	31.6%
PLANNING INNOVATION AND ACCOUNTABILITY	2,677,659	189,419	701,930	13,172	1,962,557	26.7%
BUDGET AND FINANCE	5,951,936	450,807	2,221,390	9,790	3,720,756	37.5%
INTERNAL AUDIT	580,707	44,397	181,371		399,336	31.2%
PROCUREMENT SERVICES	1,459,022	102,265	364,123	19,372	1,075,527	26.3%
HEALTH SERVICES	9,618,270	876,131	1,954,242	2,479	7,661,549	20.3%
PSYCHOLOGICAL SERVICES	8,593,410	710,111	2,263,920	2,249	6,327,241	26.4%
AUDIOLOGICAL SERVICES	535,139	58,360	167,979	16,986	350,174	34.6%
<b>TOTAL ADMIN., ATTENDANCE, AND HEALTH</b>	<b>45,219,330</b>	<b>3,615,097</b>	<b>12,652,151</b>	<b>154,301</b>	<b>32,412,878</b>	<b>28.3%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
<b>PUPIL TRANSPORTATION CATEGORY:</b>						
TRANSPORTATION MANAGEMENT	3,214,890	307,096	1,075,162	419	2,139,309	33.5%
VEHICLE OPERATIONS	32,576,088	2,472,415	9,618,176	2,608,986	20,348,926	37.5%
VEHICLE OPERATIONS-SPECIAL ED	10,005,168	845,842	2,073,032	1,399,404	6,532,732	34.7%
MONITORING SERVICES-SPECIAL ED	4,181,110	299,250	676,005		3,505,105	16.2%
VEHICLE MAINTENANCE	4,738,624	341,956	1,271,730		3,466,894	26.8%
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>54,715,880</b>	<b>4,266,559</b>	<b>14,714,105</b>	<b>4,008,809</b>	<b>35,992,966</b>	<b>34.2%</b>
<b>OPERATIONS AND MAINTENANCE CATEGORY:</b>						
SCHOOL DIVISION SERVICES	344,246	28,489	113,011		231,235	32.8%
FACILITIES AND MAINTENANCE SERVICES	56,980,925	5,709,209	20,688,623	5,236,640	31,055,662	45.5%
CUSTODIAL SERVICES	37,377,564	2,937,638	9,850,785	465,189	27,061,590	27.6%
GROUNDS SERVICES	5,444,060		1,361,015		4,083,045	25.0%
VEHICLE SERVICES	1,999,530	179,735	870,489	288,120	840,921	57.9%
SECURITY AND EMERGENCY MANAGEMENT	12,281,192	1,158,314	2,620,596	1,304	9,659,292	21.3%
DISTRIBUTION SERVICES	2,231,311	175,318	620,390	13,745	1,597,176	28.4%
TELECOMMUNICATIONS	1,351,934	61,668	821,665	209,255	321,014	76.3%
<b>TOTAL OPERATIONS AND MAINTENANCE</b>	<b>118,010,762</b>	<b>10,250,371</b>	<b>36,946,574</b>	<b>6,214,253</b>	<b>74,849,935</b>	<b>36.6%</b>
<b>TECHNOLOGY CATEGORY:</b>						
ELEMENTARY CLASSROOM	191,933	17,666	71,610	109,175	11,148	94.2%
MIDDLE CLASSROOM	132,846	13,441	146,282	36,637	(50,073)	137.7%
HIGH CLASSROOM	181,054	35,690	113,535	54,594	12,925	92.9%
SPECIAL ED CLASSROOM	210,425	1,618	165,333	50,652	(5,560)	102.6%
TECH AND CAREER ED CLASSROOM	422,561	11,999	230,101	3,381	189,079	55.3%
GIFTED CLASSROOM	128,564	2,757	36,084	29,882	62,598	51.3%
REMEDIAL ED CLASSROOM	29,891	255,000	255,000		(225,109)	853.1%
SUMMER SCHOOL CC	10,527				10,527	
ADULT ED	68,499	11,451	15,523	4,700	48,276	29.5%
GUIDANCE	54,310	37,933	38,135		16,175	70.2%
STUDENT SERVICES	1,932				1,932	
SOCIAL WORKERS SCHOOL	8,054	12	375		7,679	4.7%
HOMEBOUND	107,465	4,431	13,137		94,328	12.2%
TEACHING AND LEARNING	184,886	167,562	408,647	4,462	(228,223)	223.4%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	34,000				34,000	
OFFICE OF DIVERSITY EQUITY AND INCLUSION	4,471		1,071		3,400	24.0%
STUDENT LEADERSHIP	2,362	454	3,277		(915)	138.7%
SCHOOL LEADERSHIP	57,722	45	35,158		22,564	60.9%
STUDENT ACTIVITIES	819	245	414		405	50.5%
SPECIAL ED SUPPORT	9,747	350	2,292	140	7,315	25.0%
TECH AND CAREER ED SUPPORT	3,195	20	1,786	1,884	(475)	114.9%
GIFTED ED SUPPORT	184,266	1,952	89,713	85,765	8,788	95.2%
ALTERNATIVE ED SUPPORT	172,335	2,240	29,529	42,450	100,356	41.8%
LIBRARY MEDIA SUPPORT	556,005	94,223	471,349	37,427	47,229	91.5%
OFFICE OF PRINCIPAL-ELEMENTARY	49,271	3,780	55,737	5,468	(11,934)	124.2%
OFFICE OF PRINCIPAL-MIDDLE	7,260	143	10,427	7,131	(10,298)	241.8%
OFFICE OF PRINCIPAL-HIGH	583	10,031	21,571	2,642	(23,630)	4153.2%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501				501	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
<b>TECHNOLOGY CATEGORY:</b>	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
INSTRUCTIONAL TECHNOLOGY SUPPORT	17,398,202	1,336,268	5,029,881	111,128	12,257,193	29.5%
BOARD AND GOVT SERVICES	3,932				3,932	
LEGAL SERVICES	87,618	52	71,296	161	16,161	81.6%
OFFICE OF SUPERINTENDENT	12,056	4	3,587	837	7,632	36.7%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	439,904	10,822	348,300	6,497	85,107	80.7%
HUMAN RESOURCES	296,092	1,665	220,853		75,239	74.6%
PROFESSIONAL GROWTH AND INNOVATION	187,368	697	144,841	14,395	28,132	85.0%
CONSOLIDATED BENEFITS	188,259	5,604	86,463		101,796	45.9%
PLANNING INNOVATION AND ACCOUNTABILITY	428,666	159,031	245,575	104,122	78,969	81.6%
BUDGET AND FINANCE	275,148	16,560	34,494	1,868	238,786	13.2%
RISK MANAGEMENT		96	96		(96)	
INTERNAL AUDIT	4,035	1,856	1,877		2,158	46.5%
PROCUREMENT SERVICES	173,134	4,582	63,200	100,091	9,843	94.3%
OFFICE OF TECHNOLOGY	1,216,246	97,470	372,277		843,969	30.6%
HEALTH SERVICES	806			54	752	6.7%
PSYCHOLOGICAL SERVICES	37,800	5,898	30,328	777	6,695	82.3%
AUDIOLOGICAL SERVICES		200	200	1,199	(1,399)	
TRANSPORTATION MANAGEMENT	7,707	129	5,065	541	2,101	72.7%
VEHICLE OPERATIONS	337,529	20,357	81,427	212,852	43,250	87.2%
VEHICLE OPERATIONS-SPECIAL ED	106,381	6,429	25,714	67,032	13,635	87.2%
VEHICLE MAINTENANCE	28,471	2,160	2,160		26,311	7.6%
SCHOOL DIVISION SERVICES	3,842		3,630		212	94.5%
FACILITIES AND MAINTENANCE SERVICES	1,558,820	121,828	913,971	211,326	433,523	72.2%
CUSTODIAL SERVICES	24,417	131	10,282		14,135	42.1%
VEHICLE SERVICES	92,869	5,556	22,223	65,015	5,631	93.9%
SECURITY AND EMERGENCY MANAGEMENT	134,662	2,969	122,348		12,314	90.9%
DISTRIBUTION SERVICES	59,348		51,274		8,074	86.4%
TELECOMMUNICATIONS	10,008				10,008	
TECHNOLOGY MAINTENANCE	17,579,742	3,148,123	7,866,765	1,331,775	8,381,202	52.3%
<b>TOTAL TECHNOLOGY</b>	<u>43,508,546</u>	<u>5,621,530</u>	<u>17,974,213</u>	<u>2,706,060</u>	<u>22,828,273</u>	47.5%
<b>TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)</b>	<u>946,630,734</u>	<u>85,510,243</u>	<u>250,502,643</u>	<u>17,535,359</u>	<u>678,592,732</u>	28.3%
<b>DEBT SERVICE CATEGORY:</b>	<u>50,071,611</u>	<u>579,045</u>	<u>22,054,212</u>		<u>28,017,399</u>	44.0%

Virginia Beach City Public Schools  
Interim Financial Statements  
**School Operating Fund Summary**  
For the period July 1, 2023 through October 31, 2023

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**Revenues :**

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	356,416,372	36.34%	107,489,082	(248,927,290)	30.16%
State Share Sales Tax	95,578,220	9.75%	22,587,951	(72,990,269)	23.63%
Federal Government	13,500,000	1.38%	8,291,278	(5,208,722)	61.42%
City of Virginia Beach	512,019,244	52.21%	170,427,902	(341,591,342)	33.29%
Other Sources	3,232,803	0.33%	1,642,647	(1,590,156)	50.81%
<b>Total Revenues</b>	980,746,639	100.0%	310,438,860	(670,307,779)	31.65%
Prior Year Local Contribution*	15,955,706				
	<u>996,702,345</u>				

**Expenditures/Encumbrances:**

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	685,176,216	68.74%	172,667,536	512,508,680	25.20%
Administration, Attendance and Health	45,219,330	4.54%	12,806,452	32,412,878	28.32%
Pupil Transportation	54,715,880	5.49%	18,722,914	35,992,966	34.22%
Operations and Maintenance	118,010,762	11.84%	43,160,827	74,849,935	36.57%
Technology	43,508,546	4.37%	20,680,273	22,828,273	47.53%
Debt Service	50,071,611	5.02%	22,054,212	28,017,399	44.05%
<b>Total Expenditures/Encumbrances</b>	996,702,345	100.00%	290,092,214	706,610,131	29.11%

\* Fiscal Year 2022-2023 encumbrances brought forward into the current year.

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL OPERATING FUND  
BALANCE SHEET  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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ASSETS:

LIABILITIES:

CASH	589,090	CHECKS PAYABLE	2,179,649
ACCOUNTS RECEIVABLES	7,199	WIRES PAYABLE	579,046
DUE FROM GENERAL FUND	67,410,194	ACH PAYABLE	385,070
DUE FROM THE COMMONWEALTH	2,849,806	ACCOUNTS PAYABLE	65,123
PREPAID ITEM	9,228	ACCOUNTS PAYABLE-SCHOOLS	26,275
		SALARIES PAYABLE-OPTIONS	12,347,049
		SALARIES EMPLOYEE ESCROW	203,729
		FICA PAYABLE-OPTIONS	945,092
		TOTAL LIABILITIES	<u>16,731,033</u>
		FUND BALANCE	296,773
		ESTIMATED REVENUE	(980,746,639)
		APPROPRIATIONS	996,702,345
		ENCUMBRANCES	17,535,359
		RESERVE FOR ENCUMBRANCES	(17,535,359)
		EXPENDITURES	(272,556,855)
		REVENUES	<u>310,438,860</u>
		TOTAL FUND EQUITY	<u>54,134,484</u>
TOTAL ASSETS	<u>70,865,517</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>70,865,517</u>



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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	<u>FY 2024 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
COMMONWEALTH VRS RETIREMENT	26,742,855	2,212,922	8,851,685	(17,891,170)	33.1%
SOCIAL SECURITY	11,455,858	948,394	3,793,579	(7,662,279)	33.1%
GROUP LIFE	826,324	65,730	262,921	(563,403)	31.8%
BASIC SCHOOL AID	194,581,743	16,118,115	64,472,459	(130,109,284)	33.1%
REMEDIAL SUMMER SCHOOL	259,522			(259,522)	
VOCATIONAL EDUCATION	2,178,491	181,541	726,164	(1,452,327)	33.3%
GIFTED EDUCATION	2,065,810	172,150	688,603	(1,377,207)	33.3%
SPECIAL EDUCATION	19,268,378	1,605,699	6,422,793	(12,845,585)	33.3%
PREVENTION, INTERVENTION AND REMEDIATION	4,845,265	403,772	1,615,088	(3,230,177)	33.3%
COMPENSATION SUPPLEMENT	32,345,532	2,226,051	8,904,201	(23,441,331)	27.5%
SPECIAL EDUCATION HOMEBOUND	58,168			(58,168)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	15,089,374			(15,089,374)	
FOSTER CARE	415,005			(415,005)	
SPECIAL ED-REGIONAL TUITION	5,249,475			(5,249,475)	
CAREER AND TECH ED-OCCUPATIONAL	376,114			(376,114)	
ENGLISH AS A SECOND LANGUAGE	2,236,894	186,407	745,631	(1,491,263)	33.3%
AT-RISK	10,222,748	848,072	3,392,289	(6,830,459)	33.2%
K-3 PRIMARY CLASS SIZE REDUCTION	5,357,810			(5,357,810)	
OTHER STATE FUNDS	22,841,006	1,903,417	7,613,669	(15,227,337)	33.3%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>356,416,372</u>	<u>26,872,270</u>	<u>107,489,082</u>	<u>(248,927,290)</u>	30.2%
STATE SHARE SALES TAX	<u>95,578,220</u>	<u>8,093,910</u>	<u>22,587,951</u>	<u>(72,990,269)</u>	23.6%
TOTAL FROM STATE SHARE SALES TAX	<u>95,578,220</u>	<u>8,093,910</u>	<u>22,587,951</u>	<u>(72,990,269)</u>	23.6%
IMPACT AID PUBLIC LAW 874	9,935,191	846,431	1,990,473	(7,944,718)	20.0%
IMPACT AID SPECIAL ED			133,271	133,271	
IMPACT AID DEPT OF DEFENSE	1,500,000		3,385,722	1,885,722	225.7%
DEPT. OF THE NAVY NJROTC	100,000			(100,000)	
DEPT. OF DEFENSE SPECIAL ED			2,313,880	2,313,880	
MEDICAID REIMB-MEDICAL	1,964,809	23,056	423,934	(1,540,875)	21.6%
MEDICAID REIMB-TRANSPORTATION		8,015	43,998	43,998	
TOTAL FROM FEDERAL GOVERNMENT	<u>13,500,000</u>	<u>877,502</u>	<u>8,291,278</u>	<u>(5,208,722)</u>	61.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	511,685,653	42,579,176	170,316,705	(341,368,948)	33.3%
TRANSFER FROM SCHOOL RESERVE FUND	333,591	27,800	111,197	(222,394)	33.3%
TOTAL TRANSFERS	512,019,244	42,606,976	170,427,902	(341,591,342)	33.3%
RENT OF FACILITIES SCHOOLS	450,000	92,189	151,091	(298,909)	33.6%
REIM FOIA		308	308	308	
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000		4,923	(95,077)	4.9%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750		500	(169,250)	0.3%
TUITION LPN PROGRAM	25,575			(25,575)	
TUITION SUMMER SCHOOL	700,000		549,220	(150,780)	78.5%
TUITION DRIVERS ED	322,125	23,939	56,864	(265,261)	17.7%
COLLEGE NIGHT FEES		1,350	15,000	15,000	
VENDING OPERATING RECEIPTS		37	111	111	
STOP ARM ENFORCEMENT	450,000	122,953	295,269	(154,731)	65.6%
SALE OF SALVAGE MATERIALS	12,000	2,233	35,430	23,430	295.3%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000	8,250	34,122	19,122	227.5%
REIMB SYSTEM REPAIRS		535	2,565	2,565	
DAMAGED-TECHNOLOGY		191,847	209,145	209,145	
MISCELLANEOUS REVENUE	224,703	2,323	2,397	(222,306)	0.1%
INDIRECT COST-GRANTS	600,000	99,331	285,702	(314,298)	47.6%
TOTAL FROM OTHER SOURCES	3,232,803	545,295	1,642,647	(1,590,156)	50.8%
TOTAL SCHOOL OPERATING FUND	980,746,639	78,995,953	310,438,860	(670,307,779)	31.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL ATHLETICS FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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ASSETS:		LIABILITIES:	
CASH	3,619,813	CHECKS PAYABLE	1,889
		TOTAL LIABILITIES	1,889
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,771,170)
		APPROPRIATIONS	5,830,021
		ENCUMBRANCES	5,265
		RESERVE FOR ENCUMBRANCES	(5,265)
		EXPENDITURES	(1,871,541)
		REVENUES	5,430,614
		TOTAL FUND EQUITY	3,617,924
TOTAL ASSETS	3,619,813	TOTAL LIABILITIES AND FUND EQUITY	3,619,813

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	5,704	29,213	24,213	584.3%	214.0%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000	96,669	187,584	(62,416)	75.0%	
GYMNASTICS	4,000			(4,000)		
LACROSSE	25,000			(25,000)		
SOCCER	42,000			(42,000)		
WRESTLING	13,000			(13,000)		
MIDDLE SCHOOL	65,000			(65,000)		
TRANSFER FROM SCHOOL OPERATING	5,212,170		5,212,170		100.0%	100.0%
OTHER INCOME	35,000	1,352	1,647	(33,353)	4.7%	
TOTAL REVENUES	5,771,170	103,725	5,430,614	(340,556)	94.1%	91.0%
PYFB-ENCUMBRANCES	58,851					
TOTAL REVENUES AND PYFB	5,830,021					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,874,786	361,146	830,772		2,044,014	28.9%	29.1%
FICA BENEFITS	219,918	27,629	63,555		156,363	28.9%	29.2%
PURCHASED SERVICES	1,461,425	178,355	327,554		1,133,871	22.4%	25.6%
VA HIGH SCHOOL LEAGUE DUES	51,250	493	22,647		28,603	44.2%	44.1%
ATHLETIC INSURANCE	200,000		187,881		12,119	93.9%	97.5%
MATERIALS AND SUPPLIES	833,651	86,272	429,193	5,265	399,193	52.1%	63.2%
CAPITAL OUTLAY	188,991		9,939		179,052	5.3%	43.4%
TOTAL	5,830,021	653,895	1,871,541	5,265	3,953,215	32.2%	38.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL CAFETERIAS FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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ASSETS:		LIABILITIES:	
CASH	18,914,090	CHECKS PAYABLE	28,817
CASH WITH CAFETERIAS	15,420	ACH PAYABLE	195,538
SUPPLIES INVENTORY	176,278	SALARIES PAYABLE-OPTIONS	271,648
FOOD INVENTORY	376,898	FICA PAYABLE-OPTIONS	20,822
FOOD-USDA INVENTORY	172,861	UNEARNED REVENUE	630,206
		TOTAL LIABILITIES	<u>1,147,031</u>
		FUND EQUITY:	
		FUND BALANCE	13,574,655
		ESTIMATED REVENUE	(40,798,266)
		APPROPRIATIONS	48,759,050
		ENCUMBRANCES	370,098
		RESERVE FOR ENCUMBRANCES	(370,098)
		EXPENDITURES	(8,209,375)
		REVENUES	<u>5,182,452</u>
		TOTAL FUND EQUITY	<u>18,508,516</u>
TOTAL ASSETS	<u>19,655,547</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>19,655,547</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 23 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	75,000	28,529	216,244	141,244	288.3%	60.7%
SERVICE CHARGES	13,050,890	783,469	1,823,872	(11,227,018)	14.0%	13.3%
USDA REBATES FROM VENDORS	650,000	65,643	94,505	(555,495)	14.5%	7.1%
			12,202	<u>12,202</u>		
TOTAL LOCAL REVENUE	<u>13,775,890</u>	<u>877,641</u>	<u>2,146,823</u>	<u>(11,629,067)</u>	15.6%	13.2%
SCHOOL BREAKFAST INITIATIVE	55,000	658	658	(54,342)	1.2%	
SCHOOL LUNCH	300,000	10,015	12,105	(287,895)	4.0%	
SCHOOL BREAKFAST	<u>250,000</u>	<u>3,492</u>	<u>4,078</u>	<u>(245,922)</u>	1.6%	
TOTAL REVENUE FROM COMMONWEALTH	<u>605,000</u>	<u>14,165</u>	<u>16,841</u>	<u>(588,159)</u>	2.8%	
SCHOOL BREAKFAST PROGRAM	6,382,249	656,931	772,039	(5,610,210)	12.1%	9.0%
NATIONAL SCHOOL LUNCH PROGRAM	17,230,127	1,680,380	2,016,955	(15,213,172)	11.7%	10.3%
USDA COMMODITIES	2,300,000			(2,300,000)		
CHILD AND ADULT CARE FOOD PROGRAM	350,000			(350,000)		9.6%
USDA SUMMER FEEDING PROGRAM	155,000		223,614	68,614	144.3%	152.6%
OTHER FEDERAL REVENUE		6,180	6,180	<u>6,180</u>		
TOTAL REVENUE FROM FEDERAL GOV'T	<u>26,417,376</u>	<u>2,343,491</u>	<u>3,018,788</u>	<u>(23,398,588)</u>	11.4%	10.0%
TOTAL REVENUES	<u>40,798,266</u>	<u>3,235,297</u>	<u>5,182,452</u>	<u>(35,615,814)</u>	12.7%	11.0%
PRIOR YEAR FUND BALANCE (PYFB)	6,901,953					
PYFB-ENCUMBRANCES	<u>1,058,831</u>					
TOTAL REVENUES AND PYFB	<u>48,759,050</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 23 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	16,521,871	1,270,212	2,908,442		13,613,429	17.6%	18.1%
FRINGE BENEFITS	5,839,297	473,343	1,020,713		4,818,584	17.5%	15.6%
PURCHASED SERVICES	1,271,405	69,417	552,682	86,350	632,373	50.3%	62.9%
OTHER CHARGES	70,805	674	21,769		49,036	30.7%	43.7%
MATERIALS AND SUPPLIES	19,802,969	1,960,245	2,660,850	59,106	17,083,013	13.7%	7.7%
CAPITAL OUTLAY	<u>5,252,703</u>	<u>1,000,659</u>	<u>1,044,919</u>	<u>224,642</u>	<u>3,983,142</u>	24.2%	40.1%
TOTAL	<u>48,759,050</u>	<u>4,774,550</u>	<u>8,209,375</u>	<u>370,098</u>	<u>40,179,577</u>	17.6%	14.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL TEXTBOOKS FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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ASSETS:		LIABILITIES:	
CASH	3,873,297	CHECKS PAYABLE	28,246
PREPAID ITEMS	286,868	TOTAL LIABILITIES	28,246
		FUND EQUITY:	
		FUND BALANCE	4,772,365
		ESTIMATED REVENUE	(5,028,701)
		APPROPRIATIONS	6,821,515
		ENCUMBRANCES	424,387
		RESERVE FOR ENCUMBRANCES	(424,387)
		EXPENDITURES	(4,160,599)
		REVENUES	1,727,339
		TOTAL FUND EQUITY	4,131,919
TOTAL ASSETS	4,160,165	TOTAL LIABILITIES AND FUND EQUITY	4,160,165

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	5,847	55,087	25,604	186.8%	40.8%
LOST AND DAMAGED	27,000	14,699	14,846	(12,154)	55.0%	17.6%
TOTAL LOCAL REVENUE	56,483	20,546	69,933	13,450	123.8%	29.7%
DEPT OF EDUCATION	4,972,218	414,352	1,657,406	(3,314,812)	33.3%	33.3%
TOTAL REVENUE-COMMONWEALTH	4,972,218	414,352	1,657,406	(3,314,812)	33.3%	33.3%
TOTAL REVENUES	5,028,701	434,898	1,727,339	(3,301,362)	34.3%	33.3%
PRIOR YEAR FUND BALANCE (PYFB)	1,572,037					
PYFB-ENCUMBRANCES	220,777					
TOTAL REVENUES AND PYFB	6,821,515					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	94,892	11,479	38,626		56,266	40.7%	35.4%
FRINGE BENEFITS	36,846	3,717	11,386		25,460	30.9%	28.7%
MATERIALS AND SUPPLIES	6,689,777	401,960	4,110,587	424,387	2,154,803	67.8%	90.3%
TOTAL	6,821,515	417,156	4,160,599	424,387	2,236,529	67.2%	89.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL RISK MANAGEMENT FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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ASSETS:		LIABILITIES:	
CASH	22,727,185	CHECKS PAYABLE	17,565
PREPAID ITEM	267,372	EST CLAIMS/JUDGMENTS PAYABLE	<u>9,099,286</u>
		TOTAL LIABILITIES	<u>9,116,851</u>
		FUND EQUITY:	
		RETAINED EARNINGS	10,522,496
		ENCUMBRANCES	345,284
		RESERVE FOR ENCUMBRANCES	(345,284)
		EXPENSES	(5,893,598)
		REVENUES	<u>9,248,808</u>
		TOTAL FUND EQUITY	<u>13,877,706</u>
TOTAL ASSETS	<u>22,994,557</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>22,994,557</u>

	MONTH'S REALIZED	YR-TO-DATE REALIZED	
REVENUES:			
INTEREST ON BANK DEPOSITS	33,426	222,571	
RISK MANAGEMENT CHARGES		8,995,919	
INSURANCE PROCEEDS	22,099	30,032	
MISCELLANEOUS REVENUE	143	286	
TOTAL REVENUES	<u>55,668</u>	<u>9,248,808</u>	
	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
EXPENSES:			
PERSONNEL SERVICES	32,847	144,080	
FRINGE BENEFITS	10,445	39,813	
OTHER PURCHASED SERVICES	68,247	243,351	344,573
FIRE AND PROPERTY INSURANCE	10,124	4,670,157	
MOTOR VEHICLE INSURANCE	928	123,891	
WORKER'S COMPENSATION	165,794	612,478	
GENERAL LIABILITY INSURANCE		2,557	
MISCELLANEOUS	573	50,941	
MATERIALS AND SUPPLIES	214	6,330	711
TOTAL	<u>289,172</u>	<u>5,893,598</u>	<u>345,284</u>



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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ASSETS:		LIABILITIES:	
CASH	5,355,793	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	4,633,622
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	840,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	40,000
		REVENUES	283,171
		TOTAL FUND EQUITY	5,280,793
TOTAL ASSETS	5,355,793	TOTAL LIABILITIES AND FUND EQUITY	5,355,793

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	16,000	7,822	53,628	37,628	335.2%	69.1%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			32,796	32,796		
TOWER RENT-COX HIGH		3,658	77,271	77,271		
TOWER RENT-FIRST COLONIAL HIGH			36,499	36,499		
TOWER RENT-TALLWOOD HIGH			53,633	53,633		
TOWER RENT-TECH CENTER		6,485	25,791	25,791		
TOWER RENT-WOODSTOCK ELEM		1,184	3,553	3,553		
TOTAL REVENUES	516,000	19,149	283,171	(232,829)	54.9%	45.0%
PRIOR YEAR FUND BALANCE (PYFB)	284,000					
PYFB-ENCUMBRANCES	40,000					
TOTAL REVENUES AND PYFB	840,000					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2023 PERCENT OBLIGATED
EXPENDITURES:							
PURCHASED SERVICES	40,000		40,000			100.0%	
MATERIALS AND SUPPLIES	800,000				800,000		
TOTAL	840,000		40,000		800,000	4.8%	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL GRANTS FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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**Revenues :**

	FY 2024 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	23,406,156	240,448	4,184,629	(19,221,527)	17.9%
Federal Government	105,756,655	86,327	188,487	(105,568,168)	0.2%
Other Sources	3,398,835	18,584	408,229	(2,990,606)	12.0%
Transfers from School Operating Fund	9,849,894		9,851,858	1,964	100.0%
<b>Total Revenues</b>	<b>142,411,540</b>	<b>345,359</b>	<b>14,633,203</b>	<b>(127,778,337)</b>	<b>10.3%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

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	<u>FY 2024</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>
2 REVOLUTIONS	17,717				17,717	
ADULT BASIC EDUCATION	348,543	38,679	64,535		284,008	18.52%
ALGEBRA READINESS	3,073,673	72,965	234,140	460,000	2,379,533	22.58%
ARP BEFORE & AFTER SCHOOL	294,101		37,879		256,222	12.88%
ARP HOMELESS GRANT II	191,401	7,513	43,502	28	147,871	22.74%
ARP HOMELESS I	15,110				15,110	
ARP SUMMER LEARNING	234,895				234,895	
ARP UNFINISHED LEARNING	1,428,544		1,176,358		252,186	82.35%
ARPA ESSER III	41,033,576	1,176,920	8,118,644	7,108,925	25,806,007	37.11%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	990				990	
BAYPORT FOUNDATION	425,000	62,542	226,368	7,278	191,354	54.98%
BLUEFORGE - TCEC WELDING LAB	2,500,000			131,269	2,368,731	5.25%
CAREER & TECH ED STATE EQUIP ALLOC	74,222				74,222	
CAREER SWITCHER PROG MENTOR REIMB	11,725				11,725	
CARL PERKINS	1,224,087	112,876	475,082	107,623	641,382	47.60%
COPS SCHOOL VIOLENCE PREVENTION	378,233				378,233	
CORRECTIONS ED & OTHER INSTITUTIONALIZED	955				955	
CRRSA ACT ESSER II	50,157		50,157			100.00%
CTE SPECIAL STATE EQUIP ALLOC	58,095				58,095	
DODEA SPANISH IMMERSION	342,608	10,224	131,885	18,533	192,190	43.90%
EARLY READING INTERVENTION	6,548,196	224,994	362,973	11,178	6,174,045	5.71%
FLEXIBLE PER PUPIL FUNDING	1,000,000				1,000,000	
GENERAL ADULT ED	29,877	2,261	2,261		27,616	7.57%
HAMPTON ROADS WORKFORCE COUNCIL - ALC	180,000	12,611	39,991		140,009	22.22%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY)	166,630	9,583	32,516		134,114	19.51%
HVAC CSLFRF	12,813,722	2,093,303	2,442,261	171,195	10,200,266	20.40%
INDUSTRY CERT EXAMINATIONS	64,877	12,575	12,575		52,302	19.38%
INDUSTRY CERT EXAMINATIONS STEM-H	24,363	3,280	3,280		21,083	13.46%
ISAEP	65,384	4,687	7,976		57,408	12.20%
JAIL EDUCATION PROGRAM	344,870	13,712	53,166		291,704	15.42%
JUVENILE DETENTION HOME	1,366,446	109,043	332,667	5108	1,028,671	24.72%
MCKINNEY VENTO	86,039	1,429	4,896		81,143	5.7%
NATIONAL BOARD CERTIFICATION INCENTIVE	350,000				350,000	
NEW TEACHER MENTOR	34,768				34,768	
NSLP EQUIPMENT ASSISTANCE	95,111	27,963	27,963		67,148	29.4%
PERKINS CTE SECONDARY RESERVE FUNDS	13,000		13,000			100.0%
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	40,848		8,652		32,196	21.2%
POST 9-11 GI BILL	3,650				3,650	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

B 12

	FY 2024 <u>APPROPRIATIONS</u>	MONTH'S <u>EXPENDITURES</u>	YR-TO-DATE <u>EXPENDITURES</u>	OUTSTANDING <u>ENCUMBRANCES</u>	REMAINING <u>BALANCE</u>	PERCENT <u>OBLIGATED</u>
PRE-K - GRADE 2 ACTIVE LEARNING	1,523		1,523			100.0%
PRESCHOOL - IDEA SECTION 619	1,003,976	49,739	148,486	366	855,124	14.8%
PROJECT GRADUATION	119,708	4,350	29,817		89,891	24.9%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	53,039	5,303	5303		47,736	10.0%
RECRUITMENT AND RETENTION - ARP	48,500				48,500	
RESERVE FOR CONTINGENCY	4,773,819				4,773,819	
SCHOOL SECURITY EQUIPMENT	115,489			15,248	100,241	13.2%
SCHOOL-BASED HEALTH WORKFORCE	65,864	1,379	52,879		12,985	80.3%
STARTALK	112,648		45,940		66,708	40.8%
STEM COMPETITION	10,000				10,000	
TECHNOLOGY INITIATIVE	5,492,336	922,895	942,373		4,549,963	17.2%
TITLE I PART A	16,564,283	1,156,086	3,322,621	880,606	12,361,056	25.4%
TITLE I PART D SUBPART 1	132,087	6,249	24,166		107,921	18.3%
TITLE I PART D SUBPART 2	435,332	51,107	84,858	9,185	341,289	21.6%
TITLE II PART A	3,214,085	199,692	403,359		2,810,726	12.5%
TITLE III PART A LANGUAGE ACQUISITION	435,058	45,236	84,943	184	349,931	19.6%
TITLE IV PART A	2,012,970	209,119	404,756	103,950	1,504,264	25.3%
TITLE IV PELL	50,060				50,060	
TITLE VI-B IDEA SECTION 611	21,584,972	1,655,510	3,505,956	251	18,078,765	16.2%
TITLE VI-B IDEA SECTION 611 ARP	1,658,533	1,050,997	1,588,854	6,550	63,129	96.2%
TITLE VI-B IDEA SECTION 619 ARP	59,692	36,296	45,866	12,901	925	98.5%
UNITED WAY - SUMMER ENRICHMENT	103,293	117	89,235		14,058	86.4%
VA HUMANITIES BENEATH THE SURFACE	4,905				4,905	
VA PRESCHOOL INITIATIVE	9,410,462	720,707	1,426,568		7,983,894	15.2%
WORKPLACE READINESS	15,039				15,039	
TOTAL SCHOOL GRANTS FUND	<u>142,411,540</u>	<u>10,111,942</u>	<u>26,110,230</u>	<u>9,050,378</u>	<u>107,250,932</u>	<u>24.7%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL BOARD/CITY HEALTH INSURANCE FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

B 13

ASSETS:		LIABILITIES:	
CASH	73,611,802	CHECKS PAYABLE	
		ACCOUNTS PAYABLE-HRA	4
		ACCOUNTS PAYABLE-HSA	(322)
		EST CLAIMS-JUDGMENTS PAYABLE	8,991,000
		TOTAL LIABILITIES	8,990,682
		FUND EQUITY:	
		RETAINED EARNINGS	71,494,676
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(57,477,540)
		REVENUES	50,603,984
		TOTAL FUND EQUITY	64,621,120
TOTAL ASSETS	73,611,802	TOTAL LIABILITIES AND FUND EQUITY	73,611,802

REVENUES:	MONTH'S	YEAR-TO-DATE	
	REALIZED	REALIZED	
INTEREST ON BANK DEPOSITS	107,573	810,308	
EMPLOYEE PREMIUMS-CITY	1,005,705	4,429,697	
EMPLOYER PREMIUMS-CITY	4,013,090	17,783,444	
EMPLOYEE PREMIUMS-SCHOOLS	909,794	2,854,787	
EMPLOYER PREMIUMS-SCHOOLS	8,125,976	24,722,574	
COBRA ADMINISTRATIVE FEE-CITY	377	1,610	
COBRA ADMINISTRATIVE FEE-SCHOOLS	321	1,564	
TOTAL REVENUES	14,162,836	50,603,984	
EXPENSES:	MONTH'S	YEAR-TO-DATE	OUTSTANDING
	EXPENSES	EXPENSES	ENCUMBRANCES
SALARIES AND BENEFITS	554,997	1,528,238	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	4,836,717	24,390,152	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	8,564,925	31,559,150	
TOTAL EXPENSES	13,956,639	57,477,540	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL VENDING OPERATIONS FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

B 14

ASSETS:		LIABILITIES:	
CASH	287,613	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	256,834
		ESTIMATED REVENUE	(124,000)
		APPROPRIATIONS	130,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	24,779
		TOTAL FUND EQUITY	287,613
TOTAL ASSETS	287,613	TOTAL LIABILITIES AND FUND EQUITY	287,613

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		988	7,762	7,762		
VENDING OPERATIONS RECEIPTS	124,000	17,017	17,017	(106,983)	13.7%	21.7%
TOTAL REVENUES	124,000	18,005	24,779	(99,221)	14.5%	21.9%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	130,000					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
SCHOOL ALLOCATIONS	129,800				129,800	%	%
PURCHASED SERVICES	200				200		
TOTAL	130,000				130,000		



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

B 15

ASSETS:		LIABILITIES:	
CASH	1,751,311	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	990,167
		ESTIMATED REVENUE	
		APPROPRIATIONS	560,840
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	200,304
		TOTAL FUND EQUITY	1,751,311
TOTAL ASSETS	1,751,311	TOTAL LIABILITIES AND FUND EQUITY	1,751,311

	FY 2024	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED
INTEREST ON BANK DEPOSITS		35,963	200,304	200,304	%
TOTAL REVENUES		35,963	200,304	200,304	
PRIOR YEAR FUND BALANCE (PYFB)	560,840				
TOTAL REVENUES AND PYFB	560,840				

	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
MATERIALS AND SUPPLIES	560,840				560,840	%
TOTAL	560,840				560,840	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL EQUIPMENT REPLACEMENT FUND  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

B 16

ASSETS:		LIABILITIES:	
CASH	584,104	CHECKS PAYABLE	543
		TOTAL LIABILITIES	543
		FUND EQUITY:	
		FUND BALANCE	115,473
		ESTIMATED REVENUE	
		APPROPRIATIONS	497,774
		ENCUMBRANCES	219,485
		RESERVE FOR ENCUMBRANCES	(219,485)
		EXPENDITURES	(35,938)
		REVENUES	6,252
		TOTAL FUND EQUITY	583,561
TOTAL ASSETS	584,104	TOTAL LIABILITIES AND FUND EQUITY	584,104

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS		856	6,252	6,252	%
TOTAL REVENUES		856	6,252	6,252	
PRIOR YEAR FUND BALANCE (PYFB)	327,651				
PYFB-ENCUMBRANCES	170,123				
TOTAL REVENUES AND PYFB	497,774				

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PURCHASED SERVICES	68,544	1,370	9,595	67,410	(8,461)	112.3%
MATERIALS AND SUPPLIES	350,990	2,450	19,823	80,355	250,812	28.5%
CAPITAL OUTLAY	78,240		6,520	71,720		100.0%
TOTAL	497,774	3,820	35,938	219,485	242,351	51.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
CAPITAL PROJECTS  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

B 17

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
601001-RENOV-REPLACMT-ENERGY MGMT II	15,325,000	195,516	972,048	10,963,299	576,371	3,785,330	75.30%
601002-TENNIS COURT RENOVATIONS II	2,000,000	23,144	23,369	1,659,445	49,201	291,354	85.43%
601005-JOHN B DEY ES MODERNIZATION	27,970,076	11,572	11,572	27,702,046		268,030	99.04%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000			32,426,266	28,352	15,382	99.95%
601007-PRINCESS ANNE MS REPLACEMENT	76,938,759			76,891,596	45,174	1,989	100.00%
601013-RENOV & REPLACE-REROOFING PHASE II	35,025,639			35,025,361	278		100.00%
601015-PRINCESS ANNE HS REPLACEMENT	156,909,497	3,337,667	4,543,169	6,143,638	748,314	150,017,545	4.39%
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	35,000,000	46,290	695,427	31,247,752	1,219,066	2,533,182	92.76%
601017-RENOV & REPLACE-GROUND PH III	18,337,887	184,806	1,275,544	15,849,705	626,396	1,861,786	89.85%
601018-RENOV & REPLACE-HVAC PH III	54,108,316	261,829	1,468,729	31,069,474	6,658,898	16,379,944	69.73%
601019-RENOV & REPLACE-REROOFING PH III	30,950,000	1,341,207	3,694,668	21,350,969	3,473,887	6,125,144	80.21%
601020-RENOV & REPLACE - VARIOUS PH III	21,725,000	296,304	1,806,523	13,757,879	1,372,272	6,594,849	69.64%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,720,000	1,672	6,697	13,626,704	88,887	4,409	99.97%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	2,834,737	23,145	23,145	1,379,413		1,455,324	48.66%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001			12,183,527		3,474	99.97%
601025-SCHOOL HR-PAYROLL	9,196,000			8,867,573		328,427	96.43%
601026-LYNNHAVEN MIDDLE SCHOOL EXPANSION	14,250,000	353,139	1,316,472	13,313,992	209,326	726,682	94.90%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	800,000	45,319	113,684	701,446	43,223	55,331	93.08%
601028-B F WILLIAMS ES-BAYSIDE 6TH REPLACEMENT	28,547,220	1,278,255	1,715,969	2,363,521	286,564	25,897,135	9.28%
601029-BAYSIDE HIGH SCHOOL REPLACEMENT	21,776,775	2,859,256	3,775,770	5,265,034	641,473	15,870,268	27.12%
601030-REPLACEMENT PAYROLL SYSTEM	7,382,407					7,382,407	
601031-SCHOOL BUS & FLEET REPLACEMENT	7,713,000	1,659,718	2,092,037	4,761,674	2,667,255	284,071	96.32%
601032-PHONE SYSTEM REPLACEMENT	7,266,223	510,068	764,615	3,590,929	3,674,755	539	99.99%
601999-PAYROLL ALLOCATION		(440,898)	137,721	137,721		(137,721)	
TOTAL CAPITAL PROJECTS	632,433,537	11,988,009	24,437,159	370,278,963	22,409,692	239,744,882	62.09%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
GREEN RUN COLLEGIATE CHARTER SCHOOL  
JULY 1, 2023 THROUGH OCTOBER 31, 2023

B 18

ASSETS:		LIABILITIES:	
CASH	3,418,112	CHECKS PAYABLE	3,460
		ACH PAYABLE	504
		SALARIES PAYABLE-OPTIONS	65,543
		FICA PAYABLE-OPTIONS	5,015
		TOTAL LIABILITIES	<u>74,522</u>
		FUND EQUITY:	
		FUND BALANCE	12,554
		ESTIMATED REVENUE	(4,363,929)
		APPROPRIATIONS	4,363,957
		ENCUMBRANCES	24,402
		RESERVE FOR ENCUMBRANCES	(24,402)
		EXPENDITURES	(1,032,921)
		REVENUES	<u>4,363,929</u>
		TOTAL FUND EQUITY	<u>3,343,590</u>
TOTAL ASSETS	<u>3,418,112</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,418,112</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
TRANSFER FROM GENERAL FUND	<u>4,363,929</u>		<u>4,363,929</u>		100.0%	100.0%
TOTAL REVENUES	<u>4,363,929</u>		<u>4,363,929</u>		100.0%	100.0%
PYFB-ENCUMBRANCES	<u>28</u>					
	<u>4,363,957</u>					

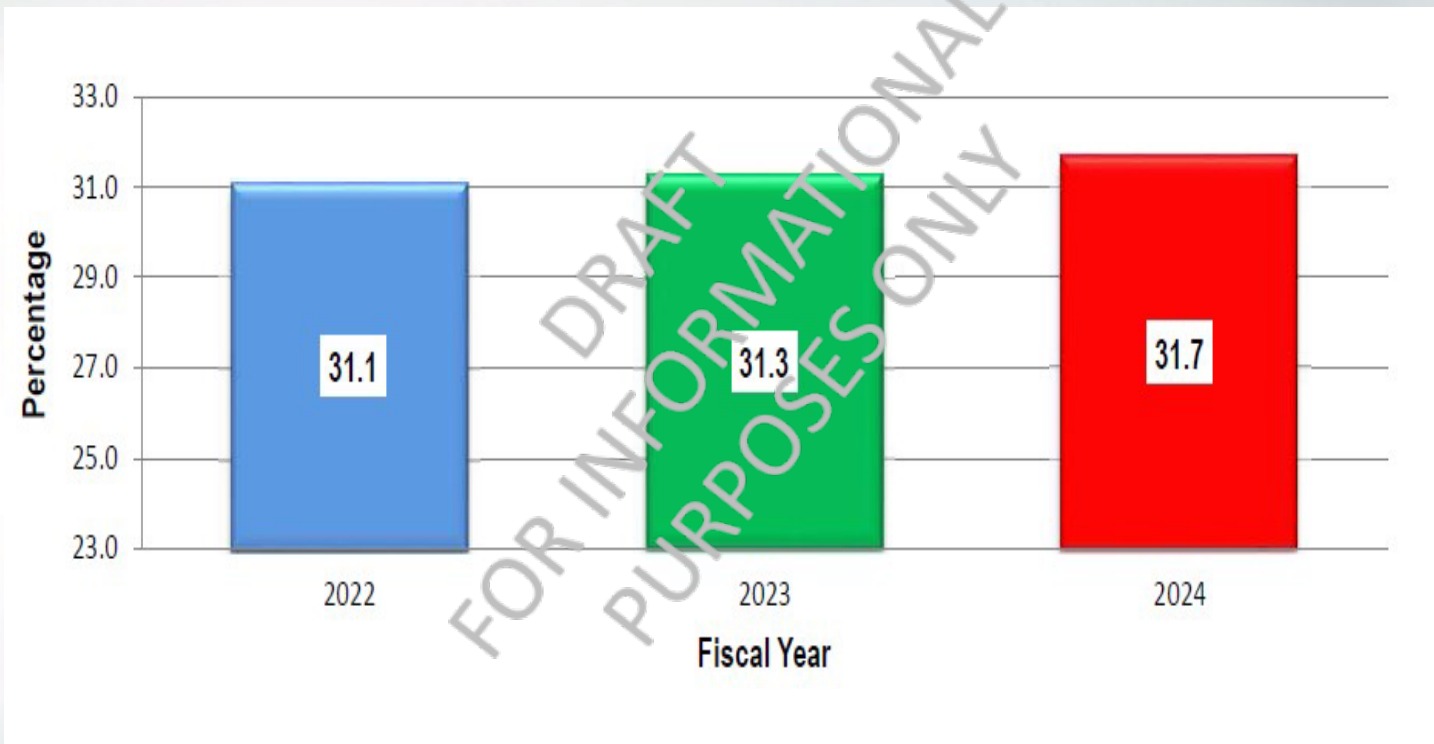
	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	<u>2,670,860</u>	<u>272,595</u>	<u>637,149</u>		<u>2,033,711</u>	23.9%	22.2%
FRINGE BENEFITS	<u>911,686</u>	<u>97,511</u>	<u>217,767</u>		<u>693,919</u>	23.9%	21.7%
PURCHASED SERVICES	<u>436,422</u>	<u>13,559</u>	<u>47,815</u>		<u>388,607</u>	11.0%	11.0%
OTHER CHARGES	<u>76,574</u>	<u>8,325</u>	<u>67,441</u>		<u>9,133</u>	88.1%	60.0%
MATERIALS AND SUPPLIES	<u>268,415</u>	<u>30,900</u>	<u>62,749</u>	<u>24,402</u>	<u>181,264</u>	32.5%	23.8%
TOTAL	<u>4,363,957</u>	<u>422,890</u>	<u>1,032,921</u>	<u>24,402</u>	<u>3,306,634</u>	24.2%	21.8%



