



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Service

Beverly M. Anderson
At-Large

David Culpepper
District 8

Staci Martin
District 4

Trenace B. Riggs
District 1 – Centerville

Kathleen Brown
District 10

Jennifer S. Franklin
District 2 – Kempsville

Kimberly A. Melnyk
District 2

Carolyn D. Weems
District 9

Michael Callan
District 6

Victoria C. Manning
At-Large

Jessica L. Owens
District 3 – Rose Hall

Donald E. Robertson, Ph.D.
Acting Superintendent

School Board Organizational / Regular Meeting Proposed Agenda Tuesday, January 9, 2024

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, broadcast on VBTV Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_dgxH3DSRQf6NSeiCcQbzuQ Call-in (301) 715-8592 ID 850 7220 7952

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 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 January 8, 2024.

- Closed Session (School Board Room) 3:00 p.m.**
- 1. Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 3:30 p.m.**
 - A. Budget Process Overview
 - B. PPEA and School Design Update
- 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. School Board Organizational Matters**
 - A. Election of School Board Chair **Updated 01/05/2024**
 - B. Election of School Board Vice Chair **Updated 01/05/2024**
 - C. Appointment of Clerk and Deputy Clerk
 - D. Schedule of Meetings: January 2024 through June 2025
- 8. Student, Employee and Public Awards and Recognition**
- 9. Adoption of the Agenda**
- 10. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**
- 11. Approval of Meeting Minutes**
 - A. December 12, 2023 Regular School Board Meeting **Added 01/08/2024**
- 12. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the January 9, 2024 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 January 9, 2024. 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. January 9, 2024. 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.

13. Information

- A. Policy Review Committee (PRC) Recommendations:
 - 1. Policy 4-66/Tutoring for Pay
 - 2. Policy 6-20/Division Curriculum
 - 3. Policy 6-21/Curriculum Committees
 - 4. Policy 6-22/Scope and Sequence
 - 5. Policy 6-24/Addition and Deletion of Courses and Programs
 - 6. Policy 6-25/Evaluation of the Curriculum
 - 7. Policy 6-32/Health and Physical Education
 - 8. Policy 6-34/Technical and Career Education
 - 9. Policy 6-35/Title I Programs
 - 10. Policy 6-37/World Languages
 - 11. Policy 6-38/Core Content Areas
 - 12. Policy 6-39/Mathematics
 - 13. Policy 6-42/Social Studies
 - 14. Policy 6-43/Art, Music, and Theater Arts Programs
 - 15. Policy 6-44/School Counseling
 - 16. Policy 6-45/Theme-Based Academies
 - 17. Policy 6-57/International Travel
 - 18. Policy 6-65/Library Media Centers/Profession Libraries
 - 19. Policy 6-83/Non-School Division (VBCPS) Sponsored Educational Courses
 - 20. Policy 6-86/Naval Junior Officers Training Corps (NJROTC)
 - 21. Policy 6-87/Governor's School for the Arts
- B. Gifted Resource Cluster Program – Comprehensive Evaluation
- C. Textbook Adoptions:
 - 1. AP Japanese
 - 2. K-3 Elementary Language Arts

14. Return to public comments if needed

15. Consent Agenda

- A. Recommendation of General Contractor: Green Run High School Fire Alarm Replacement

16. Action

- A. Personnel Report / Administrative Appointments **Updated 01/16/2024**

17. Committee, Organization or Board Reports

18. Return to Administrative, Informal, Workshop or Closed Session matters

19. Adjournment



Subject: Closed Session **Item Number:** Pre-Meeting

Section: Closed Session **Date:** Jan. 9, 2024

Senior Staff: Jack Freeman, Chief Operations Officer, Melisa Ingram, Exec. Director Facilities

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, 3, 7, and 8 as amended, to deliberate on the following matters:

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. Discussion with staff regarding status of certain matters related to real property related to educational services.
- B. Status of pending litigation or administrative cases.
- C. 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



Subject: Budget Process Overview **Item Number:** 1A

Section: Administrative, Informal, and Workshop **Date:** Jan. 9, 2024

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:

The School Board be presented with policies and procedures on how the budget is developed by the Office of Budget Development.

Background Summary:

N/A

Source:

N/A

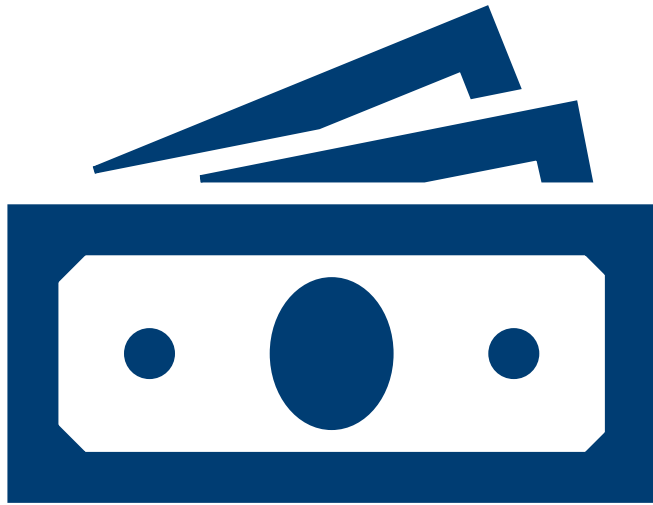
Budget Impact:

To be determined.



Budget Process Overview and Update on the Governor's Proposed Biennium Budget

Crystal Pate, Chief Financial Officer



Agenda

- Budget Calendar
- School Funding Revenue Sources
- VBCPS Internal Budget Work
- State Budget Calendar and Process
- Process for Handling School Board Member Questions

Budget Calendar

FY 2024/25 School Operating Budget and FY 2024/25 FY 2029/30 Capital Improvement Program

2023

September	The Budget Calendar is developed
Sept. 12	The Budget Calendar is presented to the School Board for information
Sept. 26	The Budget Calendar is presented to the School Board for action
October - December	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development.
Nov. 21	A Five-Year Forecast is presented to the School Board and the City Council
Dec. 12	A public hearing is held to solicit stakeholder input for consideration in the development of the Superintendent's Estimate of Needs document <i>(no document available at this time)</i>
December (3 rd week)	State revenue estimates are released by the Virginia Department of Education

2024

January 2 - 17	Budget requests are reviewed, refined, and summarized by the Office of Budget Development
January	The recommended School Operating Budget and the Capital Improvement Program budget are presented to the Superintendent and the Planning and Performance Monitoring Committee.
Feb. 6	The Superintendent's Estimate of Needs and the Capital Improvement Program are presented to the School Board
Feb. 13	School Board Budget Workshop #1 is held - Time TBD
Feb. 13	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
Feb. 20	School Board Budget Workshop #2 is held - Time TBD
February 27	School Board Budget Workshop #3 - Time TBD
Mar. 5	The School Board Proposed Operating budget and Capital Improvement Program budget are adopted by the School Board
Apr. - TBD by the City	The School Board Proposed Operating budget and the Capital Improvement Program budget are presented to the City Council (Sec. 15.1-163)
No Later Than May 15	The School Board Operating budget and the Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)

School Funding Revenue Sources

	FY 2023/24 Proposed	FY 2024/25 Proposed	Variance
Revenue			
Federal	13,500,000	14,500,000	1,000,000
State *	356,416,372	367,108,863	10,692,491
State Sales Tax *	95,578,220	96,056,111	477,891
Local Contribution (RSF)	460,878,504	479,358,446	18,479,942
Other Local	3,968,341	4,457,538	489,197
School Reserve (reversion)	333,591	-	(333,591)
Subtotal	930,675,028	961,480,958	30,805,930

*Estimated amount based on Five-Year Forecast estimates

Proposed Real Estate Rate Reductions

1¢ Reduction	2¢ Reduction	3¢ Reduction	4¢ Reduction	5¢ Reduction	6¢ Reduction	7¢ Reduction
3,707,101	7,414,001	11,120,695	14,827,176	18,533,438	22,239,473	25,945,275

VBCPS Internal Budget Work

Budgeting for Personnel and Fringe Benefits Costs

- The personnel budget is developed by the Office of Budget Development. This encompasses budgeting for the salaries, fringe benefits and any proposed salary increase for Full-Time Equivalent (FTE) positions.
- To start the process, budget managers verify the employees that are funded in their respective budgets.
- The personnel budget is developed from data extracted from the position management system. The position data includes all FTE employees, their name, current salary, FTE, fringe benefits cost, and other data needed for budget development.
- Fringe benefits – The employer contribution towards employee health insurance is determined locally and the employer contribution rate for VRS retirement and VRS life insurance is set by the VRS Board.
- Salary increases – The School Board determines any salary increase that employees may receive.