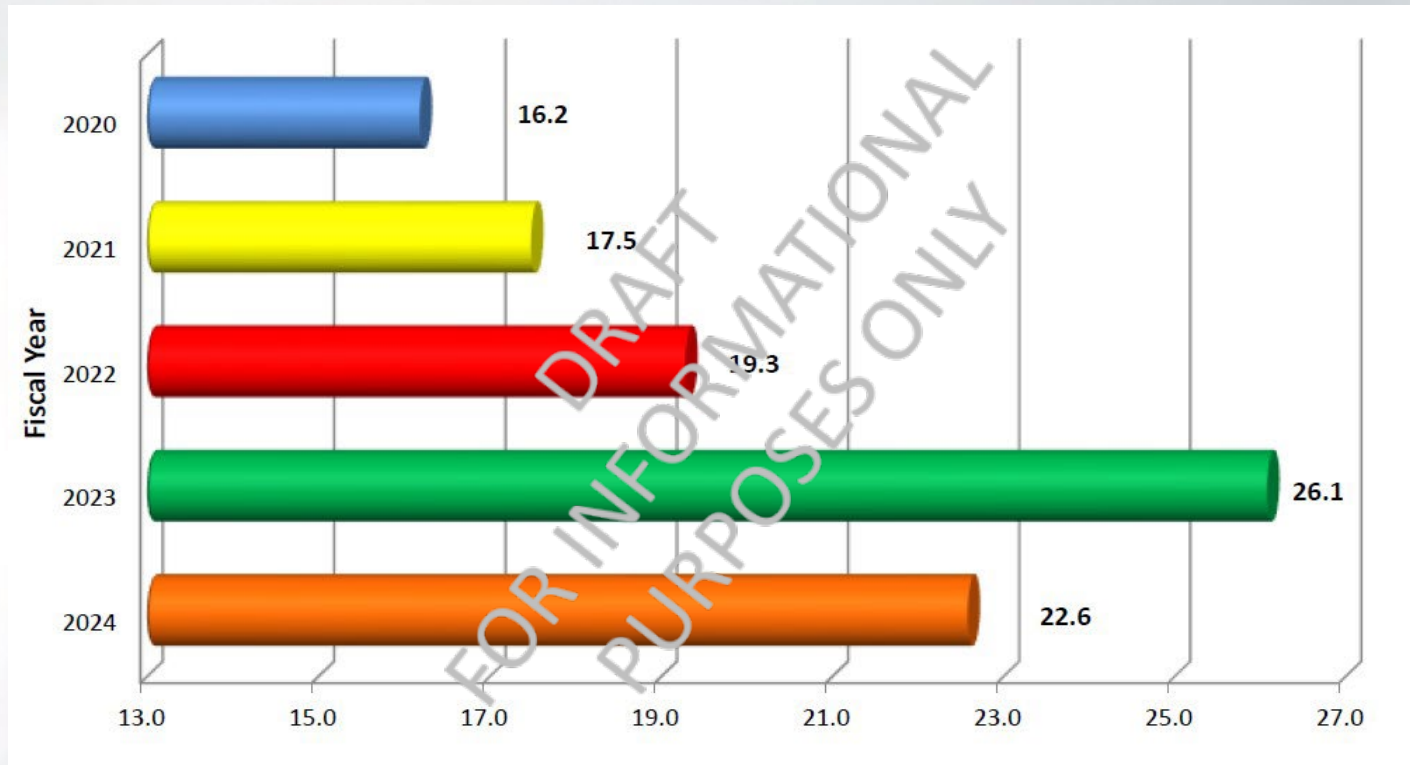
# A Presentation to the School Board

By: The Department of Budget and Finance, Office of Business Services  
Tuesday, November 28, 2023

## School Operating Fund Revenue Percentage of Actual to Budget as of October 31, 2023

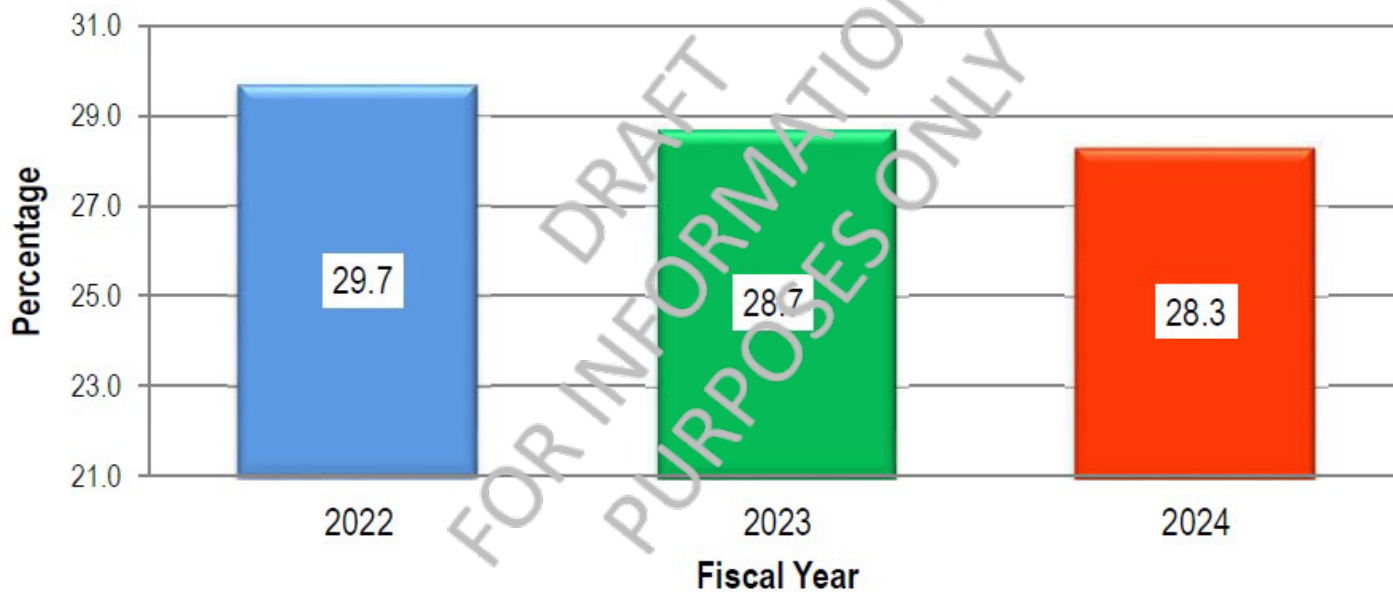


## State Sales Tax Revenue through October 31, 2023





## School Operating Fund Expenditures/Encumbrances Percentage of Actual to Budget as of October 31, 2023





**Subject:** Policy Review Committee Recommendations

**Item Number:** 12B1-4

**Section:** Information

**Date:** November 28, 2023

**Senior Staff:** Eugene Soltner, Ph.D., Chief of Staff

**Prepared by:** Jessica Owens, PRC Chair and Kamala Lannetti, School Board Attorney

**Presenter(s):** Kamala Lannetti, School Board Attorney

**Recommendation:**

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its November 9, 2023 meeting.

**Background Summary**

1. **Policy 5-34 Student Conduct** – the PRC does not recommend changes to this Policy. The Policy was reviewed as part of the five year review cycle.
2. **Policy 5-37 Reporting Data About School Violence and Crime** – the PRC recommends significant changes in order to bring the Policy up to date with recent changes made to Code of Virginia § 22.1-279.3:1.
3. **Policy 5-64 Interrogations/Investigations by Outside Agencies** - the PRC does not recommend changes to this Policy. The Policy was reviewed as part of the five year review cycle.
4. **Policy 6-80 Summer School** – the PRC recommends updating the Policy so that it aligns with recent Virginia Board of Education recommendations.

**Source:**

Code of Virginia § 22.1-253.12:7 1950, as amended. School Board Policies.  
Policy Review Committee Meeting of November 9, 2023

## **STUDENTS**

### **Student Conduct**

#### **A. Generally**

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

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

#### **B. Code of Student Conduct**

To ensure an optimum learning environment the Superintendent, or designee, will develop a Code of Student

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

### **C. Discipline Guidelines**

The Superintendent, or designee, will develop Discipline Guidelines to be used by teachers and administrators in enforcing the Code of Student Conduct. The Discipline Guidelines will be based on limits established by Federal and/or State laws and regulations and consistent with School Board policies, and school division regulations related to student discipline. The Discipline Guidelines will provide school administrators with a comprehensive description of discipline offenses, clear definitions of the criteria for discipline offense categories, specific levels of disciplinary action based on objective criteria, and a range of disciplinary actions for specific offenses.

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

Principals may deviate from the established levels of disciplinary action only if there is appropriate justification. The

reasons justifying the action must be specified in writing to the Director, Office of Student Leadership.

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

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

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

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

*See Also: School Board Policy 5-35 Discipline and Corporal/Academic/Group Punishment/Detention.*

*School Board Policy 5-36 Conduct Invoking Punitive Action.*

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

#### **Legal Reference**

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

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

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

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

### **Related Links**

School Board [\*\*Policy 5-35\*\*](#)

School Board [\*\*Policy 5-36\*\*](#)

School Board [\*\*Policy 5-37\*\*](#)

Adopted by School Board: October 21, 1969

Amended by School Board: February 16, 1971

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: May 19, 1998

Amended by School Board: July 17, 2001

Amended by School Board: August 5, 2003

Amended by School Board: April 4, 2006

Amended by School Board: August 20, 2013

Amended by School Board: November 27, 2018

[\*\*Reviewed by School Board: 2023\*\*](#)

## STUDENTS

### **Reporting Data About School Violence and Crime**

#### **A. Generally**

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

#### **B. Purpose**

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

1. Incidences of Crime, Violence, and Substance Abuse Required to be Reported by School Staff to School Principals or designee.
  - a. The assault, assault and battery, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person as described in §18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;
  - b. Any conduct involving tobacco, alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on a school bus, on



school property, or at a school sponsored activity, including the theft or attempted theft of student prescription medications;

- c. Any threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;
- d. The illegal carrying of a firearm onto school property;
- e. Any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Virginia Code § 18.2-85, or explosive or incendiary devices, as defined in Virginia Code § 18.2-433.1, or chemical bombs, as described in Virginia Code § 18.2-87.1, on a school bus, on school property or at a school-sponsored activity; or
- f. The arrest of any students for an incident occurring on a school bus, on school property, or at a school sponsored activity including the charge therefor;
- g. Any threats or false threats to bomb, as described in Virginia Code § 18.2-83, made against school personnel or involving school property or school buses or at school sponsored events.

## 2. Reports Made by Local Law Enforcement to Schools

Local law enforcement authorities may report, and the principal or designee may receive such reports on offenses, wherever committed, by students

enrolled at the school, if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act (§ 54.1-3400 et seq.) and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any incidents described in clauses (i) through (viii) of subsection A of Virginia Code § 22.1-279.3:1.

3. Reporting Procedures by Principal to Superintendent and Superintendent to [Virginia](#) Department of Education

a. The principal of each school shall submit a report of all incidents required or authorized to be reported by Section 1 or Section 2 to the Director of Student Leadership. The Superintendent or designee shall annually report all incidents to the Virginia Department of Education and such information will be made available to the public.

b. The closing date for submission with verification by the Superintendent is due at the end of July as defined by the Virginia Department of Education following the most recently completed school year.

c. The Superintendent and principals and their designees shall accurately- indicate any offenses, arrests or charges as recorded by law enforcement authorities and required to be reported by such authorities.

#### 4. Reporting of certain incidents to Law Enforcement

Each principal or designee shall immediately report to the local law enforcement agency any incident set forth in Code of Virginia § 22.1-279.3:1 the following.

a. Any incident described in in Code of Virginia § 22.1-279.3:1 (A) (1) (relating to alcohol, marijuana, a controlled substance etc.) that may constitute a felon offense.

b. any incident in Code of Virginia § 22.1-279.3:1 (A)(3-7) except that a principal is not required to but may report to the local law enforcement agency any incident described in Code of Virginia § 22.1-279.3:1 (A)(4) committed by a student who has a disability.

#### 5. Discretionary reporting of certain incidents to Law Enforcement

a. A principal may report to law enforcement any other incidents described in Code of Virginia § 22.1-279.3:1 (A) that are not required to be reported pursuant to (A) (1-2).

#### 6. Reporting of certain incidents to parents of minor students

a. The principal or designee shall immediately report any act enumerated in Code of Virginia § 22.1-279.3:1 (A)(1-5) that may constitute a criminal offense to the parents of any minor student who is the specific object of such act. Further, the principal shall report whether the incident has been reported to

local law enforcement pursuant to Code of Virginia § 22.1-279.3:1 and, if the incident has been reported, that the parents may contact local law enforcement for further information, if they so desire.

b. The principal or designee shall also notify the parent of any student involved in an incident required pursuant to Code of Virginia § 22.1-279.3:1 to be reported, regardless of whether the disciplinary action is taken against such student or the nature of the disciplinary action. Such notice shall relate only to the relevant student's involvement and shall not include information concerning other students.

#### 7. Local Law-enforcement to reporting to Superintendent and Superintendent reporting to principals

a. In accordance with Code of Virginia § 22.1-279.3:1, local law enforcement authorities shall report to the Superintendent or designee and principal or designee, such reports on offenses, wherever committed, by students enrolled at the school at the school.

b. When the Superintendent or designee who receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G of Code of Virginia § 16.1-260, shall report such information to the principal of the school in which the juvenile is enrolled.

#### **Legal Reference**

Code of Virginia § 18.2-60.3, as amended. Stalking ; ~~penalty is defined as:~~

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

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

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

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

Code of Virginia § 22.1-279.3:1, as amended. Reports of certain acts to school authorities; reports of certain acts by school authorities to parents;  
reports of certain actions by school authorities to law enforcement.

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

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

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

Amended by School Board: June 20, 2000

Amended by School Board: August 21, 2001

Amended by School Board: April 4, 2006

Amended by School Board: November 27, 2018

Amended by School Board: 2023

## **STUDENTS**

### **Interrogations/Investigations by Outside Agencies**

When it is necessary for any agent from an outside agency, other than authorized child protective service workers or law enforcement personnel during the course of an investigation for alleged child abuse or neglect, to question a minor child, it shall be done with the approval of the parent or legal guardian and in the presence of the parent/legal guardian or principal except as specified in School Board Regulation 5-64.1 and School Board Regulation 5-64.2. Child protective service workers and/or law enforcement personnel in the performance of their duties concerning child abuse and neglect investigations shall be allowed to interview students and/or their siblings privately and without parental consent as specified under Virginia Law and School Board Regulation 5-64.1 and School Board Regulation 5-64.2.

### **Legal Reference**

Code of Virginia § 63.2-1509, as amended. Requirement that certain injuries to children be reported by physicians, nurses, teachers, etc.; penalty for failure to report.

Code of Virginia § 63.2-1518, as amended. Authority to talk to child or sibling.

### **Related Links**

School Board [\*\*Regulation 5-64.1\*\*](#)

School Board [\*\*Regulation 5-64.2\*\*](#)

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 15, 1991

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

Amended by School Board: April 18, 1995

Scrivener's Amendments: August 7, 2014



## INSTRUCTION

### **Summer School**

#### **A. Generally**

1. Summer school programs may be operated under the direction of the Superintendent or designees. Summer schools shall be designed to: enrich the education of students; to provide remediation to students in areas of need; and to permit students to earn credits needed for graduation or promotion.

2. The Summer School program shall be equal in quality to that offered during the regular school term.

3. Virginia Board of Education requirements for an accredited summer school shall be met.

4. The Virginia Board of Education recommends that students in kindergarten through grade 8 not be required to attend summer school or weekend remediation classes solely based on failing a SOL test in science or history and social studies. However, a student who fails to achieve a passing score on all Standards of Learning assessments for the relevant grade level in grades 3 through 8 shall be required to attend a remediation program or to participate in another form of remediation. Further, any student who fails an end-of-course test required for the award of a verified unit of credit shall be required to ~~be~~ attend a remediation program or to participate in another form of remediation.

#### **B. Fees**

Summer school programs shall be financed by fees as determined by the School Board.

### **Legal Reference**

Code of Virginia § 22.1-211, as amended. Operation of vacation schools and summer camps by school boards.

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

Code of Virginia § 22.1-254.01, as amended. Certain students required to attend summer school or after-school sessions.

Virginia Board of Education Regulations. Summer School. 8VAC20-131-120, as amended.

Virginia Board of Education Regulations. Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10 *et. seq.*, as amended.

Adopted by School Board: August 16, 1983

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 6, 1998

Amended by School Board: June 6, 2006

Amended by School Board: February 19, 2008

Amended by School Board: May 16, 2017

Amended by School Board: 2023



**Subject:** School Board Legislative Agenda for 2024 General Assembly Session **Item Number:** 12C

**Section:** Information **Date:** November 28, 2023

**Senior Staff:** N/A

**Prepared by:** School Board Legislative Committee

**Presenter(s):** School Board Legislative Committee

**Recommendation:**

That the School Board receive for first read, a draft of the School Board Legislative Committee's proposed Legislative Agenda for the 2024 Virginia General Assembly Session.

**Background Summary:**

Each year the School Board Legislative Committee proposes a legislative agenda in preparation for the legislative session of the Virginia General Assembly. The agenda provides an overview of issues that are of interest and/or concern to the School Board and School Division. Upon approval by the School Board, the legislative agenda is distributed to stakeholders and posted on vbschools.com.

During the 2024 General Assembly Session, School Board members and School Division administrative staff will monitor legislative activity that has an impact on the School Division's student, personnel, budget, instructional program, and operations.

**Source:**

N/A

**Budget Impact:**

N/A

**Virginia Beach City Public Schools  
2024 Legislative Agenda**

**BUDGET AND FUNDING**

**Support Full Funding of Biennial Re-Benchmarking**

In each odd year, the Department of Education (DOE) provides the Governor and the General Assembly with an estimate of the “rebenchmarked” cost of continuing the existing Direct Aid to Public Education programs for the next biennium. This rebenchmarking is part of the biennial budget development process and includes updates in the input data to determine the current cost of the programs. The cost projections should not reflect any changes in policy or technical methodology. The Standards of Quality (SOQ) provide 60% of the state funds for public schools in Virginia.

Since rebenchmarking is a process to update the state funding formulas to reflect the current costs facing Local Education Agencies (LEA) (e.g. increases in fuel costs, health care costs, teacher salaries, etc.), failure to fully fund rebenchmarking would signify a decrease in the state’s commitment to funding K-12 education. VBCPS supports full-funding of the biennial rebenchmarking of the Standards of Quality funding formulas. VBCPS opposes any formula changes to the rebenchmarking methodology that would artificially decrease the actual costs to fund K-12 education. Finally, VBCPS opposes any measure that would shift SOQ and other recurring cost programs into the Lottery Fund.

Finally, due to how one-time appropriations made during the last biennium have been calculated, DOE’s preliminary estimate for the 2024-2026 biennium is approximately \$160.5 million over the FY2024 base. This calculation, however, assumes that significant one-time funds are kept in the base and repurposed to meet most increased costs. Removing the one-time costs from the calculation, shows an actual need of approximately \$1.3 billion to fully fund rebenchmarking. The General Assembly should update the rebenchmarking process to better account for one-time funds, to ensure transparency, and that meet the needs of students and educators as prescribed in the SOQs.

VBCPS also supports continued discussion and study of the Joint Legislative Audit Review Commission’s recommendations found in their report on Virginia’s K-12 Funding Formula, including the underlying K-12 funding mechanisms to ensure the funding formulas accurately reflect the needs of both students and educators.

## **Teacher Salary Increase and Recruitment and Retention**

Nearly every school division across Virginia is experiencing extensive teacher shortages. While filling all positions has at times always been challenging for school divisions, the last several years have proven to be particularly difficult for school divisions. The current teacher shortage problem is at a crisis point, as schools are not able to fill needed positions.

While Virginia has provided resources for teacher salaries in recent years, earnings for Virginia teachers continue to lag the national average. Virginia teacher salaries have one of the widest gaps between their pay levels and those of comparable professionals in the country and with continued pressure on wages from persistent inflation this disparity has become increasingly acute. In order to bring the Virginia's average teacher salary up to the national average, Virginia must continue to take significant steps to invest in its teacher workforce.

VBCPS agrees with several of the JLARC recommendations found in their report on Virginia's K-12 Teacher Pipeline, including removing the Virginia Communication and Literacy Assessment (VCLA) or replace it with a more relevant assessment and increase funding for the Virginia Teaching Scholarship Loan Program (VTSLP). The VCLA acts as an unnecessary burden for teachers entering the profession and potentially keeps high-quality teachers from entering the profession. The VTSLP awards up to \$10,000 for tuition and fees to teacher candidates at public or private institutions pursuing teaching in a critical shortage discipline or who are minority teacher candidates.

The General Assembly should also consider additional pathways for retired teachers to return to the profession, including allowing fully licensed retired teachers to return to the profession without having to go through the licensure process again, as long as they are able to demonstrate competency in the subject they are teaching.

## **Support Cap**

VBCPS supports fully removing the support position cap that was put in place in 2009 during the Great Recession. Previously, the Commonwealth provided funding for support staff positions according to a formula that used numbers of staff and local costs (calculated using the actual number of support positions and the salary for each position in all Virginia school divisions). As a moneysaving measure during the Recession, a "cap" was placed on the number of positions that the state would fund. The cap was not based on any particular analysis of student needs or existing staffing patterns, but rather was simply calculated as a ratio of instructional to support positions based on the necessity to reduce state funding by a particular amount.

While the General Assembly made significant progress on fully-funding the support cap deficit during the 2023 Special Session by updating the funding ratio methodology to 24 support positions per students in the first year of the biennium. The General Assembly must continue to work to fully remove the support cap.

## **Increase behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs.**

VBCPS requests the General Assembly continue to provide additional resources for mental health clinicians, attendance interventionists, and behavior specialists. These staff members should have specialized training to target students' complex behavioral needs and have the experience to assess the mental health status of students, recommend an appropriate level of care, implement/assist with implementing appropriate interventions, and respond to crisis situations.

However, VBCPS support retaining local authority and flexibility to best determine the resources and programs required to meet the student health and school health. VBCPS requests that any state mandated program designed to increase mental health services available to students be fully funded by the state and not result in an additional unfunded mandate.

## **Delivering Quality Special Education Services**

VBCPS has more than XXXX students who qualify for special education services. VBCPS spends in excess of \$XXXX million per year, or approximately \$XXXXXX per qualified student, on special education programs and services. That is the highest amount since XXXX. Of this, approximately XX% comes from the federal government, XX% from the state and XX% is local. VBCPS is opposed to any change in the delivery of special education services or special education funding that would shift even a larger portion of the funding responsibility to the locality. This includes changes to the regional special education programs that either reduce the overall state allotment or reduces the funding to an individual regional program. Such reductions in funding will not reduce VBCPS's obligations under the Individuals with Disabilities Education Act (IDEA), but rather shift a larger portion to the locality.

## **Dedicated State Funding for Capital Improvements**

VBCPS supports the reinstatement of dedicated state funds for capital improvements. Since 2010, local governments and school boards have carried the full burden of capital improvements for public schools.

## **OTHER LEGISLATIVE ISSUES**

### **School Bus Driver Shortage**

VBCPS, like many school divisions across the state and country, is experiencing an extreme shortage of school bus drivers, resulting in delays in getting students to and from school, field trips and after school activities. Virginia needs to take immediate steps to increase the number of qualified school bus drivers on a statewide basis. As initial steps, Virginia should provide designated funding sources for the training of potential new school bus drivers, as well as address the licensing requirements and expediting the licensure timeline. Additionally, Virginia should

work closely with our federal delegation to create a specific school bus commercial driver's license for those individuals who are exclusively interested in becoming bus drivers.

### **Eliminate or Fund Currently Unfunded Mandates**

The total impact of state and federal unfunded mandates to VBCPS was \$44 million in 2023. Of the \$44 million, approximately \$16 million are mandates that originated from either the General Assembly or the Virginia Department of Education. These mandates range from new reporting requirements, to new policies and procedures, to unfunded equipment requirements. VBCPS is opposed to any state mandates requiring local school divisions to assume additional responsibilities or provide additional services without the state's share of funding for such mandates. VBCPS supports the elimination of or funding for existing unfunded mandates.

### **Assessment Reform**

VBCPS also supports the reduction of the number of required tests in order to allow school divisions to continue to transform the traditional classroom and better meet the needs of our students. It's important our students are able to compete in a global marketplace. Rather than the 20 SOL tests currently mandated, VBCPS supports legislation that allows school divisions to substitute SOL assessment for those that are performance based, mimic real-life situations and better prepare students for success in higher education and in the workplace. VBCPS has successfully developed an increasing number of performance-based assessments that are used on a division-wide basis.

In addition to student growth measures, VBCPS supports a teacher, principal, and superintendent accountability system that includes additional measures such as student participation, performance in Advanced Placement courses, post-graduate measures that provide information on how students transition after high school, and qualitative measures of overall school performance beyond assessments.

VBCPS supported recent efforts to expand the use of growth measures by the General Assembly; however, the implementation of those efforts did not achieve the objectives of the original intent. Given the staff resources required to implement the assessments as required by VDOE, the data garnered from the reports was not as impactful as the student data VBCPS was already acquiring through previous assessments. VBCPS continues to support the use of growth measures and through year assessments, but requests additional local flexibility and control over how the assessments are implemented.

### **Individualized and Innovative Learning Environments**

VBCPS fully supports creating learning environments that meet the individual needs of the community and the students it serves, including academies, innovative programs, Governor's schools, charter schools and Laboratory Schools; however, for these alternative models to be successful they must have the support of the local community and local school division.



VBCPS supports providing additional flexibility for school divisions to develop highly individualized and innovate learning environments. VBCPS specifically requests a mechanism by which schools can apply to be released from certain SOQ requirements, as well as other regulatory requirements.

VBCPS has developed numerous innovative learning models across the division, including the Advanced Technology Center, Governor's Schools, Green Run Collegiate Charter School, and the Brock Environmental Center. VBCPS continues to explore the creation of a regional school to serve and support students in active recovery from substance and alcohol abuse. Like the model created in Chesterfield, VBCPS requests the General Assembly provide funding for planning and start-up costs associated with developing a regional recovery school, as well as support for ongoing costs to continue to ensure students receive the necessary resources to aide in their recovery.

VBCPS requests expansion of School Divisions of Innovation statute to allow greater flexibility in developing local school division grown innovation. The General Assembly should consider providing flexibility from several requirements, including seat time requirements, greater flexibility for teacher licensure for teachers teaching CTE classes, clear pathway for verified credits for certifications and credentials, certain staffing ratios, and other standards that may not be conducive to developing community-based classroom environments designed to meet the needs of the industries and communities served by the local school division.

# 2024 Legislative Agenda



- Long Session (60 Days)
  - First Day of Session: January 10
  - Sine Die: March 9
- New Biennial Budget
- New House and Senate Leadership
- Divided Government
- Nearly 700 Years of Experience Leaving Legislature



# BUDGET AND FUNDING

- **Support Full Funding of Biennial Rebenchmarking**
  - Calculation of One-Time Funding from Previous Fiscal Years
  - Support JLARC Recommendations
- **Teacher Salary Increase and Recruitment and Retention**
  - Continued Support for Teacher Salary Increases
  - Support JLARC Recommendations: remove/replace VCLA and increase funding for VA Teaching Scholarship Loan Program
- **Fully Remove Support Cap**
- **Continued Resources for behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs**
- **Delivering Quality Special Education Services**
  - No additional unfunded mandates around the delivery of special education services
- **Dedicated State Funding for Capital Improvements**



## OTHER LEGISLATIVE ISSUES

- **School Bus Driver Shortage**
- **Eliminate or Fund Currently Unfunded Mandates**
  - Continue working with School Health Committee to identify and remove unfunded mandates
- **Continued Reform of Assessment System**
  - Change Administration of Through Year Growth Measure Assessments
- **Expansion of School Divisions of Innovation**
  - Allow for School Divisions of Innovation to apply for waivers from certain statutory requirements, including:
    - Seat Time
    - Teacher Licensure Flexibility
    - Clear Pathways for Credit for Students Earning Certifications and Credentials
    - Other Requirements



**Positive Behavioral Interventions and Supports (PBIS):**

**Subject:** Year-Three Evaluation (Advanced Tiers)

**Item Number:** 12D

**Section:** Information

**Date:** November 28, 2023

**Senior Staff:** Lisa A. Banicky, Ph.D., Executive Director

**Prepared by:** Allison M. Bock, Ph.D., Program Evaluation Specialist

Heidi L. Janicki, Ph.D., Director of Research and Evaluation

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

Office of Planning, Innovation, and Accountability

**Presenter(s):** Allison M. Bock, Ph.D., Program Evaluation Specialist

Office of Planning, Innovation, and Accountability

**Recommendation:**

That the School Board receive the Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers) Report and the administration's recommendations.

**Background Summary:**

Positive Behavioral Interventions and Supports is a data driven decision-making framework for selecting and using interventions within a tiered system of support. Tier I involves universal practices for all students across schoolwide and classroom settings. Tier II is focused on students needing additional support, which can be provided through small-group interventions, while Tier III is focused on providing personalized support to individual students. Beginning in 2017-2018, the current Virginia Beach model of implementing PBIS began, which involved embedded PBIS school-level coaching with each school having a divisionwide PBIS coach.

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 11, 2018, the School Board approved the 2018-2019 Program Evaluation Schedule, in which PBIS was recommended for an evaluation readiness report, and a three-year evaluation plan was approved September 24, 2019. The PBIS Year-One Tier I evaluation was conducted in 2020-2021 after a one-year delay due to the COVID-19 pandemic, and recommendations were approved by the School Board December 7, 2021. The PBIS Year-Two Tier I evaluation was conducted in 2021-2022, and recommendations were approved by the School Board January 10, 2023. The final PBIS Year-Three (Advanced Tiers) evaluation in 2022-2023 included an update on Tier I implementation and progress toward recommendation areas and outcome goals; characteristics of schools implementing PBIS Tier II practices; staff involvement with PBIS Tier II; components of Tier II practices, including progress toward implementation goals; alignment between PBIS and other divisionwide initiatives; and cost. Recommendations were included based on the evaluation results.

**Source:**

School Board Policy 6-26

School Board Minutes September 11, 2018

School Board Minutes September 24, 2019

School Board Minutes December 7, 2021

School Board Minutes January 10, 2023

**Budget Impact:**



# Positive Behavioral Interventions and Supports (PBIS): *Year-Three Evaluation (Advanced Tiers)*

November 2023

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



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

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# Introduction

## Background

Positive Behavioral Interventions and Supports (PBIS) is an implementation framework that facilitates the selection and use of evidence-based practices and interventions within a tiered system of support.<sup>1</sup> Specifically, PBIS offers a framework to support students academically, socially, emotionally, and behaviorally through universal practices for all students (Tier I), targeted practices for students in need of additional support (Tier II), and indicated practices for individual students who need support beyond what is provided by both Tier I and Tier II supports (Tier III).<sup>2</sup> According to the National Technical Assistance Center on PBIS, the “broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools.”<sup>3</sup> The PBIS website also indicates that “PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.”

VBCPS has employed PBIS practices in a variety of capacities since the 2012-2013 school year, although the models guiding implementation have varied and schools’ participation in the various models of implementation has varied. During the 2012-2013 school year, one elementary school began participating in an initiative through the Virginia Department of Education (VDOE) called Virginia Tiered Systems of Supports (VTSS), which provides support at the division level through grant funding and technical assistance. VBCPS also participated in the Multi-Tiered System of Supports – Behavior (MTSS-B) study from 2015-2016 through 2016-2017, which provided funding for school-based coaching support and professional development for school-level coaches. Beginning in 2017-2018, the current VBCPS model of implementing PBIS began, which involved embedded PBIS school-level coaching. Every VBCPS school implementing PBIS is assigned a divisionwide PBIS coach through the Office of Student Support Services in the Department of Teaching and Learning. In addition, although schools are following the VBCPS coaching model, all schools are continuing to participate in the VTSS initiative through VDOE that provides support through grant funding and technical assistance.

Schools were assigned to cohorts based on the various models of implementation over the years as well as the schools’ needs according to discipline data, school climate surveys, and input from the Department of School Leadership. Schools that were determined to be most in need were assigned to cohorts scheduled to implement PBIS Tier I practices earlier than other schools. Table 1 summarizes the number of schools in each cohort including the implementation year and the initial model of implementation.

**Table 1: PBIS Cohorts**

PBIS Cohort	Number of School Sites <sup>4</sup>	Initial Implementation Year(s)	Initial Implementation Model
Cohort 1	6 elementary schools	2012-2013 through 2015-2016	MTSS-B
Cohort 2	14 schools (4 elementary, 6 middle, 4 high)		Some state support
Cohort 3	19 schools (16 elementary, 3 middle)	2017-2018	VBCPS coaching model
Cohort 4	21 schools (17 elementary, 4 middle)	2018-2019	VBCPS coaching model
Cohort 5A and 5B	24 schools (13 elementary, 3 middle, 8 high)	2019-2020	VBCPS coaching model

Note: Cohorts 1 and 2 transitioned to the VBCPS coaching model beginning in 2017-2018.

## Background and Purpose of Program Evaluation

After being selected for evaluation by the Program Evaluation Committee in summer 2018, the School Board approved PBIS for an evaluation readiness report on September 11, 2018. During the 2018-2019 school year, the evaluation plan was developed with the program managers, including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that PBIS undergo a three-year evaluation with a focus on Tier I PBIS implementation and outcomes in 2019-2020 and 2020-2021 and a focus on implementation of PBIS Advanced Tiers in 2021-2022. The recommended evaluation plan was presented to the School Board September 10, 2019, and was approved September 24, 2019. The year-one evaluation of Tier I began in 2019-2020, but due to the COVID-19 pandemic and resulting school building closures in March 2020, data collection efforts could not be completed, and the year-one evaluation was postponed to 2020-2021. The other two years of the evaluation were also adjusted accordingly. A status update was provided to the School Board in December 2020 for the 2019-2020 school year. The year-one evaluation was presented to the School Board November 23, 2021. The year-one recommendations included continuing the program with modifications; continuing to support high schools in implementing core Tier I PBIS practices, including providing professional learning on PBIS topics and ensuring students are taught expectations; ensuring schools are implementing PBIS practices and procedures consistently across classrooms; and providing protocols for and encouraging time allocation for staff to review schoolwide data to inform decision making at the secondary level. The School Board approved these recommendations December 7, 2021. The year-two evaluation was presented to the School Board December 13, 2022. The year-two recommendations included continuing the program with modifications; investigating and implementing strategies suggested in research literature for establishing procedures for behavior feedback and consistency of PBIS practices and procedures across classrooms at the secondary level; and continuing to support school staff in their procedures related to reviewing schoolwide data to inform decision making through the use of Unified Insights. The School Board approved these recommendations January 10, 2023.

The purpose of this year-three evaluation during 2022-2023 was to assess the implementation of Advanced Tiers. Due to the status of the implementation of the Advanced Tiers as of the 2022-2023 school year, the evaluation focused specifically on Tier II practices. The evaluation provides information about the divisionwide status of PBIS implementation at all tiers, including an update on the status of Tier I implementation and progress toward recommendation areas and outcome goals related to Tier I; demographic characteristics of students at schools implementing PBIS Tier II practices during 2022-2023; staff involvement and familiarity with PBIS at the Tier II level; the components of Tier II PBIS practices, including progress toward goals related to implementation fidelity; alignment between PBIS and other related initiatives; and cost to the school division.

## PBIS Initiative Overview

The PBIS framework to support students includes Tier I, Tier II, and Tier III practices. The National Technical Assistance Center of PBIS has recommended several general procedures and practices that have been shown to be effective when implementing PBIS. These suggestions are provided for each tiered level of support and are the basis of PBIS fidelity measures created by the National Technical Assistance Center of PBIS, such as the Tiered Fidelity Inventory (TFI).

At the Tier I level, supports are universal (i.e., provided to all students) and form the basis for a school's PBIS framework. At this level, key practices include the following: schoolwide positive expectations and behaviors that are defined and taught, procedures for establishing classroom expectations and routines consistent with schoolwide expectations, continua of procedures for encouraging expected behavior and discouraging problem behavior, and procedures for encouraging school-family partnerships.<sup>5</sup>

For students who need additional support beyond what is provided at the Tier I level within PBIS, additional interventions can be provided at the Advanced Tier levels (Tier II and Tier III). Tier II interventions focus on approximately 15 percent of students who need additional support beyond Tier I practices and are at risk of more serious behaviors. Tier II supports generally involve a broader range of group interventions, which can include social skills groups, self-management, and academic supports. Tier II interventions for students are continuously available, rapidly accessible, low effort for teachers, aligned with the schoolwide expectations, implemented by all staff within a school, flexible and based on assessment data, function-based, allocated with adequate resources, actively participated in by students, and continuously monitored.<sup>6</sup> Implementation of Tier II practices is the focus of this evaluation.

Tier III interventions focus on approximately 1 to 5 percent of students who need support beyond what is provided by both Tier I and Tier II supports. Tier III interventions are more intensive and highly personalized for each student and are handled in a team approach. The foundational systems involved in providing Tier III interventions include having a multi-disciplinary team, including someone with expertise in behavior support, and collecting intervention fidelity and student outcome data.<sup>7</sup> Additionally, Tier III key practices include completing functional assessments, providing wraparound supports, and considering the local and school environment along with the students' personal learning histories.<sup>8</sup>

Rather than requiring that specific interventions be implemented, PBIS provides suggestions for elements to consider when making decisions regarding interventions and practices as well as general procedures and practices across the tiered systems of support. The National Technical Assistance Center of PBIS advises that successful PBIS implementation involves the interplay of four key elements when making all decisions.<sup>9</sup> These key elements are data, outcomes, practices, and systems. Data must be considered so that stakeholders know what information is needed to improve decision making. Student outcomes should be considered as they relate to what students need to exhibit when they are successful academically and behaviorally. Teacher and administrator practices must be considered to determine what supports are benefiting students. Finally, the internal systems that impact the educators in their use of evidence-based practices should be considered. These systems can include such things as teacher working groups, data decision rules, professional development offered, coaching supports provided, and school leadership teams.

## Program Goals and Objectives

As a result of the evaluation readiness process during 2018-2019, PBIS division goals and objectives were outlined in collaboration with program managers following a review of relevant literature. As a result of the evaluation readiness process, there was a total of 12 goals and 36 objectives for the PBIS evaluation, including 4 goals for Tier I implementation, 4 goals for outcomes related to Tier I practices, and 4 goals for Advanced Tiers implementation. The Tier I implementation goals focused on behavioral expectations for students and staff and related policies and procedures, professional learning for staff, data review and usage, and stakeholder involvement. Tier I outcome goals focused on student engagement in school, perceptions of safety and discipline procedures, student emotion regulation, and perceptions of school climate. The Advanced Tiers implementation goals focused on providing effective Advanced Tiers interventions and supports, data review and usage, and professional learning. Progress toward the implementation goals related to Tier II practices are the focus of this evaluation. Progress toward goals related to Tier III based on the TFI will be monitored through the Office of Research and Evaluation's performance measurement process for the Integrated Systems of Support and Student Response Teams (SRT).

# Evaluation Design and Methodology

## Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions, including the goals and objectives. Quantitative data were gathered through the VBCPS data warehouse where needed and through closed-ended survey questions. Qualitative data were collected through discussions with the program managers and document reviews. The Office of Research and Evaluation evaluators used the following data collection methods:

- Communicated with the PBIS specialist and executive director of student support services to gather implementation-related information.
- Reviewed VBCPS PBIS program documentation.
- Administered PBIS surveys to classroom teachers, building administrators, other school instructional staff (e.g., school counselors, math and reading specialists), students in grades 4 through 12, and parents of students in kindergarten through grade 12.
- Gathered aggregate data from the student VBCPS Social-Emotional Learning (SEL) survey at the division and individual school levels.
- Obtained division level implementation-related data using the District Capacity Assessment (DCA) and implementation fidelity data for individual schools using the Tiered Fidelity Inventory (TFI).
- Collected data from the VBCPS data warehouse related to student demographic characteristics.
- Gathered cost data from the departments of Teaching and Learning and Human Resources.

## Surveys

Perception data provided in this year-three evaluation report are only for respondents from schools that were implementing PBIS practices at the relevant tiered level (i.e., Tier I, Tier II) during the 2022-2023 school year.<sup>10</sup> Overall, survey results presented in this evaluation focus on data collected in spring 2023 by school level. When monitoring progress related to the areas of recommendations from the year-two evaluation, there are comparisons of survey results from 2021-2022 to 2022-2023. Due to making comparisons across years to monitor the recommendations, relevant 2021-2022 survey data were reanalyzed to only include the schools that were formally implementing PBIS Tier I practices to allow for more precise comparisons (i.e., all elementary schools and middle schools along with four high school sites). Therefore, perception data from the 2021-2022 year-two evaluation report will not be comparable. In addition, perception data for groups with fewer than 10 respondents are not provided. For all stakeholders, survey agreement percentages reported throughout the report are based on those who answered the survey item (i.e., missing responses were excluded from the percentages).

## PBIS Survey

As part of a larger survey effort of multiple initiatives, the Office of Research and Evaluation invited classroom teachers, administrators, other school instructional staff (e.g., school counselors, math and reading specialists), students, and parents to complete survey items regarding their perceptions of PBIS or related areas. Staff and parents received an email invitation with a link to participate in the online survey in April 2023. Students in grades 4 through 12 accessed the survey through a link on their ClassLink dashboard in April 2023.

Of the teachers, administrators, and other school instructional staff invited to complete the survey, 47 percent of teachers, 61 percent of administrators, and 37 percent of other instructional staff completed the survey. Of the students in grades 4 through 12, 80 percent completed the survey. Of the parents invited to take the



survey, 9 percent completed the survey. Percentages provided here are based on those who responded to the first PBIS portion of their survey. See Table 2 for response rates by school level.

**Table 2: Staff, Student, and Parent Survey Response Rates by Level**

Group	Elem	Middle	High	Overall Rate	Overall Number of Respondents
Teachers	39%	60%	57%	47%	1,578
Administrators	60%	58%	69%	61%	129
Other Instructional Staff	38%	41%	21%	37%	661
Students (Grades 4-12)	90%	83%	57%	80%	23,731
Parents (Grades K-12)	9%	8%	6%	9%	5,789

### **Student SEL Survey**

Students in grades 4 through 12 were invited to participate in the spring administration of the Social-Emotional Learning (SEL) Survey in March 2023. This survey included items aligned with the five SEL competencies: self-awareness, self-management, relationship skills, social awareness, and responsible decision making. The survey was administered as a student-identifiable survey at all schools. Parents of students at all schools could opt their child out of completing the survey. Data presented in this evaluation only include those schools that were implementing PBIS Tier I practices during the 2022-2023 school year; therefore, SEL division data summaries provided publicly are not comparable. Overall, 82 percent of students (n=23,770) in grades 4 through 12 completed the spring SEL Survey. Response rates were 89 percent at the elementary school level, 83 percent at the middle school level, and 67 percent at the high school level.

### **District Capacity Assessment (DCA)**

The DCA measures the division's capacity for implementation fidelity and is completed once a year in the spring by the PBIS division implementation and leadership team members who discuss each item and come to consensus on the final score for each item. Virginia Department of Education representatives, who partner with the division on PBIS implementation through the VTSS initiative, attend the scoring session and answer any questions about the rubric. The DCA has a scoring rubric that is used to document if the division has ensured all necessary policies, procedures, and documentation are in place to support a successful implementation of PBIS. Results of the DCA are used to identify actions for the upcoming year.

### **Tiered Fidelity Inventory (TFI)**

The TFI is the assessment used by VBCPS for assessing the extent to which schools are implementing PBIS with fidelity. The use of the TFI to measure the implementation of PBIS in VBCPS is a practice that was recommended as part of VTSS. The TFI is comprised of items related to necessary administrative processes and procedures across Tier I, Tier II, and Tier III. However, schools are only assessed on the tiers they have implemented or are currently implementing. The TFI has a total of 45 items across all tiers (15 items for Tier I, 13 items for Tier II, and 17 items for Tier III).<sup>11</sup> Schools are scored on items using a three-point scale of 0 (not implemented), 1 (partially implemented), or 2 (fully implemented). The TFI has been demonstrated to have strong construct validity for assessing fidelity at each tier, strong interrater and test-retest reliability, strong relationships with other PBIS fidelity measures, and high usability for action planning.<sup>12</sup> In VBCPS, the TFI is completed by a school team along with a VBCPS PBIS coach following observations of schoolwide and classroom practices and discussions regarding the TFI items. The instrument provides a description of each item that is to be rated, possible sources of data that the team may consult for determining a rating, and scoring criteria for determining the appropriate rating.



The TFI specifically for Tier I: Universal Schoolwide PBIS Features includes 15 items or “features” within three subscales including the Teams Subscale (2 items), Implementation Subscale (9 items), and Evaluation Subscale (4 items). The TFI for Tier II: Targeted Schoolwide PBIS Features includes 13 items within three subscales including the Teams Subscale (4 items), Intervention Subscale (5 items), and Evaluation Subscale (4 items). The TFI for Tier III: Intensive Schoolwide PBIS Features includes 17 items within four subscales including the Teams Subscale (4 items), Resources Subscale (3 items), Support Plans (6 items), and Evaluation (4 items). In addition to individual item scores and subscale scores, the instrument provides an overall fidelity score for each TFI (i.e., Tier I, Tier II, Tier III). Each subscale score and the overall TFI score represent the percentage of available points earned for the applicable items. While this evaluation report focuses on schools’ Tier II TFI data from the 2022-2023 school year, including scores on individual feature items, subscales, and the overall aggregate, Tier I TFI subscale and overall aggregate data are also provided as an update on Tier I implementation.

The PBIS TFI resource from 2014 indicated that generally, a fidelity score of 80 percent on the TFI at any tier is the level of implementation that will result in improved student outcomes,<sup>13</sup> although a later 2017 resource indicated that an overall score of 70 percent or higher for Tier I is recommended for schools to be considered at or above “adequate” implementation.<sup>14</sup> Based on these research sources, for the purposes of the PBIS evaluation, schools are categorized based on their overall TFI scores as shown in Table 3.