Budgeting for Personnel and Fringe Benefits Costs (continued)

- Using the personnel data extraction, the BASE (baseline) personnel budget is developed. The BASE budget is a reconciliation of the current personnel data to the prior year's adopted budget, and it is the starting point for the development of the SEON.
- The SEON includes personnel requests received from departments, FTE adjustments based on projected student enrollment changes, adjustments for fringe benefits costs as well as any proposed raise for employees. The SEON becomes the starting point for the development of the Proposed budget.
- The Proposed budget includes the personnel budget that the school board has approved for the next fiscal year, this includes staff salaries (including any raise the school board has approved), related fringe benefits, and adjustments in FTEs.

Sample Staffing Standards

Grade Level	SOQ Accreditation Standard Division-wide Ratios	VBCPS Standard Classroom Teacher Allocation
High School (9-12)		21.25:1 (a)
High School English	24:1 [SOQ]	
Courses	VBCPS Target Class Size Ratio [see Note (1)]	Allocation Adjustments will be considered as follows: (Additional Teachers Subject to Availability of Funds) (b)
Core Courses-Math, Science, and Social Studies	25:1	Class size minimum: N/A Class size average: 28 with no class higher than 30
Core Course-English	24:1	Class size minimum: N/A Class size average: 28 with no class higher than 30
Electives	25:1	Class size minimum: 17 Class size average: 28 with no class higher than 30 Band and chorus: 38:1 average for all sections Other electives: 28:1 for all sections
Advanced Placement/Academy Courses	24:1	Class minimum: 15
Honors Academic Courses	25:1	Class size minimum: 17
High Level Academic Language Electives	25:1	Class size minimum: 17 Class size average: 28 with no class larger than 30
Career and Technical Education Courses	20:1 or number of Workstations (c)	Class size minimum: 17 Class size maximum: determined by number of workstations (see VDOE listing)
Physical Education	35:1	Class size minimum: 25:1 [Division] Class size maximum: 38:1 average for all sections with no class higher than 40
Distance Learning	25:1	Class size minimum: N/A Class size maximum: 30:1

Budgeting for non-FTE and Other Expenses



Each senior staff member and/or budget manager receives a baseline budget for non-FTE personnel and other expenses



Budget managers can reallocate base funding to meet their anticipated funding needs



Items that cannot be funded within the budget manager's existing budget require a Budget Request Form



Budget requests are compiled and reviewed by the budget office, senior staff, and superintendent to determine if they should be included in the SEON

FY 2024-2025 BUDGET REQUEST FORM
Additional Dollars and FTEs Above the Baseline Budget

FY25 requests to increase budgeted FTEs and/or dollars should be based on the Compass to 2025 Strategic framework.
To visit the resource site for more information, click on this link: [Compass to 2025](#)

Fund:	Cost Cntr:	Cost Center Name:	Budget Manager:	Senior Staff:	Priority Order:

Summary of Request (one project per request form)

TYPE HERE: Enter Title of Request

TOTAL AMOUNT REQUESTED: \$
NUMBER OF FTEs REQUESTED:

Amounts will pre-fill from "Detail of Expenses" section.

Please answer each question thoroughly.

STRATEGIC JUSTIFICATION

Provide an overview of the purpose and significance of the request with as much detail as possible.

TYPE HERE - drag down row to expand shaded areas as needed.

Does this request support the *Compass to 2025 Strategic Plan*? If yes, select one or more applicable goals and type the associated strategy below.

Strategic Plan Goal: SELECT FROM DROP DOWN LIST

Strategy number & description: TYPE HERE

Strategic Plan Goal: SELECT FROM DROP DOWN LIST

Strategy number & description: TYPE HERE

How does this request support the *Compass to 2025 Strategic Plan*? If it does not, please explain.

TYPE HERE

Describe the impact this request will have, if funded, within the division/schools. Include the intended outcome(s) (i.e., value-added impact, such as increased efficiency, increased student retention, etc.), measure(s) of success, and target(s) for success. NOTE: An outcome is more than counting how much something is done; instead, an outcome is the value added for having engaged in certain activities or initiatives.

TYPE HERE

FINANCIAL JUSTIFICATION

Type of request: new expense or existing expense that was previously paid in part or whole?

New expense? ☐

Existing expense? ☐

Are funds needed for a one-time expense or for an ongoing expense?

One-time? ☐

Ongoing? ☐

Explain how the cost was determined.

TYPE HERE

Are there monies available within your department's current budget to contribute toward the cost of this request? If so, how much?

TYPE HERE

Are there any other monies committed and/or being requested toward this request by this cost center or by another cost center?

TYPE HERE

What percentage or dollar amount of last year's budget remained unspent at yearend? (exclude mid-year and yearend expenses) Is this typical?

TYPE HERE

What other means have you considered to help reach the same goal?

TYPE HERE

Describe what you will do should this request not be funded? Explain in detail how this will impact efforts toward 2025.

TYPE HERE

Detail of Expenses

Attach supporting cost documentation

Itemize all costs associated with this request:

Non-personnel section

Cat	Cost Center	Object Code	Description / Cost Computation (example: cost description; cost/month; cost/hour x staff)	Unit Cost	Quantity	Total Cost
850	8130	606520	\$500/month on online software annual subscription	500	12	6,000.00
						-
						-
						-
						-

Click on link to visit the [Chart of Accounts](#) for assistance with account codes.

Non-personnel subtotal:

- Review of ESSER Funded Resources
- Creation of “Savings Buckets” to Address Shortfalls
- Weekly Meetings of Senior Leadership

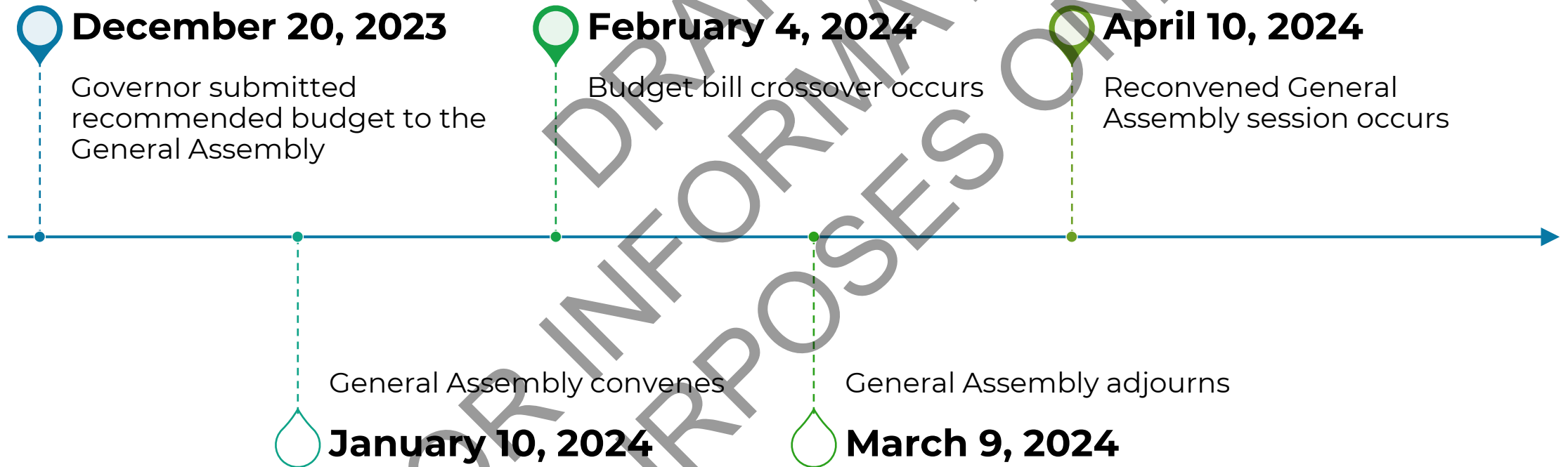


State Budget Calendar and Process

VIRGINIA'S BUDGET PROCESS



Key Budget Dates



Standards of Quality (SOQ)