**Table 3: Level of Fidelity Categorization Based on Overall TFI Score**

Level of Fidelity Categorization	Overall TFI Implementation Score Percentage
High Fidelity	80%-100%
Adequate Fidelity	70%-79%
Partial Fidelity	69% or below

## Evaluation Design

For the year-three Advanced Tiers evaluation, the focus of the evaluation is on implementation of the Tier II PBIS practices, including the progress made toward meeting related goals and objectives. To evaluate the Tier II goals and objectives, TFI implementation data for Tier II and stakeholder perception data were analyzed. When gathering stakeholder perception data regarding Tier II practices, only staff who indicated they had any involvement with Tier II at their school were surveyed. Due to a lower number of respondents at each school who had involvement with Tier II implementation, a correlational method used in prior evaluations was not feasible. However, in the year-one and year-two Tier I evaluation reports, it was determined that the ratings on the TFI from the schools’ PBIS team were significantly related to perceptions from a wider group of stakeholders in many areas, which provided an indication of validity of the two measures used to assess implementation goals.

In addition, although the primary focus of this evaluation was on Tier II PBIS implementation, this evaluation report also provides an evaluation update at the Tier I level. Tier I-related survey data and TFI data were analyzed to determine progress toward recommendations from the year-two Tier I evaluation and progress toward meeting the Tier I-related goals and objectives. It is important to note that given the interruption of longitudinal data collection for key outcome measures due to the pandemic and the impact of the pandemic itself on outcome measures, it is not possible at this time to link PBIS implementation directly with outcomes, given the manner in which PBIS has been implemented in VBCPS (e.g., schools with higher needs implemented sooner, relatively large number of high schools began implementation in 2019-2020).

## Evaluation Questions

The evaluation questions for this report were developed by evaluators in consultation with program managers during the evaluation readiness process. The evaluation questions established for the year-three Advanced Tiers evaluation were as follows:

1. What is the divisionwide implementation plan and status and what progress has been made on the Virginia Tiered Systems of Supports District Capacity Assessment (DCA)?
  - a. Progress on the DCA
  - b. Tier I Status and Progress Update
  - c. Advanced Tiers Implementation Plan and Status
2. What were the demographic characteristics of the students at schools that focused on Tier II implementation in 2022-2023?
3. What were staff members' involvement and familiarity with PBIS Tier II practices?
4. What are the components of Tier II PBIS practices and what progress was made toward meeting related goals and objectives?
  - a. Tier II Team Composition and Meetings
  - b. Tier II Policies and Procedures
  - c. Tier II Interventions and Supports
  - d. Data Review and Use
  - e. Professional Learning on Intervention Delivery
  - f. Summary of PBIS Tier II Implementation Fidelity by School Level and Change in Fidelity
5. What is the alignment between PBIS and other related division initiatives (i.e., Social-Emotional Learning [SEL], Student Response Team [SRT], and Integrated Systems of Support)?
6. What was the additional annual direct cost to VBCPS for implementing PBIS?

## Evaluation Results and Discussion

### Divisionwide Implementation

The first evaluation question focused on the divisionwide implementation plan and status, including the progress made on the Virginia Tiered Systems of Supports DCA, an update on the status of Tier I implementation, and implementation of the Advanced Tiers. The implementation of PBIS is overseen by the Office of Student Support Services. The division implementation and leadership team consists of staff from Student Support Services, Professional Growth and Innovation, Student Leadership, School Counseling Services, Programs for Exceptional Children, Teaching and Learning, and Research and Evaluation. The implementation team meets monthly to coordinate efforts, ensure supports are in place, and review data.

Each school that implements PBIS is assigned one of the five divisionwide PBIS coaching staff. The coaches work across multiple schools to support school leadership teams and teachers with their PBIS implementation. Each school receives professional development related to the appropriate PBIS tier prior to being implemented, beginning with Tier I, and works with a divisionwide PBIS coach to ensure fidelity of implementation. Once schools have begun implementing Tier I practices, the fidelity of the Tier I implementation is evaluated using the TFI. After reaching and sustaining fidelity at Tier I for one year (i.e., 80% on the TFI), schools begin to focus on implementing Tier II practices the following year. Similarly, after reaching and sustaining fidelity at Tier II, schools begin to focus on implementing Tier III practices the following year.

## **Progress on the District Capacity Assessment (DCA)**

As the implementation of PBIS has progressed, VBCPS has used the DCA to assess the extent to which conditions in the school division were optimal for building capacity to effectively implement PBIS. The 2023 overall score on the DCA was 94 percent, which was a decrease in comparison to the 2022 and 2021 overall scores on the DCA (98%). This 2023 score remained higher than the 2020 DCA overall score of 81 percent and the 2019 DCA overall score of 73 percent.

When 2023 DCA scores were compared with 2022 scores, there were decreases for items related to the team including a designated coordinator and the division using a process for addressing internal barriers. In addition, consistent with previous years, another area of improvement was the division having a written process for selecting Effective Innovations, including collaborating with other departments on the process and consistently using the process. This Effective Innovations category on the DCA includes an analysis of the need for the practice, fit and alignment with other practices, resources needed to fully implement, and the capacity within the division to successfully use the practice.

## **PBIS Tier I Status and Progress Update**

This year-three evaluation report includes a status update on implementation of Tier I practices, and the progress made toward the recommendations from the year-two Tier I evaluation. In addition, an update on progress made toward meeting the Tier I-related outcome goals and objectives is included in this section of the report.

## **Implementation Status in 2022-2023**

Table 4 below displays the PBIS cohorts, the initial implementation model when schools in the cohort began implementing PBIS, and the implementation status as of 2022-2023. As previously noted, during the 2017-2018 school year, VBCPS began to implement the VBCPS model for PBIS, which involved embedded school-level coaching. Schools were assigned to cohorts, which determined the initial implementation year. As of 2022-2023, all schools had received training for and had begun implementing PBIS Tier I practices. All elementary schools and middle schools continued to implement PBIS Tier I practices during 2022-2023. Due to other competing priorities at the high school level during 2022-2023, the eight high schools in Cohort 5B were not expected to participate in professional learning related to PBIS or formally implement PBIS practices and were not assessed on the TFI during the 2022-2023 school year. However, the four high schools in Cohort 2 were expected to continue to implement PBIS practices during the 2022-2023 school year because they were part of a grant supporting PBIS implementation.<sup>15</sup> These high schools included Cox High School, Green Run High School/Green Run Collegiate, Kempsville High School, and Renaissance Academy. Discussions were held during the 2022-2023 school year to determine the plan for moving forward with PBIS implementation at the high school level. Discussions included a review of best practices at the secondary level and redefining the focus for PBIS implementation at high schools.

**Table 4: PBIS Cohorts and Implementation Progress**

PBIS Cohort	Number of School Sites <sup>16</sup>	Implementation Year(s)	Initial Implementation Model	Implementation Status as of 2022-2023
Cohorts 1 and 2	20 schools (10 elementary, 6 middle, 4 high)	2012-2013 through 2015-2016	MTSS-B and some state support	Implementing PBIS Tier I practices
Cohort 3	19 schools (16 elementary, 3 middle)	2017-2018	VBCPS coaching model	Implementing PBIS Tier I practices
Cohort 4	21 schools (17 elementary, 4 middle)	2018-2019	VBCPS coaching model	Implementing PBIS Tier I practices
Cohort 5A	16 schools (13 elementary, 3 middle)	2019-2020	VBCPS coaching model	Implementing PBIS Tier I practices
Cohort 5B	8 schools (8 high)	2019-2020	VBCPS coaching model	Receiving support as requested

It was the expectation that all schools would reach fidelity on Tier I implementation by spring 2023.<sup>17</sup> Consistent with the division's expectation, all schools that were implementing PBIS in 2022-2023 (N=76) were in the "High Fidelity" group with an aggregate TFI percentage from 80 to 100 (see Table 5). Therefore, all participating school sites had reached fidelity in their Tier I PBIS implementation in 2022-2023. This was an improvement from 2021-2022 when 91 percent of the schools (with a TFI score in both years) were in the "High Fidelity" group.<sup>18</sup>

**Table 5: Sites by Implementation Fidelity Category and School Level**

School Level of Site	High (N=76: 100%)	Adequate (N=0: 0%)	Partial (N=0: 0%)	Total (N=76)
Elementary	56 (100%)	0 (0%)	0 (0%)	56
Middle	16 (100%)	0 (0%)	0 (0%)	16
High	4 (100%)	0 (0%)	0 (0%)	4

### General Perceptions

Stakeholders at schools implementing PBIS Tier I practices during 2022-2023 were provided survey items related to their general perceptions of PBIS. Overall, across all surveyed stakeholder groups and school levels, there were positive perceptions of schools having a PBIS system. As shown in Table 6, when surveyed about their school having a system to recognize positive student behavior, at least 88 percent of teachers, 94 percent of administrators, and 95 percent of other instructional staff at all school levels agreed. When students and parents were surveyed, at the elementary school level, 90 percent of students and 94 percent of parents agreed that their school had a system to recognize positive student behavior. Seventy to 83 percent of secondary students and parents at schools implementing PBIS agreed that their school had a system.

**Table 6: Agreement Percentages Regarding Their School Having a System to Recognize Positive Behavior**

Survey Group	Elem	Middle	High	Total
Teachers	95%	92%	88%	93%
Administrators	100%	97%	94%	98%
Other Instructional Staff	97%	95%	96%	97%
Students	90%	83%	76%	85%
Parents	94%	75%	70%	86%

When staff were further surveyed about their support of PBIS implementation at their school, all administrators agreed they supported their school's PBIS implementation. At least 84 percent of elementary

school and middle school teachers and other instructional staff agreed they supported their school's PBIS implementation, while 79 percent of high school teachers and other instructional staff agreed (see Table 7).

**Table 7: Staff Agreement Percentages Regarding Supporting PBIS Implementation**

Survey Group and Item	Elem	Middle	High	Total
Teachers - I support PBIS implementation at my school.	84%	87%	79%	84%
Administrators - I support PBIS implementation at my school.	100%	100%	100%	100%
Other Inst Staff - I support PBIS implementation at my school.	87%	91%	79%	88%

Parents were also surveyed about their awareness of student behavior expectations and the consequences of violating the student code of conduct. At least 95 percent of parents at all levels agreed they were aware of the student behavior expectations at their child's school and 93 percent agreed they were aware of the consequences if their child violated the student code of conduct (see Table 8).

**Table 8: Parent Agreement Regarding Awareness of Behavior Expectations and Consequences**

Survey Item	Elem	Middle	High	Total
I am aware of the student behavior expectations at my child's school.	98%	96%	95%	97%
I am aware of the consequences if my child violates the student code of conduct.*	93%	94%	93%	93%

Note: \*Excludes respondents who indicated Not Applicable.

### **Progress Made Regarding Tier I Recommendations**

This PBIS Tier I update includes progress made toward the recommendations from the year-two Tier I evaluation in 2021-2022. The recommendations focused on 1) the procedures for behavior feedback and consistency of PBIS practices and procedures across classrooms at the secondary level and 2) procedures related to reviewing schoolwide data at all levels. Information regarding actions taken related to these recommendation areas was gathered from the PBIS specialist. TFI and stakeholder perception data related to these recommendation areas were gathered for 2022-2023 and compared to 2021-2022. Due to making comparisons across years, as previously noted, all 2021-2022 TFI and survey data were reanalyzed to only include the schools that were formally implementing PBIS Tier I practices to allow for more precise comparisons (i.e., all elementary schools and middle schools along with four high school sites).

#### **Behavior Feedback and Classroom Procedures at Secondary Level**

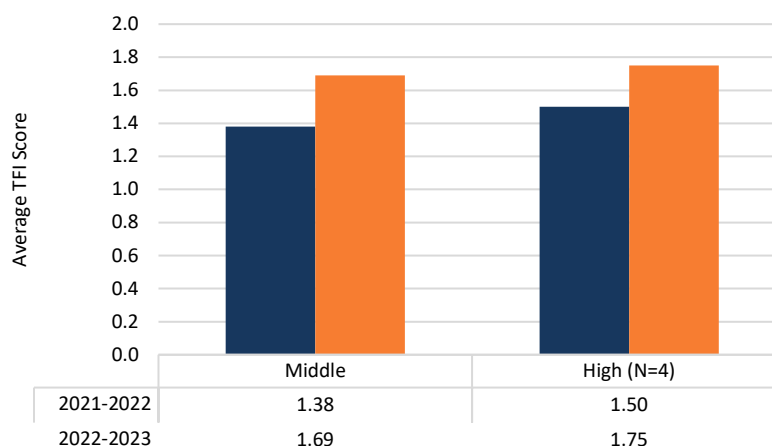
One recommendation from the year-two Tier I evaluation was to *investigate and implement strategies suggested in research literature for establishing procedures for behavior feedback and consistency of PBIS practices and procedures across classrooms at the secondary level*. Actions taken regarding this recommendation included the following:

- Office of Research and Evaluation staff shared a summary of research literature on the barriers/challenges of PBIS implementation at the secondary level and strategies suggested by the literature to address these challenges with Office of Student Support Services staff.
- Based on the research, it was determined that the focus of the PBIS implementation at high schools would be on ninth-grade students in 2023-2024.
- In July 2023, the PBIS specialist, executive director of student support services, and executive director of high schools provided direction and training to all high school principals at the 2023 Summer Leadership Conference regarding action steps to identify the needs of rising freshmen.

- High school leaders were supported in accessing student data through the Web Reporting System (WRS) and in identifying students who needed interventions and support in the areas of attendance, academic, or behavioral progress.
- Each high school leader was directed to create a plan to address the needs of the identified rising freshmen and schools were directed to put specific interventions and supports in place toward improved progress for these students.
- Additionally, in October and December 2023 and January 2024, the PBIS division coaching team will provide support and professional learning to all Cohort 5B high schools through Advanced Tiers training sessions.

In 2021-2022, the TFI items with the lowest scores at the secondary level were Feedback and Acknowledgement and Classroom Procedures. The Feedback and Acknowledgement TFI item is focused on having a set of procedures for behavior feedback that is linked with schoolwide expectations and used across settings and in classrooms, and Classroom Procedures is focused on Tier I features being implemented within classrooms and consistency with schoolwide systems. When including only the secondary schools that were assessed on the TFI during both 2021-2022 and 2022-2023 school years (i.e., Cohorts 1 through 4 and 5A schools), there were improvements in the scores on the Feedback and Acknowledgement item at the middle school and high school levels (see Figure 1).

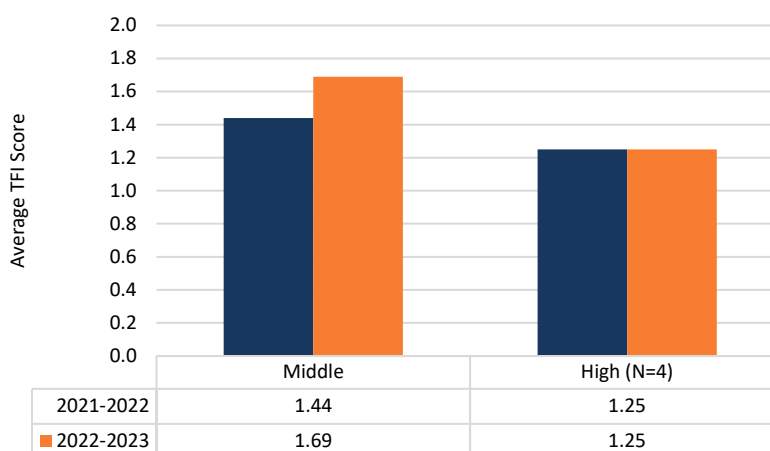
**Figure 1: Average TFI Item Scores on Feedback and Acknowledgement From 2021-2022 To 2022-2023**



Note: The high school level data include only schools implementing PBIS practices during 2022-2023. There was an average score of 1.08 when including all schools at the high school level for 2021-2022.

In addition, including only the secondary schools that were assessed on the TFI during both 2021-2022 and 2022-2023 school years, there was improvement at the middle school level in the average TFI score on the Classroom Procedure item, while the average TFI score at the high school level remained the same (1.25) (see Figure 2).

**Figure 2: Average TFI Item Scores on Classroom Procedures From 2021-2022 To 2022-2023**



Note: The high school level data include only schools implementing PBIS practices during 2022-2023. There was an average score of 1.17 when including all schools at the high school level for 2021-2022.

Staff were also surveyed about perceptions related to the Feedback and Acknowledgement and Classroom Procedures TFI areas. In comparison to 2021-2022, there were increases in staff agreement percentages at the high school level regarding expectations being implemented across classrooms and being explicitly taught to students, while there were decreases or no change at the middle school level (see Table 9).

**Table 9: Secondary Staff Agreement Percentages Regarding Behavioral Expectations and Classroom Procedures Items From 2021-2022 To 2022-2023**

Survey Group and Item	Middle		High	
	2021-2022	2022-2023	2021-2022	2022-2023
Teachers - The expectations for students and staff at this school are implemented across the classrooms.	66%	63%	58%	61%
Other Instructional Staff - The expectations for students and staff at this school are implemented across the classrooms.	67%	63%	55%	67%
Teachers - The behavioral expectations are explicitly taught to students.	74%	74%	62%	72%
Other Instructional Staff - The behavioral expectations are explicitly taught to students.	73%	76%	61%	75%

Note: The high school level data include only schools implementing PBIS practices during 2022-2023. When including all schools at the high school level, the agreement percentages in 2021-2022 ranged from 59 percent to 63 percent.

Teachers were also asked about students knowing the consequences for their behavior and the effectiveness of school rules. In comparison to 2021-2022, there was an increase in the percentage of high school teachers agreeing students knew the consequences for misbehaving (from 67% to 71%), while there were decreases for middle school teachers (from 67% to 63%). There were also decreases in the percentages of both middle and high school teachers who agreed the rules for student behavior were effective (see Table 10).



**Table 10: Secondary Teacher Agreement Percentages Regarding Student Awareness of Consequences and Rules for Behavior Being Effective From 2021-2022 To 2022-2023**

Survey Group and Item	Middle		High	
	2021-2022	2022-2023	2021-2022	2022-2023
Teachers - Students know the consequences for misbehaving at this school.	67%	63%	67%	71%
Teachers - The rules for student behavior are effective.	55%	53%	52%	48%

Note: The high school level data include only schools implementing PBIS practices during 2022-2023. When including all schools at the high school level, the agreement percentages in 2021-2022 ranged from 58 percent to 69 percent.

Overall, when data related to the recommendation areas were reviewed, results showed that there was some progress at the high school level for the four high school sites that continued to implement PBIS in 2022-2023, but little progress at the middle school level. Additional analyses were conducted comparing perception data of staff at the high schools that were implementing PBIS practices during the 2022-2023 school year (i.e., Cohort 1 through 4 and 5A schools) to staff at high schools that were not formally implementing PBIS practices (i.e., Cohort 5B schools). For all survey items presented above, there were larger improvements in agreement percentages from 2021-2022 to 2022-2023 for teachers and other instructional staff at the high schools implementing PBIS practices than at the high schools not implementing PBIS practices, with the exception of the item related to the rules for student behavior being effective which had a similar decrease in agreement percentage across both school groups (see Appendix A).

### *Data Review Procedures*

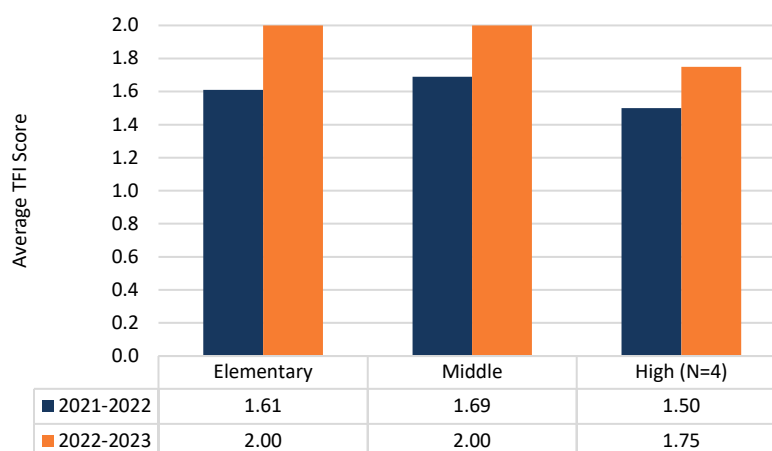
Another recommendation from the year-two Tier I evaluation was to *continue to support school staff in their procedures related to reviewing schoolwide data to inform decision making through the use of Unified Insights*. This recommendation was relevant for all school levels. At the Tier I level, it is expected that PBIS leadership teams review schoolwide discipline and academic data to guide decision making and review fidelity data to evaluate implementation.<sup>19</sup> In addition, school personnel were expected to view schoolwide data and provide input on Tier I practices. During the 2021-2022 school year, a data analytics platform, Unified Insights, was purchased for the school division. In collaboration with Department of Technology staff, Office of Student Support Services staff worked to prepare for the platform to be used by school staff to guide decision making for PBIS. For the 2022-2023 school year, building administrators had access to data within the Unified Insights platform, and school PBIS teams, in collaboration with administrators and division coaches, were encouraged to use the platform for monitoring PBIS-related data. According to the PBIS specialist, actions taken regarding this recommendation included the following:

- PBIS specialist supported principals during principal league meetings during 2022-2023 by providing professional learning on how to use Unified Insights to access data and work through a data protocol.
- PBIS coaches provided support to school staff regarding access and use of data in Unified Insights during 2022-2023.
- During the 2023-2024 school year, there are plans for the Department of Technology staff to provide additional/advanced training for division staff.

The score on the TFI item related to reviewing schoolwide data (Discipline Data) was relatively low at the division level in 2021-2022, which led to the recommendation. The TFI Discipline Data item is focused on the Tier I team having access to graphed reports summarizing discipline data. Data for this Tier I TFI item was examined again to determine if any improvements were made. When including only the schools that were assessed on the TFI during the 2021-2022 and 2022-2023 school years (i.e., Cohorts 1 through 4 and 5A schools), there were improvements in the scores on the Discipline Data TFI item at all levels (see Figure 3), and the maximum score was reached at the elementary school and middle school levels.



**Figure 3: Average TFI Item Scores on Discipline Data From 2021-2022 To 2022-2023**



Note: The high school level data include only schools implementing PBIS practices during 2022-2023. There was an average score of 1.58 when including all schools at the high school level for 21-22.

### ***PBIS Tier I Outcome Goals and Objectives Update***

This evaluation report also includes an update of progress made toward meeting the outcome goals and objectives following schools reaching high fidelity of Tier I implementation based on the TFI. Staff and student perception data are summarized for each outcome goal area by school level. Data regarding individual objectives within each goal can be viewed in the previous years' evaluation reports. All survey data in this section are based on schools that were implementing PBIS Tier I practices during the 2022-2023 school year (i.e., all elementary school, all middle school, and four high school sites). Because the schools formally implementing PBIS changed at the high school level, results for high schools and the overall total group are not comparable to data provided in prior year evaluations. At the elementary school and middle school levels, any decreases (-) or increases (+) of 5 percentage points or more in comparison to 2021-2022 survey data will be noted in the data tables.

### ***Student Engagement***

The first outcome goal related to student engagement is **"When PBIS is implemented with fidelity, students are engaged at school."** Relatively high percentages of students at all levels indicated they were engaged at school, along with high percentages of elementary school teachers indicating students were engaged (see Table 11). Middle and high school teachers were less likely to agree that students were engaged at school.

**Table 11: Student and Teacher Agreement Regarding School Engagement**

Survey Group and Item	Elem	Middle	High	Total
Students - I am engaged in my learning by participating and working hard in school.	94%	90%	87%	91%
Teachers - Students at this school are engaged in their learning by participating and working hard in school.	88%	68%	59%	77%
Students - I am engaged in classroom lessons.	91%	86%	84%	88%
Teachers - Students are engaged in classroom lessons.	93%	77%	68%	84%

Teachers, administrators, and other instructional staff were also specifically asked about the effectiveness of PBIS on improving student engagement. Results by school level showed that higher percentages of elementary

school and middle school staff indicated that PBIS practices improved student engagement to a large or moderate extent compared to high school staff and high percentages of elementary school and middle school administrators indicated PBIS practices improved student engagement (see Table 12).

**Table 12: Percentages of Staff Indicating PBIS Practices Improve Student Engagement**

PBIS practices improve student engagement at school to a large or moderate extent	Elem	Middle	High	Total
Teachers	64%	51% (+)	43%	57%
Administrators	91% (-)	94% (+)	56%	87%
Other Instructional Staff	67%	58%	40%	65%

Notes: Other response options included Small Extent and Not At All.

(+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

### *School Safety and Discipline Procedures*

The next outcome goal related to school safety and discipline procedures is **“When PBIS is implemented with fidelity, students and teachers have positive perceptions of school safety and discipline procedures.”** Overall, students had positive perceptions of school safety and discipline procedures at each school level (see Table 13). Teachers at each school level had positive perceptions that school was a safe and orderly place to learn, but lower percentages of teachers agreed there were high expectations for student behavior (especially at the secondary level), that students knew the consequences for misbehaving, and that the rules for student behavior were effective. Teachers at the elementary school level had noticeable declines in agreement percentages compared to 2021-2022 related to high expectations for student behavior and rules being effective.

**Table 13: Student and Teacher Agreement Percentages Regarding School Safety and Discipline**

Survey Group and Item	Elem	Middle	High	Total
Students - My school provides a safe and orderly place for me to learn.	95%	87%	86%	90%
Teachers - This school provides a safe and orderly place for students to learn.	89%	81%	83%	86%
Students - There are high expectations for student behavior at this school.	92%	86%	83%	88%
Teachers - There are high expectations for student behavior at this school.	79% (-)	67% (-)	68%	74%
Students - I know the consequences for misbehaving at this school.	94%	93%	91%	93%
Teachers - Students know the consequences for misbehaving at this school.	63%	63%	71%	64%
Teachers - The rules for student behavior are effective at this school.	59% (-)	53%	48%	55%

Note: (+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

Teachers, administrators, and other instructional staff were specifically asked about the effectiveness of PBIS on improving school safety, the consistency of discipline procedures, and student behavior as well as reducing discipline referrals. Results by school level showed that in most areas, higher percentages of elementary school and middle school staff indicated that PBIS practices improved school safety, discipline procedures, behavior, and referrals to a large or moderate extent compared to high school staff. Relatively high percentages of elementary and middle school administrators indicated PBIS practices improved these areas (see Table 14). A consistent pattern of results showed notable declines in perceptions at the elementary school level for all staff groups. Whether these declines are related to PBIS itself or to the challenges being experienced by schools

(both locally and nationally) regarding some students' behavior is unknown. The Office of Research and Evaluation will continue to assess efforts to support students' behavioral needs through a School Board approved evaluation of Behavioral and Mental Health Supports for students beginning in the 2023-2024 school year.

**Table 14: Percentages of Staff Indicating PBIS Practices Improve School Safety and Related Areas**

Survey Item and Group	Elem	Middle	High	Total
PBIS practices improve school safety to a large or moderate extent.				
Teachers	59% (-)	48%	44%	53%
Administrators	90% (-)	85%	56%	84%
Other Instructional Staff	61% (-)	54%	39%	59%
PBIS practices improve consistency of discipline procedures to a large or moderate extent.				
Teachers	52% (-)	44%	42%	48%
Administrators	88% (-)	88% (+)	56%	84%
Other Instructional Staff	57% (-)	50%	36%	55%
PBIS practices improve student behavior to a large or moderate extent				
Teachers	54% (-)	43% (-)	37%	48%
Administrators	91% (-)	88%	53%	85%
Other Instructional Staff	56% (-)	51%	43%	55%
PBIS practices reduce discipline referrals to a large or moderate extent.				
Teachers	49% (-)	39%	39%	44%
Administrators	86% (-)	84% (+)	44%	79%
Other Instructional Staff	52% (-)	49% (-)	35%	51%

Notes: Other response options included Small Extent and Not At All.

(+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

### *Student Emotion Regulation and Social-Emotional Competence*

The next outcome goal related to student emotion regulation and social-emotional competence is **“When PBIS is implemented with fidelity, students learn to regulate their emotions and demonstrate social-emotional competence.”**

Relatively high percentages of students at all school levels agreed with multiple survey items on the spring SEL survey measuring four of the SEL competencies (i.e., self-awareness, social awareness, relationship skills, and responsible decision-making). Somewhat lower percentages of students agreed with items within the self-management competency (see Table 15).

**Table 15: Percentages of SEL Item Responses With Agreement**

SEL Competency	Elem	Middle	High	Total
Self-management	78%	77%	81%	78%
Self-awareness	88%	88%	89%	88%
Social awareness	93%	90%	90%	91%
Relationship skills	87%	82%	82%	84%
Responsible decision making	84%	84%	87%	84%

Teachers, administrators, and other instructional staff were also specifically asked about the effectiveness of PBIS on improving students' emotion regulation and social-emotional skills.

Results by school level showed that higher percentages of elementary school and middle school staff indicated that PBIS practices improved social-emotional skills to a large or moderate extent compared to high school staff, and relatively high percentages of elementary and middle school administrators indicated PBIS practices improved students' social-emotional skills (see Table 16).

**Table 16: Percentages of Staff Indicating PBIS Practices Improve Emotion Regulation and Social-Emotional Skills**

Survey Item and Group	Elem	Middle	High	Total
PBIS practices improve students' emotion regulation skills to a large or moderate extent.				
Teachers	57%	47%	41%	51%
Administrators	85% (-)	85% (+)	39%	78%
Other Instructional Staff	61%	55%	48%	60%
PBIS practices improve students' social-emotional skills to a large or moderate extent.				
Teachers	58%	48%	46%	53%
Administrators	87% (-)	88%	56%	83%
Other Instructional Staff	64%	56%	36%	62%

Notes: Other response options included Small Extent and Not At All.

(+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

### *School Climate*

The next outcome goal related to school climate is **"When PBIS is implemented with fidelity, students and teachers have positive perceptions of school climate."** Students were surveyed about their perceptions of having positive relationships with other students and teachers were surveyed about their perceptions of being treated with respect by students, supported by administrators, and teachers supporting one another.

Relatively high percentages of students at all levels indicated they had positive relationships with other students at school (see Table 17). In addition, relatively high percentages of teachers at all levels agreed they felt supported by school administrators at their school and teachers and other adults at their school supported one another to meet the needs of all students (see Table 17). Lower percentages of teachers, especially at the middle school level, agreed that students treated them with respect.

**Table 17: Agreement Percentages Regarding School Climate Items**

Survey Group and Item	Elem	Middle	High	Total
Students - I have positive relationships with other students at this school.	87%	86%	87%	86%
Teachers - Students at this school treat me with respect.	83% (-)	76%	82%	80%
Teachers - I feel supported by school administrators at this school.	84% (+)	81% (+)	85%	83%
Teachers - Teachers and other adults at my school support one another to meet the needs of all students.	91%	88%	89%	89%

Note: (+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

Teachers, administrators, and other instructional staff were specifically asked about the effectiveness of PBIS on improving school climate and student and teacher relationships. Results by school level showed that in most cases, higher percentages of elementary school staff indicated that PBIS practices improved school climate and student and teacher relationships to a large or moderate extent compared to secondary staff (see Table 18). High percentages of elementary and middle school administrators indicated PBIS practices improved school climate and relationships.

**Table 18: Percentages of Staff Indicating PBIS Practices Improve School Climate and Student and Teacher Relationships**

Survey Item and Group	Elem	Middle	High	Total
PBIS practices improve school climate to a large or moderate extent.				
Teachers	63%	49%	44%	55%
Administrators	94%	94% (+)	61%	89%
Other Instructional Staff	65% (-)	60% (+)	50%	64%
PBIS practices improve student and teacher relationships to a large or moderate extent.				
Teachers	67%	54%	55%	61%
Administrators	95%	88% (+)	72%	90%
Other Instructional Staff	67% (-)	62%	52%	66%

Notes: Other response options included Small Extent and Not At All.

(+) Increase of at least 5 percentage points from 2021-2022. (-) Decrease of at least 5 percentage points from 2021-2022.

### PBIS Advanced Tiers Implementation Plan and Status

This section of the evaluation report provides information about the schools' implementation of PBIS Advanced Tiers. As shown in Table 19, as of the 2022-2023 school year, schools in Cohorts 1 through 4 had received training for PBIS Advanced Tiers and had begun implementation of Tier II practices which were assessed using the TFI in spring 2023.<sup>20</sup> Tier II practices implemented at these schools are the focus of this evaluation. In addition, in the winter of the 2022-2023 school year, schools in Cohort 5A received PBIS Advanced Tiers training and began implementation of Tier II practices. Due to just beginning implementation and not having time to implement all processes for Tier II during 2022-2023, these schools were not considered to have been implementing Tier II practices fully. Therefore, Tier II TFI data for Cohort 5A schools and survey data regarding perceptions of Tier II practices were not included in this evaluation report. As previously noted, schools in Cohort 5B will receive Advanced Tiers training sessions in October and December 2023 and January 2024. It is the expectation that all schools reach Tier II fidelity (i.e., 80% on the Tier II TFI) by spring 2025.

**Table 19: PBIS Cohorts and Tier II Implementation Progress**

PBIS Cohort	Number of School Sites	Tier II Implementation Status as of 2022-2023	Included in Evaluation of Tier II Practices
Cohorts 1 and 2	20 schools (10 elementary, 6 middle, 4 high)	Received Advanced Tiers training prior to 2022-2023 and implementing Tier II practices	Yes
Cohort 3	19 schools (16 elementary, 3 middle)	Received Advanced Tiers training prior to 2022-2023 and implementing Tier II practices	Yes
Cohort 4	21 schools (17 elementary, 4 middle)	Received Advanced Tiers training prior to 2022-2023 and implementing Tier II practices	Yes
Cohort 5A	16 schools (13 elementary, 3 middle)	Received Advanced Tiers training in winter and began implementing Tier II practices	No
Cohort 5B	8 schools (8 high)	Will receive Advanced Tiers training during 2023-2024	No

Consistent with the implementation process at Tier I and Tier II, after reaching and sustaining fidelity at Tier II for one year (i.e., 80% on the TFI), schools begin to focus on implementing Tier III practices the following year. As of the 2022-2023 school year, only one elementary school had begun implementing Tier III PBIS practices. Baseline data for Tier III fidelity was collected in spring 2023 for this school. It is the expectation of staff in the Office of Student Support Services that all schools will have baseline Tier III fidelity data collected by spring 2025.

## Student Demographic Characteristics in Schools Implementing PBIS Tier II

The second evaluation question focused on the demographic characteristics of the students who were enrolled in schools that implemented PBIS Tier II practices during the 2022-2023 school year. Comparisons were made to the demographic characteristics of students who were enrolled in schools that were not implementing PBIS Tier II practices. Differences of 5 percentage points or larger between the groups are noted. As shown in Table 20, at all school levels, schools implementing PBIS Tier II practices during 2022-2023 had higher percentages of students who were economically disadvantaged and lower percentages of students identified as gifted compared to schools not implementing PBIS Tier II practices. At the elementary school and middle school levels, schools implementing PBIS Tier II practices during 2022-2023 had higher percentages of Black students and lower percentages of White students compared to schools not implementing PBIS Tier II practices. In addition, at the middle school level, there was a higher percentage of Asian students at schools implementing PBIS Tier II practices than at the schools not implementing PBIS Tier II practices. Schools implementing PBIS Tier II practices during 2022-2023 did not differ from schools not implementing PBIS Tier II practices based on any other student characteristics.

**Table 20: Student Characteristics for Schools Implementing PBIS Tier II Practices**

Student Characteristics	Elementary		Middle		High	
	Tier II Schools (N=43)	Non-Tier II Schools (N=13)	Tier II Schools (N=13)	Non-Tier II Schools (N=3)	Tier II Schools (N=5)	Non-Tier II Schools (N=8)
Female	49%	48%	49%	48%	47%	49%
Male	51%	52%	51%	52%	53%	51%
American Indian	<1%	<1%	<1%	<1%	<1%	<1%
Asian	6%	5%	5%*	11%*	5%	8%
Black	24%*	13%*	26%*	15%*	26%	23%
Hispanic	15%	12%	14%	12%	14%	12%
Native Hawaiian/Pacific Islander	1%	1%	<1%	1%	<1%	1%
Multiracial	12%	11%	11%	10%	10%	10%
White	42%*	59%*	44%*	52%*	45%	46%
<b>Economically Disadvantaged</b>	54%*	35%*	50%*	38%*	50%*	26%*
<b>Students with Disabilities</b>	12%	10%	13%	9%	11%	11%
<b>English Learner Students</b>	6%	4%	5%	5%	4%	3%
<b>Identified Gifted</b>	11%*	20%*	19%*	41%*	15%*	22%*

Note: Based on September 30, 2022 data. Economically disadvantaged data are based on Free and Reduced lunch percentages from the November 2022 report.

\*Difference of 5 percentage points or larger.

## Staff Involvement and Familiarity with Tier II PBIS Practices

The next evaluation question focused on the extent to which staff members were involved and familiar with PBIS Tier II components. Due to Tier II practices focusing on smaller groups of students needing additional support, it was expected that fewer staff members would be directly involved with Tier II practices. Staff were only provided survey items about their perceptions of Tier II practices if they indicated they had involvement with any of the Tier II practices during the 2022-2023 school year. Staff involvement with Tier II practices could have included referring a student for Tier II supports, working with a student who received Tier II supports, serving as a mentor or facilitator for a small group of students receiving Tier II supports, selecting or monitoring Tier II supports, or being a member of the PBIS Tier II team at their school.

When staff were surveyed about whether they were involved with PBIS Tier II practices, across all staff groups, higher percentages of elementary school staff indicated involvement in Tier II practices than secondary staff (see Table 21). Also, higher percentages of administrators at all levels indicated they had involvement (from 72% to 88%) compared to the other staff groups (from 24% to 43%) (see Table 21). The number of respondents who indicated they had involvement is included in Table 21 for reference.

**Table 21: Percentages of Staff Who Indicated They Were Involved With PBIS Tier II Practices**

Survey Group	Elem	Middle	High	Total
Teachers	43% (N=253)	36% (N=167)	24% (N=54)	37% (N=474)
Administrators	88% (N=58)	81% (N=21)	72% (N=13)	83% (N=85)
Other Instructional Staff	32% (N=118)	28% (N=30)	25% (N=6)	31% (N=154)

Staff who had involvement with PBIS Tier II practices were asked their familiarity with their school's PBIS Tier II implementation. Overall, 98 percent of teachers, 99 percent of administrators, and 99 percent of other instructional staff who were involved with Tier II practices indicated they were either very familiar or somewhat familiar with their school's PBIS implementation. Comparisons by school level showed that at least 92 percent of staff in each group and school level were familiar (see Table 22).

**Table 22: Percentages of Staff Who Indicated They Were Very Familiar or Somewhat Familiar With School's PBIS Tier II Implementation**

Survey Group	Elem	Middle	High	Total
Teachers	99%	98%	98%	98%
Administrators	100%	100%	92%	99%
Other Instructional Staff	99%	100%	^	99%

Note: ^Less than 10 respondents.

In addition, at least 91 percent of each staff group at all levels agreed they understood the practices that were part of their school's PBIS Tier II implementation (see Table 23).

**Table 23: Staff Agreement Percentages Regarding Understanding of Tier II Practices**

Survey Group	Elem	Middle	High	Total
Teachers	93%	91%	91%	92%
Administrators	100%	100%	92%	99%
Other Instructional Staff	93%	93%	^	93%

Note: ^Less than 10 respondents.

## PBIS Tier II Practices and Related Goals and Objectives

The fourth evaluation question focused on the components of PBIS Tier II practices as well as progress toward meeting related implementation goals and objectives. At the Tier II level, supports are provided to approximately 15 percent of students who need additional support beyond Tier I practices and are at risk of more serious behaviors. Tier II supports generally involve a broader range of group interventions, which can include social skills groups, self-management, and academic supports. Tier II interventions for students that are more likely to have positive impacts are those that are continuously available, rapidly accessible, low effort for teachers, aligned with the schoolwide expectations, implemented by all staff within a school, flexible and based on assessment data, function-based, allocated with adequate resources, actively participated in by students, and continuously monitored.<sup>21</sup>

During the evaluation planning phase, goals and objectives related to the implementation of PBIS were developed, and implementation goals were included for the Advanced Tiers, including Tier II. The TFI provides



an overall assessment of the extent to which school personnel are applying core features of PBIS and implementing the initiative with fidelity. For this section of the report, information and results about Tier II practices are organized around key aspects of implementation and the goals and objectives that were developed for PBIS Advanced Tiers at the division level. The Tier II features that will be discussed include the following:

- Tier II team composition and meetings
- Tier II policies and procedures: Student identification, requesting assistance, and selecting interventions
- Tier II interventions and supports
- Data review and use
- Professional learning

**PBIS Tier II Team Composition and Meetings**

A foundational component of PBIS at the Tier II level is a PBIS Tier II team at each school that establishes systems and practices for students requiring Tier II support, including ensuring students receive timely access to interventions, oversee implementation, and monitor student progress and overall outcomes through data.<sup>22</sup> According to guidance from the VBCPS PBIS division coaching team posted on the PBIS Fundamentals Google site, PBIS Tier II teams should include the following: an administrator, team lead/coordinator, data analyst, member(s) with applied behavioral expertise, and other members with knowledge of students.<sup>23</sup> In addition, the VBCPS PBIS division coaching team offers suggestions for ways schools could coordinate their Tier II team meetings, including PBIS Tier I and Tier II teams meeting at different times, Tier I and Tier II team members meeting jointly, or leveraging the school’s Student Response Team (SRT) to function as the Tier II team to monitor Tier II interventions.<sup>24</sup> It is important to note that Tier I and Tier II teams have different functions and purposes; therefore, if PBIS Tier I and Tier II teams meet jointly, the VBCPS PBIS division coaching team suggests that the teams would need to separate to discuss their different agenda items.

On the 2022-2023 survey, staff who had involvement with PBIS Tier II practices were asked whether they were a member of their school’s PBIS Tier II team. Overall, 19 percent of teachers, 84 percent of administrators, and 27 percent of other instructional staff who indicated they were involved with Tier II practices indicated they were on their school’s PBIS Tier II team. As shown in Table 24, most elementary school administrators (92%) and the majority of middle school (76%) and high school (67%) administrators indicated they were a PBIS Tier II team member at their school. Staff who indicated they were a member of their school’s PBIS Tier II team were provided some additional survey items specifically about the operation of the team and results are noted in the appropriate sections below.

**Table 24: Percentages of Staff Involved With PBIS Who Indicated They Were PBIS Tier II Team Members**

Survey Group	Elem	Middle	High	Total
Teachers	20%	18%	15%	19%
Administrators	92%	76%	67%	84%
Other Instructional Staff	26%	34%	^	27%

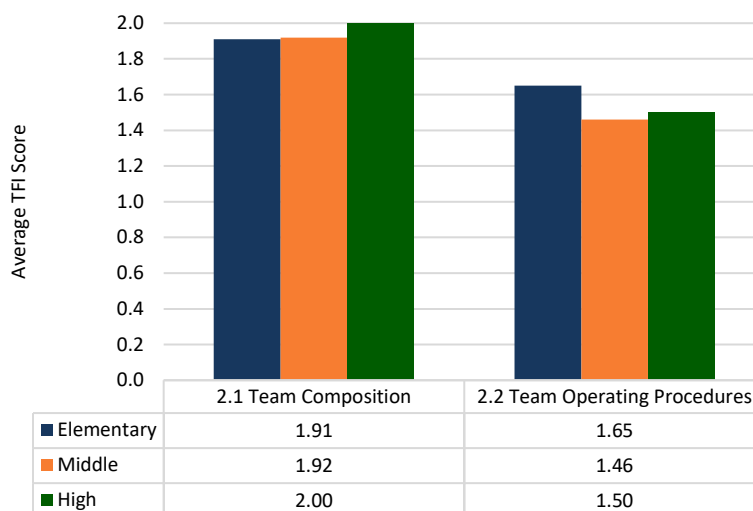
Note: ^Less than 10 respondents.

Based on the Team Composition feature on the TFI, a school’s Tier II team must include a Tier II systems coordinator and individuals able to provide the following: applied behavioral expertise, administrative authority, knowledge of students, and knowledge about operation of school across grade levels and programs. In addition, the Team Operating Procedures TFI feature stipulates that Tier II teams are expected to meet at least monthly with a regular meeting format/agenda, minutes, defined meeting roles, and a current action plan.



As shown in Figure 4, schools had higher average fidelity scores for the Team Composition item than the Team Operating Procedures item. The Team Composition TFI data by school level showed relatively high average scores at all levels, and the maximum score (2.0) was reached at the high school level for the Team Composition item. The Team Operating Procedures TFI data showed that the average fidelity score was higher at the elementary school level than at the secondary level (see Figure 4).

**Figure 4: Average TFI Team Item Scores by School Level**



## Tier II Policies and Procedures

Important components of PBIS at the Tier II level are the policies and procedures related to identifying students who require Tier II supports, requesting assistance from the Tier II team, and selecting interventions. The goal related to PBIS policies and procedures is **“Schools establish policies and procedures for implementing PBIS Advanced Tiers practices.”** The Tier II related objective for this goal is **“Schools have clearly defined policies and procedures for identifying students who require Tier II supports, requesting assistance, and selecting interventions as measured by scores of 2 on relevant TFI features (e.g., 2.3, 2.4, and 2.7) and staff survey responses.”**

## Student Identification Procedures

According to guidance from the VBCPS PBIS division coaching team posted on the PBIS Fundamentals Google site, school Tier II teams should use decision rules and multiple sources of data to identify students who require Tier II supports.<sup>25</sup> Decision rules are universal guidelines for determining access to increased support and allow teams to be equitable in identifying students who may need small group and/or individual interventions in addition to Tier I supports. Decision rules are generally based on multiple sources of data, including in the areas of academics, social-emotional learning, and behavior. Example forms used for screening students for Tier II supports were provided by the VBCPS PBIS division coaching team. Example decision rules include students being identified as at risk if they have five or more office discipline referrals or being at-risk if they have four to six absences within a quarter. PBIS.org provides examples of data that could be used when considering which students may need additional support: office disciplinary referrals, screening instrument scores, teacher nominations, parent and support service recommendations, and formative assessments.<sup>26</sup> It is suggested that schools select and use multiple techniques.

Staff who indicated they had involvement with PBIS Tier II practices were surveyed about knowing how to identify students who require Tier II support or interventions. Overall, at least 88 percent of teachers at all

levels agreed they knew how to identify students who require Tier II supports or interventions. A higher percentage of elementary school teachers agreed than secondary teachers. Nearly all administrators and other instructional staff at all levels agreed they knew how to identify students who require Tier II supports or interventions (see Table 25).

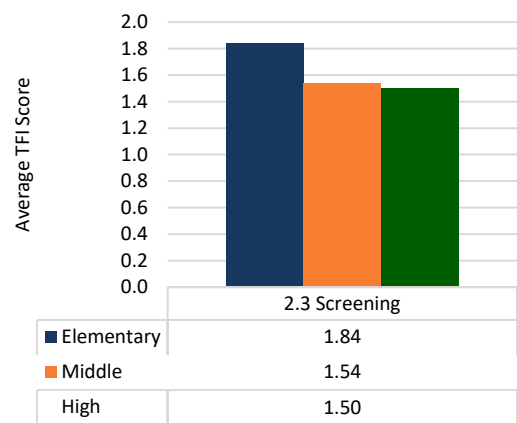
**Table 25: Staff Agreement Percentages Regarding Knowing How to Identify Students Who Require Tier II Supports or Interventions**

Survey Group	Elem	Middle	High	Total
Teachers	96%	88%	91%	92%
Administrators	100%	100%	100%	100%
Other Instructional Staff	97%	100%	^	97%

Note: ^Less than 10 respondents.

The TFI item related to identifying students for Tier II supports is Screening. Screening is focused on Tier II teams using decision rules and multiple sources of data to identify students who require Tier II supports. As shown in Figure 5, the average TFI score was higher at the elementary school level than the secondary levels. This pattern by level was consistent with perception data for teachers regarding their awareness of procedures for identifying students for Tier II supports.

**Figure 5: Average TFI Item Scores on Screening**



### Request for Assistance Process

As part of the PBIS Tier II implementation, it is recommended that there is an established procedure for staff to request assistance from the Tier II team and there must be processes in place for the team to respond within 3 days. According to information provided by the VBCPS PBIS division coaching team through the PBIS Fundamentals Google site, a request for assistance form could be completed if a staff member feels that the student may require additional support or intervention prior to referring the student for administrative disciplinary action.<sup>27</sup> Through this Google site, the division coaching team provided sample request for assistance forms that schools could use. The sample forms include documentation of a student’s behavioral or academic concerns as well as the modifications that have been attempted.

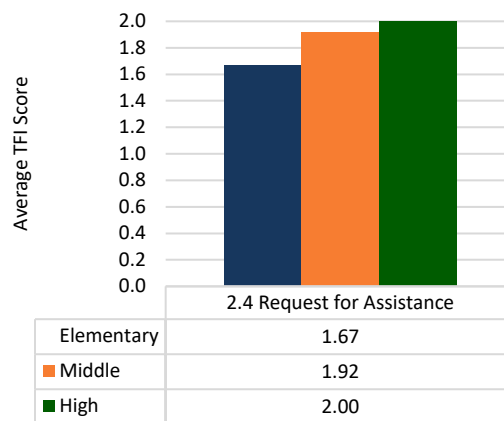
Staff who indicated they had involvement with Tier II practices on the survey were also provided survey items about having a process for staff to request assistance from Tier II teams. At least 83 percent of teachers, 92 percent of administrators, and 90 percent of other instructional staff at all levels agreed they knew how to request assistance from the Tier II team at their school to help support students (see Table 26). All administrators at the elementary school and middle school levels agreed.

**Table 26: Staff Agreement Percentages Regarding Knowing How to Request Assistance from the Tier II Team**

Survey Group	Elem	Middle	High	Total
Teachers	91%	83%	87%	88%
Administrators	100%	100%	92%	99%
Other Instructional Staff	90%	90%	^	90%

Note: ^Less than 10 respondents.

The related TFI item is Request for Assistance. This TFI item focused on Tier II teams using written request for assistance forms and processes that are timely and available to all staff, families, and students. In addition, there must be a written request for assistance form and processes in place for the team to respond to requests within 3 days. As shown in Figure 6, secondary schools had higher average TFI scores than elementary schools. The maximum score (2.0) was reached at the high school level.

**Figure 6: Average TFI Item Scores on Request for Assistance**

### ***Procedures for Selecting Interventions***

An additional procedure that must be in place related to Tier II practices is a formal process for selecting Tier II interventions. According to guidance from the VBCPS PBIS division coaching team posted on the PBIS Fundamentals Google site, to understand and select interventions, staff must have a foundational understanding of behavior. In addition, to help understand how to intervene most effectively, staff must understand the common functions of behavior. Through the Google site, to inform the process of how to select appropriate interventions, staff were provided with information about behaviors being expressions of need as well as the various types of student needs, such as emotional, relational, physical, and control needs.<sup>28</sup> In addition, division staff created the VBCPS Tiered Resource Map for Social-Emotional and Behavioral Support document that includes detailed information about various supports provided throughout VBCPS. For each support listed within this document, there is information about the intended group who would receive the support, the division contact person, whether the intervention is evidence or research-based, and the type of data used for progress monitoring.<sup>29</sup>

As shown in Table 27, overall, at least 81 percent of teachers and 87 percent of other instructional staff at all levels and all administrators agreed they knew how to select Tier II supports or interventions to support students.

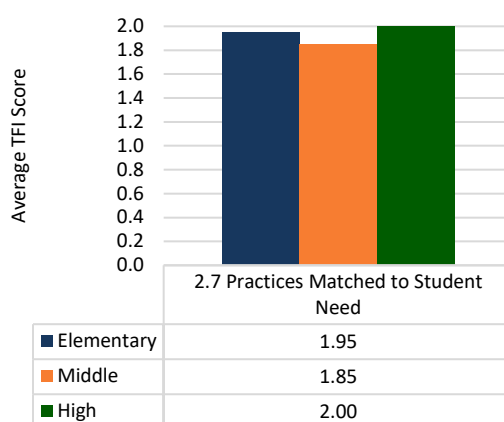
**Table 27: Staff Agreement Regarding Knowing How to Select Tier II Supports or Interventions**

Survey Group	Elem	Middle	High	Total
Teachers	94%	82%	81%	88%
Administrators	100%	100%	100%	100%
Other Instructional Staff	87%	90%	^	88%

Note: ^Less than 10 respondents.

The TFI item related to selecting interventions is Practices Matched to Student Need. This TFI item focused on having a formal process in place to select Tier II interventions that are matched to student need (e.g., behavior function) and adapted to improve contextual fit (e.g., culture, developmental level). As shown in Figure 7, overall, scores on this TFI item were relatively high at all school levels, and the maximum score (2.0) was reached at the high school level.

**Figure 7: Average TFI Item Scores on Practices Matched to Student Need**



## Tier II Interventions and Supports

At the Tier II level, supports generally involve a broad range of group interventions. The TFI assessment has several suggestions related to these PBIS Tier II interventions, including Tier II support interventions providing additional instruction/time for student skill development, additional structure/predictability, and/or increased opportunity for feedback (e.g., daily progress report); Tier II supports being explicitly linked to Tier I supports and students receiving Tier II supports having access to, and included in Tier I supports; and Tier II teams having multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

The goal related to Tier II interventions and supports is **“Schools provide appropriate and effective PBIS Advanced Tiers interventions and supports to students in need and engage the community as needed to support interventions.”** Objectives for this goal focused on (1) intervention components, (2) support alignment, and (3) intervention effectiveness.

## Intervention Components

According to guidance from the VBCPS PBIS division coaching team posted on the PBIS Fundamentals Google site, the critical features of an evidence-based Tier II intervention include: additional instruction on skills (i.e., prosocial, emotional, academic), increased regular feedback, increased structure and prompts, increased intensity of data collection, increased family engagement, and an efficient system for access and delivery of intervention.<sup>30</sup> Along with the information about features of Tier II interventions on the Google site, the division coaching team also provided examples of these features using a specific Tier II intervention, Check In

Check Out (CICO), which involves a morning check in and afternoon check out as well as repeated checks on behavior throughout the day. On the PBIS Fundamentals Google site, there is detailed information for staff about the intervention, including the critical features that the intervention provides, and the steps involved in implementing the CICO intervention process. In addition, on the PBIS Fundamentals Google site, the VBCPS PBIS division coaching team provided sample daily progress reports that can be used for providing feedback and progress monitoring when implementing interventions and supports.

The *intervention components objective* for the Tier II interventions and supports goal is **“Schools ensure that Tier II behavior support interventions provide additional instruction/time for student skill development, additional structure/predictability, and/or increased opportunity for feedback as measured by a score of 2 on TFI feature 2.6 and staff survey responses.”**

Overall, slightly higher percentages of teachers indicated that Tier II supports or interventions provided students with additional structure/predictability (86%) and increased opportunity for feedback about progress (89%) than additional instruction/time for skill development (79%) (see Table 28). Comparisons by school level showed that higher percentages of elementary school and high school teachers agreed that Tier II supports or interventions included these three features than middle school teachers.

**Table 28: Teacher Agreement Percentages Regarding Tier II Supports Including Three Critical Features**

Survey Item: Tier II supports or interventions provide students with the following...	Elem	Middle	High	Total
Additional instruction/time for skill development	82%	74%	78%	79%
Additional structure/predictability	89%	83%	86%	86%
Increased opportunity for feedback about progress	90%	87%	91%	89%

Nearly all administrators at all levels agreed that Tier II supports or interventions included these three critical features, while from 85 to 96 percent of other instructional staff at elementary and middle school levels agreed (see Table 29).

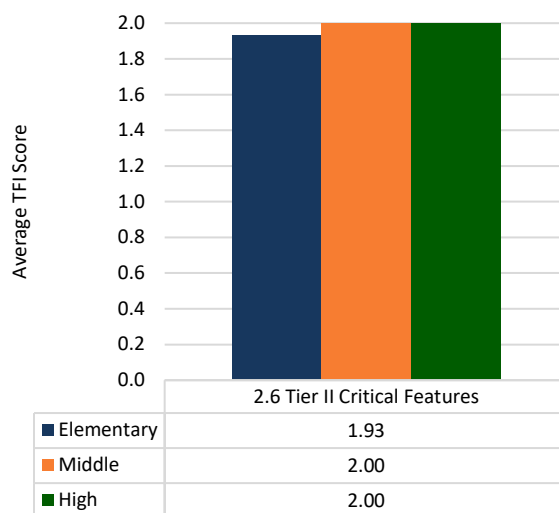
**Table 29: Administrator and Other Instructional Staff Agreement Regarding Tier II Supports Including Three Critical Features**

Survey Item: Tier II supports or interventions provide students with the following...	Administrators				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Additional instruction/time for skill development	100%	100%	100%	100%	85%	96%	^	87%
Additional structure/predictability	100%	100%	92%	99%	87%	92%	^	88%
Increased opportunity for feedback about progress	100%	100%	100%	100%	91%	92%	^	91%

Note: ^Less than 10 respondents.

The TFI item related to the components of Tier II interventions and supports is Tier II Critical Features. This item is focused on Tier II behavior support interventions providing additional instruction/time for student skill development, additional structure/predictability, and increased opportunity for feedback (e.g., daily progress report). Comparisons by school level showed relatively high average TFI scores at all levels (see Figure 8). The maximum score (2.0) was reached at the middle school and high school levels.

**Figure 8: Average TFI Item Scores on Tier II Critical Features**



### Support Alignment

Another important component of Tier II interventions and supports is their link to Tier I supports. Tier I PBIS practices provide a framework for interventions and supports that are provided at the Tier II level. Tier I supports include relationship and community building, common language of expectations, consistent structure and routines, student engagement, prosocial behavior acknowledgment, and effective responses to inappropriate behavior.<sup>31</sup> Therefore, Tier II supports should also be consistent with these practices (e.g., consistent language across the expectations utilized during group interventions). In addition, students who receive Tier II supports must also have access to the schoolwide acknowledgement system at the Tier I level.

The *support alignment objective* for the Tier II interventions and supports goal is **“Schools ensure that Advanced Tiers support plans are explicitly linked to all other provided supports (i.e., at other tiers of support), and students who are receiving Advanced Tiers supports have access to supports at other tiers as measured by scores of 2 on relevant TFI features (e.g., 2.8) and staff survey responses.”** Overall, staff at all levels had relatively high agreement that students had access to Tier I universal supports and Tier II supports or interventions are aligned with the schoolwide expectations. At least 83 percent of teachers agreed that Tier II supports or interventions were aligned with their school’s schoolwide behavioral expectations (e.g., consistent language) and at least 93 percent of teachers agreed that students who received Tier II supports or interventions also had access to all Tier I universal supports (see Table 30).

**Table 30: Teacher Agreement Percentages Regarding Tier II Support Alignment With Tier I Practices**

Survey Item	Elem	Middle	High	Total
Tier II supports or interventions are aligned with my school’s schoolwide behavioral expectations (e.g., consistent language).	93%	83%	90%	89%
Students who receive Tier II supports or interventions also have access to all Tier I universal supports.	96%	93%	96%	95%

In addition, at least 83 percent of administrators and 87 percent of other instructional staff at all levels agreed Tier II supports or interventions were aligned with their school’s schoolwide behavioral expectations and that students who received Tier II supports also had access to Tier I universal supports (see Table 31).

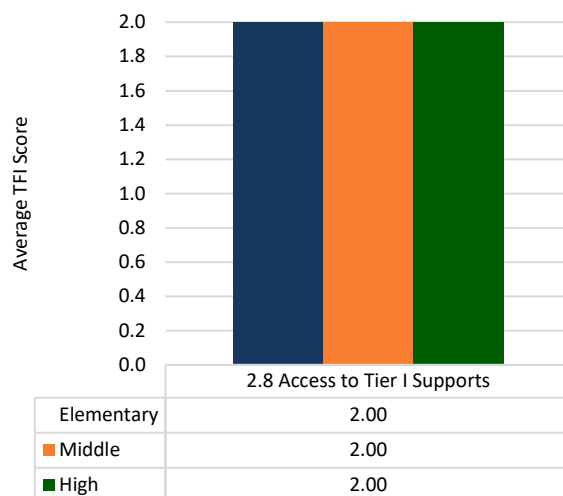
**Table 31: Administrator and Other Instructional Staff Agreement Regarding Tier II Support Alignment With Tier I Practices**

Survey Item	Administrators				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
Tier II supports or interventions are aligned with my school's schoolwide behavioral expectations (e.g., consistent language).	100%	100%	83%	98%	87%	90%	^	87%
Students who receive Tier II supports or interventions also have access to all Tier I universal supports.	100%	100%	92%	99%	96%	97%	^	96%

Note: ^Less than 10 respondents.

The TFI item related to support alignment is Access to Tier I Supports. This item is focused on both Tier II supports being explicitly linked to Tier I supports, and students receiving Tier II supports having access to and being included in Tier I supports. As shown in Figure 9, the average score for the Access to Tier I Supports item was a 2 (the maximum score) for all school levels.

**Figure 9: Average TFI Item Scores on Access to Tier I Supports**



### Intervention Effectiveness

Tier II interventions should also be evidence-based and matched to individual students' needs. Through the VBCPS PBIS Fundamentals Google site, the VBCPS division coaching team provided staff with details about how behaviors are expressions of need, with specifics about the various types of student needs, including emotional, relational, physical, and control needs.<sup>32</sup> For each of these needs, staff were provided with various routines and supports that could be provided to support students in each of these areas. For example, for students who require support for their emotional needs, the division coaching staff provided a suggestion for using the Calming Strategies Toolbox, which includes the following strategies: Calm your body. Calm your thoughts. Express yourself. Change your space. Take care of yourself.<sup>33</sup>

The *intervention effectiveness objective* for the Tier II interventions and supports goal is **“School Tier II teams implement multiple ongoing behavior support interventions that have documented evidence of**

effectiveness and are matched to student need as measured by a score of 2 on TFI feature 2.5 and staff survey responses.”

Only staff who indicated they were Tier II team members were surveyed about the Tier II team implementing interventions that were evidence based and matched students’ needs. Nearly all Tier II team members at all levels (at least 96%) agreed that Tier II supports or interventions implemented by their school’s PBIS Tier II team were evidence-based practices (see Table 32). In addition, at least 89 percent at all levels agreed that Tier II supports or interventions implemented by their school’s PBIS Tier II team were matched to their students’ needs.

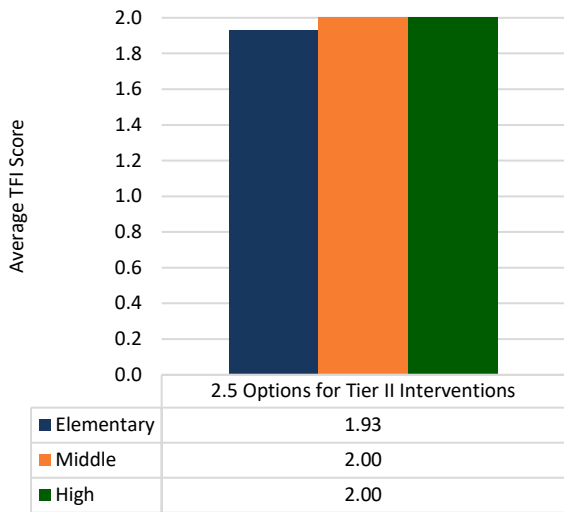
Table 32: Tier II Team Member Perceptions Regarding Tier II Supports Being Evidence-Based and Matching Students’ Needs

Survey Item: Tier II supports or interventions implemented by my school’s PBIS Tier II team are	Elem	Middle	High	Total
Evidence-based practices.	96%	96%	100%	96%
Matched to my students’ needs.	95%	89%	94%	93%

Note: Data include any staff member who indicated they were a PBIS Tier II team member, including teachers, administrators, and other instructional staff.

The TFI item related to intervention effectiveness is Options for Tier II Interventions. Options for Tier II Interventions is focused on Tier II teams having multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need. Results showed high average TFI scores at all levels (see Figure 10). The maximum score (2.0) was reached at the middle school and high school levels.

Figure 10: Average TFI Item Scores on Options for Tier II Interventions



Data Review and Use

Another key component of PBIS at all three tiers is the collection and regular use of data to screen, monitor, and assess student progress.<sup>34</sup> At the Tier II level, it is expected that PBIS leadership teams review data related to various aspects of providing interventions for students. In particular, Tier II teams are expected to track the proportion of students who receive Tier II supports with the expectation that approximately 5 to 15 percent of students are receiving Tier II supports.<sup>35</sup> In addition, data for students who are receiving the Tier II supports or interventions are expected to be tracked to monitor the percentage of students who are experiencing success. The individual student data should also be used to inform decision rules to adjust the Tier II interventions or supports for students (i.e., intensify or fade support). Tier II teams are also expected to review fidelity for all



Tier II practices and annually assess the overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementers.

As previously noted, a data analytics platform, Unified Insights, was purchased for the school division during the 2021-2022 school year. During the 2022-2023 school year, building administrators had access to data within the Unified Insights platform, and school PBIS teams, in collaboration with administrators and division coaches, were encouraged to use the platform for monitoring PBIS-related data. According to the PBIS specialist, during the 2022-2023 school year, PBIS Tier II teams used systems created at their own sites, such as Google forms, to track data for students who were receiving Tier II supports or interventions.<sup>36</sup> In addition, the Synergy Multi-Tiered Systems of Support (MTSS) product is being piloted with four schools (two elementary schools and one school at each secondary level) during the 2023-2024 school year. This product aims to provide schools the ability to manage and track individual student data upon receiving interventions and supports.

The goal related to data review and use is **“Data are reviewed and used regularly to inform decision making on PBIS Advanced Tiers practices.”** Objectives for this goal focused on (1) student progress monitoring and (2) data review to inform PBIS practices.

The *student progress monitoring objective* for the data review and use goal is **“School PBIS Tier II teams use student data and decision rules at least monthly to monitor progress and alter Tier II supports as needed as measured by a score of 2 on TFI features 2.11 and staff survey responses.”** Staff who indicated they were PBIS Tier II team members were surveyed about the use of student data and decision rules to monitor progress of students participating in interventions. At least 91 percent of Tier II team members at all levels agreed their school’s PBIS Tier II team monitored the progress of students participating in interventions (see Table 33).

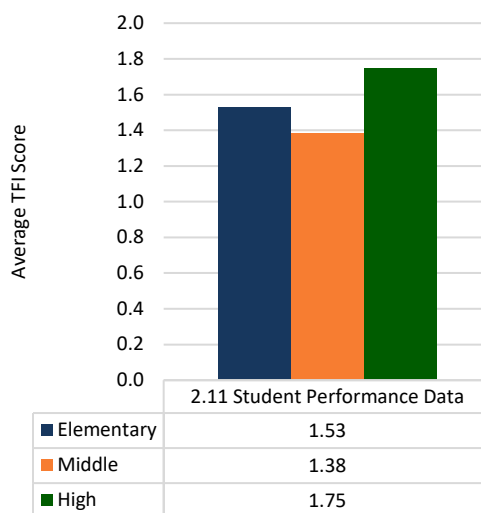
**Table 33: PBIS Tier II Team Member Agreement Percentages Regarding Monitoring Progress of Students Participating in Interventions**

Survey Item	Elem	Middle	High	Total
My school’s PBIS Tier II team monitors the progress of students participating in interventions.	92%	91%	94%	92%

Note: Data include any staff member who indicated they were a PBIS Tier II team member, including teachers, administrators, and other instructional staff.

The TFI item related to student progress monitoring is Student Performance Data. This item is focused on Tier II team members tracking the proportion of students experiencing success (percentage of participating students being successful) and using Tier II intervention outcomes data and decision rules for progress monitoring and modification. As shown in Figure 11, high schools had the highest average score, followed by elementary schools and middle schools.

**Figure 11: Average TFI Item Scores on Student Performance Data**



The data review to inform PBIS practices objective for the data review and use goal is “School PBIS Tier II and Tier III teams monitor and review student and fidelity data to inform decision making regarding Advanced Tiers practices as measured by scores of 2 on relevant TFI features (e.g., 2.10 and 2.12) and staff survey responses.”

When staff who indicated they were Tier II team members were surveyed about monitoring data, at least 85 percent of Tier II PBIS team members at all levels agreed their school’s PBIS Tier II team monitored the proportion of students participating in Tier II supports (see Table 34). In addition, at least 87 percent of Tier II PBIS team members at all levels agreed that their team monitors the fidelity of Tier II supports or interventions (see Table 34). Overall, there were lower percentages of middle school staff who agreed that their school’s PBIS Tier II team monitored data compared to elementary school and high school staff.

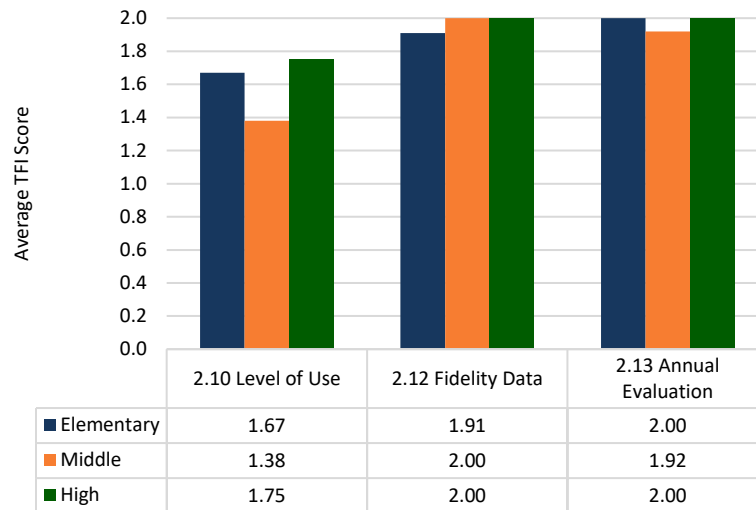
**Table 34: PBIS Tier II Team Member Agreement Percentages Regarding Monitoring Data**

Survey Item	Elem	Middle	High	Total
My school’s PBIS Tier II team monitors the proportion of students participating in Tier II supports.	94%	85%	94%	91%
My school’s PBIS Tier II team monitors the fidelity of Tier II supports or interventions.	94%	87%	94%	92%

Note: Data include any staff member who indicated they were a PBIS Tier II team member, including teachers, administrators, and other instructional staff.

The TFI items related to data review are Level of Use, Fidelity Data, and Annual Evaluation. Level of Use is focused on Tier II teams following a written process to track the proportion of students participating in Tier II supports. In addition, Fidelity Data is focused on Tier II teams having a protocol for ongoing review of fidelity data for each Tier II practice. Annual Evaluation is focused on Tier II teams assessing overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers. Annual Evaluation TFI scores were not formally included as a measure of the objective, but are shown in Figure 12 for reference. For the Level of Use item, there were higher average TFI scores at the elementary school and high school levels compared to the middle school level, which is consistent with the related perception data. Regarding Fidelity Data and Annual Evaluation, all school levels showed relatively high average TFI scores. The maximum score (2.0) was reached at the middle school and high school levels on the Fidelity Data item and at the elementary school and high school levels on the Annual Evaluation item.

**Figure 12: Average TFI Item Scores on Level of Use, Fidelity Data, and Annual Evaluation**



## Professional Learning

Professional learning is another key feature of PBIS implementation. For the 2022-2023 school year, all division schools were offered PBIS Nuts and Bolts training sessions in August 2022, which provided information related to PBIS Tier I. Other conferences that were held in August 2022 in preparation for the school year (i.e., Instructional Technology Conference, Title I Conference, VBCPS New Educator Conference) included sessions on PBIS practices. In August 2022, VBCPS bus drivers were also provided professional learning on PBIS Tier I practices. In January 2023, sessions were held for special education bus drivers and assistants as well as teacher assistants regarding PBIS Tier I practices. In April 2023, all division cafeteria staff were invited to participate in a professional learning session on PBIS and behavior basics through a recorded module. All school building leaders attended principal league meetings in September and November 2022 that provided information on PBIS related to reviewing data in Unified Insights.

Regarding professional learning for PBIS Advanced Tiers, Cohorts 1 through 4 (43 elementary schools, 13 middle schools, 4 high school sites) received PBIS Advanced Tiers training prior to the 2022-2023 school year and were prepared to implement and complete the TFI focused on Tier II practices during 2022-2023. Staff at schools in Cohort 5A (13 elementary schools, 3 middle schools) participated in Advanced Tiers training for the first time in October 2022 and January and February 2023. In March 2023, all new division assistant principals and administrative assistants were invited to participate in professional learning about PBIS and the Student Response Team (SRT) process. The PBIS division coaching team also created a series of video modules to provide staff optional lessons on PBIS Tier II practices through the PBIS Fundamentals: A Learning Series Google site.<sup>37</sup> On the Google website, video modules were provided for the following Tier II-related topics: Tier II overview; Tier II teaming; screening and request for assistance; options for interventions, practices matched to student need, and access to Tier I universal supports; Tier II critical features; Tier II professional development; level of use and student performance data; and Tier II fidelity and evaluation. Through this website, staff were provided information regarding screening and referring students to Tier II supports or interventions as well as aspects of implementing Tier II interventions, which included examples of progress reports and behavior feedback procedures as well as information related to monitoring students' progress using data. There is also information posted on the PBIS Resources Google site regarding Tier II Classroom strategies.<sup>38</sup>

The PBIS goal related to professional learning is **“Professional learning opportunities provide relevant staff with effective support and information to successfully implement PBIS Advanced Tiers practices within their school.”** The objective for this goal focused on intervention delivery.

The *intervention delivery objective* for the professional learning goal is **“Professional learning is provided (e.g., teaching and coaching) to all relevant staff on intervention delivery, including referring students and implementing Tier II interventions as measured by a score of 2 on TFI feature 2.9 and staff survey responses.”** Overall, relatively low percentages of staff who were involved with PBIS Tier II indicated they participated in related professional learning. Of teachers who indicated they were involved with PBIS Tier II practices, 66 percent indicated they received professional learning regarding how to refer students to Tier II supports or interventions and 69 percent indicated they received professional learning regarding how to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress. Higher percentages of elementary school teachers indicated they received professional learning on how to refer students compared to secondary teachers, while higher percentages of elementary school and high school teachers indicated receiving professional learning on how to implement Tier II supports or interventions compared to the middle school teachers (see Table 35).

**Table 35: Teacher Agreement Percentages Regarding Receiving PBIS-Related Professional Learning**

Survey Item	Elem	Middle	High	Total
How to refer students to Tier II supports or interventions	73%	56%	62%	66%
How to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress	72%	62%	70%	69%

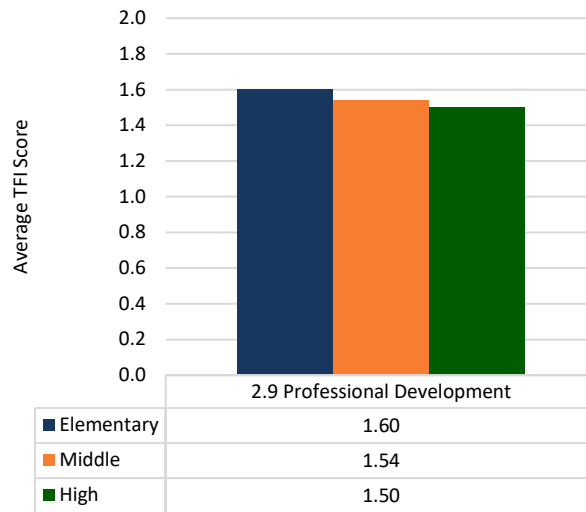
Of administrators who indicated involvement with PBIS Tier II practices, at least 80 percent at all levels indicated they received professional learning regarding how to refer students to Tier II supports or interventions and at least 75 percent indicated they received professional learning regarding how to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress (see Table 36). In addition, overall, from 63 to 79 percent of other instructional staff at elementary and middle schools indicated they participated in professional learning in these areas.

**Table 36: Administrator and Other Instructional Staff Agreement Percentages Regarding Receiving PBIS-Related Professional Learning**

Survey Item	Administrators				Other Instructional Staff			
	Elem	Middle	High	Total	Elem	Middle	High	Total
How to refer students to Tier II supports or interventions	92%	80%	92%	89%	64%	66%	^	65%
How to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress	78%	75%	83%	78%	63%	79%	^	66%

The TFI item, Professional Development, is focused on having a written process for teaching all relevant staff on how to refer students and all aspects of intervention delivery: request for assistance process, using progress reports as an instructional prompt, delivering feedback, and monitoring student progress. Average fidelity scores by school level in Figure 13 showed that elementary schools had a higher average TFI score followed by middle schools and then high schools.

**Figure 13: Average TFI Item Scores on Professional Learning**



## Summary of PBIS Tier II Implementation Fidelity by School Level and Change

### Implementation Fidelity by School Level

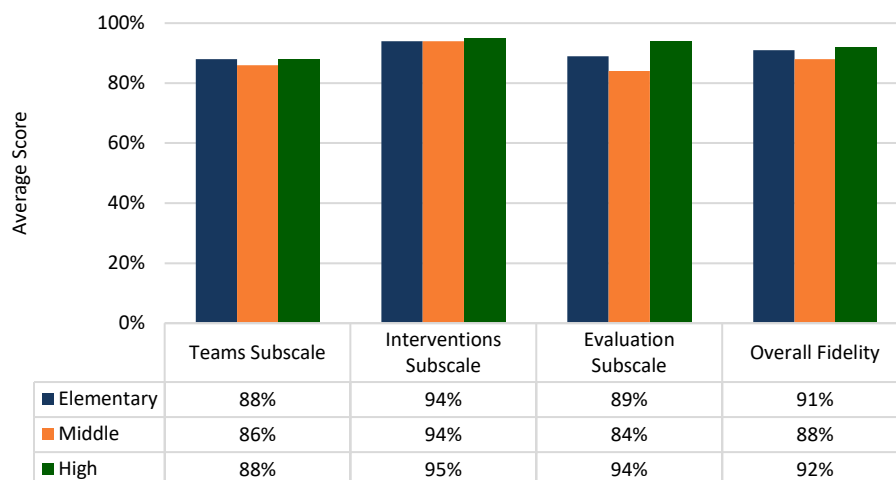
This section of the report summarizes the Tier II TFI data from schools in Cohorts 1 through 4 included in this evaluation. Based on the TFI Tier II data collected during 2022-2023 and the fidelity categories that were established based on the research literature, overall, 93 percent of schools (N=56) were in the “High Fidelity” group with an aggregate Tier II TFI percentage from 80 to 100. Additionally, 5 percent of schools (N=3) were in the “Adequate Fidelity” group with an aggregate Tier II TFI percentage from 70 to 79. One school (N=1) was in the “Partial Fidelity” group with an aggregate TFI percentage of 69 or below. Table 37 shows the number and percentage of sites at each school level within the fidelity groups.

**Table 37: Sites by Implementation Fidelity Category and School Level**

School Level of Site	High (N=56: 93%)	Adequate (N=3: 5%)	Partial (N=1: 2%)	Total (N=60)
Elementary	40 (93%)	2 (5%)	1 (2%)	43
Middle	12 (92%)	1 (8%)	0	13
High	4 (100%)	0	0	4

Figure 14 displays the average percentages that schools had on each TFI subscale, as well as the overall aggregate fidelity percentage by school level. The Interventions subscale had higher fidelity ratings than the Teams and Evaluation subscales. On the Teams and Interventions subscales, there was little variation among the school levels (see Figure 14). For the Evaluation subscale as well as overall fidelity, elementary schools and high schools had slightly higher average fidelity scores compared to the middle schools.

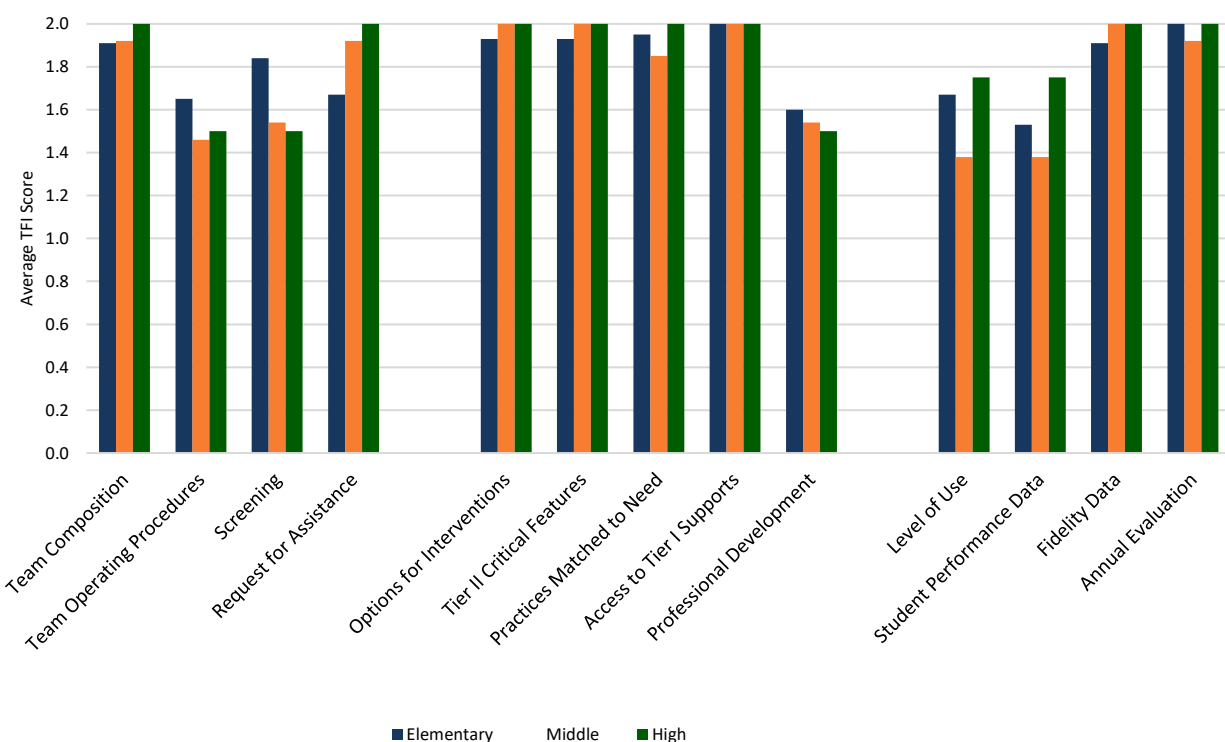
**Figure 14: Average Percentage Scores on TFI Subscales and Overall by School Level**



For the individual TFI features, overall, high schools had the highest average scores compared to elementary schools and middle schools, with the exception of the Team Operating Procedures, Screening, and Professional Development items, which were highest at the elementary school level (see Figure 15). There were eight items where the maximum score was reached at the high school level, while there were four items in which the maximum score was reached at the middle school level and two items at the elementary school level.

The TFI items with the lowest average score varied by school level. Across all levels, one of the areas with the lowest score was Professional Development (1.50 to 1.60), which is consistent with the perception data that showed relatively lower percentages of staff indicating they participated in related professional learning. At the elementary school level, the item with a lower score was Student Performance Data (1.53). At the secondary level, the items with lower scores were Team Operating Procedures (1.46 to 1.50) and Screening (1.50 to 1.54). In addition, there were lower scores at the middle school level on the Level of Use (1.38) and Student Performance Data (1.38) items.

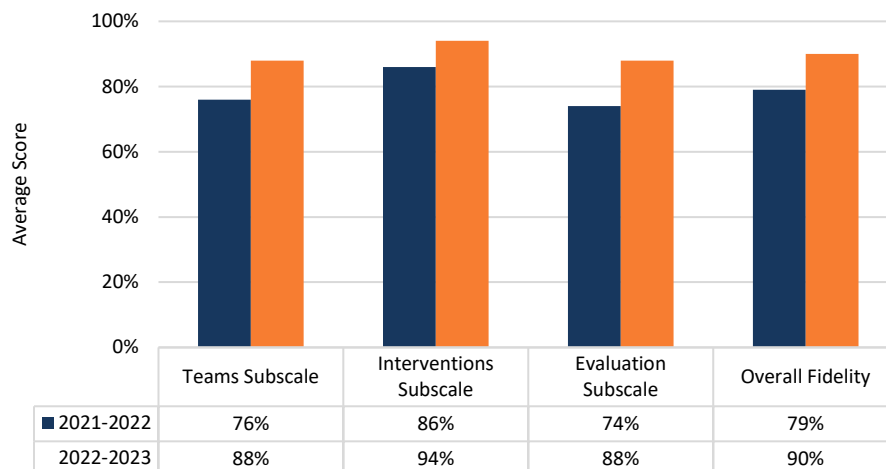
**Figure 15: TFI Average Item Scores by School Level**



### Change in Implementation Fidelity

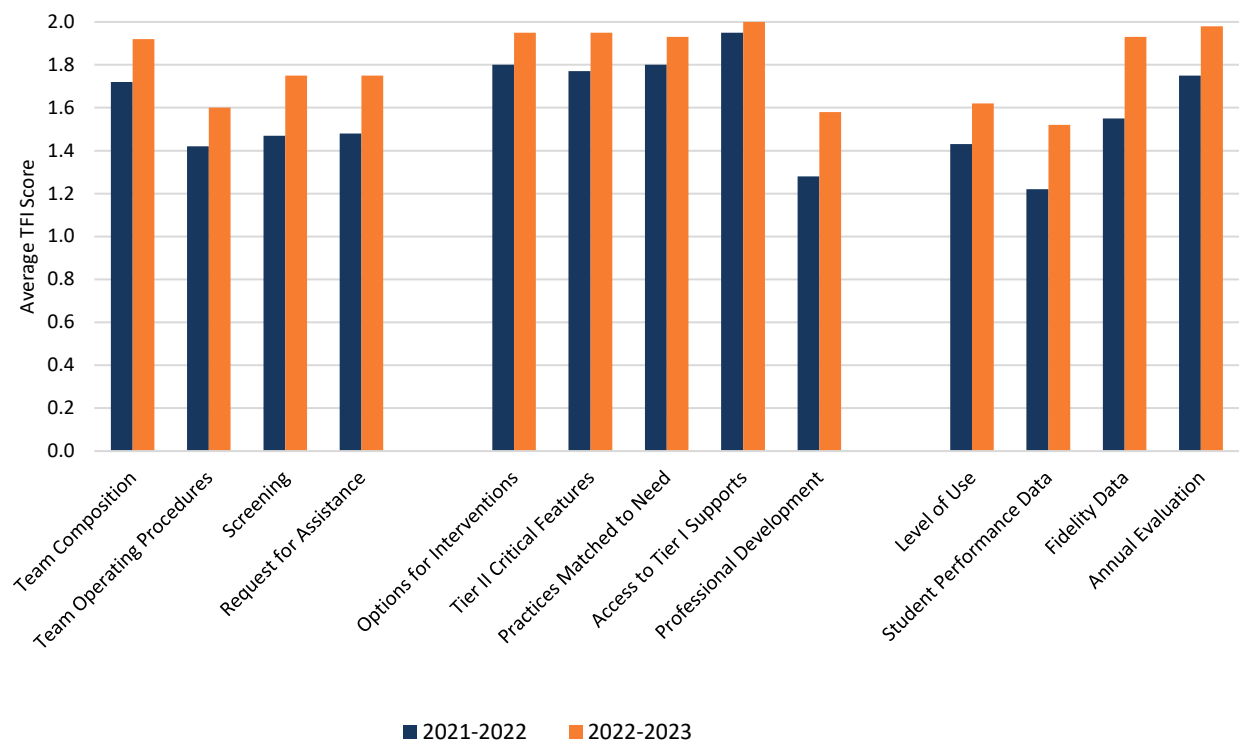
Of the 60 sites assessed on the Tier II TFI, 73 percent (N=44) demonstrated an increase in their overall Tier II TFI score in 2022-2023 compared to 2021-2022. In addition, 15 percent of schools (N=9) had a decrease in their overall Tier II TFI score and 12 percent of schools (N=7) had no change (although four of these schools remained at 100 percent). On the TFI subscales, overall, data showed improvement in all three subscales and in the overall TFI score (see Figure 16). Comparisons by school level showed that there was improvement in all three subscales and in the overall TFI score at all levels, with the exception of the Interventions subscale at the high school level, which remained the same from 2021-2022 to 2022-2023 (see Appendix B).

**Figure 16: Change of Average Percentage Scores on TFI Subscales and Overall**



For the individual TFI features, data demonstrated that schools showed improvements in their PBIS implementation fidelity on all 13 features from 2021-2022 to 2022-2023 (see Figure 17). Comparisons by school level showed a similar pattern at the elementary school and middle school levels, with improvements in all items. At the high school level, there were improvements on 2 items and the average score was maintained on 11 items including 7 items where the maximum score was maintained (see Appendix B).

Figure 17: Change of Average Scores on TFI Items



Alignment Between PBIS and Other Division Initiatives

The next evaluation question focused on the alignment between PBIS and other related division initiatives such as social-emotional learning (SEL), Student Response Teams (SRT), and Integrated Systems of Support. According to the executive director of student support services, PBIS is the data-driven decision-making framework that is used in the school division to provide support for students’ success using a tiered system, and the TFI is used to measure implementation fidelity.<sup>39</sup> Table 38 provides an overview of how each of the related initiatives is described in division documentation.



**Table 38: Division Descriptions of PBIS and Other Related Initiatives**

Initiative	Description
PBIS	<b>PBIS is a tiered framework</b> that provides consistent supports and interventions for staff and students to improve academic and behavioral outcomes (see Appendix C for PBIS Message Map). PBIS is not a replacement for discipline procedures. Instead, PBIS is VBCPS' systematic approach for ensuring staff and student needs are met.
SEL	Social Emotional Learning is formally defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. In Virginia Beach City Public Schools, <b>SEL is approached using a tiered system of support</b> . It is developed through the use of practices and strategies during Tier I instruction, as well as Tier II and Tier III levels of support to address individual student needs.
SRT	The purpose of the Student Response Team (SRT) 2.0 remains on assisting students in being successful in the classroom (K-12). <b>This process is structured with a tiered system of support</b> and begins at Tier I with teacher and administrator collaboration to ensure all students benefit from strong instructional practices and behavioral/social-emotional supports ... Students who do not make adequate progress [to group level intervention], are referred to the school's Student Response Team. This multidisciplinary team meets to discuss individual students who require more intensive and individualized Tier III support.
Integrated Systems of Support	Integrated Systems of Support is defined as the integration of the processes used to proactively and responsively support the needs of students that includes: Student Response Team (SRT), Section 504, and Special Education Committee (SEC) (see Appendix D for Integrated Systems of Support Message Map). The integration provides a framework to support students in the academic, behavior, and social-emotional areas. It includes <b>a tiered approach to addressing students' academic, social-emotional, and behavioral needs</b> through data-informed decision making, intervention, and progress monitoring. It involves the use of processes to respond to student needs with progressively more intensive instruction and interventions.

Under *Compass to 2025*, the VBCPS strategic framework, the school division has been working to align various related initiatives including PBIS, SRT, and SEL, along with special education and 504 supports, as part of an Integrated Systems of Support. There are multiple documents and implementation information for these various frameworks or initiatives. Resources available to inform staff about various aspects and levels of PBIS, SEL, SRT, and Integrated Systems of Support within VBCPS, include the following:

- Compass to 2025 Resources SharePoint website that lists resources related to Integrated Systems of Support
- An Integrated Systems of Support Message Map
- Guidance Document for Tiered Systems of Support
- Integrated Systems of Support – Elementary Academic Information, which includes English/Language Arts and Math decision making flow charts
- VBCPS Tiered Resource Map for Social-Emotional and Behavioral Supports
- PBIS Message Map, which explains PBIS and its purpose in Virginia Beach City Public Schools
- PBIS Fundamentals: A Learning Series Google site
- Responding to Student Needs – SRT 2.0 Manual
- Social-Emotional Learning Stockpile (with various SEL resources included)

Although work has been done to integrate and align these initiatives, the guidance regarding the team oversight and staff involvement is described differently across documents. Throughout the Integrated Systems of Support documentation, there is reference to school teams generally, whereas within PBIS documentation, there are references to various teams, including the PBIS Tier I and Tier II teams as well as the SRT (which focuses on the PBIS Tier III level, but may also monitor Tier II interventions). Within the SRT

documentation, there is reference to the SRT team, which is noted as only being involved when implementing Tier III interventions. As additional schools work to implement advanced tier practices, additional clarity and communication, especially related to school teams and intervention monitoring, may result in more successful and efficient implementation. The following section discusses the ways in which PBIS complements and/or supports the overall Integrated Systems of Support and related initiatives.

### **Integrated Systems of Support**

The VBCPS Integrated Systems of Support framework is defined as “the integration of the processes used to proactively and responsively support the needs of students that includes Student Response Team (SRT), Section 504, and Special Education Committee (SEC). The integration provides a framework to support students in the academic, behavior, and social-emotional areas” (see Appendix D).<sup>40</sup> Although the description of Integrated Systems of Support does not directly reference PBIS, within an Integrated Systems of Support Message Map created by VBCPS division staff, there is a link to a VBCPS PBIS Resources website for school teams to use to “ensure all students receive Tier I, high quality, core classroom instruction.”