- The Virginia Constitution requires:
 - the Board of Education to formulate Standards of Quality (SOQ) for public schools
 - The General Assembly to revise the SOQ, determine SOQ costs, and apportion the cost between the state and localities
- SOQ is established in the Virginia Constitution as the minimum educational program school divisions must provide
- The specific requirements of the SOQ are set out in the Code of Virginia and the Appropriation Act, such as required programs and staffing

Overview of the Rebenchmarking Process



The rebenchmarking process updates both the state and local costs in public education for the biennial budget



The updates are technical cost adjustments to meet the SOQ minimum staffing requirements and related support services and prevailing cost updates

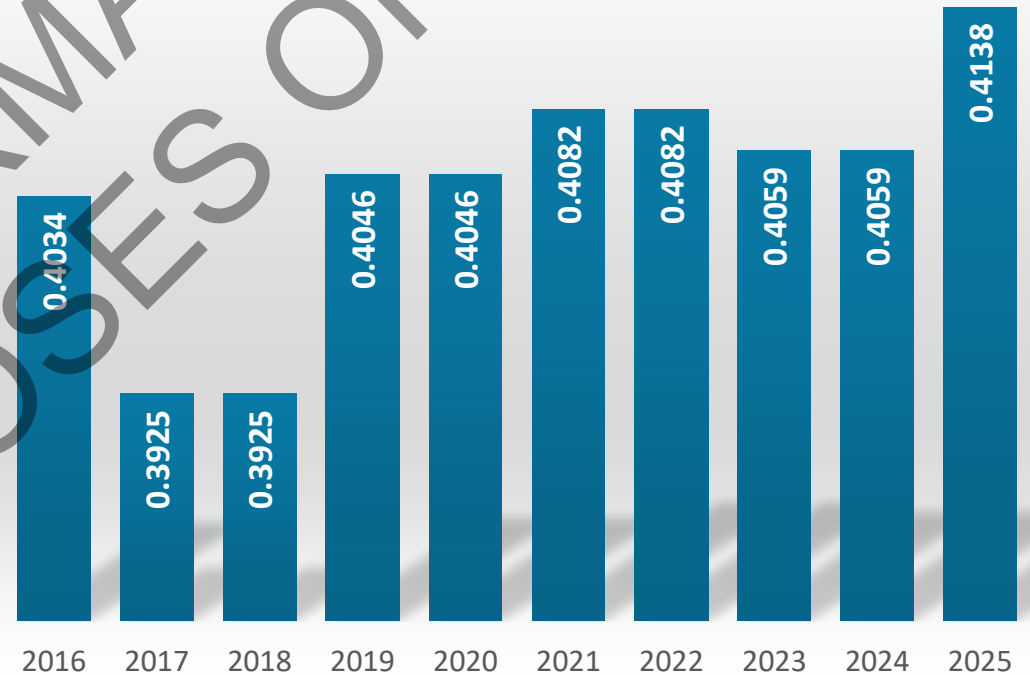


Over 90% of state K-12 funding is budgeted for SOQ programs, but Lottery, Incentive, and Categorical Programs are also impacted by rebenchmarking

Local Composite Index (LCI)

- A state formula that outlines the ability of each locality to pay for public education
- LCI ratios are recalculated with each new biennial budget cycle
- As the LCI decreases, State funding increases
- Localities may spend more than their required amount

Historical LCI for VBCPS



Many Rebenchmarkmarked Data Elements are Fixed for the Biennium

Major Data Inputs that are Updated for the Biennium

- Prevailing non-personnel costs and support positions
- Salaries Updated
- Special Education Child Counts
- Fall membership and ADM projections
- CTE course enrollment
- Composite Index
- Head Start enrollment (for VPI)
- Free lunch percentages
- SOL test scores
- Support positions cap and federal revenue deduction
- Inflation factors

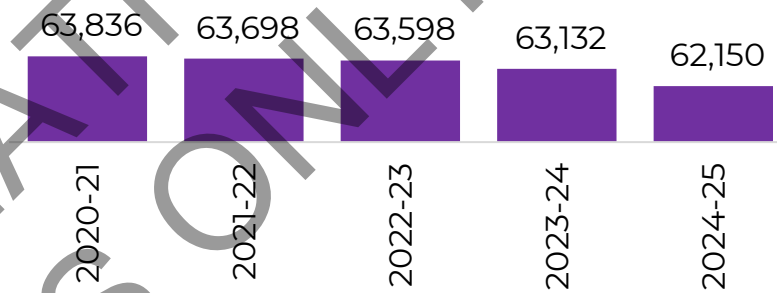
Major Data Inputs that are Updated Annually

- Enrollment projections – fall membership, ADM, English as a Second Language, Remedial Summer School
- Reimbursement account projections
- Sales tax (1.125%) and lottery revenue estimates
- VRS fringe benefit rates (subject to General Assembly action)
- Supplemental General Fund Payment in Lieu of Sales Tax on Food and Personal Hygiene Products

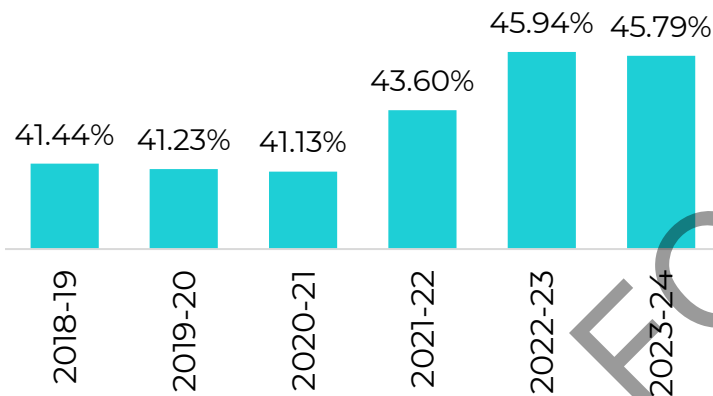
Students and Characteristics

While total enrollment for VBCPS declined over the last six years, the proportion of students requiring additional supports continues to increase

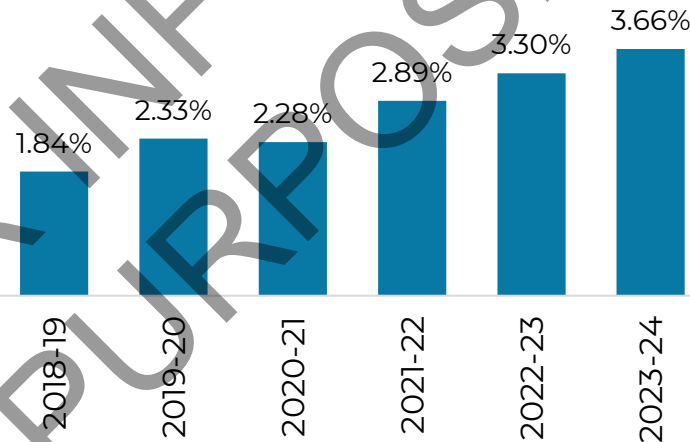
Projected Student Enrollment



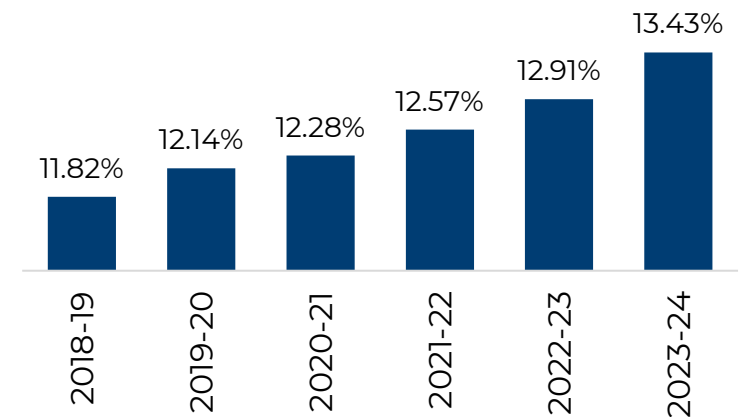
Economically Disadvantaged Students



English Language Learners



Students with Disabilities



Highlights of the Governor's Proposed Budget for the 2024-2026 Biennium

- Rebenchmark the cost of Direct Aid to Public Education
- Provide a one percent bonus for instructional and support positions in FY 2025
- Provide a two percent compensation supplement for instructional and support positions in FY 2026
- Provide state share of one reading specialist position per 550 students in grades 4-5 and one reading specialist position per 1,100 students in grades 6-8
- Provide reliable funding for College Partnership Laboratory Schools
- Develop a new state assessment system
- Support attainment of industry recognized credentials through Diploma Plus grants

Process for Handling School Board Member Questions

- All questions should be submitted via email to the Superintendent and Chief Financial Officer
- Copy all School Board members
- Questions will be answered back to all School Board members in the next scheduled Board meeting



Questions/Discussion



Subject: PPEA and School Design Update **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** Jan. 9, 2024

Senior Staff: Jack Freeman, Chief Operations Officer

Prepared by: Jack Freeman, Chief Operations Officer
Melisa A. Ingram, Executive Director of Facilities Services

Presenter(s): Jack Freeman, Chief Operations Officer
C. Michael Ross, AIA, President Emeritus, HBA Architecture & Interior Design, Inc.
Amy Yurko, AIA, Principal Educational Facility Planner, BrainSpaces, Inc.