VBCPS division staff have also created a complementary “Guidance Document for Tiered Systems of Support,” which provides general details about Instruction and Supports provided at each tier. For example, Tier I Core classroom instruction should include: whole class, daily practice, continued all year; Tier II Supplemental behavioral support should include: small group, 2-3 times per week, continued for 4-6 weeks; and Tier III Intensive interventions should include: small group and 1:1 as needed, 4-5 times per week, continued for 6-8 weeks. This guidance document also includes things for teams to consider and action steps to take prior to moving a student to a higher tier (e.g., from Tier I support to Tier II supports).<sup>41</sup> Within this document, at the Tier I level, the information provided about universal classroom supports details the core classroom practices from the PBIS framework. In addition, it is noted that when determining whether to move from Tier I to Tier II or from Tier II to Tier III, the PBIS team is listed as a potential resource for consultation to review data. Another document created by VBCPS division staff is the VBCPS Tiered Resource Map for Social-Emotional and Behavioral Support, which includes a list of interventions or supports that could be utilized across all three tiers.<sup>42</sup>

### **PBIS and SEL**

According to a guide published by the National Technical Assistance Center on PBIS, social-emotional learning (SEL) competencies can be taught within the PBIS framework.<sup>43</sup> This guide has been offered as a resource for division staff through the PBIS SharePoint site. On the VBCPS PBIS Resources Google site, the PBIS division coaching team provides examples of how SEL can be supported using classroom practices, including through classroom expectations and rules, procedures and routines, behavior feedback – acknowledgement, and behavior feedback – error correction.<sup>44</sup> Through the VBCPS Integrated Systems of Support framework, support is provided for students’ social-emotional needs.<sup>45</sup> VBCPS division staff have also created a Social-Emotional Learning Stockpile, which provides staff with information about SEL practices, strategies, and resources.<sup>46</sup> The website is referenced within the Integrated Systems of Support Message Map as another resource for school teams to use to ensure high quality, core classroom instruction.

### **PBIS and SRT**

Within the VBCPS Integrated Systems of Support documentation, the Student Response Team (SRT) is identified as being the team that should be utilized at the Tier III level. Within the SRT 2.0 manual, the SRT 2.0 model is described as being structured within this tiered system and that students should be referred to their school’s SRT when students do not make adequate progress with supports at the Tier I and Tier II levels.<sup>47</sup> School SRTs then provide individualized Tier III supports to students in need. Additionally, according to

guidance from the VBCPS PBIS division coaching team, schools can decide to utilize their SRTs to function as their PBIS Tier II team, which will determine access to Tier II interventions and monitor the progress of Tier II interventions.<sup>48</sup>

## Additional Cost

The final evaluation question focused on the cost to VBCPS for PBIS during 2022-2023. Cost data were collected from the departments of Teaching and Learning and Human Resources for the following areas: PBIS-specific resources or materials, technology, professional learning, staffing, and local travel. The costs for PBIS include implementation of all tiers of the framework. Table 39 summarizes the costs.

**Table 39: PBIS Costs for 2022-2023**

Category	2022-2023 Cost
Resources or Materials	\$4,672.24
Technology	\$2,598.45
Professional Learning	\$18,533.66
Staffing	\$487,710.33
Local Travel	\$3,212.67
<b>Total</b>	<b>\$516,727.35</b>
Grant Funds (i.e., resources/materials, technology)	\$25,804.35
<b>Total to VBCPS</b>	<b>\$490,923.00</b>

For the 2022-2023 school year, PBIS-specific resources or materials totaled \$4,672 and were covered by grant funds. Technology costs totaled \$2,598, which were also covered by grant funds. Professional learning costs totaled \$18,534, all of which were covered by grant funds. Local travel due to coaches traveling to schools totaled \$3,213. The local travel costs were costs for VBCPS and were not covered by grant funds.

Nearly all of the cost for the initiative was related to staffing, which included salaries and benefits for four PBIS coaches and the PBIS specialist. Salaries for the PBIS specialist and PBIS coaches totaled \$349,858, and benefits totaled \$93,832 for fringe benefits and \$44,020 for health insurance. The staffing costs totaled approximately \$487,710.

Overall, the total cost of the initiative during 2022-2023 was approximately \$516,727. Taking into account the grant funding that covered expenses of \$25,804, the total cost to the school division was approximately \$490,923.

## Summary

PBIS offers a framework to support students academically, socially, emotionally, and behaviorally through universal practices for all students (Tier I), targeted practices for students in need of additional support (Tier II), and indicated practices for individual students who are not fully supported by Tier I or Tier II supports (Tier III). The year-one and year-two evaluations during 2020-2021 and 2021-2022 focused on the PBIS Tier I implementation, while this year-three evaluation during 2022-2023 focused on the implementation of Advanced Tiers and provides an update on Tier I implementation and progress toward recommendation areas and outcome goals related to Tier I.

As the implementation of PBIS has progressed, VBCPS has used the District Capacity Assessment (DCA) to assess the extent to which conditions in the school division were optimal for building capacity to effectively implement PBIS. The 2023 overall score on the DCA was 94 percent, which was a slight decrease in comparison to the 2022 and 2021 overall scores on the DCA (98%). The division has used the Tiered Fidelity Inventory (TFI) to assess the extent to which schools are implementing PBIS with fidelity at all tiers. Schools that were implementing practices at the Tier I or Tier II level were categorized based on their overall TFI scores at that tier during 2022-2023. As of 2022-2023, all schools had received training for and had begun implementing PBIS Tier I practices; however, due to competing priorities at the high school level, eight high schools were not expected to implement PBIS practices during the 2022-2023 school year. All schools implementing Tier I practices during 2022-2023 were categorized in the “High Fidelity” group (i.e., score of 80% or above) on the Tier I TFI.

A recommendation from the year-two Tier I evaluation focused on behavior feedback and classroom procedures at the secondary level due to lower TFI item scores and staff perception data. In comparison to 2021-2022, there were improvements in scores in 2022-2023 on the two related TFI items at the middle school level. There was improvement in one related TFI item at the high school level, while the other TFI item score remained the same. Teacher and other instructional staff agreement percentages improved at the high school level from 2021-2022 to 2022-2023 regarding expectations being implemented across classrooms and explicitly taught to students as well as teacher agreement that students know the consequences for misbehaving. At the middle school level, the teacher and other instructional staff agreement percentages for most items either decreased or remained the same. In addition, teacher agreement percentages regarding the rules for student behavior being effective decreased at both secondary levels.

Another recommendation from the year-two Tier I evaluation focused on supporting school staff in their procedures related to reviewing schoolwide data to inform decision making due to lower TFI item scores in this area. There were improvements in the scores on the related TFI item at all levels from 2021-2022 to 2022-2023, and the maximum score was reached at the elementary school and middle school levels.

The Tier I related outcome goals and objectives focused on student engagement, school safety and discipline procedures, student social-emotional competence, and school climate. Relatively high percentages of students at all levels agreed with items across all four areas of the goals and objectives. In addition, relatively high percentages of teachers at all levels agreed that their school was a safe and orderly place as well as items related to school climate, including their students treating them with respect, feeling supported by their school administrator, and teachers and other adults supporting one another. Somewhat lower percentages of teachers, especially at the secondary level, agreed with items related to student engagement at school, there being high expectations for student behavior, student awareness of consequences of misbehaving, and the effectiveness of rules for student behavior.

Staff were also specifically asked about the effectiveness of PBIS improving these goal areas. Overall, higher percentages of elementary school and middle school staff indicated that PBIS practices improved these areas

to a large or moderate extent compared to high school staff. In addition, relatively high percentages of elementary and middle school administrators indicated PBIS practices improved these areas. A consistent pattern of results showed notable declines in perceptions at the elementary school level for all staff groups in comparison to 2021-2022, especially for items related to school safety and discipline procedures. Whether these declines are related to PBIS itself or to the challenges being experienced by schools (both locally and nationally) regarding some students' behavior is unknown. The Office of Research and Evaluation will continue to assess efforts to support students' behavioral needs through a School Board approved evaluation of Behavioral and Mental Health Supports for students beginning in the 2023-2024 school year.

At the Tier II level, students who need additional support beyond what is provided at the Tier I level can be provided additional supports or interventions. During 2022-2023, all schools in Cohorts 1 through 4 (43 elementary schools, 13 middle schools, 4 high school sites) had received training on and were considered to have been implementing Tier II practices fully. Based on the Tier II TFI, most schools implementing practices at the Tier II level (93%) were categorized in the "High Fidelity" group on the Tier II TFI, while 5 percent of schools were in the "Adequate Fidelity" group (i.e., score of 70% to 79%) and 2 percent of schools were in the "Partial Fidelity" group (i.e., score of 69% or below).

Overall, schools implementing PBIS Tier II practices during 2022-2023 had a higher percentage of students who were economically disadvantaged and a lower percentage of students identified as gifted at all levels compared to schools not implementing PBIS Tier II practices. At the elementary school and middle school levels, schools implementing PBIS Tier II practices during 2022-2023 had a higher percentage of Black students and a lower percentage of White students compared to schools not implementing PBIS Tier II practices. In addition, at the middle school level, there was a higher percentage of Asian students at schools implementing PBIS Tier II practices than at the schools not implementing PBIS Tier II practices.

When teachers, administrators, and other instructional staff were surveyed about whether they were involved with PBIS Tier II practices at their school, overall, higher percentages of administrators (83%) indicated involvement than teachers (37%) or other instructional staff (31%). Comparisons by level showed higher percentages of elementary school staff indicated they were involved compared to secondary staff for all staff groups. Only staff who indicate they had involvement with Tier II practices were provided additional survey items about their perceptions of PBIS Tier II practices.

Tier II PBIS implementation goals included schools establishing policies and procedures for implementing PBIS Advanced Tiers practices; providing appropriate and effective PBIS Advanced Tiers interventions and supports; regular review and use of data to inform decision making; and effective professional learning.

At the Tier II level, schools must create policies and procedures related to identifying students for Tier II supports, requesting assistance from the Tier II team, and selecting interventions. Overall, at least 81 percent of teachers, administrators, and other instructional staff at all levels agreed that they know how to identify students for Tier II supports or interventions, know how to request assistance for Tier II, and know how to select Tier II supports or interventions.

Regarding the components of Tier II supports or interventions, at least 74 percent of teachers, 92 percent of administrators, and 85 percent of other instructional staff at all levels agreed that Tier II supports or interventions provide students with additional instruction/time for skill development, additional structure/predictability, and increased opportunity for feedback about progress. In addition, at least 83 percent of teachers, 83 percent of administrators, and 87 percent of other instructional staff agreed that Tier II supports or interventions are aligned with schoolwide expectations and that students who receive Tier II supports or interventions have access to Tier I supports. Staff who indicated they were Tier II team members

were surveyed regarding Tier II supports or interventions being evidence-based practices and matched to students' needs. At least 89 percent of Tier II team members at all levels agreed.

Regarding the regular review and use of data for decision making, at least 91 percent of Tier II team members at all levels agreed that their school's Tier II team monitors the progress of students participating in supports, the proportion of students participating in Tier II supports, and the fidelity of Tier II supports. Although there were positive perceptions by team members, the TFI items related to tracking student data (i.e., Level of Use and Student Performance Data) were somewhat lower than other TFI items, especially at the elementary school and middle school levels.

When surveyed about professional learning opportunities related to intervention delivery, relatively low percentages of staff who were involved with PBIS Tier II practices indicated they participated in related professional learning. Of teachers who indicated they were involved with PBIS Tier II practices, from 66 to 69 percent of teachers, 78 to 89 percent of administrators, and from 65 to 66 percent of other instructional staff indicated they received professional learning regarding how to refer students to Tier II supports or interventions and regarding how to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress. In addition, across all levels, one of the items with the lowest score at all levels was Professional Development (1.50 to 1.60).

An additional evaluation question focused on the alignment between PBIS and other related division initiatives. According to the executive director of student support services, PBIS is the data-driven decision-making framework that is used in the division to provide support for students' success using a tiered system, and the TFI is used to measure implementation fidelity. Under *Compass to 2025*, the VBCPS strategic framework, the school division has been working to align and integrate various related tiered initiatives including PBIS, SRT, and SEL as part of an Integrated Systems of Support. There are multiple documents with implementation information for the various initiatives. As additional schools work to implement advanced tier practices, additional clarity and communication, especially related to school teams and intervention monitoring, may result in more successful and efficient implementation.

Overall, the total cost of the initiative during 2022-2023 was approximately \$516,727. Taking into account the grant funding that covered expenses of \$25,804, the total cost to the school division was approximately \$490,923.



## Recommendations and Rationale

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

**Rationale:** The first recommendation is to continue PBIS with modifications noted in the recommendations below. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the initiative without modifications, continue the initiative with modifications, expand the initiative, or discontinue the initiative.

### **Recommendation #2: Continue communication efforts that address how the PBIS framework, division processes (i.e., Student Response Teams, Section 504, the Special Education Committee), and social-emotional learning align as part of integrated systems of support and the structures schools have in place to support student success. (*Responsible Groups: Department of Teaching and Learning, Department of School Leadership*)**

**Rationale:** The second recommendation is to continue communication efforts that address how the PBIS framework, division processes (i.e., Student Response Teams, Section 504, the Special Education Committee), and social-emotional learning align as part of integrated systems of support and the structures schools have in place to support student success. The school division has been working to align and describe various related initiatives including PBIS, SRT, and SEL, along with special education and 504 supports, as part of an Integrated Systems of Support. There are multiple documents and implementation information for the various initiatives. As additional schools work to implement advanced tier practices, additional clarity and communication, especially related to teams and intervention monitoring, may result in more successful and efficient implementation. Items on the PBIS Tier II TFI related to the workings of Tier II teams were somewhat lower compared to other items. In particular, the Team Operating Procedures item, which focuses on Tier II teams meeting regularly and having defined roles and an action plan, had lower average scores, especially at the secondary level (1.46 to 1.50). In addition, TFI items related to Tier II teams monitoring data, such as tracking student progress (Student Performance Data) and proportion of students receiving supports (Level of Use), were also lower, especially at the elementary school and middle school levels (1.38 to 1.67).

### **Recommendation #3: Continue to work to ensure all schools have access to a divisionwide system that allows staff to effectively monitor data related to advanced tier interventions or supports. (*Responsible Group: Department of Teaching and Learning*)**

**Rationale:** The third recommendation is to continue to work to ensure all schools have access to a divisionwide system that allows staff to effectively monitor data related to advanced tier interventions or supports. This could include Tier II or Tier III supports. During the 2023-2024 school year, the Synergy Multi-Tiered Systems of Support (MTSS) product is being piloted with three schools (one school at each level), which aims to provide schools the ability to manage and track individual student data upon receiving interventions and supports. Two PBIS Tier II TFI items that were somewhat lower than others included the Student Performance Data TFI item and the Level of Use TFI item. The Student Performance item focused on Tier II team members tracking the proportion of students experiencing success and using Tier II intervention outcome data and decision rules for progress monitoring and modification, and the Level of Use TFI item focused on Tier II teams following a written process to track the proportion of students participating in Tier II

supports. Scores on these items were lower than other TFI items, especially at the elementary school and middle school levels (1.38 to 1.67).

**Recommendation #4: Provide additional professional learning opportunities for staff involved with Tier II practices regarding aspects of intervention delivery. (*Responsible Group: Department of Teaching and Learning*)**

**Rationale:** The fourth recommendation is to provide additional professional learning opportunities for staff involved with Tier II practices regarding aspects of intervention delivery. Overall, from 65 to 66 percent of teachers and other instructional staff who were involved with PBIS Tier II practices agreed they received professional learning regarding how to refer students to Tier II supports or interventions. Similarly, from 66 to 69 percent of teachers and other instructional staff involved with PBIS Tier II practices agreed they received professional learning regarding how to implement Tier II supports or interventions, including using progress reports, delivering feedback, and monitoring student progress. In addition, one of the lowest average TFI scores at all levels was the Professional Development item, which is focused on having a written process for teaching all relevant staff on how to refer students and all aspects of intervention delivery. The average TFI scores ranged from 1.50 at the high school level to 1.60 at the elementary school level.



## Appendices

### Appendix A

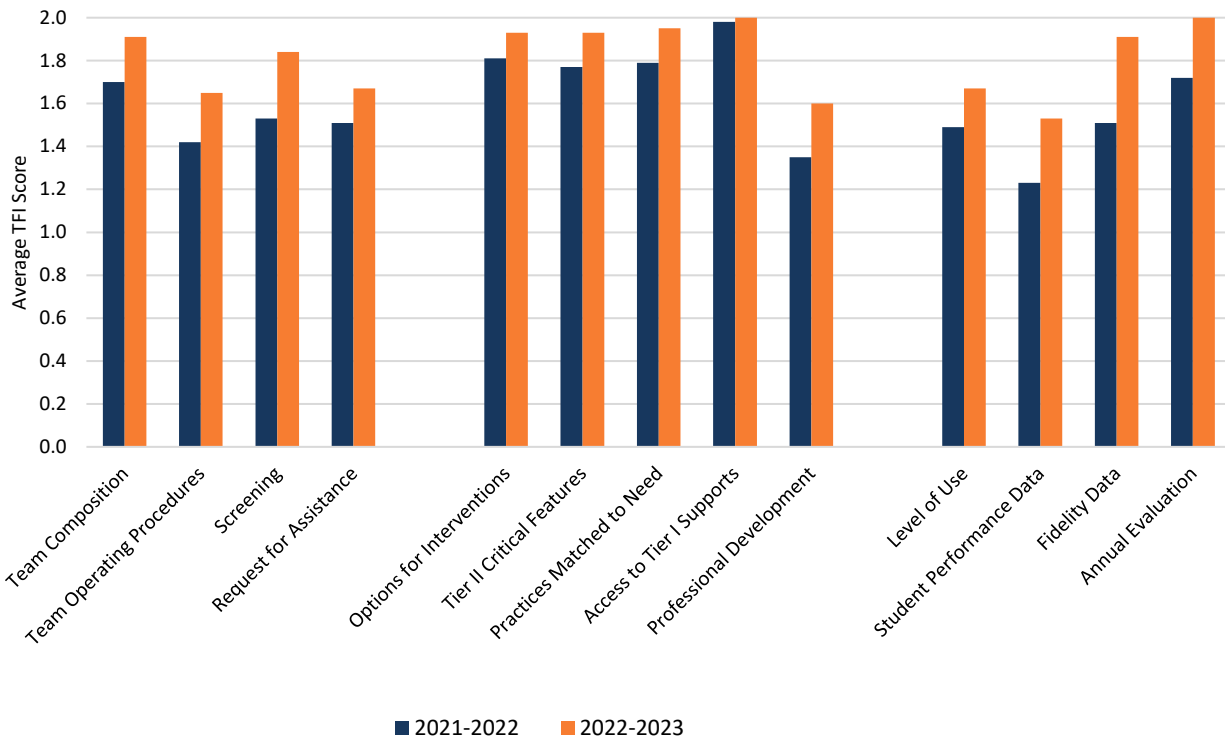
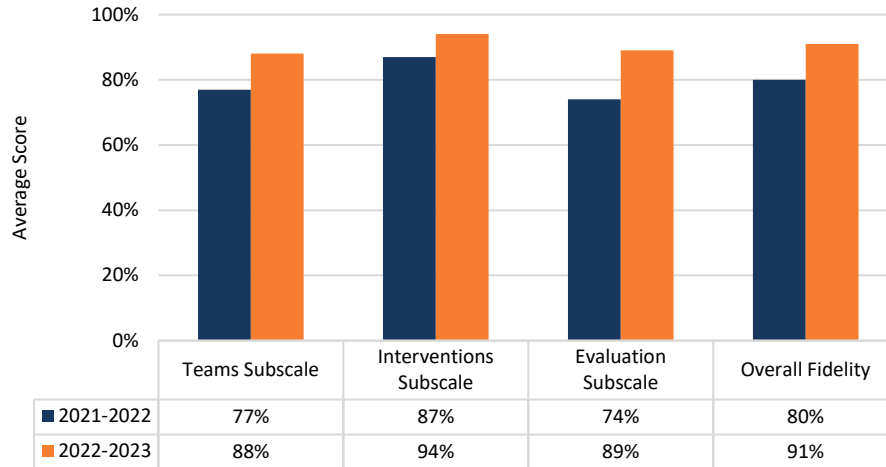
#### Change in High School Staff Agreement Percentages From 2021-2022 To 2022-2023 for Schools Implementing PBIS Practices and Schools Not Implementing PBIS Practices During 2022-2023

Survey Item	PBIS HS (N=4)			Non-PBIS HS (N=8)		
	2021-2022	2022-2023	Change	2021-2022	2022-2023	Change
Teachers - The expectations for students and staff at this school are implemented across the classrooms.	58%	61%	+3	65%	60%	-5
Other Instructional Staff - The expectations for students and staff at this school are implemented across the classrooms.	58%	61%	+3	65%	60%	-5
Teachers - The behavioral expectations are explicitly taught to students.	62%	72%	+10	62%	67%	+5
Other Instructional Staff - The behavioral expectations are explicitly taught to students.	62%	72%	+10	62%	67%	+5
Teachers - Students know the consequences for misbehaving at this school.	67%	71%	+4	70%	68%	-2
Teachers - The rules for student behavior are effective.	52%	48%	-4	60%	55%	-5

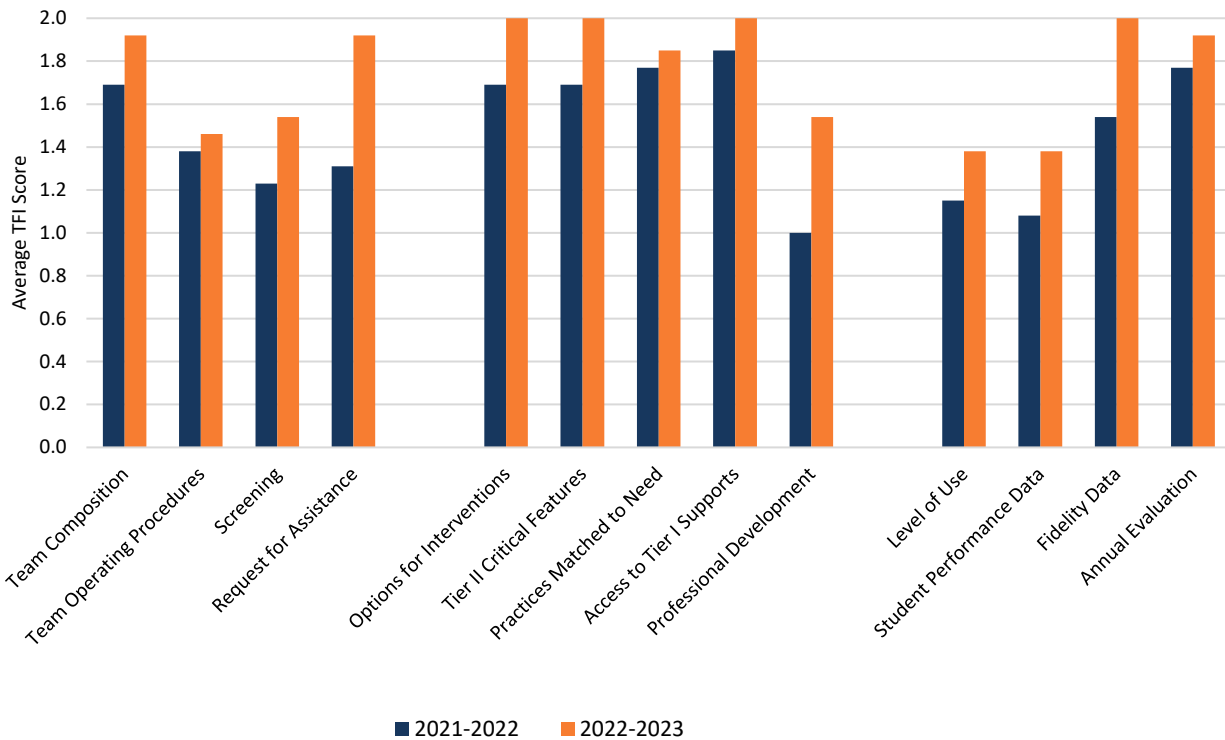
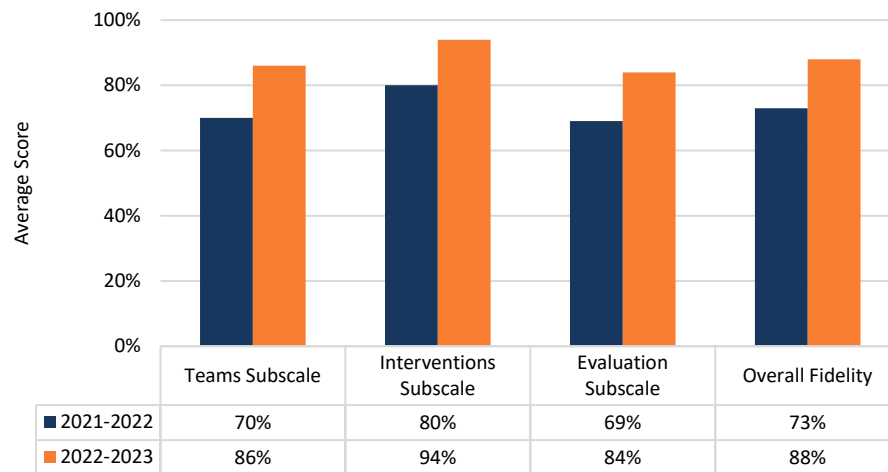
## Appendix B

### Change in Tier II Fidelity From 2021-2022 to 2022-2023 by School Level

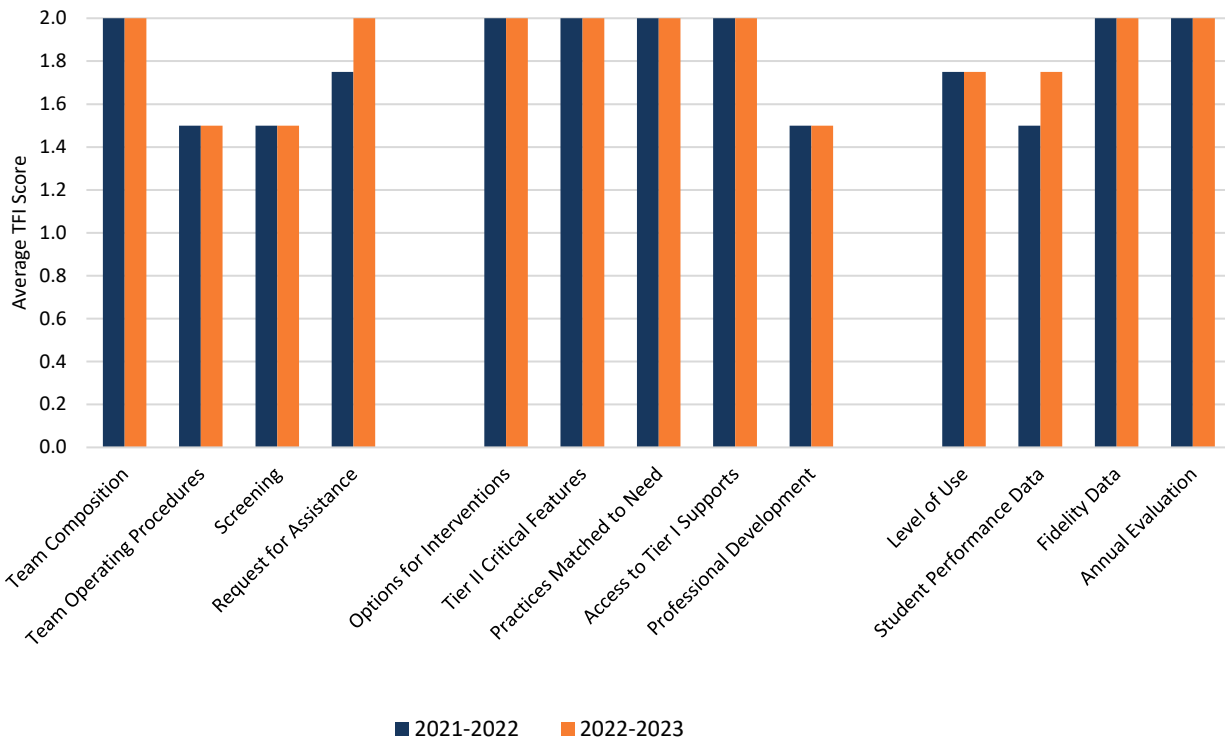
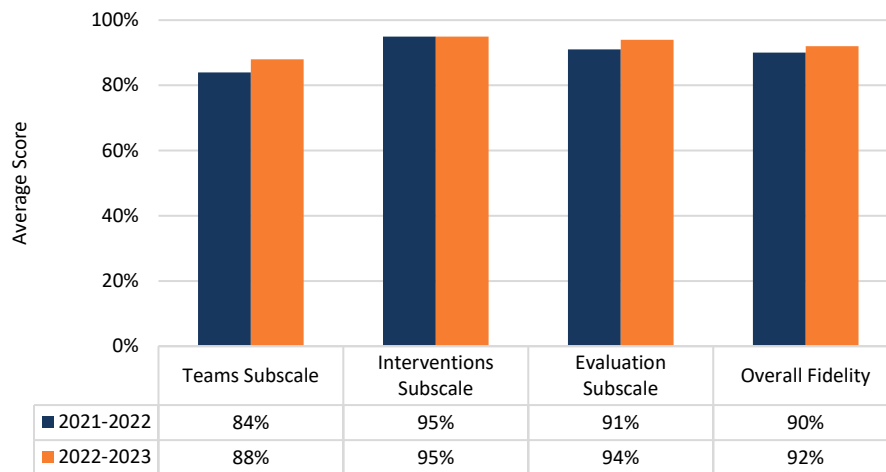
#### Change in Fidelity for Elementary Schools



### Change in Fidelity for Middle Schools



### Change in Fidelity for High Schools



## Positive Behavioral Interventions & Supports

Positive Behavioral Interventions and Supports (PBIS) is a tiered framework that provides consistent supports and interventions for staff and students to improve academic and behavioral outcomes. PBIS is not a replacement for discipline procedures. Instead, PBIS is VBCPS' systemic approach for ensuring staff and student needs are met.



1

### Tier 1: Universal Supports

Tier 1 focuses on school-wide supports and proactive practices that benefit everyone in a school. This includes establishing behavioral expectations, posting and teaching these expectations, and providing frequent behavioral feedback through acknowledgement and error correction to ensure a safe learning environment. About 80% of students are able to achieve academic and behavioral success with Tier 1 supports alone.

2

### Tier 2: Targeted Supports

Some students need extra support in addition to Tier 1. Tier 2 focuses on providing targeted interventions to build skills students need to be successful. Teachers and staff meet with these students in small groups to set specific goals and teach strategies to help them reach their goals. Typically, 5-15% of students will need Tier 2 support.

3

### Tier 3: Individualized Supports

Individualized interventions for students with more intensive needs are provided at Tier 3. When a student is not able to meet expectations with Tier 1 and Tier 2 interventions in place, an individualized plan is typically developed through the VBCPS Student Response Team (SRT) process. About 5% of students will need Tier 3 support.



May 2023

## Appendix D

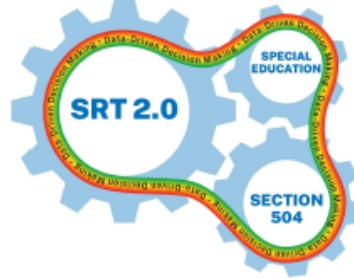
### Integrated Systems of Support Message Map



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
CHARTING THE COURSE

### Integrated Systems of Support

**Integrated Systems of Support Shared Language:** A tiered approach to addressing students' academic, social-emotional, and behavioral needs through data-informed decision making, intervention, and progress monitoring. It involves the use of processes to respond to student needs with progressively more intensive instruction and interventions.



Integrated Systems of Support is defined as the integration of the processes used to proactively and responsively support the needs of students that includes; Student Response Team (SRT), Section 504 and Special Education Committee (SEC). The integration provides a framework to support students in the academic, behavior and social-emotional areas. These supports (interventions) are provided through a data-driven multi-tiered approach.

What School Teams Should Know?	What School Teams Should Do?
<p>Where to access data?</p> <ul style="list-style-type: none"> <li>• <a href="#">Unified Insights</a></li> <li>• <a href="#">Panorama</a></li> </ul> <p>Select the "Sign in with Google" button</p> <p>How to analyze data?</p> <ul style="list-style-type: none"> <li>• <a href="#">VBCPS Data-Driven Decision Making Tool</a></li> <li>• <a href="#">TIPS Process</a></li> <li>• <a href="#">Decision Rules Module</a></li> </ul> <p>How to determine appropriate research based interventions?</p> <ul style="list-style-type: none"> <li>• <a href="#">Pre-Referral Intervention Manual (P.R.I.M.)</a></li> <li>• <a href="#">Intervention Central Attendance Works</a></li> </ul>	<p>Ensure all students receive Tier 1, high quality, core classroom instruction:</p> <ul style="list-style-type: none"> <li>• <a href="#">Tiered Systems of Support Document</a></li> <li>• <a href="#">SEL Stockpile</a></li> <li>• <a href="#">PBIS</a></li> <li>• <a href="#">VBCPS Tiered Resource Map for Social-Emotional and Behavioral support.</a></li> <li>• <a href="#">Behavioral Considerations</a></li> </ul> <p>Frequently review and monitor student data to inform processes (SRT, Section 504 and SEC):</p> <ul style="list-style-type: none"> <li>• <a href="#">SRT 2.0 Manual</a></li> <li>• <a href="#">VBCPS Section 504 Administrative Guidelines_3.1.2022.pdf</a></li> <li>• <a href="#">SEC Manual</a></li> <li>• <a href="#">Guidelines for Suicide Risk Assessments and Post-Crisis Procedures</a> <ul style="list-style-type: none"> <li>◦ <a href="#">Return to School Action Tool</a></li> </ul> </li> </ul>



February 2023

## Endnotes

<sup>1</sup> Source: <https://www.pbis.org/pbis/tiered-framework>

<sup>2</sup> Source: <https://www.pbis.org/pbis/tiered-framework>

<sup>3</sup> Source: [www.pbis.org](http://www.pbis.org)

<sup>4</sup> Cohort 1 and 2 are combined due to their initial implementation models preceding the VBCPS coaching model. For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores.

<sup>5</sup> Source: <https://www.pbis.org/pbis/tier-1>

<sup>6</sup> Source: <https://www.pbis.org/pbis/tier-2>

<sup>7</sup> Source: <https://www.pbis.org/pbis/tier-3>

<sup>8</sup> Source: <https://www.pbis.org/pbis/tier-3>

<sup>9</sup> Source: <https://www.pbis.org/resource/pbis-a-brief-introduction-and-faq>

<sup>10</sup> During the 2022-2023 school year, schools in Cohorts 1 through 4 and 5A (all elementary schools and middle schools and 4 high school sites) were implementing Tier I practices and schools in Cohorts 1 through 4 (43 elementary schools, 13 middle schools, and 4 high school sites) were implementing Tier II practices.

<sup>11</sup> Source: Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org)

<sup>12</sup> Source: McIntosh, K., Massar, M. M., Algozzine, R. F., George, H. P., Horner, R. H., Lewis, T. J., & Swain-Bradway, J. (2017). Technical adequacy of the SWPBIS tiered fidelity inventory. *Journal of Positive Behavior Interventions*, 19, 3-13.

<sup>13</sup> Source: Algozzine, B., et al. (2014). School-wide PBIS tiered fidelity inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org)

<sup>14</sup> Source: Mercer, S. H., McIntosh, K., & Hoselton, R. (2017) as cited in Kittelman, A., Eliason, B. M., Dickey, C. R., & McIntosh, K. (2018). How are schools using the SWPBIS tiered fidelity inventory (TFI)? OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org)

<sup>15</sup> Source: S. Betham as communicated by R. Jamison, personal communication, October 26, 2023.

<sup>16</sup> Notes: For the purposes of the evaluation, cohorts 1 and 2 are combined due to their initial implementation models preceding the VBCPS coaching model. During the 2022-2023 school year, Cohort 5 was split into 5A and 5B due to differing expectations for these schools. For Cohort 2, Renaissance Academy middle school and Renaissance Academy high school are considered as two separate sites because they each received their own TFI scores. Green Run High School and Green Run Collegiate are considered one site because the campus as a whole received one TFI score. For Cohort 5A, Old Donation School is considered as two separate sites at the elementary school and middle school levels because they each received their own TFI scores.

<sup>17</sup> Source: K. DiMaggio and D. Brown. An Update of the Work Implementing and Sustaining Positive Behavioral Intervention and Supports (PBIS). VBCPS School Board Planning, Performance, and Monitoring Committee. October 5, 2021.

<sup>18</sup> Of the schools who had a TFI score in both years, 91 percent were in the High-Fidelity group in 2021-2022. When including all schools, the percentage of schools in the High-Fidelity group in 2021-2022 was 89 percent.

<sup>19</sup> Source: <https://www.pbis.org/pbis/tier-1>

<sup>20</sup> Source: S. Betham, personal communication, January 5, 2023.

<sup>21</sup> Source: <https://www.pbis.org/pbis/tier-2>

<sup>22</sup> Source: <https://www.pbis.org/pbis/tier-2>

<sup>23</sup> Source: Tier 2: Teaming. Available on VBCPS PBIS Fundamentals: A Learning Series Google site.

<https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-teaming>

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- <sup>24</sup> Source: Tier 2: Teaming. Available on VBCPS PBIS Fundamentals: A Learning Series Google site.  
<https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-teaming>
- <sup>25</sup> Source: Tier 2: Screening & Request for Assistance. Available on VBCPS PBIS Fundamentals: A Learning Series Google Site.  
<https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/screening-request-for-assistance>  
<https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-teaming>
- <sup>26</sup> Source: <https://www.pbis.org/pbis/tier-2>
- <sup>27</sup> Source: Tier 2: Screening & Request for Assistance. Available on VBCPS PBIS Fundamentals: A Learning Series Google Site.  
<https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/screening-request-for-assistance>
- <sup>28</sup> <https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-critical-features>
- <sup>29</sup> <https://docs.google.com/spreadsheets/d/1nyg3kHJigbdw4xJlfyplA1LQwkUYZx-airfVHDz9s4Q/edit#gid=0>
- <sup>30</sup> Source: Tier 2 Critical Features. Available on VBCPS PBIS Fundamentals: A Learning Series Google Site.  
<https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-critical-features>  
<https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-teaming>
- <sup>31</sup> <https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/options-for-intervention-practices-matched-to-need-access-to-tier-1>
- <sup>32</sup> <https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/options-for-intervention-practices-matched-to-need-access-to-tier-1>
- <sup>33</sup> <https://drive.google.com/file/d/1sJF7YA6ADqAe6JmMFeHU1bY97iDJWgFz/view>
- <sup>34</sup> Source: <https://www.pbis.org/pbis/tiered-framework>
- <sup>35</sup> <https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/level-of-use-student-performance-data>
- <sup>36</sup> Source: C. Bucholz, personal communication, October 30, 2023.
- <sup>37</sup> <https://sites.google.com/vbschools.com/pbis-essential-learning-series>
- <sup>38</sup> <https://sites.google.com/vbschools.com/pbis-resources/home>
- <sup>39</sup> Source: R. Jamison, personal communication, October 26, 2023.
- <sup>40</sup> [https://drive.google.com/file/d/1UsnrcD1e1JUCp\\_EeVp\\_kwzhEshvvF2Xy/view](https://drive.google.com/file/d/1UsnrcD1e1JUCp_EeVp_kwzhEshvvF2Xy/view)
- <sup>41</sup> Guidance Document for Tiered Systems of Support.  
[https://drive.google.com/file/d/1SRjrazKINpEIVjkDjyob\\_c1i8YQASZCd/view](https://drive.google.com/file/d/1SRjrazKINpEIVjkDjyob_c1i8YQASZCd/view)
- <sup>42</sup> <https://docs.google.com/spreadsheets/d/1nyg3kHJigbdw4xJlfyplA1LQwkUYZx-airfVHDz9s4Q/edit#gid=0>
- <sup>43</sup> Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org)
- <sup>44</sup> <https://sites.google.com/vbschools.com/pbis-resources/student-well-being-and-social-emotional-learning?scrllybrkr=3e37665a>
- <sup>45</sup> [https://drive.google.com/file/d/1UsnrcD1e1JUCp\\_EeVp\\_kwzhEshvvF2Xy/view](https://drive.google.com/file/d/1UsnrcD1e1JUCp_EeVp_kwzhEshvvF2Xy/view)
- <sup>46</sup> <https://sites.google.com/vbschools.com/selstockpile/home?sa=D>
- <sup>47</sup> <https://vbcps.sharepoint.com/sites/depts-TL/GuidSvrs/SRT/Documents/Responding%20to%20Student%20Needs%20SRT%202.0%20Manual.pdf>
- <sup>48</sup> Tier 2: Teaming. Available on VBCPS PBIS Fundamentals: A Learning Series Google site.  
<https://sites.google.com/vbschools.com/pbis-essential-learning-series/tier-2/tier-2-teaming>



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November 2023

Version July 18, 2023



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

### PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

#### Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers)

The table below indicates the proposed recommendations resulting from the **Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers)**. 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 2023 Program Evaluation	Administration's Recommendations
<u>Information</u> November 28, 2023  <u>Consent</u> December 12, 2023	Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers)	<ol style="list-style-type: none"><li>1. Recommendation #1: Continue PBIS with modifications noted in recommendations 2 through 4. (<i>Responsible Group: Department of Teaching and Learning</i>)</li><li>2. Recommendation #2: Continue communication efforts that address how the PBIS framework, division processes (i.e., Student Response Teams, Section 504, the Special Education Committee), and social-emotional learning align as part of integrated systems of support and the structures schools have in place to support student success. (<i>Responsible Groups: Department of Teaching and Learning, Department of School Leadership</i>)</li><li>3. Recommendation #3: Continue to work to ensure all schools have access to a divisionwide system that allows staff to effectively monitor data related to advanced tier interventions or supports. (<i>Responsible Group: Department of Teaching and Learning</i>)</li><li>4. Recommendation #4: Provide additional professional learning opportunities for staff involved with Tier II practices regarding aspects of intervention delivery. (<i>Responsible Group: Department of Teaching and Learning</i>)</li></ol>	The administration concurs with the recommendations from the program evaluation.



# Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers)

Planning, Innovation, and Accountability  
Office of Research and Evaluation

School Board Meeting  
November 28, 2023

# Background

- PBIS is a framework that facilitates selecting and using interventions within a tiered system of support
  - Tier I
    - Universal practices for all students
  - Advanced Tiers
    - Tier II: Additional supplemental support for small groups
    - Tier III: Personalized intensive support for individual students
- PBIS coaches provide embedded school-level coaching
- Status of PBIS implementation as of 2022-2023
  - Tier I practices: All elementary schools, all middle schools, and 4 high school sites
    - Due to competing priorities at the high school level, 8 high schools not formally implementing Tier I practices
  - Tier II practices: 43 elementary schools, 13 middle schools, and 4 high school sites
  - Tier III practices: 1 elementary school

# Evaluation Process and Method

- Year-Three Evaluation

- Update on Tier I implementation: Progress toward recommendation areas and related outcome goals
- Implementation goals for PBIS Tier II, alignment with other related initiatives, and cost

- Data collection

- Tiered Fidelity Inventory (TFI)
  - Tier I (15 items) and Tier II (13 items)
  - Each include individual items, 3 Subscale scores, and Overall total

- Surveys

- Staff, students, and parents

- Only schools implementing practices at Tier I and/or Tier II were included in the data collection/analysis

Survey Respondent	Response Rates	Number of Respondents
Teacher	47%	1,578
Administrator	61%	129
Other Instructional Staff	37%	661
Student (Grades 4-12)	80%	23,731
Parent	9%	5,789

# Tier I Implementation Fidelity and Evaluation Recommendations Update

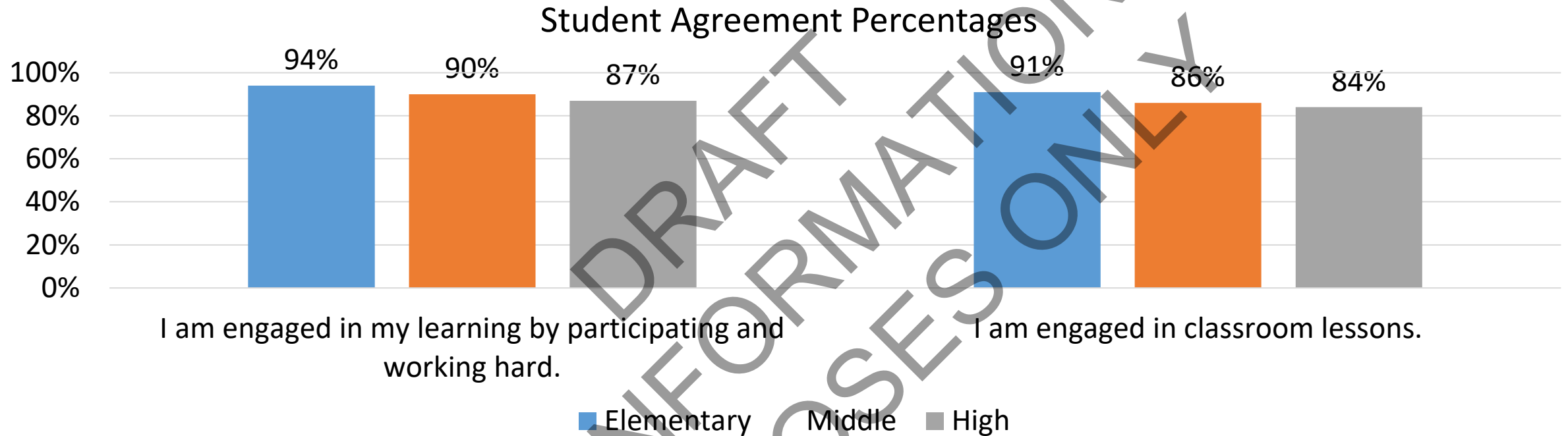
- 76 schools completed PBIS Tier I TFI during 2022-2023
  - All schools categorized as High Fidelity with a score of 80-100 on overall TFI
- Two recommendation areas from 2021-2022
  - Behavior Feedback and Classroom Procedures at secondary level
    - Related TFI data improved for behavior feedback at middle and high schools
    - Related TFI data improved for classroom procedures at middle schools
  - Data Review Procedures
    - Related TFI data improved for all levels

# Progress Toward Tier I-Related Outcome Goals and Objectives<sup>5</sup>

## When PBIS is implemented with fidelity:

- Goal #1: Students are **engaged** at school.
- Goal #2: Students and teachers have **positive perceptions of school safety and discipline procedures**.
- Goal #3: Students learn to regulate their emotions and **demonstrate social-emotional competence**.
- Goal #4: Students and teachers have **positive perceptions of school climate**.
- Change of at least 5 percentage points will be noted at ES and MS levels.

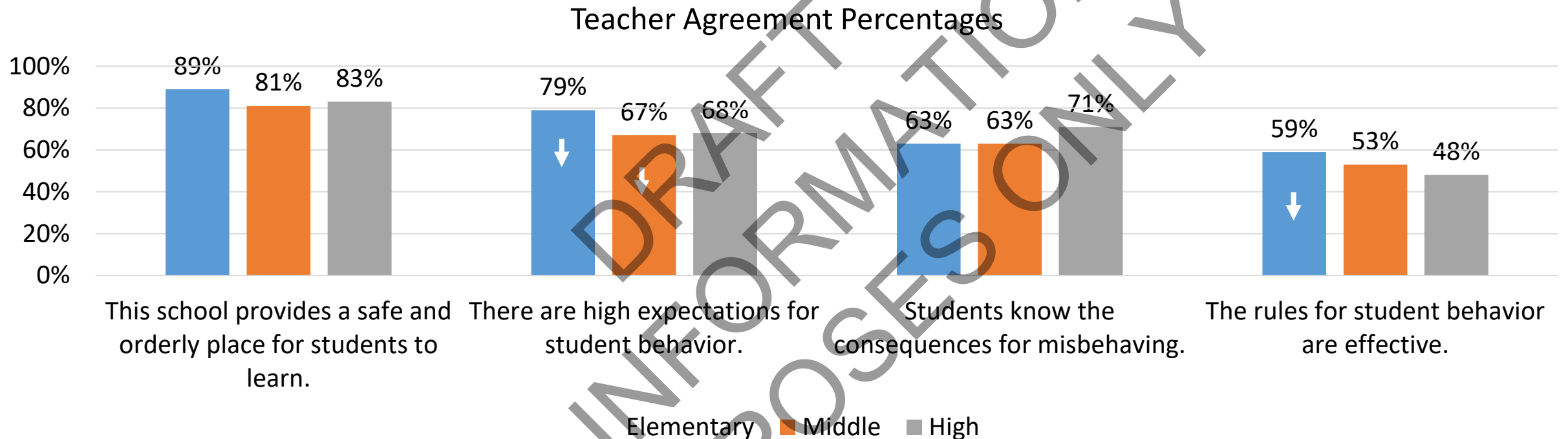
# Tier I Outcome Goal 1: Student Engagement



- Teacher agreement regarding similar items was higher at the elementary school level (88%-93%) than secondary levels (59%-77%).



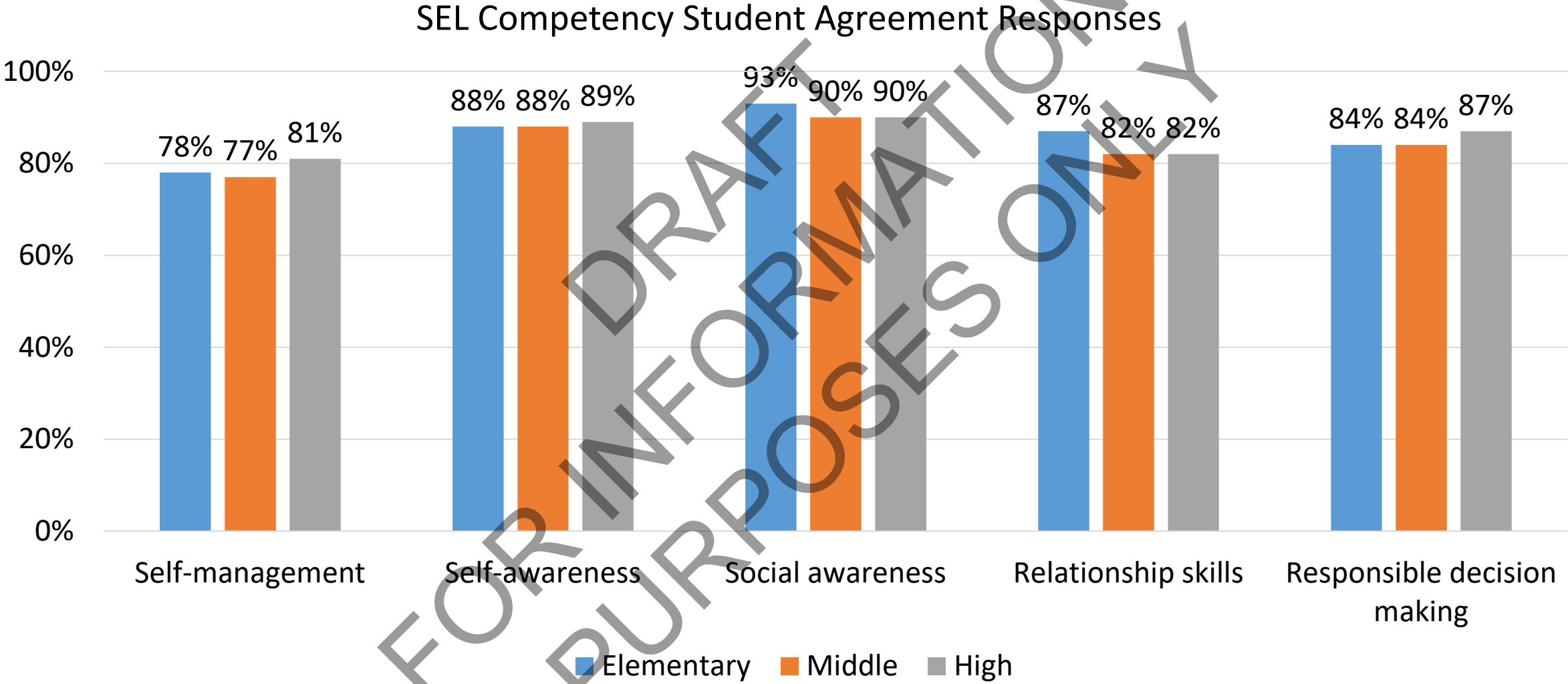
# Tier I Outcome Goal 2: Positive Perceptions of School Safety and Discipline Procedures



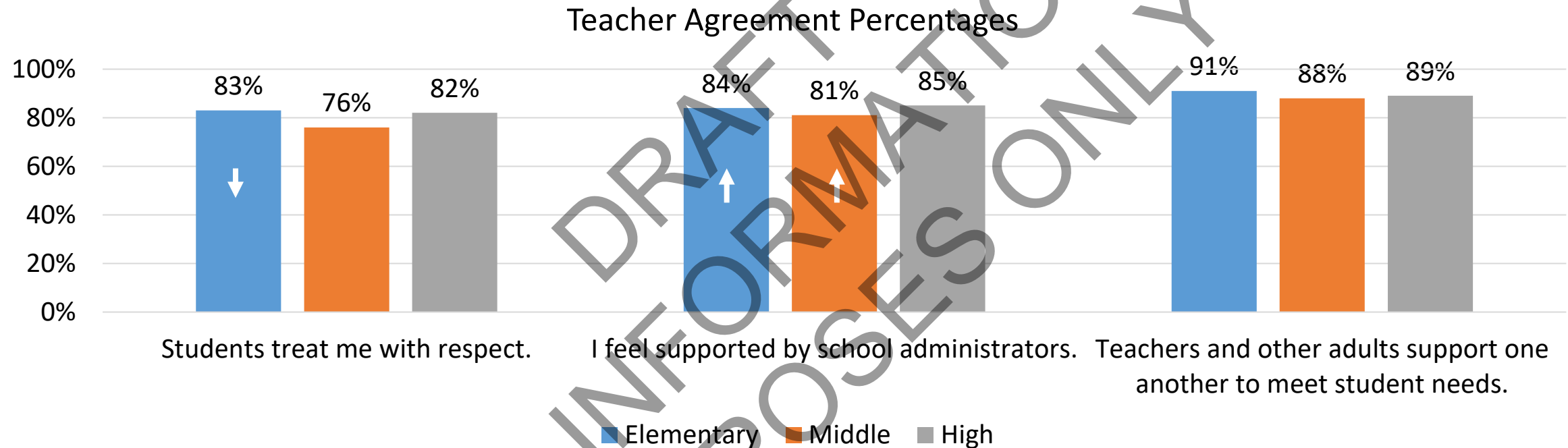
- At least 83% of students at all levels agreed with similar items regarding school being safe and orderly, having high expectations for behavior, and knowing the consequences for misbehaving.

Note: Arrow indicates a change of at least 5 percentage points from prior year.

# Tier I Outcome Goal 3: Social and Emotional Skills<sup>8</sup>



# Tier I Outcome Goal 4: Positive Perceptions of School Climate



- At least 86% of students at all levels agreed they have positive relationships with other students.

Note: Arrow indicates a change of at least 5 percentage points from prior year.

# Tier II Implementation and Fidelity Overview

- 60 schools implementing PBIS Tier II practices as of 2022-2023

Level	High Fidelity (Score of 80-100)	Adequate Fidelity (Score of 70-79)	Partial Fidelity (Score of < 69)	Total N = 60
Elementary	40 (93%)	2 (5%)	1 (2%)	43
Middle	12 (92%)	1 (8%)	0	13
High	4 (100%)	0	0	4
Total	56 (93%)	3 (5%)	1 (2%)	60

## Tier II Implementation Goals

- Goal #1: Schools establish **policies and procedures** for implementing PBIS Advanced Tiers practices.
- Goal #2: Schools provide **appropriate and effective PBIS Advanced Tiers interventions and supports** to students in need and engage the community as needed to support interventions.
- Goal #3: **Data are reviewed and used** regularly to inform decision making on PBIS Advanced Tiers practices.
- Goal #4: **Professional learning** opportunities provide relevant staff with effective support and information to successfully implement PBIS Advanced Tiers practices within their school.

# Tier II Implementation

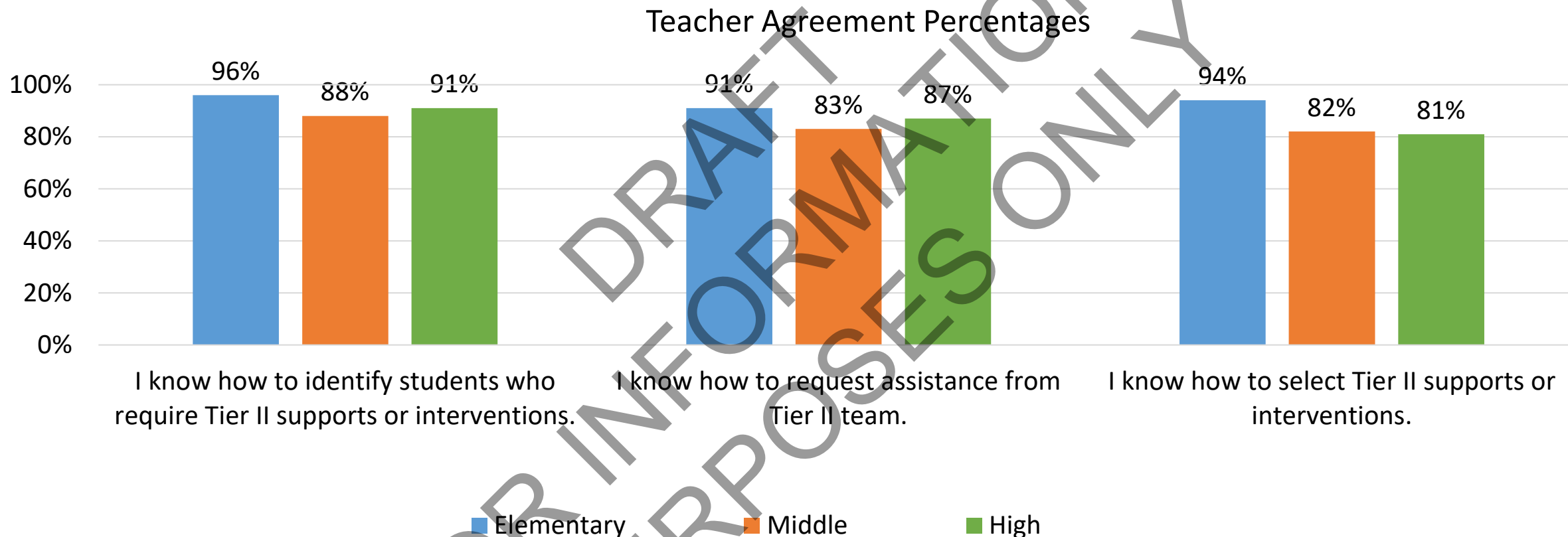
- Tier II involvement may include referring students, working with students on Tier II supports, selecting or monitoring Tier II supports, or being a Tier II team member.
  - Tier II teams establish practices for Tier II supports.

Percentage of Staff Indicating They Were Involved With Tier II Practices

Survey Group	Elementary	Middle	High	Total
Teachers	43% (N=253)	36% (N=167)	24% (N=54)	37% (N=474)
Administrators	88% (N=58)	81% (N=21)	72% (N=13)	83% (N=85)
Other Instructional Staff	32% (N=118)	28% (N=30)	25% (N=6)	31% (N=154)

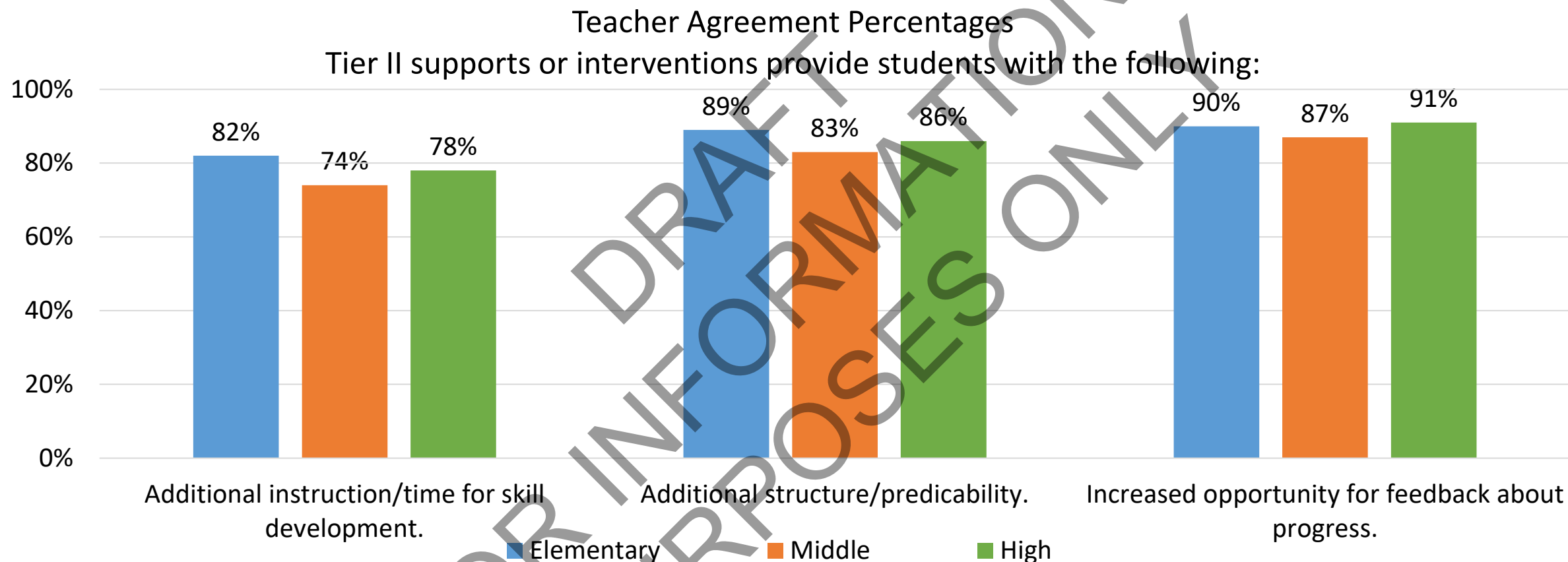
Note: Staff reporting involvement answered Tier II survey items.

# Tier II PBIS Practices Goal #1: Policies and Procedures



- At least 87% of administrators and other instructional staff agreed with similar items.

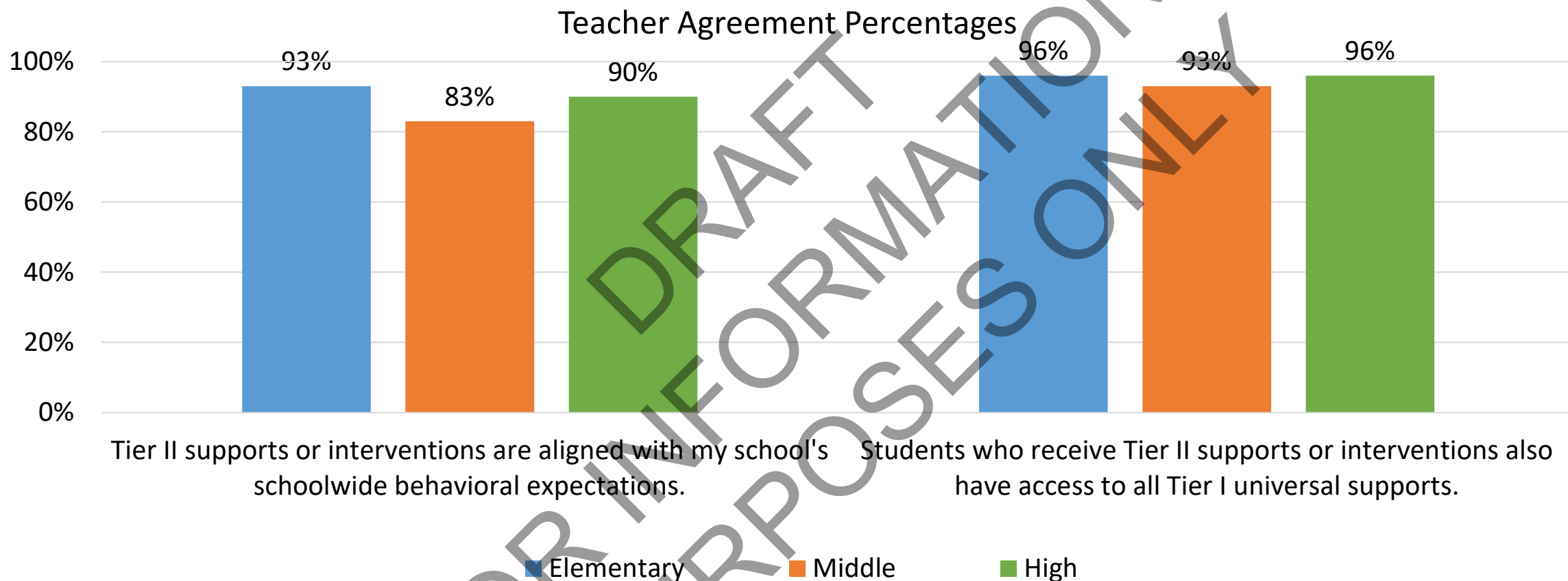
## Goal #2: Appropriate and Effective Interventions and Supports



- At least 85% of administrators or other instructional staff agreed with similar items.

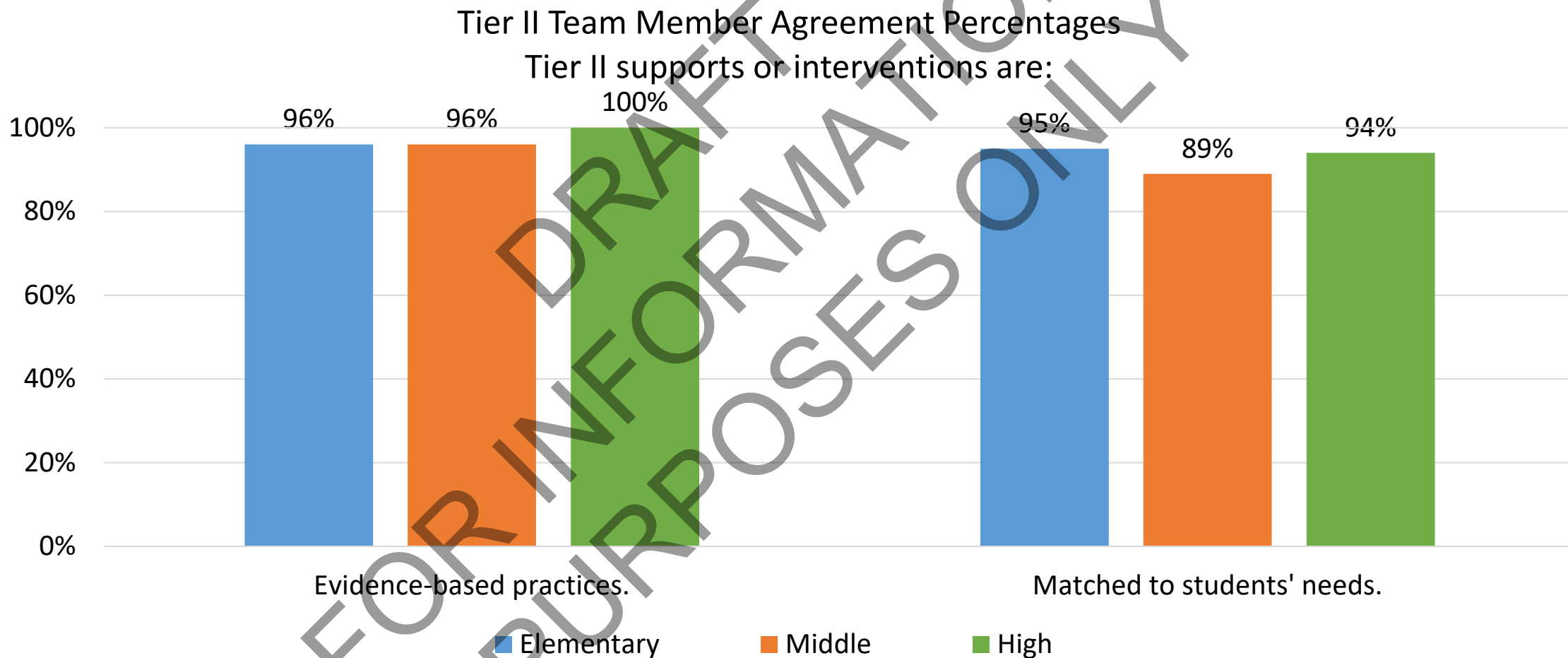


## Goal #2: Appropriate and Effective Interventions and Supports (continued)

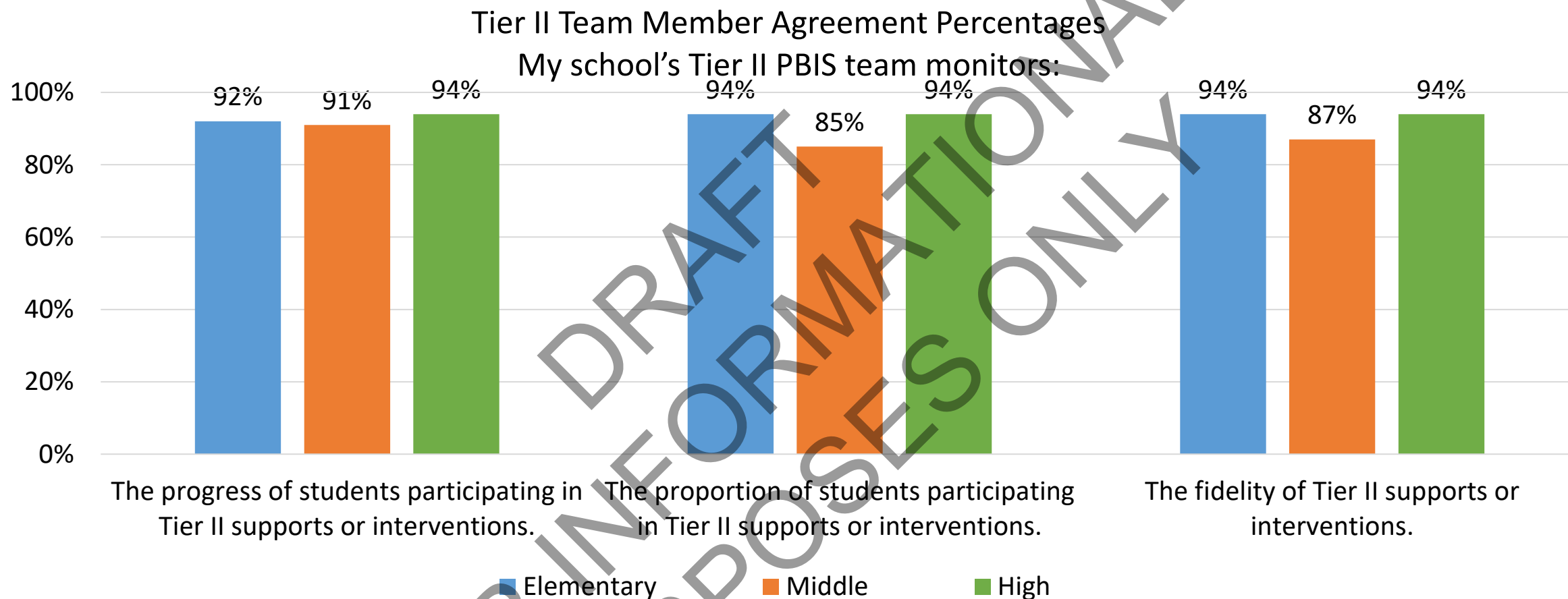


- At least 83% of administrators or other instructional staff agreed with similar items.

## Goal #2: Appropriate and Effective Interventions and Supports (continued)



# Goal #3: Data Review and Use

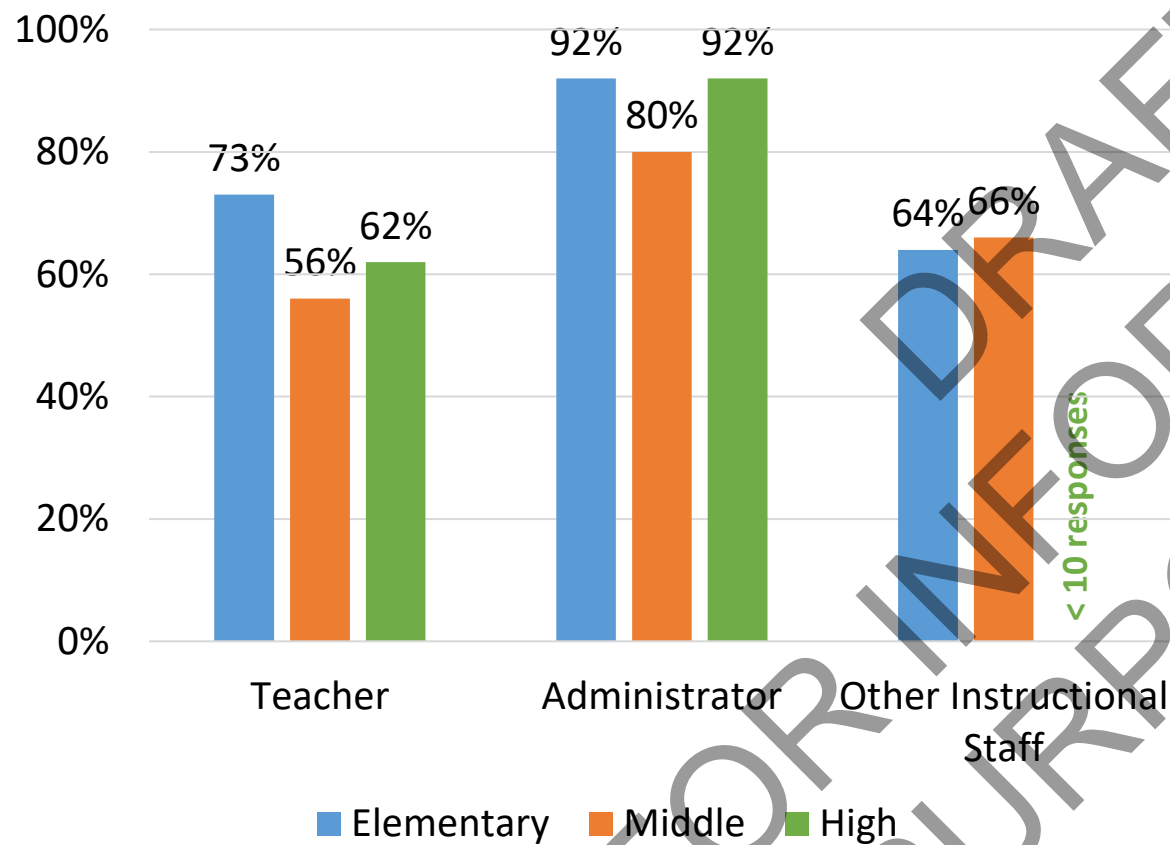


- TFI items related to tracking student data on Tier II supports (Student Performance Data and Level of Use) were somewhat lower than other TFI items.
- 4 schools piloting Synergy Multi-Tiered Systems of Support (MTSS) product in 23-24.

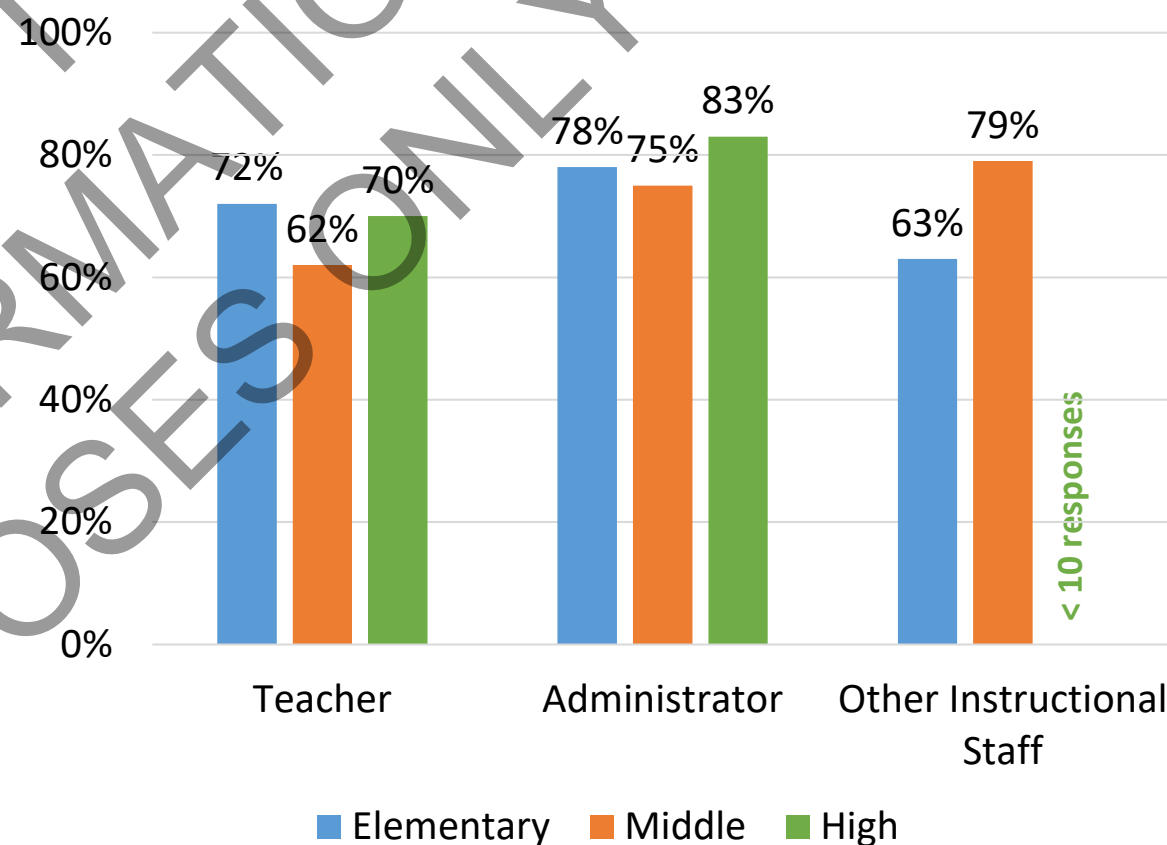
# Goal #4: Professional Learning on Intervention Delivery

Percentages of Staff Who Indicated They Received Professional Learning In These Areas

**How to refer students to Tier II supports**



**How to implement Tier II supports**



- TFI item Professional Development was lower than other TFI items.

# Alignment Between PBIS and Other Division Initiatives

- Under *Compass to 2025*, division has worked to align various tiered initiatives as part of integrated systems of support.
  - PBIS, SRT, and SEL along with special education and 504 supports
- Additional clarity and communication may result in more successful implementation as Advanced Tiers are implemented across the division.

## Cost in 2022-2023

- Cost of PBIS to VBCPS totaled \$490,923.
- All cost was for staffing and local travel.
  - Other costs were covered by grants (\$25,804).

# Recommendations

- *Recommendation #1:* Continue PBIS with modifications noted in recommendations 2 through 4.
- *Recommendation #2:* Continue communication efforts that address how the PBIS framework, division processes (i.e., Student Response Teams, Section 504, the Special Education Committee), and social-emotional learning align as part of integrated systems of support and the structures schools have in place to support student success.

# Recommendations

- *Recommendation #3:* Continue to work to ensure all schools have access to a divisionwide system that allows staff to effectively monitor data related to advanced tier interventions or supports.
- *Recommendation #4:* Provide additional professional learning opportunities for staff involved with Tier II practices regarding aspects of intervention delivery.



# Administration's Response

- Administration concurs with recommendations from the program evaluation
- Professional Learning & Coaching Support
  - Integration of the PBIS framework within school division processes
  - Customized professional learning for schools and groups of staff
  - Commitment to social-emotional learning (SEL)
  - Alignment of Student Response Team (SRT) structure with advanced tiers training from PBIS coaches

# Administration's Response

- Access to Unified Insights Data Analytics Platform
  - Pilot the Synergy MTSS Module
  - Enhance data decision making
  - Track specific academic and behavioral interventions for students

# Administration's Response

- Continued Professional Learning Regarding Advanced Tiers Interventions and Supports
  - Changes to the professional learning model in VBCPS
  - Staff know how to identify students, request assistance, and select appropriate supports



# Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers)

Planning, Innovation, and Accountability  
Office of Research and Evaluation

School Board Meeting  
November 28, 2023



**Subject:** Revised Salary Resolution **Item Number:** 12E

**Section:** Information **Date:** November 28, 2023

**Senior Staff:** Crystal M. Pate, Chief Financial Officer

**Prepared by:** Crystal M. Pate, Chief Financial Officer

**Presenter(s):** Crystal M. Pate, Chief Financial Officer

**Recommendation:**

That the School Board receive information regarding the revised Salary Resolution FY 2023/24 and the following attachments:

- Attachment A - Instructional Experience-Based Step Pay Scale (1/1/24 - 6/30/24)
- Attachment B – Unified Experience-Based Pay Scale (1/1/24 - 6/30/24)

**Background Summary:**

The City Council approved the FY 2023/24 Budget on May 9, 2023, which placed an emphasis on staffing and compensation needs. The Virginia General Assembly was unable to agree on budget amendments during the legislative session, so Governor Youngkin convened a special session of the 2023 General Assembly on September 6, 2023. The 2023 Special Session I General Assembly adopted a budget that amends FY 2024 Direct Aid distributions to school divisions and Governor Youngkin signed the Virginia State Budget on September 14, 2023. On October 28, the School Board approved the Resolution Regarding Additional Funding for FY 2023/24, which recommended using additional state funds to provide an additional 2% pay increase for all full-time equivalent personnel effective January 1, 2023. On November 21, the City Council approved the Ordinance and appropriated additional funds.

**Source:**

**Budget Impact:**

Funds are budgeted in the various funds and budget cost centers for FY 2023/24.

## **Revised Salary Resolution for FY 2023/24**

**WHEREAS**, the mission of 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; and

**WHEREAS**, the School Board has adopted a comprehensive strategic plan to guide budgetary decisions; and

**WHEREAS**, the FY 2023/24 budget was adopted by the City Council on May 9, 2023; and

**WHEREAS**, Governor Youngkin signed the Virginia State Budget on September 14, 2023; and

**WHEREAS**, the School Board approved a resolution on October 24, 2023, to request an additional appropriation of \$3,408,066 to the School Operating fund; and

**WHEREAS**, the City Council approved the additional appropriation on November 21, 2023; and

**WHEREAS**, these funds will be used to provide an additional two percent compensation increase to all full-time equivalent employees effective January 1, 2024; and

**WHEREAS**, the percent of compensation increases and the effective dates of the increases are shown below:

- Attachment A - Instructional Experience-Based Step Pay Scale 2.0% (1/1/24-6/30/24)
- Attachment B - Unified Experience-Based Step Pay Scale 2.0% (1/1/24-6/30/24)

### **NOW, THEREFORE, BE IT**

**RESOLVED:** that the School Board of the City of Virginia Beach adopts the revised salary scales and the compensation increase as outlined in this resolution and attachments; and be it

**FINALLY 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 12th day of December 2023.

S E A L

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Trenace B. Riggs, School Board Chair

Attest:

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Regina M. Toneatto, Clerk of the Board



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

**INSTRUCTIONAL EXPERIENCED-BASED STEP PAY SCALE**

**SY 2023 - 2024**

**Effective: January 1, 2024 - June 30, 2024**

Creditable Years of Teaching Experience	Standard Teaching	10-month Extended	10-month Extended HS School Counselors	11-month	12-month	ALC
0	53,005	55,933	57,524	58,573	68,913	37,132
1	53,800	56,772	58,387	59,451	69,947	37,689
2	54,607	57,624	59,263	60,343	70,996	38,254
3	55,426	58,488	60,152	61,248	72,061	38,828
4	56,257	59,366	61,054	62,167	73,142	39,411
5	57,101	60,256	61,970	63,100	74,240	40,002
6	57,958	61,160	62,900	64,046	75,353	40,602
7	58,827	62,078	63,843	65,007	76,483	41,211
8	59,710	63,009	64,801	65,982	77,631	41,829
9	60,605	63,954	65,773	66,972	78,795	42,457
10	61,514	64,913	66,759	67,976	79,977	43,093
11	62,437	65,887	67,761	68,996	81,177	43,740
12	63,374	66,875	68,777	70,031	82,394	44,396
13	64,324	67,878	69,809	71,081	83,630	45,062
14	65,289	68,896	70,856	72,147	84,885	45,738
15	66,268	69,930	71,919	73,230	86,158	46,424
16	67,262	70,979	72,998	74,328	87,450	47,120
17	68,271	72,043	74,093	75,443	88,762	47,827
18	69,295	73,124	75,204	76,575	90,093	48,544
19	70,335	74,221	76,332	77,723	91,445	49,273
20	71,390	75,334	77,477	78,889	92,817	50,012
21	72,461	76,464	78,639	80,073	94,209	50,762
22	73,548	77,611	79,819	81,275	95,622	51,523
23	74,651	78,775	81,016	82,493	97,056	52,296
24	75,771	79,957	82,231	83,730	98,512	53,081
25	76,907	81,156	83,465	84,986	99,990	53,877
26	78,061	82,374	84,717	86,261	101,490	54,685
27	79,232	83,609	85,987	87,555	103,012	55,505
28	80,420	84,864	87,277	88,868	104,557	56,338
29	81,626	86,136	88,586	90,201	106,126	57,183
30	82,851	87,429	89,915	91,554	107,717	58,041
31	84,094	88,740	91,264	92,927	109,333	58,911
32	85,355	90,071	92,633	94,321	110,973	59,795
33	86,635	91,422	94,022	95,736	112,638	60,692
34	87,935	92,794	95,433	97,172	114,327	61,602
35	89,254	94,185	96,864	98,630	116,042	62,526
36	90,593	95,598	98,317	100,109	117,783	63,464
37	91,952	97,032	99,792	101,611	119,550	64,416
38	93,331	98,488	101,289	103,135	121,343	65,382
39	94,731	99,965	102,808	104,682	123,163	66,363
40	96,152	101,464	104,350	106,252	125,011	67,359
41	97,594	102,986	105,916	107,846	126,886	68,369
42	99,058	104,531	107,504	109,464	128,789	69,395
43	100,544	106,099	109,117	111,106	130,721	70,435
44	102,052	107,691	110,754	112,772	132,682	71,492

Experience steps 1-43 adjusted to reflect 1.5% between each year of experience.