Recommendation:

That the school board receive information regarding the educational specification process for the three replacement schools' designs in the CIP, as being conducted as part of the PPEA Interim Agreement process for design services.

Background Summary:

The school board was last updated on the Public-Private Education Facilities and Infrastructure Act (PPEA) on Nov. 14, 2023.

Source:

School Board Policy 3-71

Budget Impact:

TBD

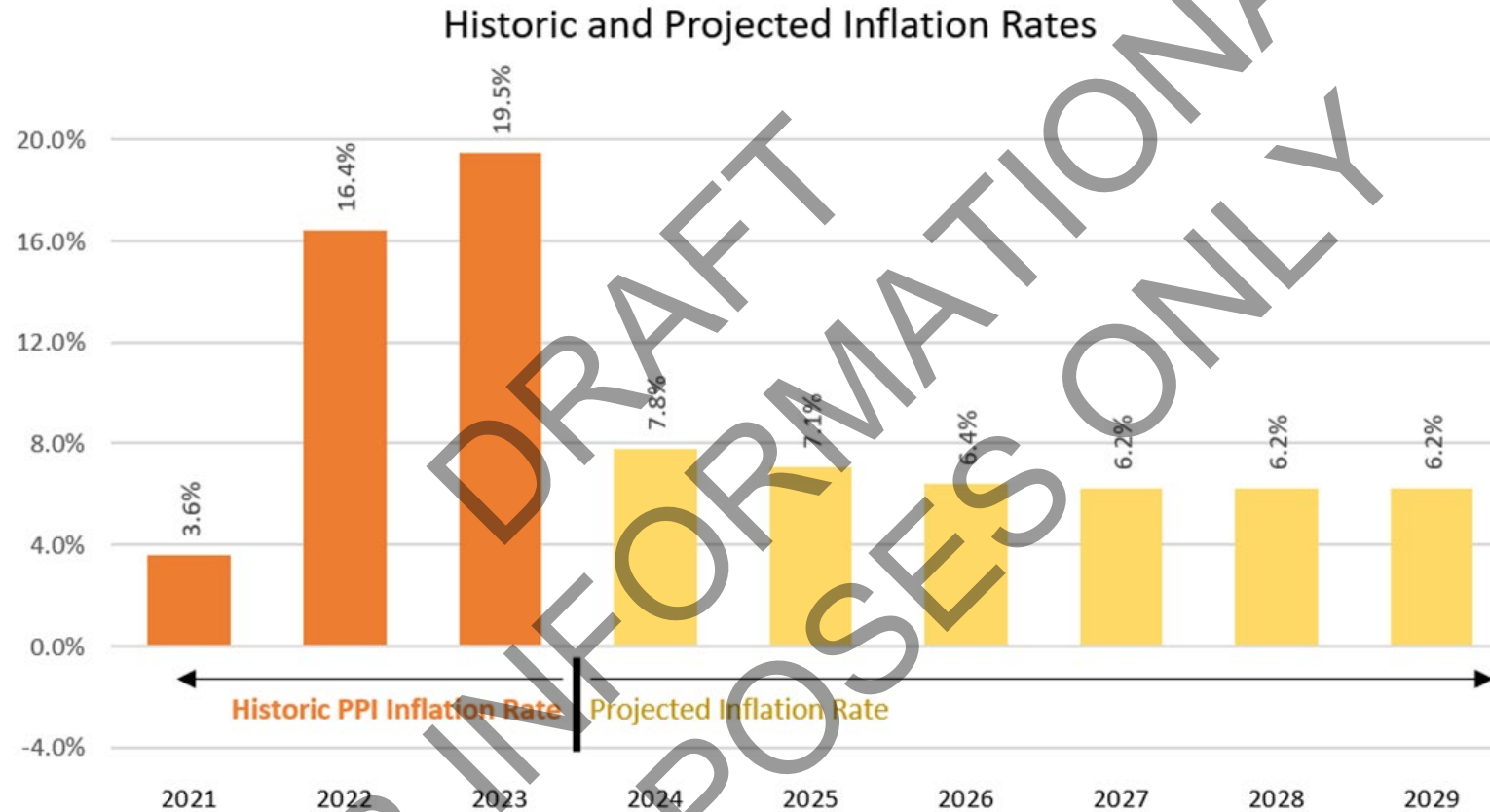


PPEA and School Design Update

January 9, 2024

*Department of School Division Services
Office of Facilities Services*

Inflation



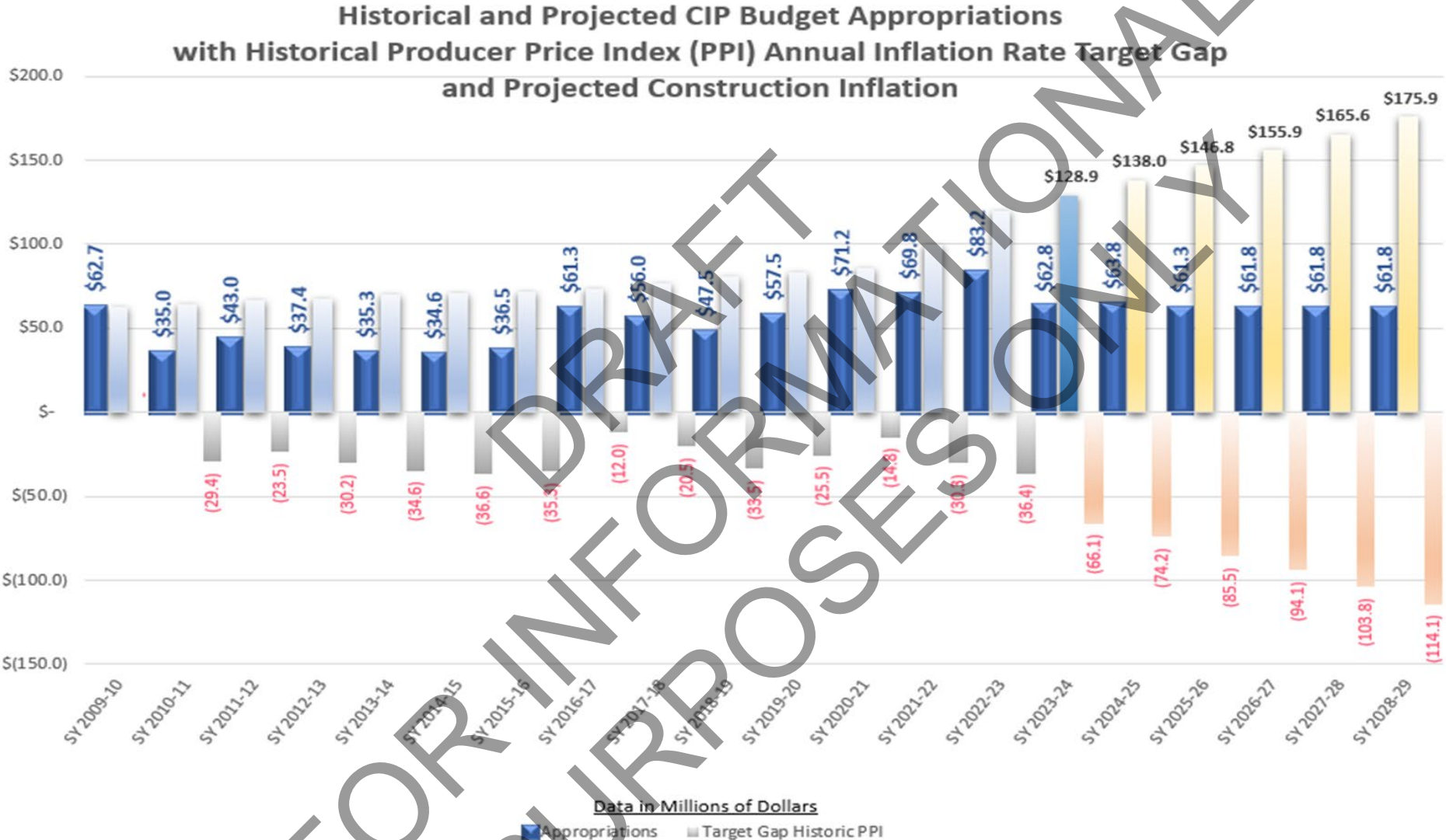
PPI: Producer Price Index :
Identified for School Construction - National Data
Source: U.S. Bureau of Labor Statistics