Unified Experience-Based Pay Scale - SY 2023/2024 (Effect 1/1/2024)			
Professional Level II (PL2)			
Annual Hrs	1500	1658	1950
Creditable Yrs of Exp	10-mo 200 days 7.5 hr/day	11-mo 221 days 7.5 hr/day	12-mo 260 days 7.5 hr/day
0	57,375	63,418	74,587
1	57,948	64,052	75,333
2	58,528	64,693	76,086
3	59,113	65,340	76,847
4	59,704	65,993	77,616
5	60,301	66,653	78,392
6	60,904	67,320	79,176
7	61,513	67,993	79,968
8	62,129	68,673	80,767
9	62,750	69,359	81,575
10	63,377	70,053	82,391
11	64,011	70,754	83,215
12	64,651	71,461	84,047
13	65,298	72,176	84,887
14	65,951	72,898	85,736
15	66,940	73,991	87,022
16	67,944	75,101	88,327
17	68,963	76,227	89,652
18	69,998	77,371	90,997
19	71,048	78,531	92,362
20	72,113	79,709	93,748
21	73,195	80,905	95,154
22	74,293	82,119	96,581
23	75,408	83,350	98,030
24	76,539	84,601	99,500
25	77,687	85,870	100,993
26	78,852	87,158	102,508
27	80,035	88,465	104,045
28	81,235	89,792	105,606
29	82,454	91,139	107,190
30	83,691	92,506	108,798
31	84,946	93,894	110,430
32	86,220	95,302	112,086
33	87,513	96,732	113,768
34	88,826	98,183	115,474
35	90,159	99,655	117,206
36	91,511	101,150	118,965
37	92,884	102,667	120,749
38	94,277	104,207	122,560
39	95,691	105,771	124,399
40	97,126	107,357	126,265
41	98,583	108,967	128,158
42	100,062	110,602	130,081
43	101,563	112,261	132,032
44	103,087	113,945	134,013
1500/1658 - Behavior Intervention Specialist 1500 - Occupational Therapist 1500 - Physical Therapist 1950 - Pos Behav'l Interven & Support (PBIS) Spec 1500/1950 - School Psychologist 1500/1950 - School Social Worker			



Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan. 1, 2024)																				
U07														U08						
Annual Hrs	1/1/2024	651	744	837	930	1023	1116	1209	1302	1395	1488	1600	2080	Annual Hrs	1/1/2024	1371	1393	1400	2080	
Creditable Yrs of Exp	Hourly Rate	10-mo 186 days 3.5hr/day	10-mo 186 days 4 hr/day	10-mo 186 days 4.5hr/day	10-mo 186 days 5hr/day	10-mo 186 days 5.5hr/day	10-mo 186 days 6hr/day	10-mo 186 days 6.5hr/day	10-mo 186 days 7hr/day	10-mo 186 days 7.5hr/day	10-mo 186 days 8hr/day	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7.33hr/day	10-mo 190 days 7.33hr/day	10-mo 200 days 7hr/day	12-mo 260 days 8hr/day	
0	14.4838	9,428	10,775	12,122	13,469	14,816	16,163	17,510	18,857	20,204	21,551	23,174	30,126	0	15.5209	21,279	21,620	21,729	32,283	
1	14.6287	9,523	10,883	12,244	13,604	14,965	16,325	17,686	19,046	20,407	21,767	23,405	30,427	1	15.6761	21,491	21,836	21,946	32,606	
2	14.7751	9,618	10,992	12,366	13,740	15,114	16,489	17,863	19,237	20,611	21,985	23,640	30,732	2	15.8329	21,706	22,055	22,166	32,932	
3	14.9228	9,714	11,102	12,490	13,878	15,266	16,653	18,041	19,429	20,817	22,205	23,876	31,039	3	15.9912	21,923	22,275	22,387	33,261	
4	15.0720	9,811	11,213	12,615	14,016	15,418	16,820	18,222	19,623	21,025	22,427	24,115	31,349	4	16.1511	22,143	22,498	22,611	33,594	
5	15.2227	9,909	11,325	12,741	14,157	15,572	16,988	18,404	19,819	21,235	22,651	24,356	31,663	5	16.3126	22,364	22,723	22,837	33,930	
6	15.3749	10,009	11,438	12,868	14,298	15,728	17,158	18,588	20,018	21,447	22,877	24,599	31,979	6	16.4757	22,588	22,950	23,065	34,269	
7	15.5286	10,109	11,553	12,997	14,441	15,885	17,329	18,774	20,218	21,662	23,106	24,845	32,299	7	16.6405	22,814	23,180	23,296	34,612	
8	15.6840	10,210	11,668	13,127	14,586	16,044	17,503	18,961	20,420	21,879	23,337	25,094	32,622	8	16.8069	23,042	23,412	23,529	34,958	
9	15.8409	10,312	11,785	13,258	14,732	16,205	17,678	19,151	20,624	22,098	23,571	25,345	32,949	9	16.9750	23,272	23,646	23,765	35,308	
10	15.9993	10,415	11,903	13,391	14,879	16,367	17,855	19,343	20,831	22,319	23,806	25,598	33,278	10	17.1447	23,505	23,882	24,002	35,660	
11	16.1592	10,519	12,022	13,525	15,028	16,530	18,033	19,536	21,039	22,542	24,044	25,854	33,611	11	17.3162	23,740	24,121	24,242	36,017	
12	16.3208	10,624	12,142	13,660	15,178	16,696	18,214	19,731	21,249	22,767	24,285	26,113	33,947	12	17.4893	23,977	24,362	24,485	36,377	
13	16.4840	10,731	12,264	13,797	15,330	16,863	18,396	19,929	21,462	22,995	24,528	26,374	34,286	13	17.6642	24,217	24,606	24,729	36,741	
14	16.6488	10,838	12,386	13,935	15,483	17,031	18,580	20,128	21,676	23,225	24,773	26,638	34,629	14	17.8409	24,459	24,852	24,977	37,109	
15	16.8986	11,000	12,572	14,144	15,715	17,287	18,858	20,430	22,001	23,573	25,145	27,037	35,149	15	18.1084	24,826	25,225	25,351	37,665	
16	17.1521	11,166	12,761	14,356	15,951	17,546	19,141	20,736	22,332	23,927	25,522	27,443	35,676	16	18.3800	25,198	25,603	25,732	38,230	
17	17.4093	11,333	12,952	14,571	16,190	17,809	19,428	21,047	22,666	24,285	25,905	27,854	36,211	17	18.6557	25,576	25,987	26,117	38,803	
18	17.6704	11,503	13,146	14,790	16,433	18,076	19,720	21,363	23,006	24,650	26,293	28,272	36,754	18	18.9356	25,960	26,377	26,509	39,386	
19	17.9355	11,676	13,344	15,012	16,680	18,348	20,016	21,684	23,352	25,020	26,688	28,696	37,305	19	19.2196	26,350	26,772	26,907	39,976	
20	18.2046	11,851	13,544	15,237	16,930	18,623	20,316	22,009	23,702	25,395	27,088	29,127	37,865	20	19.5080	26,745	27,174	27,311	40,576	
21	18.4777	12,028	13,747	15,465	17,184	18,902	20,621	22,339	24,057	25,776	27,494	29,564	38,433	21	19.8006	27,146	27,582	27,720	41,185	
22	18.7548	12,209	13,953	15,697	17,441	19,186	20,930	22,674	24,418	26,162	27,907	30,007	39,009	22	20.0975	27,553	27,995	28,136	41,802	
23	19.0361	12,392	14,162	15,933	17,703	19,473	21,244	23,014	24,785	26,555	28,325	30,457	39,595	23	20.3990	27,967	28,415	28,558	42,429	
24	19.3216	12,578	14,375	16,172	17,969	19,765	21,562	23,359	25,156	26,953	28,750	30,914	40,188	24	20.7050	28,386	28,842	28,987	43,066	
25	19.6115	12,767	14,590	16,414	18,238	20,062	21,886	23,710	25,534	27,358	29,181	31,378	40,791	25	21.0156	28,812	29,274	29,421	43,712	
26	19.9057	12,958	14,809	16,661	18,512	20,363	22,214	24,065	25,917	27,768	29,619	31,849	41,403	26	21.3308	29,244	29,713	29,863	44,368	
27	20.2042	13,152	15,031	16,910	18,789	20,668	22,547	24,426	26,305	28,184	30,063	32,326	42,024	27	21.6508	29,683	30,159	30,311	45,033	
28	20.5073	13,350	15,257	17,164	19,071	20,978	22,886	24,793	26,700	28,607	30,514	32,811	42,655	28	21.9755	30,128	30,611	30,765	45,709	
29	20.8149	13,550	15,486	17,422	19,357	21,293	23,229	25,165	27,100	29,036	30,972	33,303	43,294	29	22.3052	30,580	31,071	31,227	46,394	
30	21.1271	13,753	15,718	17,683	19,648	21,613	23,577	25,542	27,507	29,472	31,437	33,803	43,944	30	22.6398	31,039	31,537	31,695	47,090	
31	21.4440	13,960	15,954	17,948	19,942	21,937	23,931	25,925	27,920	29,914	31,908	34,310	44,603	31	22.9793	31,504	32,010	32,171	47,796	
32	21.7656	14,169	16,193	18,217	20,242	22,266	24,290	26,314	28,338	30,363	32,387	34,824	45,272	32	23.3240	31,977	32,490	32,653	48,513	
33	22.0921	14,381	16,436	18,491	20,545	22,600	24,654	26,709	28,763	30,818	32,873	35,347	45,951	33	23.6738	32,456	32,977	33,143	49,241	
34	22.4235	14,597	16,683	18,768	20,853	22,939	25,024	27,110	29,195	31,280	33,366	35,877	46,640	34	24.0290	32,943	33,472	33,640	49,980	
35	22.7599	14,816	16,933	19,050	21,166	23,283	25,400	27,516	29,633	31,750	33,866	36,415	47,340	35	24.3895	33,438	33,974	34,145	50,730	
36	23.1013	15,038	17,187	19,335	21,484	23,632	25,781	27,929	30,077	32,226	34,374	36,962	48,050	36	24.7552	33,939	34,483	34,657	51,490	
37	23.4478	15,264	17,445	19,625	21,806	23,987	26,167	28,348	30,529	32,709	34,890	37,516	48,771	37	25.1266	34,448	35,001	35,177	52,263	
38	23.7995	15,493	17,706	19,920	22,133	24,346	26,560	28,773	30,986	33,200	35,413	38,079	49,502	38	25.5035	34,965	35,526	35,704	53,047	
39	24.1565	15,725	17,972	20,218	22,465	24,712	26,958	29,205	31,451	33,698	35,944	38,650	50,245	39	25.8860	35,489	36,059	36,240	53,842	
40	24.5188	15,961	18,241	20,522	22,802	25,082	27,362	29,643	31,923	34,203	36,483	39,230	50,999	40	26.2743	36,022	36,600	36,784	54,650	
41	24.8866	16,201	18,515	20,830	23,144	25,458	27,773	30,087	32,402	34,716	37,031	39,818	51,764	41	26.6685	36,562	37,149	37,335	55,470	
42	25.2599	16,444	18,793	21,142	23,491	25,840	28,190	30,539	32,888	35,237	37,586	40,415	52,540	42	27.0685	37,110	37,706	37,895	56,302	
43	25.6389	16,690	19,075	21,459	23,844	26,228	28,613	30,997	33,381	35,766	38,150	41,022	53,328	43	27.4745	37,667	38,271	38,464	57,146	
44	26.0234	16,941	19,361	21,781	24,201	26,621	29,042	31,462	33,882	36,302	38,722	41,637	54,128	44	27.8866	38,232	38,846	39,041	58,004	
930 - Bus Assistant @ 5 hrs 1023 - Bus Assistant @ 5.5 hrs 1116 - Bus Assistant @ 6 hrs 1209 - Bus Assistant @ 6.5 hrs 1302 - Bus Assistant @ 7 hrs 1395 - Bus Assistant @ 7.5 hrs 1488 - Bus Assistant @ 8 hrs 1720 - Bus Assistant - Plan Bee 651 - Cafeteria Assistant @ 3.5 hrs 744 - Cafeteria Assistant @ 4 hrs 837 - Cafeteria Assistant @ 4.5 hrs 930 - Cafeteria Assistant @ 5 hrs 1023 - Cafeteria Assistant @ 5.5 hrs														1400 - Baker/Cook @ 7 hrs 1400 - Cft Manager in Training @ 7 hrs 1371 - Clinic Assist - CMA/CNA 2080 - Custodian II 1393 - Driver Ed Instructor						

Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)															
U09						U10									
Annual Hrs	1/1/2024	1371	1386	1600	2080	Annual Hrs	1/1/2024	1027	1371	1415	1488	1720	1768	2080	
Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7.33hr/day	10-mo 189 days 7.33hr/d av	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 158 days 7.33hr	10-mo 187 days 7.33hr	10-mo 193 days 7.33/hr	10-mo 186 days 8hr/day	11-mo 215 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day	
0	16.6265	22,794	23,044	26,602	34,583	0	17.8199	18,301	24,431	25,215	26,516	30,650	31,505	37,065	
1	16.7927	23,022	23,274	26,868	34,928	1	17.9981	18,484	24,675	25,467	26,781	30,956	31,820	37,436	
2	16.9607	23,253	23,507	27,137	35,278	2	18.1781	18,668	24,922	25,722	27,049	31,266	32,138	37,810	
3	17.1303	23,485	23,742	27,408	35,631	3	18.3598	18,855	25,171	25,979	27,319	31,578	32,460	38,188	
4	17.3016	23,720	23,980	27,682	35,987	4	18.5434	19,044	25,423	26,238	27,592	31,894	32,784	38,570	
5	17.4746	23,957	24,219	27,959	36,347	5	18.7289	19,234	25,677	26,501	27,868	32,213	33,112	38,956	
6	17.6493	24,197	24,461	28,238	36,710	6	18.9162	19,426	25,934	26,766	28,147	32,535	33,443	39,345	
7	17.8259	24,439	24,706	28,521	37,077	7	19.1054	19,621	26,193	27,034	28,428	32,861	33,778	39,739	
8	18.0041	24,683	24,953	28,806	37,448	8	19.2964	19,817	26,455	27,304	28,713	33,189	34,116	40,136	
9	18.1841	24,930	25,203	29,094	37,822	9	19.4893	20,015	26,719	27,577	29,000	33,521	34,457	40,537	
10	18.3660	25,179	25,455	29,385	38,201	10	19.6842	20,215	26,987	27,853	29,290	33,856	34,801	40,943	
11	18.5497	25,431	25,709	29,679	38,583	11	19.8811	20,417	27,256	28,131	29,583	34,195	35,149	41,352	
12	18.7351	25,685	25,966	29,976	38,969	12	20.0799	20,622	27,529	28,413	29,878	34,537	35,501	41,766	
13	18.9225	25,942	26,226	30,276	39,358	13	20.2807	20,828	27,804	28,697	30,177	34,882	35,856	42,183	
14	19.1117	26,202	26,488	30,578	39,752	14	20.4835	21,036	28,082	28,984	30,479	35,231	36,214	42,605	
15	19.3984	26,595	26,886	31,037	40,348	15	20.7907	21,352	28,504	29,418	30,936	35,760	36,757	43,244	
16	19.6894	26,994	27,289	31,503	40,953	16	21.1026	21,672	28,931	29,860	31,400	36,296	37,309	43,893	
17	19.9847	27,399	27,698	31,975	41,568	17	21.4191	21,997	29,365	30,308	31,871	36,840	37,868	44,551	
18	20.2845	27,810	28,114	32,455	42,191	18	21.7404	22,327	29,806	30,762	32,349	37,393	38,437	45,220	
19	20.5887	28,227	28,535	32,941	42,824	19	22.0665	22,662	30,253	31,224	32,834	37,954	39,013	45,898	
20	20.8976	28,650	28,964	33,436	43,467	20	22.3975	23,002	30,706	31,692	33,327	38,523	39,598	46,586	
21	21.2111	29,080	29,398	33,937	44,119	21	22.7335	23,347	31,167	32,167	33,827	39,101	40,192	47,285	
22	21.5292	29,516	29,839	34,446	44,780	22	23.0745	23,697	31,635	32,650	34,334	39,688	40,795	47,994	
23	21.8521	29,959	30,287	34,963	45,452	23	23.4206	24,052	32,109	33,140	34,849	40,283	41,407	48,714	
24	22.1799	30,408	30,741	35,487	46,134	24	23.7719	24,413	32,591	33,637	35,372	40,887	42,028	49,445	
25	22.5126	30,864	31,202	36,020	46,826	25	24.1285	24,779	33,080	34,141	35,903	41,501	42,659	50,187	
26	22.8503	31,327	31,670	36,560	47,528	26	24.4904	25,151	33,576	34,653	36,441	42,123	43,299	50,940	
27	23.1930	31,797	32,145	37,108	48,241	27	24.8578	25,528	34,080	35,173	36,988	42,755	43,948	51,704	
28	23.5409	32,274	32,627	37,665	48,965	28	25.2307	25,911	34,591	35,701	37,543	43,396	44,607	52,479	
29	23.8941	32,758	33,117	38,230	49,699	29	25.6091	26,300	35,110	36,236	38,106	44,047	45,276	53,266	
30	24.2525	33,250	33,613	38,804	50,445	30	25.9932	26,695	35,636	36,780	38,677	44,708	45,955	54,065	
31	24.6162	33,748	34,118	39,385	51,201	31	26.3831	27,095	36,171	37,332	39,258	45,378	46,645	54,876	
32	24.9855	34,255	34,629	39,976	51,969	32	26.7788	27,501	36,713	37,892	39,846	46,059	47,344	55,699	
33	25.3603	34,768	35,149	40,576	52,749	33	27.1805	27,914	37,264	38,460	40,444	46,750	48,055	56,535	
34	25.7407	35,290	35,676	41,185	53,540	34	27.5882	28,333	37,823	39,037	41,051	47,451	48,775	57,383	
35	26.1267	35,819	36,211	41,802	54,343	35	28.0021	28,758	38,390	39,622	41,667	48,163	49,507	58,244	
36	26.5187	36,357	36,754	42,429	55,158	36	28.4220	29,189	38,966	40,217	42,291	48,885	50,250	59,117	
37	26.9164	36,902	37,306	43,066	55,986	37	28.8484	29,627	39,551	40,820	42,926	49,619	51,003	60,004	
38	27.3202	37,455	37,865	43,712	56,826	38	29.2812	30,071	40,144	41,432	43,570	50,363	51,769	60,904	
39	27.7300	38,017	38,433	44,368	57,678	39	29.7204	30,522	40,746	42,054	44,223	51,119	52,545	61,818	
40	28.1459	38,588	39,010	45,033	58,543	40	30.1661	30,980	41,357	42,685	44,887	51,885	53,333	62,745	
41	28.5681	39,166	39,595	45,708	59,421	41	30.6186	31,445	41,978	43,325	45,560	52,663	54,133	63,686	
42	28.9967	39,754	40,189	46,394	60,313	42	31.0779	31,917	42,607	43,975	46,243	53,453	54,945	64,642	
43	29.4316	40,350	40,792	47,090	61,217	43	31.5441	32,395	43,246	44,634	46,937	54,255	55,769	65,611	
44	29.8731	40,956	41,404	47,796	62,136	44	32.0172	32,881	43,895	45,304	47,641	55,069	56,606	66,595	
1600 - Assist Cafeteria Manager 1371 - Clinic Assist - EMT 2080 - Custodian III 1386 - ISS Coordinator						1027 - ALC Beneral Asst 1488 - Auxiliary Bus Driver 1720 - Auxiliary Bus Driver - Plan Bee 2080 - Distribution Driver 2080 - Carpentry Craftsman I 1371 - Clinic Assist - LPN 2080 - Custodian IV									
						1371 - Distance Learning Asst 1371 - General Asst 1371 - Kindergarten Asst 1415 - Library/Media Asst 1371 - PE Asst 2080 - Maintenance Craftsman I 2080 - Painter Craftsman I									
						1371 - PreK Asst 1371 - SpEd Asst 1371 - Title I Asst 2080 - School Rentals Assist 1415 - Security Assist 1768 - School Security Officer I 1768 - Student Residency Verifier									

# Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)

Attachment B

Grade 11						
Annual Hrs	1/1/2024	1415	1544	1632	2080	
Creditable Yrs of Exp	Hourly Rate	10-mo 193 days 7.33/hr	10-mo 193 days 8hr/day	10-mo 204 days 8hr/day	12-mo 260 days 8hr/day	
0	19.0924	27,015	29,478	31,158	39,712	
1	19.2834	27,286	29,773	31,470	40,109	
2	19.4761	27,558	30,071	31,784	40,510	
3	19.6709	27,834	30,371	32,102	40,915	
4	19.8676	28,112	30,675	32,423	41,324	
5	20.0663	28,393	30,982	32,748	41,737	
6	20.2669	28,677	31,292	33,075	42,155	
7	20.4696	28,964	31,605	33,406	42,576	
8	20.6743	29,254	31,921	33,740	43,002	
9	20.8811	29,546	32,240	34,077	43,432	
10	21.0899	29,842	32,562	34,418	43,866	
11	21.3007	30,140	32,888	34,762	44,305	
12	21.5138	30,442	33,217	35,110	44,748	
13	21.7289	30,746	33,549	35,461	45,196	
14	21.9462	31,053	33,884	35,816	45,648	
15	22.2754	31,519	34,393	36,353	46,332	
16	22.6095	31,992	34,909	36,898	47,027	
17	22.9486	32,472	35,432	37,452	47,733	
18	23.2929	32,959	35,964	38,014	48,449	
19	23.6422	33,453	36,503	38,584	49,175	
20	23.9969	33,955	37,051	39,162	49,913	
21	24.3568	34,464	37,606	39,750	50,662	
22	24.7222	34,981	38,171	40,346	51,422	
23	25.0931	35,506	38,743	40,951	52,193	
24	25.4694	36,039	39,324	41,566	52,976	
25	25.8514	36,579	39,914	42,189	53,770	
26	26.2392	37,128	40,513	42,822	54,577	
27	26.6329	37,685	41,121	43,464	55,396	
28	27.0323	38,250	41,737	44,116	56,227	
29	27.4378	38,824	42,363	44,778	57,070	
30	27.8494	39,406	42,999	45,450	57,926	
31	28.2671	39,997	43,644	46,131	58,795	
32	28.6911	40,597	44,299	46,823	59,677	
33	29.1215	41,206	44,963	47,526	60,572	2080 - Employee Relations Assoc
34	29.5583	41,824	45,638	48,239	61,481	2080 - Financial Assistant
35	30.0017	42,452	46,322	48,962	62,403	2080 - Fleet Technician I
36	30.4517	43,089	47,017	49,697	63,339	2080 - Food Service Craftsman I
37	30.9085	43,735	47,722	50,442	64,289	2080 - Human Resources Associate
38	31.3721	44,391	48,438	51,199	65,253	2080 - HVAC Craftsman I
39	31.8427	45,057	49,165	51,967	66,232	2080 - Library Cataloger
40	32.3203	45,733	49,902	52,746	67,226	2080 - Machinist Craftsman I
41	32.8051	46,419	50,651	53,537	68,234	2080 - Pest Control Technician
42	33.2972	47,115	51,410	54,341	69,258	2080 - Plumbing Craftsman I
43	33.7966	47,822	52,181	55,156	70,296	2080 - Procurement Assistant II
44	34.3036	48,539	52,964	55,983	71,351	2080 - Refrigeration Craftsman I
2080 - Admin Office Assoc I						2080 - School Admin Associate I
2080 - Bookkeeper - MS						1415 /1632 Security Asst - Renaissance
2080 - Communication Prog Assoc						1544 /2080 Security Officer
2080 - Customer Support Tech I						2080 - Teacher Production Center
2080 - Data Processing Specialist						2080 - Web Page Design Tech
2080 - Electrical Craftsman I						
2080 - Electronics Craftsman I						

U12						
Annual Hrs	1/1/2024	1309	1415	1600	2080	
Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7.33hr/day	10-mo 193 days 7.33hr/day	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day	
0	20.4526	25,987	28,091	32,724	42,541	
1	20.6571	27,040	29,229	33,051	42,966	
2	20.8636	27,310	29,521	33,381	43,396	
3	21.0723	27,583	29,817	33,715	43,830	
4	21.2830	27,859	30,115	34,052	44,268	
5	21.4958	28,138	30,416	34,393	44,711	
6	21.7107	28,419	30,720	34,737	45,158	
7	21.9279	28,703	31,027	35,084	45,610	
8	22.1472	28,990	31,338	35,435	46,066	
9	22.3686	29,280	31,651	35,789	46,526	
10	22.5923	29,573	31,968	36,147	46,991	
11	22.8183	29,869	32,287	36,509	47,462	
12	23.0464	30,167	32,610	36,874	47,936	
13	23.2769	30,469	32,936	37,243	48,415	
14	23.5097	30,774	33,266	37,615	48,900	
15	23.8623	31,235	33,765	38,179	49,633	
16	24.2203	31,704	34,271	38,752	50,378	
17	24.5836	32,179	34,785	39,333	51,133	
18	24.9523	32,662	35,307	39,923	51,900	
19	25.3265	33,152	35,836	40,522	52,679	
20	25.7065	33,649	36,374	41,130	53,469	
21	26.0921	34,154	36,920	41,747	54,271	
22	26.4834	34,666	37,474	42,373	55,085	
23	26.8807	35,186	38,036	43,009	55,911	
24	27.2839	35,714	38,606	43,654	56,750	
25	27.6932	36,250	39,185	44,309	57,601	
26	28.1086	36,794	39,773	44,973	58,465	
27	28.5302	37,346	40,370	45,648	59,342	
28	28.9582	37,906	40,975	46,333	60,233	
29	29.3925	38,474	41,590	47,028	61,136	
30	29.8334	39,051	42,214	47,733	62,053	
31	30.2809	39,637	42,847	48,449	62,984	
32	30.7351	40,232	43,490	49,176	63,929	
33	31.1961	40,835	44,142	49,913	64,887	
34	31.6641	41,448	44,804	50,662	65,861	
35	32.1390	42,069	45,476	51,422	66,849	
36	32.6212	42,701	46,158	52,193	67,852	
37	33.1105	43,341	46,851	52,976	68,869	
38	33.6071	43,991	47,554	53,771	69,902	
39	34.1112	44,651	48,267	54,577	70,951	
40	34.6228	45,321	48,991	55,396	72,015	
41	35.1422	46,001	49,726	56,227	73,095	
42	35.6693	46,691	50,472	57,070	74,192	
43	36.2043	47,391	51,229	57,926	75,304	
44	36.7475	48,102	51,997	58,796	76,434	
2080 - Accounts Payable Tech		2080 - Carpentry Craftsman II		2080 - Records Analyst		
2080 - Admin Office Assoc II		2080 - General Maint Craftsman II		2080 - Research/Eval/Assess Asst		
2080 - Assist Warehouse Mgr		1309 - Interpreter		2080 - School Admin Assoc II - HS		
2080 - Benefits Assistant		2080 - Inventory Technician		1415 - School Security Officer II		
2080 - Bookkeeper - HS		2080 - Licensure Analyst		2080 - Substitute Office Assoc		
2080 - Building Operations Supvsr		2080 - Painter Craftsman II		2080 - Technology Support Tech		
1600 - Cafeteria Manager I		2080 - Payroll Assistant				

**Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)**

Attachment B

U13													
Annual Hrs	7/1/2023	930	1023	1116	1209	1302	1309	1395	1488	1600	1680	1768	2080
Creditable Yrs of Exp	Hourly Rate	10-mo 186 days 5hr/day	10-mo 186 days 5.5hr/day	10-mo 186 days 6hr/day	10-mo 186 days 6.5hr/day	10-mo 186 days 7hr/day	10-mo 187 days 7hr/day	10-mo 186 days 7.5hr/day	10-mo 186 days 8hr/day	10-mo 200 days 8hr/day	10-mo X 210 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day
0	21.9210	20,386	22,425	24,463	26,502	28,541	28,694	30,579	32,618	35,073	36,827	38,756	45,595
1	22.1402	20,590	22,649	24,708	26,767	28,826	28,981	30,885	32,944	35,424	37,195	39,143	46,051
2	22.3616	20,796	22,875	24,955	27,035	29,114	29,271	31,194	33,274	35,778	37,567	39,535	46,512
3	22.5852	21,004	23,104	25,205	27,305	29,405	29,564	31,506	33,606	36,136	37,943	39,930	46,977
4	22.8111	21,214	23,335	25,457	27,578	29,700	29,859	31,821	33,942	36,497	38,322	40,330	47,447
5	23.0392	21,426	23,569	25,711	27,854	29,997	30,158	32,139	34,282	36,862	38,705	40,733	47,921
6	23.2696	21,640	23,804	25,968	28,132	30,297	30,459	32,461	34,625	37,231	39,092	41,140	48,400
7	23.5023	21,857	24,042	26,228	28,414	30,599	30,764	32,785	34,971	37,603	39,483	41,552	48,884
8	23.7373	22,075	24,283	26,490	28,698	30,905	31,072	33,113	35,321	37,979	39,878	41,967	49,373
9	23.9746	22,296	24,526	26,755	28,985	31,214	31,382	33,444	35,674	38,359	40,277	42,387	49,867
10	24.2144	22,519	24,771	27,023	29,275	31,527	31,696	33,779	36,031	38,743	40,680	42,811	50,365
11	24.4566	22,744	25,019	27,293	29,568	31,842	32,013	34,116	36,391	39,130	41,087	43,239	50,869
12	24.7011	22,972	25,269	27,566	29,863	32,160	32,333	34,458	36,755	39,521	41,497	43,671	51,378
13	24.9481	23,201	25,521	27,842	30,162	32,482	32,657	34,802	37,122	39,916	41,912	44,108	51,892
14	25.1976	23,433	25,777	28,120	30,463	32,807	32,983	35,150	37,494	40,316	42,331	44,549	52,411
15	25.5755	23,785	26,163	28,542	30,920	33,299	33,478	35,677	38,056	40,920	42,966	45,217	53,197
16	25.9593	24,142	26,556	28,970	31,384	33,799	33,980	36,213	38,627	41,534	43,611	45,896	53,995
17	26.3486	24,504	26,954	29,405	31,855	34,305	34,490	36,756	39,206	42,157	44,265	46,584	54,805
18	26.7438	24,871	27,358	29,846	32,333	34,820	35,007	37,307	39,794	42,790	44,929	47,283	55,627
19	27.1450	25,244	27,769	30,293	32,818	35,342	35,532	37,867	40,391	43,432	45,603	47,992	56,461
20	27.5522	25,623	28,185	30,748	33,310	35,872	36,065	38,435	40,997	44,083	46,287	48,712	57,308
21	27.9654	26,007	28,608	31,209	33,810	36,410	36,606	39,011	41,612	44,744	46,981	49,442	58,168
22	28.3849	26,397	29,037	31,677	34,317	36,957	37,155	39,596	42,236	45,415	47,686	50,184	59,040
23	28.8107	26,793	29,473	32,152	34,832	37,511	37,713	40,190	42,870	46,097	48,401	50,937	59,926
24	29.2428	27,195	29,915	32,634	35,354	38,074	38,278	40,793	43,513	46,788	49,127	51,701	60,825
25	29.6814	27,603	30,364	33,124	35,884	38,645	38,852	41,405	44,165	47,490	49,864	52,476	61,737
26	30.1267	28,017	30,819	33,621	36,423	39,224	39,435	42,026	44,828	48,202	50,612	53,264	62,663
27	30.5786	28,438	31,281	34,125	36,969	39,813	40,027	42,657	45,500	48,925	51,372	54,062	63,603
28	31.0373	28,864	31,751	34,637	37,524	40,410	40,627	43,297	46,183	49,659	52,142	54,873	64,557
29	31.5029	29,297	32,227	35,157	38,087	41,016	41,237	43,946	46,876	50,404	52,924	55,697	65,526
30	31.9754	29,737	32,710	35,684	38,658	41,631	41,855	44,605	47,579	51,160	53,718	56,532	66,508
31	32.4550	30,183	33,201	36,219	39,238	42,256	42,483	45,274	48,293	51,928	54,524	57,380	67,506
32	32.9419	30,635	33,699	36,763	39,826	42,890	43,120	45,953	49,017	52,707	55,342	58,241	68,519
33	33.4360	31,095	34,205	37,314	40,424	43,533	43,767	46,643	49,752	53,497	56,172	59,114	69,546
34	33.9375	31,561	34,718	37,874	41,030	44,186	44,424	47,342	50,499	54,300	57,015	60,001	70,590
35	34.4466	32,035	35,238	38,442	41,645	44,849	45,090	48,053	51,256	55,114	57,870	60,901	71,648
36	34.9633	32,515	35,767	39,019	42,270	45,522	45,766	48,773	52,025	55,941	58,738	61,815	72,723
37	35.4877	33,003	36,303	39,604	42,904	46,204	46,453	49,505	52,805	56,780	59,619	62,742	73,814
38	36.0200	33,498	36,848	40,198	43,548	46,898	47,150	50,247	53,597	57,632	60,513	63,683	74,921
39	36.5603	34,001	37,401	40,801	44,201	47,601	47,857	51,001	54,401	58,496	61,421	64,638	76,045
40	37.1088	34,511	37,962	41,413	44,864	48,315	48,575	51,766	55,217	59,374	62,342	65,608	77,186
41	37.6654	35,028	38,531	42,034	45,537	49,040	49,304	52,543	56,046	60,264	63,277	66,592	78,344
42	38.2304	35,554	39,109	42,665	46,220	49,775	50,043	53,331	56,886	61,168	64,227	67,591	79,519
43	38.8038	36,087	39,696	43,305	46,913	50,522	50,794	54,131	57,740	62,086	65,190	68,605	80,711
44	39.3858	36,628	40,291	43,954	47,617	51,280	51,556	54,943	58,606	63,017	66,168	69,634	81,922
2080 - Accounting Technician		1395 - Bus Driver @ 7.5 hrs			2080 - Data Management Analyst			2080 - Insurance Claims Analyst					
2080 - Boiler Craftsman II		1488 - Bus Driver @ 8.0 hrs			2080 - Electrical Craftsman II			1309 - Interpreter I					
930 - Bus Driver @ 5.0 hrs		1680 - Bus Driver Extended			2080 - Electronics Craftsman II			2080 - Machinist Craftsman II					
1023 - Bus Driver @ 5.5 hrs		1768 - Bus Driver - Plan Bee			2080 - Executive Office Assoc I			2080 - Plumbing Craftsman II					
1116 - Bus Driver @ 6.0 hrs		1600 - Cafeteria Manager II			2080 - Fleet Technician II			2080 - Procurement Assist III					
1209 - Bus Driver @ 6.5 hrs		2080 - Culinary Development Chef			2080 - Food Service Craftsman II			2080 - Refrigeration Craftsman II					
1302 - Bus Driver @ 7.0 hrs		2080 - Customer Support Tech II			2080 - HVAC Craftsman II			2080 - Testing Assistant					
								2080 - Warehouse & Distribution Tech					
								2080 - Workers Comp Claims Analyst					

Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)									
U14					U15				
Annual Hrs	1/1/2024	1309	1600	2080	Annual Hrs	1/1/2024	1488	2080	
Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	10-mo 200 days 8hr/day	12-mo 260 days 8hr/day	Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	12-mo 260 days 8hr/day	
0	23.4860	30,743	37,577	48,850	0	25.1598	37,437	52,332	
1	23.7209	31,050	37,953	49,339	1	25.4113	37,812	52,855	
2	23.9580	31,361	38,332	49,832	2	25.6655	38,190	53,384	
3	24.1976	31,674	38,716	50,331	3	25.9221	38,572	53,917	
4	24.4396	31,991	39,103	50,834	4	26.1813	38,957	54,457	
5	24.6839	32,311	39,494	51,342	5	26.4431	39,347	55,001	
6	24.9308	32,634	39,889	51,856	6	26.7075	39,740	55,551	
7	25.1802	32,960	40,288	52,374	7	26.9747	40,138	56,107	
8	25.4319	33,290	40,691	52,898	8	27.2444	40,539	56,668	
9	25.6863	33,623	41,098	53,427	9	27.5168	40,944	57,234	
10	25.9431	33,959	41,508	53,961	10	27.7920	41,354	57,807	
11	26.2025	34,299	41,924	54,501	11	28.0699	41,768	58,385	
12	26.4646	34,642	42,343	55,046	12	28.3506	42,185	58,969	
13	26.7293	34,988	42,766	55,596	13	28.6341	42,607	59,558	
14	26.9965	35,338	43,194	56,152	14	28.9204	43,033	60,154	
15	27.4014	35,868	43,842	56,994	15	29.3542	43,679	61,056	
16	27.8125	36,406	44,500	57,850	16	29.7946	44,334	61,972	
17	28.2297	36,952	45,167	58,717	17	30.2415	44,999	62,902	
18	28.6531	37,506	45,844	59,598	18	30.6951	45,674	63,845	
19	29.0829	38,069	46,532	60,492	19	31.1555	46,359	64,803	
20	29.5192	38,640	47,230	61,399	20	31.6229	47,054	65,775	
21	29.9619	39,220	47,939	62,320	21	32.0972	47,760	66,762	
22	30.4113	39,808	48,658	63,255	22	32.5786	48,476	67,763	
23	30.8675	40,405	49,388	64,204	23	33.0673	49,204	68,779	
24	31.3306	41,011	50,128	65,167	24	33.5634	49,942	69,811	
25	31.8005	41,626	50,880	66,145	25	34.0668	50,691	70,858	
26	32.2775	42,251	51,644	67,137	26	34.5778	51,451	71,921	
27	32.7616	42,884	52,418	68,144	27	35.0965	52,223	73,000	
28	33.2531	43,528	53,204	69,166	28	35.6229	53,006	74,095	
29	33.7518	44,181	54,002	70,203	29	36.1573	53,802	75,207	
30	34.2582	44,843	54,813	71,257	30	36.6996	54,609	76,335	
31	34.7721	45,516	55,635	72,325	31	37.2501	55,428	77,480	
32	35.2936	46,199	56,469	73,410	32	37.8089	56,259	78,642	
33	35.8231	46,892	57,316	74,512	33	38.3760	57,103	79,822	
34	36.3604	47,595	58,176	75,629	34	38.9516	57,959	81,019	
35	36.9058	48,309	59,049	76,764	35	39.5360	58,829	82,234	
36	37.4593	49,034	59,934	77,915	36	40.1290	59,711	83,468	
37	38.0213	49,769	60,834	79,084	37	40.7309	60,607	84,720	
38	38.5915	50,516	61,746	80,270	38	41.3419	61,516	85,991	
39	39.1704	51,274	62,672	81,474	39	41.9619	62,439	87,280	
40	39.7580	52,043	63,612	82,696	40	42.5914	63,376	88,590	
41	40.3543	52,823	64,566	83,936	41	43.2303	64,326	89,919	
42	40.9597	53,616	65,535	85,196	42	43.8787	65,291	91,267	2080 - Food Service Craftsman III
43	41.5740	54,420	66,518	86,473	43	44.5369	66,270	92,636	2080 - HVAC Craftsman III
44	42.1977	55,236	67,516	87,771	44	45.2049	67,264	94,026	2080 - Machinist Craftsman III
2080 - Asst Distribution Center Supvrs				2080 - Graphic Designer	2080 - Boiler Craftsman III				2080 - Occupat'l Health & Safety Tech
2080 - Benefits Specialist I				1309 - Interpreter II	2080 - Building Manager				1488 - Occupat'l Therapy Assist (COTA)
2080 - Bus Driver Trainer				2080 - Network Technician I	2080 - Custodial Supervisor				2080 - Paralegal
1600 - Cafeteria Manger III				2080 - Painter Craftsman III	2080 - Distrib Center Supervisor				1488 - Physical Therapy Assist (LPTA)
2080 - Carpentry Craftsman III				2080 - School Business Assistant	2080 - Electrical Craftsman III				2080 - Plumbing Craftsman III
2080 - Executive Office Assoc II				2080 - Transportation Dispatcher	2080 - Electronics Craftsman III				2080 - Refrigeration Craftsman III
2080 - General Maint Craftsman III				2080 - Warehouse Manager	2080 - Fleet Technician III				2080 - Special Project Support (Title Only)



Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)									
U16					U17				
Annual Hrs	1/1/2024	1309	2080		Annual Hrs	1768	2080		
Creditable Yrs of Exp	Hourly Rate	10-mo 187 days 7hr/day	12-mo 260 days 8hr/day		Creditable Yrs of Exp	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day		
0	26.9608	35,291	56,078		0	51,075	60,088		
1	27.2304	35,644	56,639		1	51,585	60,689		
2	27.5026	36,000	57,205		2	52,101	61,296		
3	27.7777	36,361	57,777		3	52,622	61,909		
4	28.0555	36,724	58,355		4	53,149	62,528		
5	28.3361	37,091	58,939		5	53,680	63,153		
6	28.6194	37,462	59,528		6	54,217	63,784		
7	28.9055	37,837	60,123		7	54,759	64,423		
8	29.1946	38,215	60,724		8	55,306	65,066		
9	29.4865	38,597	61,331		9	55,860	65,717		
10	29.7814	38,983	61,945		10	56,418	66,375		
11	30.0792	39,373	62,564		11	56,982	67,038		
12	30.3800	39,767	63,190		12	57,552	67,708		
13	30.6838	40,165	63,822		13	58,128	68,386		
14	30.9907	40,566	64,460		14	58,709	69,070		
15	31.4555	41,175	65,427		15	59,590	70,105		
16	31.9274	41,792	66,408		16	60,483	71,157		
17	32.4063	42,419	67,405		17	61,391	72,225		
18	32.8924	43,056	68,416		18	62,312	73,308		
19	33.3858	43,702	69,442		19	63,246	74,408		
20	33.8865	44,357	70,483		20	64,195	75,524		
21	34.3949	45,022	71,541		21	65,158	76,657		
22	34.9108	45,698	72,614		22	66,135	77,806		
23	35.4344	46,383	73,703		23	67,127	78,973		
24	35.9660	47,079	74,809		24	68,134	80,158		
25	36.5054	47,785	75,931		25	69,156	81,360		
26	37.0530	48,502	77,070		26	70,194	82,581		
27	37.6088	49,229	78,226		27	71,247	83,820		
28	38.1729	49,968	79,399		28	72,315	85,077		
29	38.7455	50,717	80,590		29	73,400	86,353		
30	39.3267	51,478	81,799		30	74,501	87,648		
31	39.9166	52,250	83,026		31	75,619	88,963		
32	40.5154	53,034	84,272		32	76,753	90,298		
33	41.1231	53,830	85,536		33	77,904	91,652		
34	41.7399	54,637	86,818		34	79,073	93,027		
35	42.3660	55,457	88,121		35	80,259	94,422		
36	43.0015	56,288	89,443		36	81,463	95,838		
37	43.6465	57,133	90,784		37	82,685	97,276		
38	44.3012	57,990	92,146		38	83,925	98,735		
39	44.9657	58,860	93,528	2080 - Educational Data Analyst	39	85,184	100,216		
40	45.6402	59,743	94,931	2080 - Executive Office Assoc III	40	86,461	101,719		
41	46.3248	60,639	96,355	2080 - Facilities Asset Manager	41	87,758	103,245		
42	47.0197	61,548	97,800	2080 - Fleet Foreman	42	89,075	104,794		
43	47.7249	62,471	99,267	2080 - Food Service Prog Analyst	43	90,411	106,366		
44	48.4409	63,409	100,757	2080 - HVAC Specialist	44	91,767	107,961		
2080 - Accounting Systems Specialist				1309 - Interpreter III	2080 - Accountant, Sr				2080 - Procurement Specialist I
2080 - Area Supervisor, Food Services				2080 - Network Technician II	2080 - Budget Analyst				2080 - School Improvement Specialist (MS)
2080 - Benefits Specialist II				2080 - Occupational Safety Specialist	2080 - Construction Inspector-Sr (Title Only)				1768 - Student Support Specialist
2080 - Boiler Specialist				2080 - Procurement Card Prog Analyst	2080 - Fleet Supervisor				2080 - Supervisor Maintenance
2080 - Construction Inspector				2080 - Secretary & Clerk to the Board	2080 - Geographic Info Sys (GIS) Analyst				2080 - Technical Contract Manager
2080 - Crash Investigator				2080 - Student Information Sys. Specialist	2080 - Interpreter Specialist				
2080 - Customer Support Cntr Supv									

Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)					
U18					
Annual Hrs	1408	1600	1768	2080	
Creditable Yrs of Exp	10-mo 192 days 7.33hr	10-mo 200 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day	
0	43,582	49,525	54,725	64,382	
1	44,017	50,020	55,272	65,026	
2	44,458	50,520	55,825	65,676	
3	44,902	51,025	56,383	66,333	
4	45,351	51,536	56,947	66,996	
5	45,805	52,051	57,516	67,666	
6	46,263	52,571	58,091	68,343	
7	46,725	53,097	58,672	69,026	
8	47,193	53,628	59,259	69,717	
9	47,665	54,164	59,852	70,414	
10	48,141	54,706	60,450	71,118	
11	48,623	55,253	61,055	71,829	
12	49,109	55,806	61,665	72,547	
13	49,600	56,364	62,282	73,273	
14	50,096	56,927	62,905	74,006	
15	50,847	57,781	63,848	75,116	
16	51,610	58,648	64,806	76,243	
17	52,384	59,528	65,778	77,386	
18	53,170	60,421	66,765	78,547	
19	53,968	61,327	67,766	79,725	
20	54,777	62,247	68,783	80,921	
21	55,599	63,180	69,814	82,135	
22	56,433	64,128	70,862	83,367	
23	57,279	65,090	71,925	84,617	
24	58,138	66,067	73,004	85,887	
25	59,010	67,057	74,099	87,175	
26	59,896	68,064	75,210	88,483	
27	60,794	69,084	76,338	89,810	
28	61,706	70,121	77,483	91,157	
29	62,632	71,172	78,646	92,524	
30	63,571	72,240	79,825	93,912	
31	64,525	73,324	81,023	95,321	
32	65,493	74,424	82,238	96,751	
33	66,475	75,540	83,472	98,202	
34	67,472	76,673	84,724	99,675	
35	68,484	77,823	85,994	101,170	
36	69,511	78,990	87,284	102,688	
37	70,554	80,175	88,594	104,228	
38	71,612	81,378	89,922	105,791	
39	72,687	82,599	91,271	107,378	
40	73,777	83,838	92,641	108,989	
41	74,884	85,095	94,030	110,624	
42	76,007	86,372	95,441	112,283	
43	77,147	87,667	96,872	113,967	
44	78,304	88,982	98,325	115,677	
					1768 - Positive Behav'l Intervn & Suprt (PBIS) Coach
					2080 - School Improvement Specialist (HS)
					2080 - Audiologist
					2080 - Family Engagement Specialist
					2080 - Family Outreach Representative
					2080 - Foundation Transition Planner
					1768 - Hampton Roads Workforce Council Spec
					2080 - Network Administrator
					2080 - Occupational Health and Safety Specialist
					1408 - School Nurse
					2080 - Sous-Chef
					1600 - Student Activities Coord. (MS)
					2080 - Tech Services Support Supervisor
					2080 - Transportation Area Supervisor
					2080 - Work-Based Learning Specialist

Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)				
U19				
Annual Hrs	1600	1768	2080	
Creditable Yrs of Exp	10-mo 200 days 8hr/day	11-mo 221 days 8hr/day	12-mo 260 days 8hr/day	
0	53,078	58,652	69,002	
1	53,609	59,238	69,692	
2	54,145	59,831	70,389	
3	54,687	60,429	71,093	
4	55,234	61,033	71,804	
5	55,786	61,643	72,522	
6	56,344	62,260	73,247	
7	56,907	62,882	73,979	
8	57,476	63,511	74,719	
9	58,051	64,147	75,467	
10	58,632	64,788	76,221	
11	59,218	65,436	76,983	
12	59,810	66,090	77,753	
13	60,408	66,751	78,531	
14	61,012	67,419	79,316	
15	61,928	68,430	80,506	
16	62,856	69,456	81,714	
17	63,799	70,498	82,939	
18	64,756	71,556	84,183	
19	65,728	72,629	85,446	
20	66,713	73,718	86,728	
21	67,714	74,824	88,029	
22	68,730	75,947	89,349	
23	69,761	77,086	90,689	
24	70,807	78,242	92,050	
25	71,869	79,416	93,430	
26	72,947	80,607	94,832	
27	74,042	81,816	96,254	
28	75,152	83,043	97,698	
29	76,280	84,289	99,164	
30	77,424	85,553	100,651	
31	78,585	86,837	102,161	
32	79,764	88,139	103,693	
33	80,960	89,461	105,249	
34	82,175	90,803	106,827	
35	83,407	92,165	108,430	2080 - Coordinator Mechanical Systems
36	84,659	93,548	110,056	2080 - Coordinator, Public Relations I
37	85,928	94,951	111,707	2080 - Coordinator Special Projects
38	87,217	96,375	113,383	2080 - Energy Manager
39	88,526	97,821	115,083	2080 - Health Services Nursing Specialist
40	89,854	99,288	116,810	1768/2080 - Instructional Specialist
41	91,201	100,777	118,562	2080 - Procurement Specialist II
42	92,569	102,289	120,340	2080 - Programmer/Analyst
43	93,958	103,824	122,145	2080 - School Counseling Department Chair
44	95,367	105,381	123,978	2080 - Specialist Professional Learning
				2080 - Student Activities Coordinator (HS)
				2080 - Supervisor Construction
				2080 - Systems Administrator
				2080 - Systems Engineer
				2080 - Teacher Induction Specialist
				2080 - Webmaster
				2080 - Accountant - Principal
				2080 - Assistant Payroll Supervisor
				2080 - Benefits Program Specialist
				2080 - Coordinator Custodial Services
				2080 - Coordinator Distribution Services
				2080 - Coordinator Food Services
				2080 - Coordinator Maintenance

# Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)

Attachment B

U20			U21		
Annual Hrs	2080		Annual Hrs	2080	
Creditable Yrs of Exp	12-mo 260 days 8hr/day		Creditable Yrs of Exp	12-mo 260 days 8hr/day	
0	73,928		0	79,221	
1	74,667		1	80,013	
2	75,413		2	80,813	
3	76,168		3	81,621	
4	76,929		4	82,437	
5	77,699		5	83,261	
6	78,475		6	84,094	
7	79,260		7	84,935	
8	80,053		8	85,784	
9	80,853		9	86,642	
10	81,662		10	87,509	
11	82,479		11	88,384	
12	83,303		12	89,268	
13	84,137		13	90,160	
14	84,978		14	91,062	
15	86,252		15	92,428	
16	87,546		16	93,814	
17	88,859		17	95,221	
18	90,192		18	96,650	
19	91,545		19	98,100	
20	92,919		20	99,571	
21	94,312		21	101,065	
22	95,727		22	102,581	
23	97,163		23	104,119	
24	98,620		24	105,681	
25	100,100		25	107,266	
26	101,601		26	108,875	
27	103,125		27	110,508	
28	104,672		28	112,166	
29	106,242		29	113,849	
30	107,836		30	115,556	
31	109,453		31	117,290	
32	111,095		32	119,049	
33	112,761		33	120,835	
34	114,453		34	122,647	
35	116,170		35	124,487	
36	117,912		36	126,354	
37	119,681		37	128,250	2080 - Coord Public Relations II
38	121,476		38	130,173	2080 - Coord Security & Safe Schools
39	123,298		39	132,126	2080 - Coord Transportation
40	125,148		40	134,108	2080 - Coord Transportation Routing/Analytics
41	127,025		41	136,119	2080 - Dean of Students (MS)
42	128,930		42	138,161	2080 - Demographer / GIS Manager
43	130,864		43	140,234	2080 - Development Team Leader (DOT)
44	132,827	2080 - Procurement Contract Specialist	44	142,337	2080 - Emergency Manager
2080 - Assistant Principal ES		2080 - Project Mgr - Construction	2080 - Academic Dean (MS)		2080 - Fleet Manager
2080 - Educational Data Specialist		2080 - Project Mgr - Safe Schools	2080 - Asst. Director Custodial & Dist Svcs		2080 - Information Systems-Project Manager
2080 - Financial Mgmt Specialist		2080 - Specialist, Intergov't Affairs & Constituent Serv.	2080 - Asst. Director Environ Resources		2080 - Information Security Manager
2080 - HR Info Systems Specialist		2080 - Student Info Sys Administrator	2080 - Asst. Director Maintenance Svcs		2080 - Programmer Analyst - Sr
2080 - Internal Auditor		2080 - Systems Analyst	2080 - Asst. Director Mechanical Systems		2080 - Staff Architect
2080 - Marketing Specialist		2080 - Transportation Sys Spec	2080 - Assistant Principal MS		2080 - Sustainability Officer
			2080 - Coord Procurement		2080 - Systems Engineer Supervisor



# Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)