Projected Inflation:
Derived from historical VDOE Inflation Rates using comparisons
with other commercial construction projections

6-Year Projected Funding Compared to Inflation



Loss of Buying Power Since 2009



FY 09/10-FY28/29 Estimated Cumulative Buying Power Loss: \$900.2 Million

PPEA

Project Parameters and Issues to Address

- Design Process

- Experts informing Experts
- Inclusive and participatory process
- Addressing shifts in education in VBCPS
- Right-sizing

- PPEA Projects

- Princess Anne Replacement High School
- Bayside Replacement High School (a Prototype Design)
- Replacement Facility for B. F. Williams Elementary and Bayside 6th Grade Campus
- Adjustments to Holland Road Annex for use by PAHS & BHS during construction

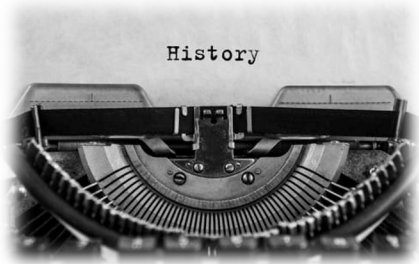
- Issues to Address

- School construction in VBCPS, and comparisons with regional new construction
- Demographics and projected enrollments
- Flexibility and highly efficient uses of space
- Durability, longevity, and operational efficiencies
- Funding, budgets, costs, inflation, and investing in the VBCPS community

VBCPS Values and Priorities

- Core values
- Strategic plan
- Input/collaboration
- Equity
- Other considerations
 - Available resources – stewardship of taxpayers' dollars
 - Lifecycle costs
 - Right-sized schools – what is needed, no bigger
 - School safety and security
 - Students with disabilities
 - Energy efficiency
 - Ease of maintenance
 - Resiliency – weather, stormwater mitigation
 - Career and Technical Education expansion
 - Past high school designs allowed for growth, these do not

History of designing buildings in VBCPS



Pre 2005

Little or no collaboration in school building design

2005

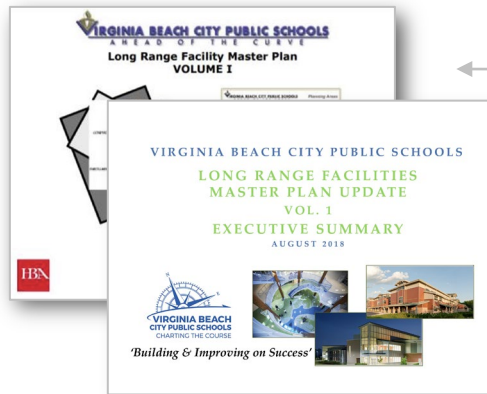
Virginia Beach Middle School
Space Allocation Document



2007

Long Range Facilities Master Plan (updated 2018)

21st Century Learning concepts best implemented with thoughtful school design



2008-2009

Divisionwide high school ed specs

Joint recommendation from DeJong-Richter and HBA
Basis for Kellam High School



2023

Divisionwide high school ed spec update

School Board directed development of new ed specs noting more than a decade has passed



Education Specifications and Building Design

Input Process for Space Needs to Support 21st Century Curriculum

Educational Specification Input Process

April 26, 2023 - October 26, 2023: 6 months of public input meetings with various stakeholders from schools, city, higher education, civic leagues, student, and industry input to understand facility educational needs, including safety and code compliance

- 29 public input meetings
- 4 student focus group meetings
- 80+ interviews with various stakeholders knowledgeable about curriculum needs
- Online surveys

Aug 01, 2023: Design Efficiencies Meeting to eliminate everything other than necessary spaces

- Senior Staff, VBCPS Program experts, Principals

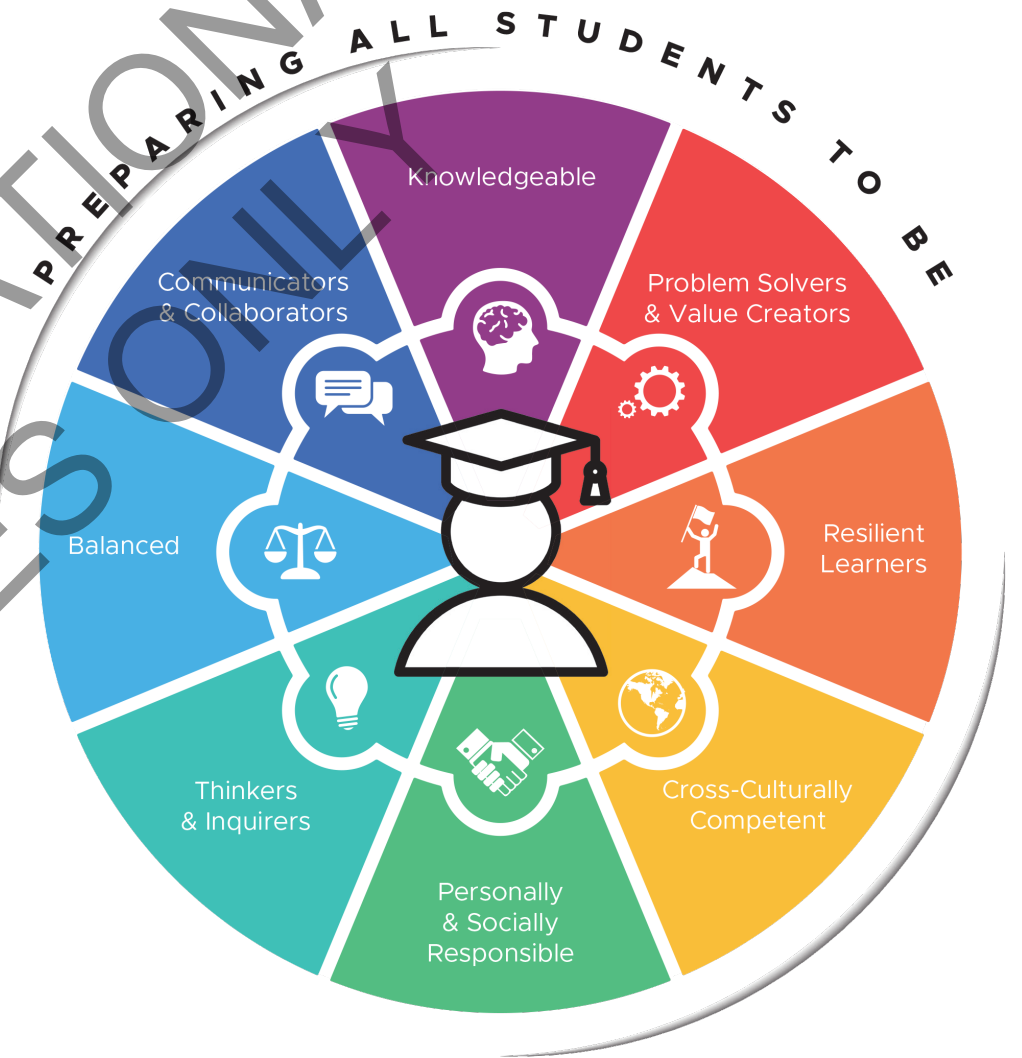


Right-Sizing VBCPS School Facilities

Recognizing Impacts of Key Division-wide Initiatives & Priorities

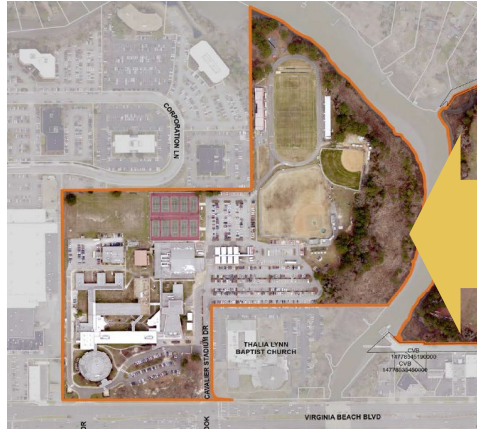
VBCPS Priorities that have Space Implications:

- **Robust Career Pathways & Technical Education Programs (CTE) WITHIN Comprehensive High Schools**
- **Collaborative, Hands-on** Learning supported by Flexible Extended Learning Areas and Small Group Break-out Rooms
- **Range of Special Education and Learner Supports**
- **Physical & Wellness Education** (for all students)
- **Building Systems Longevity and Ease of Maintenance**



Educational Specifications

Project Parameters: Enrollments, Functions, and Unique Programs



Facility:	Maximum Operating Capacity:	Unique Programs & Functions:
Princess Anne High School	1,700 students = 1,550 Zoned & Academy + 150 District-wide SPED	<ul style="list-style-type: none"> - International Baccalaureate (IB) Curriculum - Special Education Center - NJROTC Program (PAHS & BHS) - Hybrid schedule - "1-lunch" schedule for food service
Williams ES & Bayside 6th	850 students = 450 Grades 4 & 5 + 400 Grade 6	<ul style="list-style-type: none"> - A replacement of 2 stand-alone schools - Bayside 6th Grade Campus earned distinction as a 2022-23 National ESEA Distinguished School
Bayside High School	1,900 students	<ul style="list-style-type: none"> - Health Sciences Academy - Hybrid schedule - "1-lunch" schedule for food service - Prototype design for future schools
Swing Space	1700-1900 students	<ul style="list-style-type: none"> - Temporary location of students during construction of replacement schools



Educational Specifications

LISTENING for WHAT'S IMPORTANT to VBCPS

Security

both feeling secure and being secure

Collaboration

among teachers, among learners, among subjects, with community

Community

welcoming, pride, after-hours use, partnering

Outdoor Connections

learning from and about nature

Student-Focused

interest-based, comfortable, inspirational

Holistic Learning

student well-being, healthy, accessible, happy

Learner Agency

Chart Their Course, demonstrate achievement

Global Citizenship

IB, sustainability, environmental awareness

Joyful / inspiration / motivation

beautiful, innovative, exciting, "pockets of joy", where students want to be



Flexibility / Adaptability

adjustable to meet needs, now and into the future

Access to Tools & Resources

technology, teaching tools, media, training, etc.

Belonging

identity, school spirit, positive relationships, role models

Teacher Retention

high quality learning starts with high quality teaching

Professional Futures

prepare learners for what's next in their lives (CTE, college prep, etc.)

Flow

wayfinding, movement, smooth traffic patterns. balance of structure and serendipity

Don't forget the Basics

storage, restrooms, daylight/views, more space, no lockers, parking, great schools need great buildings...

History of designing buildings in VBCPS

OLD SCHOOL FACILITY PLANNING



*Designs in the past
were created with
limited user input...*

SUMMARY OF SPACE REQUIREMENTS						
	Requested Program - 1000 Students		Requested Program - 1200 Students		Requested Program - 1400 Students	
	Teaching Stations	Program Total Square Footage	Teaching Stations	Program Total Square Footage	Teaching Stations	Program Total Square Footage
Core Academic Area	28	34945	34	42120	40	48750
Exceptional Children	2	6250	2	7800	2	7950
Media Center	0	7800	0	7800	0	7800
Visual Arts	2	1950	3	3623	3	4995
Performing Arts	2	1950	3	7800	3	8110
Technical & Career Education - Comprehensive	12	11000	13	24590	15	29390
Physical Education	20	26480	7	34830	9	30980
Junior ROTC	2	2910	2	2910	2	2910
Administration & Guidance	0	3920	0	6595	0	7120
Student Dining & Food Service	0	10050	0	10050	0	10050
Maintenance & Custodial	0	975	0	1125	0	1250
Subtotal Net Program Areas	53	128055	63	148630	74	167360
Lockers, Student Restrooms, Mechanical/Electrical Spaces, Circulation (40%)		57625		66884		75312
Total Gross Square Footage		185680		215514		242672
Square Feet Per Student		186		180		173

Design for the 3 "R"s:
Reading, **wR**iting, **aR**ithmetic
 Learning is limited to our heads
 Average Daily Attendance
 Spending per pupil
 Focus on Boys
 Regular Education only
 Prep for job placement

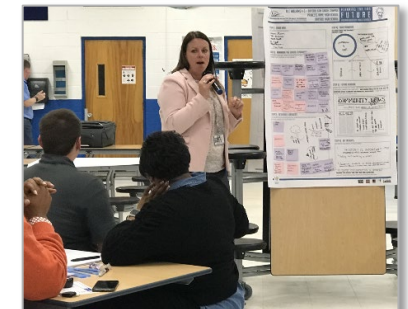
NEW LEARNING ENVIRONMENT DESIGN

Collaborative, Participatory
 Stakeholder-driven design
 Student-centered
 What is best for the Future
 How many Learners?
 Learning space
 Add the 5 "C"s:
Character, **C**ollaboration, **C**reativity, **C**ommunication, **C**ritical Thinking
 Learning through mind/body/spirit
 Focus on achievement
 Investment in graduates
 1972: Title 9 (equal spaces for girls)
 1975: Special Education
 Prep for future-ready

*Our current design
process is
participatory and
inclusive...*

Key Take-Away:

Today's school planning process in VBCPS is participatory and inclusive, capturing the wisdom of your community and using expert guidance to ensure school buildings meet VBCPS needs.



History of how we design buildings in VBCPS



St. Ignace High School, Chicago
1960

OLD SCHOOLING

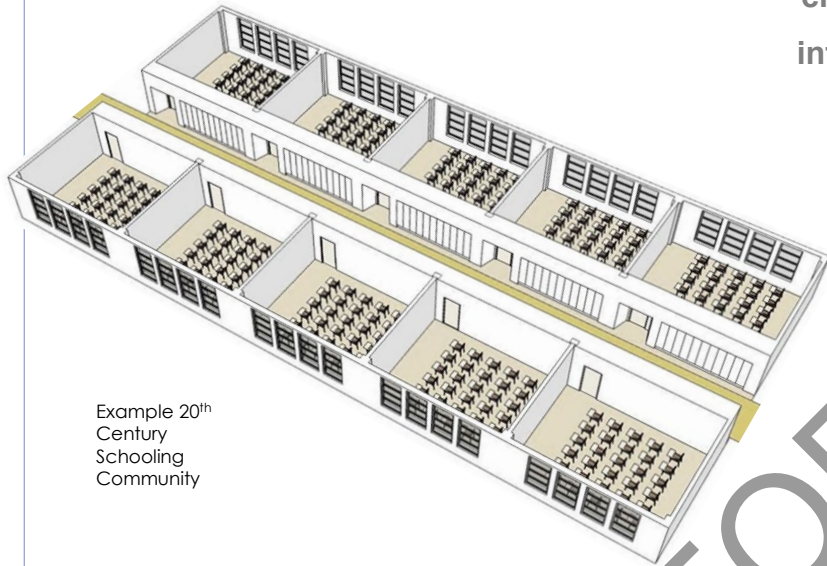
appearances
create alone
present
right answers
bring solutions
perfection
introverted
closed / think quietly
information gathered
memorizing

NEW LEARNING

authentic
create together
design
right questions
seek / develop solutions
mistakes allowed
extraverted
open / think out loud
knowledge generated
understanding