Attachment B

U22			U23		
Annual Hrs	2080		Annual Hrs	2080	
Creditable Yrs of Exp	12-mo 260 days 8hr/day		Creditable Yrs of Exp	12-mo 260 days 8hr/day	
0	84,880		0	90,945	
1	85,728		1	91,854	
2	86,586		2	92,773	
3	87,451		3	93,701	
4	88,326		4	94,638	
5	89,209		5	95,584	
6	90,101		6	96,540	
7	91,002		7	97,505	
8	91,912		8	98,480	
9	92,832		9	99,465	
10	93,760		10	100,460	
11	94,698		11	101,464	
12	95,644		12	102,479	
13	96,601		13	103,504	
14	97,567		14	104,539	
15	99,030		15	106,107	
16	100,516		16	107,699	
17	102,024		17	109,314	
18	103,554		18	110,954	
19	105,107		19	112,618	
20	106,684		20	114,307	
21	108,284		21	116,022	
22	109,908		22	117,762	
23	111,557		23	119,529	
24	113,230		24	121,322	
25	114,929		25	123,142	
26	116,653		26	124,989	
27	118,402		27	126,863	
28	120,179		28	128,766	
29	121,981		29	130,698	
30	123,811		30	132,658	
31	125,668		31	134,648	
32	127,553		32	136,668	
33	129,466		33	138,718	
34	131,408		34	140,799	
35	133,380		35	142,911	
36	135,380		36	145,055	
37	137,411		37	147,230	
38	139,472		38	149,439	
39	141,564		39	151,680	
40	143,688		40	153,955	
41	145,843		41	156,265	
42	148,031		42	158,609	
43	150,251		43	160,988	
44	152,505		44	163,403	
2080 - Academic Dean (HS)		2080 - Risk Manager	2080 - Coordinator Information Services		2080 - Director Testing
2080 - Assistant Director ATC		2080 - Specialist Employee Relations	2080 - Coordinator Technical Services		2080 - Director Transportation
2080 - Assistant Director, Food Services		2080 - Specialist Human Resources	2080 - Director Advanced Technology Center		2080 - Principal ES
2080 - Assistant Principal HS		2080 - Specialist Program Evaluation	2080 - Director Family and Community Engagement		
2080 - Coord Accounting		2080 - Specialist Research	2080 - Director Research, Eval and Assessment		
2080 - Coord Adult Academic Programs		2080 - Specialist Testing	2080 - Director Safe Schools		
		2080 - Technical Architect			

Note: All coordinators of instruction titles are not listed

Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)									
U24					U25				
Annual Hrs	2080				Annual Hrs	2080			
Creditable Yrs of Exp	12-mo 260 days 8hr/day				Creditable Yrs of Exp	12-mo 260 days 8hr/day			
0	97,458				0	104,420			
1	98,433				1	105,464			
2	99,417				2	106,519			
3	100,411				3	107,584			
4	101,416				4	108,660			
5	102,430				5	109,746			
6	103,454				6	110,844			
7	104,488				7	111,952			
8	105,533				8	113,072			
9	106,588				9	114,202			
10	107,654				10	115,344			
11	108,731				11	116,498			
12	109,818				12	117,663			
13	110,917				13	118,839			
14	112,026				14	120,028			
15	113,706				15	121,828			
16	115,412				16	123,656			
17	117,143				17	125,510			
18	118,900				18	127,393			
19	120,684				19	129,304			
20	122,494				20	131,244			
21	124,331				21	133,212			
22	126,196				22	135,211			
23	128,089				23	137,239			
24	130,010				24	139,297			
25	131,961				25	141,387			
26	133,940				26	143,508			
27	135,949				27	145,660			
28	137,988				28	147,845			
29	140,058				29	150,063			
30	142,159				30	152,314			
31	144,292				31	154,598			
32	146,456				32	156,917			
33	148,653				33	159,271			
34	150,882				34	161,660			
35	153,146				35	164,085			
36	155,443	2080 - Director Employee Relations			36	166,547			
37	157,775	2080 - Director Employment Services			37	169,045			
38	160,141	2080 - Director Food Services			38	171,580			
39	162,543	2080 - Director Instructional Technology			39	174,154			
40	164,982	2080 - Director K-12 and Gifted Programs			40	176,766			
41	167,456	2080 - Director Maintenance Services			41	179,418			
42	169,968	2080 - Director Professional Growth and Innov.			42	182,109			
43	172,517	2080 - Director Procurement Services			43	184,841			
44	175,105	2080 - Director Student Leadership			44	187,613			
2080 - Associate School Board Attorney		2080 - Director Student Services		2080 - Director Alternative Education		2080 - Exec Dir Secondary Teaching & Learning			
2080 - Director Adult Learning Center		2080 - Director Technical & Career Education		2080 - Director Elementary Schools		2080 - Exec Dir Student Support Services			
2080 - Director Benefits		2080 - Director Technical & Career Ed Center		2080 - Exec Dir Elem Teaching & Learning		2080 - Exec Dir Transportation Fleet Mgmt. Svcs.			
2080 - Director Business Services		2080 - Director Technology		2080 - Exec Dir Facilities Services		2080 - Principal HS			
2080 - Director Compliance and Special Ed Services		2080 - Director Title I Programs		2080 - Exec Dir Office of Prog for Except'l Child		2080 - Senior School Board Attorney			
2080 - Director Custodial & Distribution Svcs		2080 - Head of School (GRC)		2080 - Exec Dir Planning, Innov & Accountability					
2080 - Director Diversity, Equity & Inclusion		2080 - Principal MS							

Unified Experience-Based Step Pay Scale - SY 2023-2024 (Effective: Jan 1, 2024)											
U26				U27				U28			
Annual Hrs	2080			Annual Hrs	2080			Annual Hrs	2080		
Creditable Yrs of Exp	12-mo 260 days 8hr/day			Creditable Yrs of Exp	12-mo 260 days 8hr/day			Creditable Yrs of Exp	12-mo 260 days 8hr/day		
0	111,890			0	119,889			0	128,459		
1	113,009			1	121,088			1	129,744		
2	114,139			2	122,299			2	131,042		
3	115,280			3	123,522			3	132,352		
4	116,433			4	124,757			4	133,676		
5	117,598			5	126,004			5	135,012		
6	118,774			6	127,265			6	136,362		
7	119,961			7	128,537			7	137,726		
8	121,161			8	129,822			8	139,103		
9	122,373			9	131,121			9	140,495		
10	123,596			10	132,432			10	141,899		
11	124,832			11	133,756			11	143,318		
12	126,081			12	135,094			12	144,751		
13	127,341			13	136,445			13	146,199		
14	128,615			14	137,809			14	147,661		
15	130,544			15	139,876			15	149,876		
16	132,502			16	141,974			16	152,124		
17	134,490			17	144,104			17	154,406		
18	136,507			18	146,266			18	156,722		
19	138,555			19	148,460			19	159,073		
20	140,633			20	150,687			20	161,459		
21	142,743			21	152,947			21	163,881		
22	144,884			22	155,241			22	166,339		
23	147,057			23	157,569			23	168,834		
24	149,263			24	159,933			24	171,367		
25	151,502			25	162,332			25	173,937		
26	153,774			26	164,767			26	176,546		
27	156,081			27	167,239			27	179,194		
28	158,422			28	169,747			28	181,882		
29	160,798			29	172,293			29	184,611		
30	163,210			30	174,878			30	187,380		
31	165,659			31	177,501			31	190,190		
32	168,143			32	180,163			32	193,043		
33	170,666			33	182,866			33	195,939		
34	173,225			34	185,609			34	198,878		
35	175,824			35	188,393			35	201,861		
36	178,461			36	191,219			36	204,889		
37	181,138			37	194,087			37	207,963		
38	183,855			38	196,999			38	211,082		
39	186,613			39	199,954			39	214,248		
40	189,412			40	202,953			40	217,462		
41	192,253			41	205,997			41	220,724		
42	195,137			42	209,087			42	224,035		
43	198,064			43	212,224			43	227,395		
44	201,035			44	215,407			44	230,806		
2080 - Sr Exec Director Elementary Schools 2080 - Sr Exec Director Middle Schools 2080 - Sr Exec Director High Schools				2080 - Chief Academic Officer Tch & Lrng 2080 - Chief Financial Officer 2080 - Chief Human Resources Officer 2080 - Chief Information Officer 2080 - Chief Communications & Community Engagement Officer 2080 - Chief Operations Officer 2080 - Chief Schools Officer				2080 - Chief of Staff 2080 - School Board Attorney 2080 - School Board Auditor			



**Subject:** Resolution – Human Rights Month **Item Number:** 14A

**Section:** Consent **Date:** November 28, 2023

**Senior Staff:** Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

**Prepared by:** Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

**Presenter(s):** Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

**Recommendation:**

That the School Board approve a resolution recognizing December as Human Rights Month.

**Background Summary:**

Human Rights Month is observed every year in December. Specifically, Human Rights Day is celebrated on Dec. 10, marking the date in 1948 when the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR). The United Nations wanted to prevent the atrocities that had occurred during World War II. They created the UDHR as a way to properly define what human rights would be protected universally. The UDHR is a milestone document that proclaims the inalienable rights which everyone is entitled to as a human being - regardless of race, color, religion, sex, language, political or other opinion, national or social origin, property, birth or other status. Available in more than 500 languages, it is the most translated document in the world.

Each year, Human Rights Day has a different theme. In 2023, Human Rights Day will launch a year-long campaign to promote and recognize the 75<sup>th</sup> anniversary and is focusing on its legacy, relevance, and activism using the slogan, “Dignity, Freedom, and Justice for All.”

**Source:**

<https://www.un.org/en/observances/human-rights-day>

<https://www.ohchr.org/en/get-involved/stories/udhr-75-dignity-freedom-and-justice-all>

**Budget Impact:**

N/A

**RESOLUTION**  
**Human Rights Month**  
**December 2023**

**WHEREAS**, Human Rights Day is observed every year on Dec. 10, which is the day the United Nations General Assembly adopted the Universal Declaration of Human Rights in 1948; and

**WHEREAS**, in 2023, Human Rights Day is focusing on how rights are the beginning of peace within societies, and a way to create a fairer society for future generations and

**WHEREAS**, Human Rights Month is a time to come together and remember that human rights are universal rights, and that everyone should be treated with respect and be free from discrimination; and

**WHEREAS**, human rights are at the core of the division's strategic framework, core values, teaching and learning framework and educational equity policy, as in the absence of human dignity we cannot hope to accomplish our mission to "empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community;" and

**WHEREAS**, the School Board of the City of Virginia Beach is a positive advocate for the human rights of every member of our school division.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of December 2023 as Human Rights Month; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages participation and solidarity in the various school and local activities during Human Rights Month; and be it

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

Adopted by the School Board of the City of Virginia Beach this 28th day of November 2023

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Trenace B. Riggs, School Board Chair

SEAL

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Donald E. Robertson Jr., Acting Superintendent

Attest:

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Regina M. Toneatto, Clerk of the Board



**Subject:** Textbook Adoption: Parenting and Early Learning Careers **Item Number:** 14B1

**Section:** Consent **Date:** November 28, 2023

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer, Department of Teaching and Learning

**Prepared by:** Angela L. Seiders, Executive Director of Secondary Teaching and Learning

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

Kathleen M. Vuono, Family and Consumer Sciences Coordinator

**Presenter(s):** Angela L. Seiders, Executive Director of Secondary Teaching and Learning

**Recommendation:**

That the School Board approve the following high school Parenting and Early Learning textbook as recommended by the Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
Parenting and Early Learning Careers	<i>Child Development: Early Stages Through Adolescence</i> , 10 <sup>th</sup> Edition	Goodheart-Wilcox	2024

**Background Summary:**

The members of the Parenting and Early Learning Careers Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committee analyzed the textbooks for correlation to the Virginia Department of Education's Competencies, the correlation to the Virginia Standards of Learning, as well as the Virginia Beach City Public Schools' curriculum objectives. The textbooks were reviewed by teachers, parents, student representatives and industry/higher education representatives and then placed in the public libraries, as well as the main entrance of the Holland Road Annex, for public review and comment. After reviewing the textbooks, the Parenting and Early Learning Careers Textbook Adoption Committee recommended the above textbook as their first-choice recommendation for implementation in the fall of 2024.

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

The proposed textbook will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
Parenting and Early Learning Careers	<i>Child Development: Early Stages Through Adolescence</i> , 8 <sup>th</sup> Edition	Goodheart-Wilcox	2016
Introduction to Child Care Occupations	<i>Childcare Today</i>	McGraw Hill	2016

**Source:**

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

**Budget Impact:**

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
Parenting and Early Learning Careers	\$16,800.00	\$14,640.00

**Family and Consumer Sciences  
Textbook Adoption  
Implementation for Fall 2024**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (3%)	Total Implementation Cost
Parenting and Early Learning Careers	<b>First Choice:</b> <i>Child Development: Early Stages Through Adolescence</i> , 10th Edition, 2024.	1,000+	\$16,800.00	\$2,520.00	\$19,320.00
	<b>Second Choice:</b> <i>Child</i> , 2nd Edition, 2020	1,000+	\$14,640.00	\$2,196.00	\$16,836.00

# **TEXTBOOK ADOPTION RECOMMENDATION**

## **PARENTING AND EARLY LEARNING CAREERS**

**November 28, 2023**

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



## **PARENTING AND EARLY LEARNING CAREERS TEXTBOOK ADOPTION TIMELINE**

Feb. 2023	Textbook publishers were contacted and requested to supply textbook samples for review.
Apr. 2023	All Family and Consumer Science teachers were encouraged to submit interest to serve on the Textbook Adoption Committee.
Apr. - June 2023	<p>Teachers on the committee were given textbook samples. In addition, parents, students, and professional representatives were recruited and provided sample textbooks.</p> <p>The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.</p>
July 2023	The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks for each adoption.
Aug. – Sept 2023	The recommended textbooks were placed in the public library and the Holland Road Annex for public review. The administrative coordinator was notified of the placement so that notification could be posted on the Internet. No public comments were received.
Oct. 2023	Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education, the executive director of Secondary Teaching and Learning, and the Family and Consumer Sciences coordinator.
Oct. 2023	The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.

**PARENTING AND EARLY LEARNING CAREERS  
TEXTBOOK ADOPTION COMMITTEE**

**Family and Consumer Sciences Teacher Representatives**

Maureen Hampton, Salem High School  
Jackeline Johnson, Landstown High School  
Amy Keenan, Cox High School  
Ashea Naif, Bayside High School  
Terri Pardo, Kellam High School

**Parent Representative**

Marie Carr

**Industry Representative**

Cassandra L. Andrews, Program Head and Associate Professor, Early Childhood Education, Tidewater Community College

**Student Representative**

One student from Salem High School

**Technical and Career Education Representative**

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

**PARENTING AND EARLY LEARNING CAREERS  
GRADES 9-12**

**FIRST-CHOICE RECOMMENDATION**

The Parenting and Early Learning Careers Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

*Child Development: Early Stages Through Adolescence*, 10th Edition. Goodheart-Willcox, 2024.

The recommended textbook displays the following strengths:

- Textbook materials meet most of the state and local competencies for this course.
- Essential questions and learning outcomes are aligned to VBCPS curriculum.
- Inclusive approach using diverse perspectives and backgrounds.
- Theories on early childhood development are comprehensive and in student-friendly language.
- Text and pictures are used to strategically emphasize important concepts and to break-up large chunks of text.
- Bullet points are consistent throughout the text and aid in notetaking/learning.
- Career spotlights support Workplace Readiness Skills.

**FIRST-CHOICE RECOMMENDATION  
IMPLEMENTATION COSTS FOR  
PARENTING AND EARLY LEARNING CAREERS**

<b>Textbook</b>	<b>Allocation</b>	<b>Cost</b>	<b>Number Needed</b>	<b>Initial Implementation</b>	<b>Five-Year Projected Costs (3%)</b>	<b>Total Implementation</b>
Student Edition	10 per school	\$140.00 per student	120	\$16,800.00	\$2,520.00	\$19,320.00
Teacher Edition	1 per teacher	0	13	0	0	0
<b>Total Implementation Cost</b>						<b>\$19,320.00</b>

**PARENTING AND EARLY LEARNING CAREERS  
GRADES 9-12**

**SECOND-CHOICE RECOMMENDATION**

The Parenting and Early Learning Careers Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

*Child*, 2nd Edition. McGraw-Hill, 2020.

The recommended textbook displays the following strengths:

- Textbook materials meet some of the state and local competencies for this course.
- Parenting theories were current.
- Recall and Application sections support the assessment of mastery.
- Robust human growth and development chapters.

The recommended textbook displays the following limitations:

- Too focused on child psychology.
- No support for the early learning portion of the course.
- Missing health and safety.
- Key terms on the side were distracting.
- Typeface was small with little white space.

**SECOND-CHOICE RECOMMENDATION  
IMPLEMENTATION COSTS FOR  
PARENTING AND EARLY LEARNING CAREERS**

<b>Textbook</b>	<b>Allocation</b>	<b>Cost</b>	<b>Number Needed</b>	<b>Initial Implementation</b>	<b>Five-Year Projected Costs (3% per year)</b>	<b>Total Implementation</b>
Student Edition	10 per school	\$122.00 per student	120	\$14,640.00	\$2196.00	\$16,836.00
Teacher Edition	1 per teacher	0	18	0	0	0
<b>Total Implementation Cost</b>						<b>\$16,836.00</b>



Subject: Textbook Adoption: Teen Living (6,7, and 8) Item Number: 14B2

Section: Consent Date: November 28, 2023

Senior Staff: Danielle E. Colucci, Chief Academic Officer, Department of Teaching and Learning

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning

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

Kathleen M. Vuono, Family and Consumer Sciences Coordinator

Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

### Recommendation:

That the School Board approve the following middle school Teen Living textbook as recommended by the Teen Living Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
Teen Living (6, 7 and 8)	<i>Exploring Life and Career</i> , 8 <sup>th</sup> Edition	Goodheart-Wilcox	2023

### Background Summary:

The members of the Teen Living Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committee analyzed the textbooks for correlation to the Virginia Department of Education's Competencies, the correlation to the Virginia Standards of Learning, as well as the Virginia Beach City Public Schools' curriculum objectives. The textbooks were reviewed by teachers, parent, student representative and an industry representative and then placed in the public libraries, as well as the main entrance of the Holland Road Annex, for public review and comment. After reviewing the textbooks, the Teen Living Textbook Adoption Committee recommended the above textbook as their first-choice recommendation for implementation in the fall of 2024.

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

The proposed textbook will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
Teen Living (6, 7 and 8)	<i>Exploring Life and Career</i> , 7 <sup>th</sup> Edition	2017	5

### Source:

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

### Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
Teen Living (6, 7 and 8)	\$17,994.00	\$10,500.00

**Family and Consumer Sciences  
Textbook Adoption  
Implementation for Fall 2024**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (3%)	Total Implementation Cost
Teen Living (6, 7, and 8)	<b>First Choice:</b> <i>Exploring Life and Career</i> , 8th Edition. Goodheart-Willcox, 2023.	5,000+	\$17,994.00	\$2,699.10	\$20,693.10
	<b>Second Choice:</b> <i>Life Skills for the 21<sup>st</sup> Century</i> , 2 <sup>nd</sup> Edition, 2024	5,000+	\$10,498.50	\$1,574.78	\$12,073.28

# **TEXTBOOK ADOPTION RECOMMENDATION**

## **TEEN LIVING (6, 7 AND 8)**

**November 28, 2023**

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

## **TEEN LIVING TEXTBOOK ADOPTION TIMELINE**

Feb. 2023	Textbook publishers were contacted and requested to supply textbook samples for review.
Apr. 2023	All Family and Consumer Science teachers were encouraged to submit interest to serve on the Textbook Adoption Committee.
Apr. - June 2023	<p>Teachers on the committee were given textbook samples. In addition, parents, students, and professional representatives were recruited and provided sample textbooks.</p> <p>The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.</p>
July 2023	The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks for each adoption.
Aug. – Sept 2023	The recommended textbooks were placed in the public library and the Holland Road Annex for public review. The administrative coordinator was notified of the placement so that notification could be posted on the Internet. No public comments were received.
Oct. 2023	Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education, the executive director of Secondary Teaching and Learning, and the Family and Consumer Sciences coordinator.
Oct. 2023	The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.



**TEEN LIVING  
TEXTBOOK ADOPTION COMMITTEE**

**Family and Consumer Sciences Teacher Representatives**

Carole Forbes, Princess Anne Middle School  
Maura Kikstra, Landstown Middle School  
Letitia Oliver, Lynnhaven Middle School  
Andrea Phillips, Princess Anne Middle School

**Parent Representative**

Naomi Rosa

**Industry Representative**

Laurel Wilcox, Virginia Cooperative Extension (SNAP-Ed), City of Virginia Beach, Dept. of Agriculture

**Student Representative**

One student from Princess Anne Middle School

**Technical and Career Education Representative**

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

**TEEN LIVING  
GRADES 6 - 8**

**FIRST-CHOICE RECOMMENDATION**

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

*Exploring Life and Career*, 8<sup>th</sup> Edition. Goodheart-Willcox, 2023.

The recommended textbook displays the following strengths:

- Textbook materials meet all of the state and local competencies for this course.
- Well-rounded resources for a comprehensive course that spans three grade levels.
- Age-appropriate language, easy navigation, and on-trend topics.
- Key terms and main ideas are iterated at the front of each chapter and reiterated throughout with bold font and highlight, concluding with different options for extension activities.
- Content is appropriate for the length of classes.
- Online materials are extensive and include e-flash cards, extension activities to support individualized choice, and a variety of interactive assessments.
- Each chapter has an FCCLA (Family, Career and Community Leaders of America, the CTSO for this course).

**FIRST-CHOICE RECOMMENDATION  
IMPLEMENTATION COSTS FOR  
TEEN LIVING**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%)	Total Implementation
Student Edition	10 per school	\$119.96 per student	150	\$17,994	\$2,699.10	\$20,693.10
Teacher Edition	1 per teacher	0	18	0	0	0
Total Implementation Cost						<b>\$20,693.10</b>

**TEEN LIVING  
GRADES 6 - 8**

**SECOND-CHOICE RECOMMENDATION**

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

*Life Skills for the 21st Century*, 2nd Edition. Pearson, 2024.

The recommended textbook displays the following strengths:

- Textbook materials meet all of the national standards and state and local competencies for this course.
- Comprehensive text.
- Layout aligns with course design.
- Addresses global readiness with “Think Green” section in each chapter.
- Promotes collaboration with well thought out hands-on activities.
- Great resources for career-switcher teachers.
- Each chapter has an FCCLA (Family, Career and Community Leaders of America, the CTSO for this course).

The recommended textbook displays the following limitations:

- Vocabulary is above the average middle school student’s ability; this is better suited to high school students. Our choice must be suitable for grades 6, 7 and 8.
- There is too much information, including topics more appropriate for high school (marriage and when to have children).
- Aesthetically, the book is not engaging. There is little contrast and no font cues to support learning important concepts and/or terms.

**SECOND-CHOICE RECOMMENDATION  
IMPLEMENTATION COSTS FOR  
TEEN LIVING**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3% per year)	Total Implementation
Student Edition	10 per school	\$69.99 per student	150	\$10,498.50	\$1,574.78	\$12,073.28
Teacher Edition	1 per teacher	0	18	0	0	0
Total Implementation Cost						\$12,073.28



**Subject:** Part-time Pay Rates **Item Number:** 14C

**Section:** Consent **Date:** November 28, 2023

**Senior Staff:** Cheryl R. Woodhouse, Chief Human Resources Officer

**Prepared by:** Judith R. Wood, Coordinator Classification and Compensation

**Presenter(s):** Cheryl R. Woodhouse, Chief Human Resources Officer

**Recommendation:**

That the School Board approve increasing the part-time rates for Early Literacy Support Staff, Title I Teacher Substitutes, and Detention Monitors.

**Background Summary:**

Attracting and keeping part-time staff for roles like early literacy tutoring, Title I teacher substitutes, and detention monitors has become a difficult task. Overcoming these difficulties involves aligning early literacy tutoring rates with other tutoring rates in the school division, offering incentives for teacher substitutes to work in Title I schools, and adjusting the rates for detention monitors. This is crucial to guarantee there's enough staff available to provide the necessary educational and behavioral support for every child.

**Source:**

N/A

**Budget Impact:**

**Early Literacy Support Staff** – funded through the Early Intervention Reading Initiative state grant.

**Title I Teacher Substitutes** – Title I funds.

**Detention Monitors** – Budgeted through operation funds.



**Subject:** Personnel Report **Item Number:** 15A

**Section:** Action **Date:** November 28, 2023

**Senior Staff:** Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

**Prepared by:** Cheryl R. Woodhouse

**Presenter(s):** Donald E. Robertson Jr., Ph.D., Acting Superintendent

**Recommendation:**

That the School Board approve the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the November 28, 2023, 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

Personnel Report  
Virginia Beach City Public Schools  
November 28, 2023  
2023-2024

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Appointments - Elementary School	11/15/2023	Pierre R Hollowell	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	11/13/2023	Corinthia Tavers	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	11/15/2023	Christian J Ochoa	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	11/13/2023	Gillian R Bautista	General Assistant	Texas A & M College Station, TX	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	11/20/2023	Joshua Gremillon	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	11/13/2023	Loren Y Serrano-Torres	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	11/20/2023	Antoinette B Carter	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	11/13/2023	Michelle Combs	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	11/20/2023	Dalton L Cason	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	11/20/2023	Corey L Fisher	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	11/15/2023	Raul E Acosta	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	11/20/2023	Maria P Edmonds	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	11/20/2023	Lisa M Wright	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	11/13/2023	Demetria L Segovia	Cafeteria Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	11/27/2023	Erin R Ahlshlager	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	11/20/2023	Jessica Hollowell	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	11/13/2023	Jacqueline Birt	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Pembroke	11/13/2023	Nick Walker	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	11/1/2023	Callin X Kane	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	11/13/2023	Gabrielle M Mitchell	Cafeteria Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	10/30/2023	Angelina Nicolas	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	11/13/2023	Lorenzo Hillman	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	11/15/2023	Katina McLean	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	11/27/2023	Jasmine E Padilla	Security Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Budget & Finance	11/28/2023	Jessica L Jenkins	Workers Compensation Claims Analyst	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	11/20/2023	Lenica R Jackson	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/13/2023	Tracey S Aquino	Cafeteria Manager in Training	Johnson & Wales Univ, RI	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/13/2023	Julia R Harriman	Cafeteria Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	11/9/2023	Gary Felton Jr	Plumbing Craftsman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	11/15/2023	Matthew Tonkin	Painter Craftsman II	Not Applicable	Tonkin Painting Co, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	11/9/2023	Jennifer C Braendeholm	Behavior Intervention Specialist	California Other, CA	Positive Behavior Supports, FL
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	11/13/2023	Lavell E White	Positive Behavioral Interventions and Supports Coach	Regent University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	11/20/2023	Lauren T Gardner	Behavior Intervention Specialist	Arizona State University, AZ	First Home Care, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/14/2023	Nikol K Theis	Bus Driver, 6.5 Hours	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/15/2023	Reginald D Gordon	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/15/2023	Timothy C Theis	Bus Driver, 6.5 Hours	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Resignations - Elementary School	Alanton	10/24/2023	Rita S Owens	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	11/8/2023	Tammy M Gray	Cafeteria Assistant, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	9/9/2024	Jasmine Bell	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Christopher Farms	11/8/2023	Frederic Efton	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Luxford	12/1/2023	Lexis O Old	Kindergarten Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	New Castle	12/1/2023	Ronald C Badach	Physical Education Assistant, .500 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	New Castle	12/21/2023	Laura A Gamache	Cafeteria Assistant, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke Meadows	11/22/2023	Rada Radovic	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	9/22/2023	Amanda D Baylor	Special Education Assistant (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Shelton Park	11/30/2023	Teresa A Wooden	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Trantwood	11/6/2023	Victoria L Finley	Pre-Kindergarten Teacher Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	White Oaks	12/21/2023	Stephanie E Fine	School Nurse, .400 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	11/14/2023	Jacqueline Birt	Cafeteria Assistant, 6.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Bayside	11/21/2023	Melvina A Means	Special Education Assistant (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Cox	11/24/2023	Cassettey Howerin	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Cox	11/29/2023	Melissa Hartley	School Office Associate II (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	11/13/2023	Wendy O Lyles	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	11/30/2023	Diane M Hruska	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	11/28/2023	Heidi L Lagemann	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	11/21/2023	Janice E Lyons	General Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Custodial and Distribution Services	11/22/2023	Jerwan G Stephens	Distribution Driver (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	11/24/2023	Ethan X Martinez	Project Manager - Construction (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	11/24/2023	Dawn D Rochowiak	General Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/14/2023	Karen A Legault	Bus Assistant, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/15/2023	Pamela J Drake	Bus Driver, 7.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/21/2023	Tiffany N Jackson	Bus Driver - Special Ed, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Brandon	12/21/2023	Ronald V Garner	Custodian IV Head Day	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Salem	12/29/2023	Carol L Hawkins	Cafeteria Manager III	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Food Services	12/29/2023	Tara R Muihy	Administrative Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Miscellaneous	Tallwood	11/30/2023	Darryl T Nichols	Custodian I (Retirement date changed from 10/31/2023 to 11/30/2023)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	11/15/2023	Amy K Meyer	Kindergarten Teacher	James Madison University, VA	Alamance Burlington School, NC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	11/15/2023	Alicia M Jerard	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	11/15/2023	Kathlyn McClain	Second Grade Teacher	Simpson College, IA	Prince George's County Public Schools, MD
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	11/9/2023	Eric L Borgia	Fifth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Woods	11/27/2023	Yahisa P O'Reilly	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	11/15/2023	Christina E Parker	Sixth Grade Teacher	Towson University, MD	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	11/9/2023	Carol B Quintero	School Counselor	Concordia University, WI	Staunton City Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	11/9/2023	Lerol Wilson	Health & Physical Education Teacher	Virginia Commonwealth Univ, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	11/16/2023	Elizabeth R Thayer	Sixth Grade Teacher	University of Akron, OH	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	11/15/2023	Alyssa M Ransom	Science Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	11/15/2023	Aaron Q Meyer	Family & Consumer Science Teacher	James Madison University, VA	Newport News Public School, VA
Assigned to Instructional Salary Scale	Appointments - High School	Salem	11/15/2023	Virginia Hunter	English Teacher	Christopher Newport University, VA	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	11/28/2023	Milica C Rodriguez	First Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	11/21/2023	Catherine A Munitz	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Green Run	11/9/2023	Amanda E Oliver	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville Meadows	11/7/2023	Penelope W Bohan	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Landstown	11/21/2023	Michela R Ambrongi	Third Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	11/21/2023	Taylor Ribeiro	Sixth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	11/21/2023	Cristin L Pullman	Eighth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	11/13/2023	Jennifer E Berryhill	Special Education Teacher (family)	Not Applicable	Not Applicable
Administrative	Appointments - Elementary School	Glenwood	TBD	Anthony J Trovato	Assistant Principal	George Washington University, DC	VBCPS



**Subject:** Policy Review Committee Recommendations

**Item Number:** 15B 1-2

**Section:** Action

**Date:** November 28, 2023

**Senior Staff:** Eugene Soltner, Ph.D., Chief of Staff

**Prepared by:** Jessica Owens, PRC Chair and Kamala Lannetti, School Board Attorney

**Presenter(s):** Kamala Lannetti, School Board Attorney

**Recommendation:**

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 9, 2023 and November 9, 2023 meetings.

**Background Summary**

1. **Bylaw 1-36 Open Meetings-** the PRC recommends changes to clarify when the School Board may meet by electronic communications and the requirements for School Board Members to participate in meetings remotely due to a medical condition or personal matter.
2. **Bylaw 1-47 Public Comments at School Board Meetings-** the PRC recommends that the School Board limit priority for current students on the public speakers list to first ten speakers and then alternate current student speakers with other speakers until current students have all spoken.

**Source:**

Code of Virginia § 22.1-253.12:7 as amended. School Board Policies.  
Policy Review Committee Meetings of October 9, 2023 and November 9, 2023

## **SCHOOL BOARD BYLAWS**

### **Open Meetings and Closed Meetings**

#### **A. Open Meetings**

Meetings of the School Board shall be open to the public except those meetings when the School Board adjourns to a closed meeting as allowed by the Virginia Freedom of Information Act. When health, safety or emergency conditions exist that are not conducive to accommodating in person observation of School Board meetings, the Chair and the Superintendent or designees are authorized determine other means by which the public may observe the meeting.

#### **B. Closed Meetings**

##### **1. Authority/Attendees**

The Code of Virginia permits closed meetings to discuss specific topics in private. Closed meetings must be convened by affirmative vote in open session of the majority of the School Board Members in attendance at the meeting. No vote may be taken in Closed Meetings. School Board Members may poll each other regarding the intent of the School Board to act but no action that requires a vote of the School Board may take place in closed session unless otherwise authorized by law. In open session immediately following any closed meeting, the School Board Members must certify by an affirmative vote that no matter was discussed in closed meeting that was not encompassed in the topics authorized in the motion to convene in closed meeting. Any School Board Member who believes that there was a departure from the requirements for closed session set forth in Virginia Code § 2.2-3712, as amended, shall so state prior to the vote, indicating the substance of the departure that, in the School Board Member's judgment, has taken place. The statement shall be recorded in the minutes of the School Board.

Closed meetings are attended by School Board Members. The School Board may invite persons to attend closed meetings to provide necessary information.

##### **2. Minutes**

The School Board Clerk or designee shall attend closed meetings (unless expressly excused) for the purpose of taking brief minutes. These minutes which shall be part of the School Board's official minutes shall include:

- a. Date, time and place of meeting.
- b. Record of all persons in attendance.
- c. Motion for Closed Meetings.
- d. Certification of Closed Meetings; and



- e. Any action taken.

Closed meetings shall not be recorded with the exception of student discipline hearings, employee discipline or license revocation hearings or other matters authorized by law.

### 3. Confidentiality of Closed Meeting items

School Board Members who access or discuss information or materials in preparation for or during closed meetings will maintain all such information in a confidential manner. School Board Members will not record or copy such confidential information. Unauthorized persons may not be provided access to confidential information. Personal notes taken while preparing for or attending closed meeting should be destroyed as soon as the closed session matters are concluded or should be turned over to the School Board Clerk or School Board Legal Counsel to maintain in a confidential manner and in accordance with applicable record keeping requirements. Failure to protect the confidentiality of closed session material or information may constitute sufficient reason to restrict that School Board Member from participating in future closed sessions or serving on School Board Committees that handle confidential items.

#### **C. Electronic communication meetings during declared states of emergency.**

The School Board may meet by electronic communication means without a quorum of the School Board physically assembled at one location when the Governor or the City of Virginia Beach has declared a state of emergency and the following conditions are met:

1. the catastrophic nature of the declared state of emergency makes it impracticable or unsafe to assemble a quorum in a single location; ~~and.~~
2. the purpose of the meeting is to address the continuity of operations of the School Board and School Division or the discharge of the School Board's lawful purposes, duties, and responsibilities; ~~;~~
3. under other conditions allowed by the Governor or the Virginia General Assembly and adopted by the School Board; ~~;~~
4. The School Board must give public notice using the best available method given the nature of the emergency, which notice shall be given contemporaneously with the notice provided to School Board Members; ~~;~~
5. Agenda packets and all nonexempt materials should be available electronically or at all locations where public access will be provided and at the same time as the meeting; ~~;~~
6. Arrangements must be made for the public to ~~access~~ observe the meeting through electronic means. When the School Board determines, or the Chair or designee determine (when there is insufficient time for the School Board to act) that in person observation is unreasonable or unsafe under the circumstances, the Superintendent or designee will arrange for electronic or, telephonic access for the public if reasonably possible or the meeting will be recorded and made available to review when such means are not available. Provide the public with the opportunity to comment at those meetings when public comment is customarily received. ~~;~~

7. The meeting minutes must state the nature of the emergency, the fact that the meeting was held by electronic communication means, and the type of electronic communication means by which the meeting was held.
8. Votes taken during any such meeting shall be recorded by the name in the roll-call fashion and included in the minutes.
9. School Board Committees may follow the same procedures for electronic meetings.
10. The Clerk of the School Board or designee will make a written report of such meeting as required by the Virginia Freedom of Information Act.

#### **D. Remote location participation in meetings**

School Board Members may participate in School Board Meetings or School Board Committee Meetings through electronic communication means from a remote location that is not open to the public under conditions set forth in this Bylaw.

1. Temporary or permanent disability or other medical condition that prevents physical attendance.
  - a. On or before the day of a meeting, a School Board Member must notify the School Board Chair for School Board Meetings or the School Board Committee Chair for Committee Meetings that the School Board Member is unable to attend the meeting due to: i) a temporary or permanent disability or other medical condition that prevents the School Board Member's physical attendance; or ii) a medical condition of a member of the School Board Member's family requires the School Board Member to provide care that prevents the School Board Member's physical attendance. A member of a School Board's family will follow the definition of a family member set forth in Regulation 4-55.1, as amended, or the Family Medical Leave Act, as amended.
  - b. The Chair or designee will note during the meeting that the School Board Member is remotely participating due to a temporary or permanent disability or other medical condition that prevents the School Board Member's physical attendance. The general location from which the School Board Member participates will be included in the meeting minutes, but the exact nature of the disability or medical condition does not need to be announced publicly or be included in the meeting minutes.
  - c. A School Board Member's ability to remotely participate due to a temporary or permanent disability or other medical condition of the School Board Member or a family member will not be limited in number as long as such remote participation: i) does not create an unreasonable hardship for the School Board or the Committee to administer; ii) does not unreasonably interfere with the School Board's or the Committee's ability to conduct its business; and/or iii) the School Board Member can clearly be heard and/or seen through the method of remote participation throughout each meeting. Before limiting continued

remote participation pursuant to this subsection, the School Board or the Committee members must vote to discontinue the remote participation.

2. Personal matter prevents physical attendance.

a. On or before the day of a meeting, a School Board Member must notify the School Board Chair for School Board Meetings or the School Board Committee Chair for Committee meetings that the School Board Member is unable to attend the meeting due to a personal matter and must identify with specificity the nature of the personal matter.

b. The Chair will note during the meeting the specific nature of the personal matter and the remote location from which the School Board Member is participating.

c. During a ~~calendar year~~fiscal year (January ~~uly~~ 1 – ~~December 31~~June 30) and to align with Committee assignments, a School Board Member will be limited to remote participation for personal reasons to ~~threetwo meeting~~times for School Board Meetings and ~~threetwo meetings times~~ each for every School Board Committee that the School Board Member is assigned to serve on. ~~or twenty five percent (25%) of meetings held per that calendar year rounded up to the next whole number, whichever is greater.~~

d. Once a School Board Member has participated remotely ~~three times~~ ~~two times~~ or twenty five percent of the meetings for that calendar year under this subsection, the Chair or designee will inform a School Board Member that no further remote participation will be allowed during the calendar year for personal reasons.

~~e.e.~~ Committee Members should be consulted prior to rescheduling a meeting so that Committee Members have the opportunity to participate and do not have to use limited remote participation opportunities.

3. A School Board Members' remote location participation shall be counted separately for School Board Meetings and each School Board Committee meeting when considering limitations on use of remote location participation.

4. In any meeting at which one or more School Board Members participates from a remote location: 1) a quorum of the School Board or the School Board Committee must physically assemble at the primary or central meeting location; and 2) the Chair or designee must make arrangements for the voice of the remote participant(s) to be heard by all persons at the primary or central meeting location. ~~No more than two School Board Members can be in the same remote location during a meeting unless that remote location is open to the public to physically access it.~~

~~4.5. The Chair or designee~~ The Chair or designee will determine the appropriate method, if reasonably available, for the School Board Member to remotely participate in a meeting.

5-6. School Board Members may not participate from a remote location in any closed session meeting.

7. Conditions regarding remote location participation may be suspended or modified in accordance with applicable School Board action or resolution, Governor's action, or Virginia General Assembly action.

6-8. The electronic communications mean used for a meeting will allow the public to hear all members of the public body participating in all virtual public meetings. A phone number or other live contact information is provided to alert the public if the audio or video transmission of the meeting fails, such contact number is monitored during the meeting, and the School Board or School Board Committee takes a recess until public access is restored if transmission fails for the public.

### **Legal Reference**

Code of Virginia § 2.2-3700, *et seq.*, as amended. Virginia Freedom of Information Act.

Code of Virginia § 2.2-3708.2, as amended. Meetings held through electronic communications means during declared states of emergency.

Code of Virginia §2.2-3708.3, as amended. Meetings held through electronic communications means; situations other than states of emergency.

Code of Virginia § 2.2-3712, as amended. Closed meeting procedures; certification of proceedings.

### **Related Links**

School Board [Bylaw 1-28](#).

[Family Medical Leave Regulation 4-55.1, as amended.](#)

Adopted by School Board: July 21, 1992

Amended by School Board: September 5, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: May 14, 2002

Amended by School Board: December 2, 2008

Amended by School Board: September 1, 2015

Amended by School Board: August 2, 2016

Amended by School Board: August 25, 2020

Amended by School Board: January 12, 2021

Amended by School Board: February 23, 2021

Amended by School Board: September 28, 2021

Amended by School Board: December 13, 2022

[Amended by School Board: 2023](#)

## **SCHOOL BOARD BYLAWS**

### **Public Comments at School Board Meetings**

At regular School Board meetings and public hearings, the School Board shall accept comments from members of the public on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. Members of the public have multiple methods to communicate with the School Board and are encouraged to communicate with the School Board outside of meetings. The School Board reserves the right to limit, discontinue or otherwise alter the methods by which public comments will be accepted during School Board meetings.

#### **A. When public comments are accepted at School Board Meetings**

The School Board shall accept public comments during a School Board meeting when the agenda for that meeting includes a public comment section. Public comments are not accepted at School Board committee meetings. Public comments are generally not accepted at special, emergency, retreat, or abridged meetings of the School Board.

#### **B. Arrangements for public speakers**

##### **1. Signing up to speak.**

Members of the public may sign up to speak for public comment sections of School Board meetings as designated in the meeting agenda or otherwise noted by the School Board. When not otherwise designated by the meeting agenda or notice, members of the public must sign up to speak during public comment sections by noon on the day of the meeting.

##### **2. Responsibility for preparations for public speakers.**

The School Board authorizes the School Board Clerk and the Superintendent or their designees to determine how speakers may sign up, the order of speakers, the accommodations that can be provided to speakers seeking accommodations to address the School Board, the methods for in person speakers to address the School Board, the methods for speakers to address the School Board electronically or telephonically, and other reasonable or necessary decisions to allow speakers to address the School Board during public comment sections. The School Board Chair with the assistance of the Superintendent or their designees are authorized to maintain order and decorum for all members of the public who are in the location of the meeting.

#### **C. Limitations on public comments**

When the School Board accepts public comment during a meeting, the following rules or procedures will apply:

1. Once the public comment section of an Agenda has begun the School Board may suspend Public Comments at 8:00 p.m. to handle other matters on the Agenda and then resume Public Comments later in the meeting, The Chair or designee, with the consensus of the School Board Members present, may choose to extend the public

comments past 8:00 p.m. for a short period of time if doing will conclude the public comments for the meeting.

2. Public speakers may address the School Board only one time during a meeting.
3. Public speakers signed up to speak during a School Board meeting may be allotted up to three (3) minutes to address the School Board.
4. The first ten speakers will be currently enrolled VBCPS students (if there are more than ten student speakers signed up). After the first ten student speakers, student speakers signed up to speak will be alternated with non-student speakers until there are no more currently enrolled VBCPS student speakers for that meeting. Priority will be given to students currently enrolled in the School Division to address the School Board during public comment sections of the agenda and tThe School Board Clerk or designee is authorized to develop procedures to affect this priority.
5. The Chair or designee will be the only Member of the School Board who will address a public speaker. During public comments, the School Board does not answer questions, accept items from speakers or otherwise respond to public speakers.
6. Public speakers must limit comments to the School Board to matters directly related to PreK-12 public education in Virginia Beach or the business of the School Board and the School Division.
7. Public speakers may not violate decorum and/or order rules or other required safety or health mitigation requirements when addressing the School Board.
8. Public speakers may not cede or switch their assigned positions in the order of speakers, cede any portion of their time or allow other speakers to address the School Board during the speaker's time.
9. After being warned, public speakers whose allotted time has concluded, who have been ruled out of order, who are in violation of decorum rules, or who are in violation of safety or health protocols must leave the podium and discontinue comments. The Chair or designee may determine that a public speaker's failure to leave the podium or discontinue comments is a breach of order and decorum and may direct the Superintendent, staff members, the sergeant at arms or their designees to escort the public speaker from the podium. The Chair and Superintendent or their designees are authorized to take all appropriate actions to address the breach of order and decorum or violation of law or regulation.
10. Any comments by the Chair or designee or the speaker regarding issues of order or decorum will not extend a speaker's allotted time to address the School Board.
11. Public speakers who are ruled out of order and/or in violation of decorum rules or safety or health protocols will forfeit any remaining time to address the School Board.
12. School Board Members who disagree with the determination of the School Board Chair may make a motion with a second to vote to overrule the Chair or designee's decision

regarding a specific speaker. Such motion must be made directly after the Chair or designee's decision. Only one motion per speaker will be allowed.

13. Other forms of public comment will not be accepted during meetings from any person who has not been called up and is at the podium or who has been called to speak electronically or telephonically.

#### **D. Public comments at Public Hearings**

When the School Board has scheduled a public hearing for the purpose of receiving public comment, the School Board shall accept comment only on the topic(s) for which the public hearing was called. The School Board Chair or the Superintendent or their designees may create procedures to address how public comments will be accepted during the public hearing and will not be required to follow the same procedures used for public comments during other meetings. Rules regarding decorum and order and applicable safety and health protocols will be followed.

#### **Legal Reference**

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

#### **Related Links**

School Board [Bylaw 1-48](#).

School Board Bylaws [Appendix B](#).

Adopted by School Board: July 21, 1992

Amended by School Board: August 16, 1994

Amended by School Board: September 19, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 3, 2002

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: March 27, 2018

Amended by School Board: September 9, 2020

Amended by School Board: May 11, 2021

Amended by School Board: July 20, 2021

Amended by School Board: September 28, 2021

Reviewed by School Board: December 13, 2022

[Amended by School Board: 2023](#)



Subject: Closed Session Item Number: 17

Section: Closed Session Date: November 28, 2023

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

**Recommendation:**

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 2, 3, 7, 8 and 29 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.
3. Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Status of pending employee discipline cases, continuation of Teacher License Revocation hearing, as needed, appointment of certain staff members.
- B. Discussion with staff regarding status of certain matters related to real property related to educational services
- C. Status of pending student cases and complaints
- D. Status of pending litigation or administrative cases.
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

**Background Summary:**

N/A

**Source:**

Code of Virginia §2.2-3711, as amended

**Budget Impact:**

N/A



## **Decorum and Order-School Board Meetings 1-48**

School Board of the City of Virginia Beach  
Bylaw 1-48

### **SCHOOL BOARD BYLAWS**

#### **Decorum and Order-School Board Meetings**

##### **A. Purpose of decorum and order during meetings**

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

##### **B. Limitations on addressing the School Board**

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

##### **C. Other expressive activities during meetings**

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The

School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting
- Other conduct that violates decorum and order as determined by the Chair or designee

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

**D. Other methods of communicating with the School Board**

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including [SchoolBoard@VBCPSBoard.com](mailto:SchoolBoard@VBCPSBoard.com) or email individual School Board Members in addition to those provided at School Board meetings.

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out

items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.
- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- 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 or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.