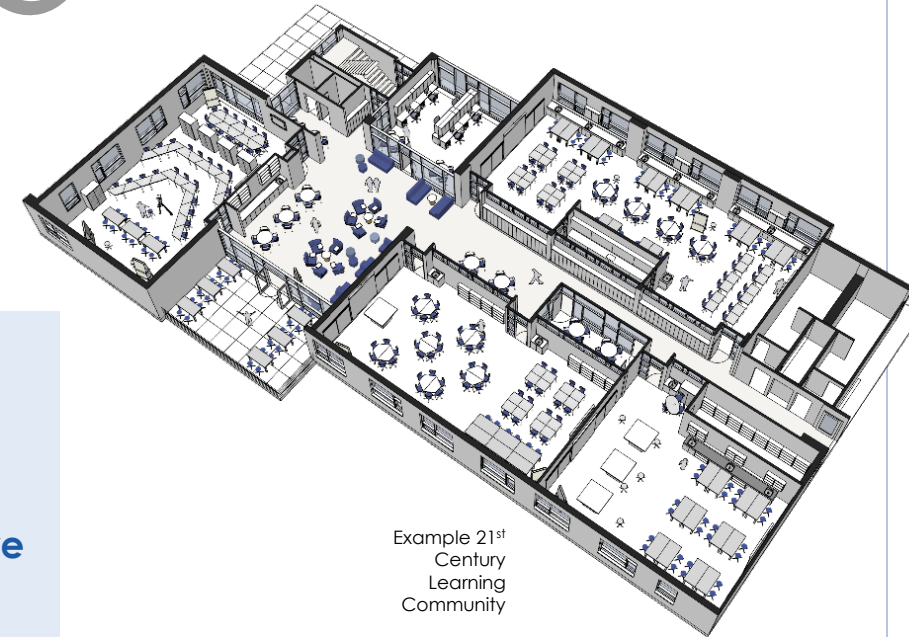
VBCPS – Kellam High School, 2013



Example 20th
Century
Schooling
Community

Key Take-Away:

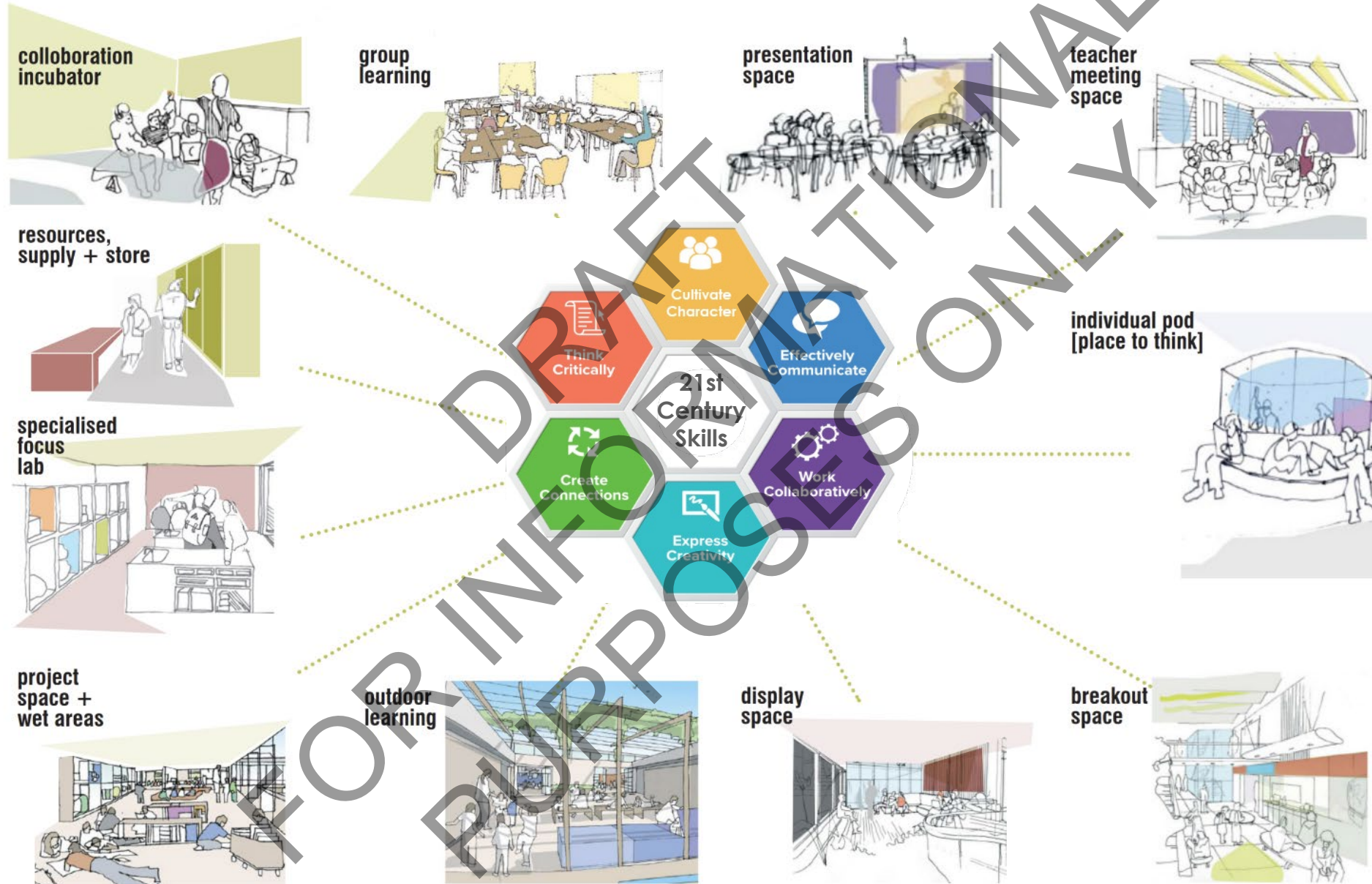
Educating students today looks different than in the past. School facilities must also change to support current and future needs for teaching and learning.



Example 21st
Century
Learning
Community

Educational Specifications

Spatial Implications of 21st Century Shifts in Education



Educational Specifications

HOW SPACE NEEDS WERE DETERMINED AND VERIFIED

Information-Gathering

Wish Lists

of space needs



Start
Here

Multiple Stakeholder Input:

Planning Advisory Teams

Elected Officials

Students / Parents / Families

Subject-matter experts

VBCPS Leadership

School Division Services

Technology

Security & Law Enforcement

Civic / Community Members

Environmental Groups

City of Virginia Beach:

(Parks & Recreation, Planning,
Cultural Affairs, Public Utilities,
Planning Department, VBPd, etc.)

General Public

Experts Advising Experts

Explore multi-use spaces

Eliminate redundancies

Right-size enrollments

Right-size spaces

Planning for 100 years

Durability & Operational Efficiency

Current & future educational programs

Right-Sizing

More
Right-Sizing

Final Ed Spec

= Needs

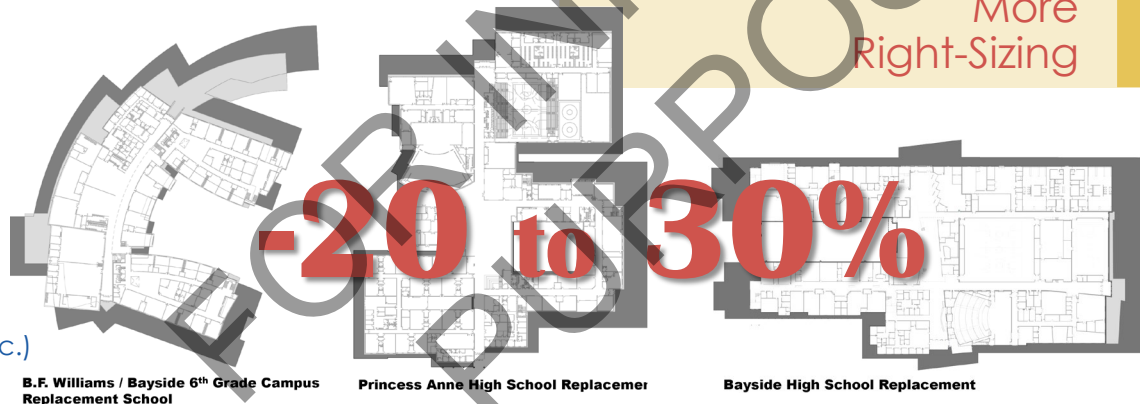
No more than
needed, and all
programs covered

Confident
Design
Direction



Space Verifications




"Are we sure this is right?"



B.F. Williams / Bayside 6th Grade Campus
Replacement School

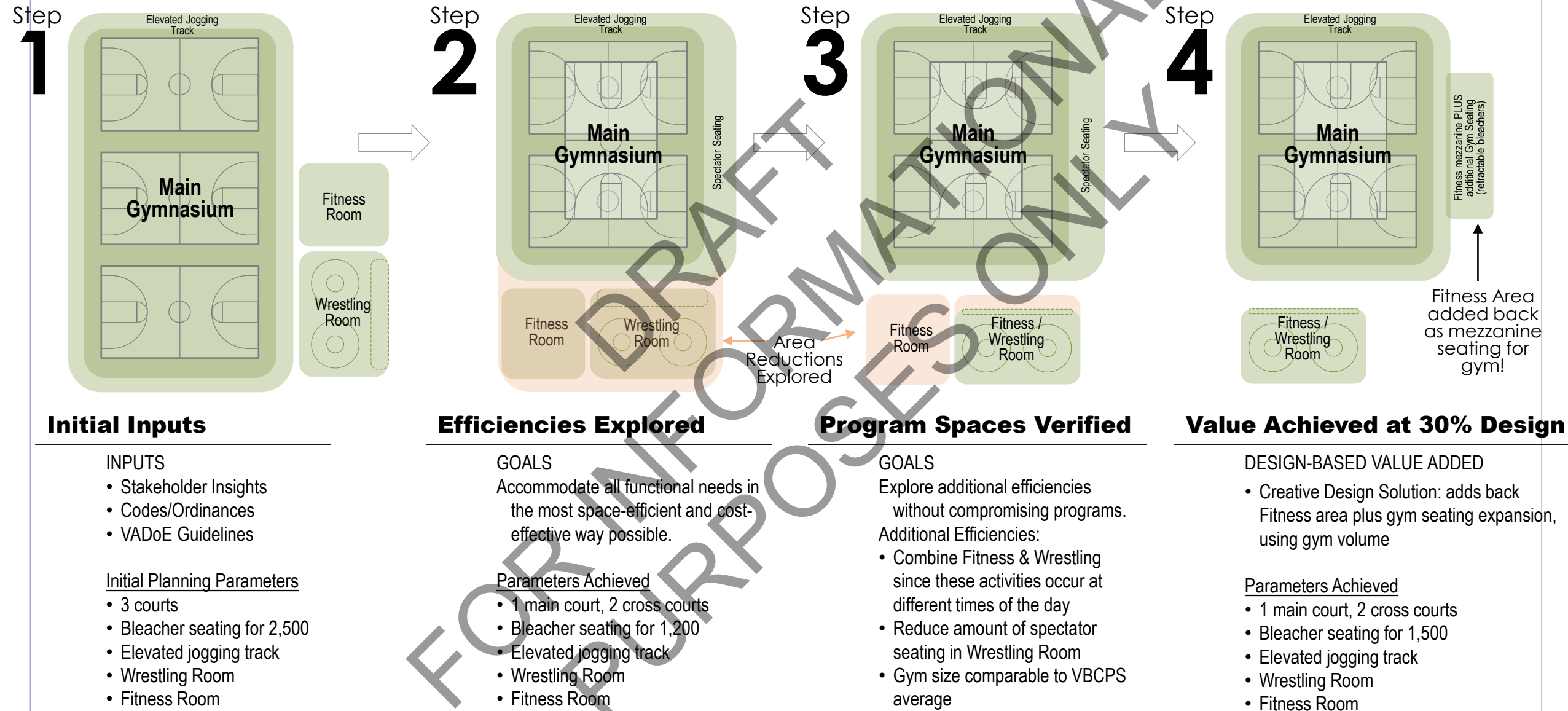
Princess Anne High School Replacemer

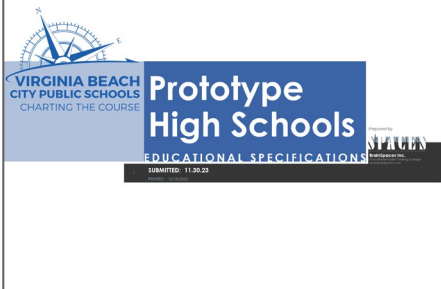
Bayside High School Replacement

Current Efficiencies	Omit Bleacher seating area	Reduce to 1 Competition Mat
A <ul style="list-style-type: none">• Wrestling 2 competition mats• Bleacher seating for 100-150• 18-22 practice circles (when retracted bleachers)• Sized for 1 PE class, up to 45 students (activity-based, such as yoga, fitness, or aerobics)• Athletics program (after hours)  <p>Size: 3,500 sq ft Athletics: 18-22 wrestlers PE: Up to 45 students, depending on activity</p>	B <ul style="list-style-type: none">• Omit Bleacher Seating• No reduction in competition mats• Competitors may be limited due to no spectators• Sized for 1 activity-based PE class, up to 40 students• Estimated Area Reduction: 700 net square feet  <p>Resulting Size: 2,800 sq ft Athletics: 18-22 wrestlers PE: Up to 45 students, depending on activity</p>	C <ul style="list-style-type: none">• 1 Competition mat• 9-12 practice circles• Bleacher seating for 50-75• Could serve as 1 PE/Health classroom (20-25 students)• Limited range of uses due to smaller size• Estimated Area Reduction: 1,500 net square feet  <p>Resulting Size: 2,000 sq ft Athletics: 9-12 wrestlers PE: Up to 20 students, depending on activity</p>

Educational Specifications

Right-Sizing Process Example: Gym, Fitness and Wrestling



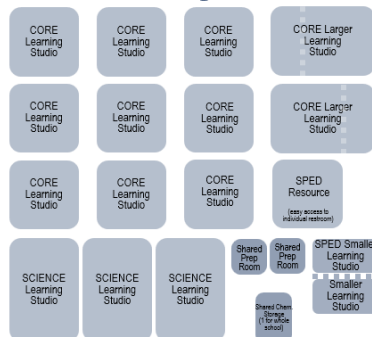


Educational Specifications

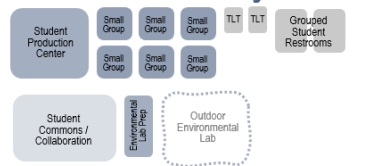
synthesizing project parameters into space needs

THERE ARE 4 LEARNING COMMUNITIES each include the following spaces:

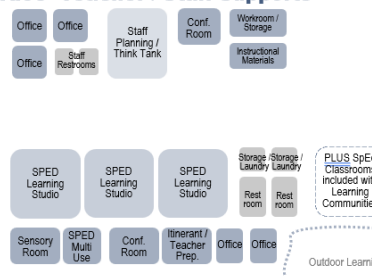
A.01 Core Learning



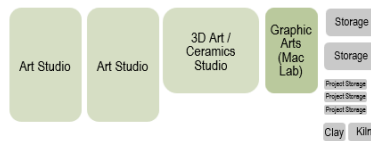
A.02 Student Community Commons



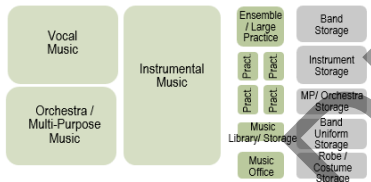
A.03 Teacher / Staff Supports



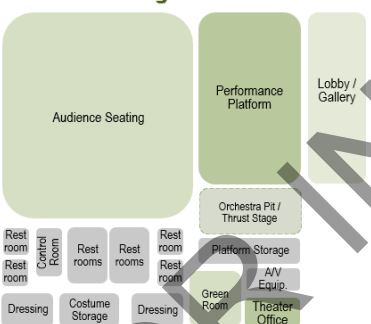
B-1 Art & Visual Media



B-2 Music



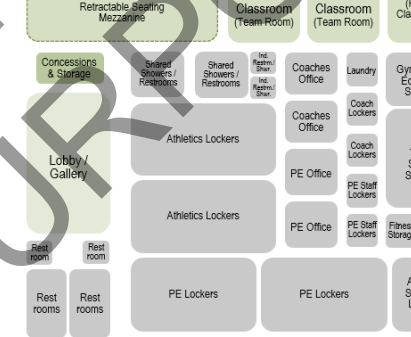
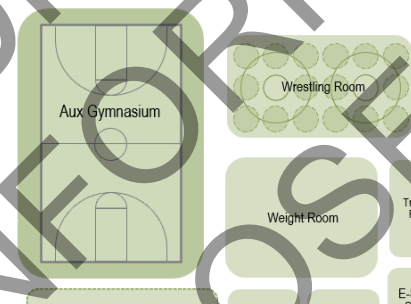
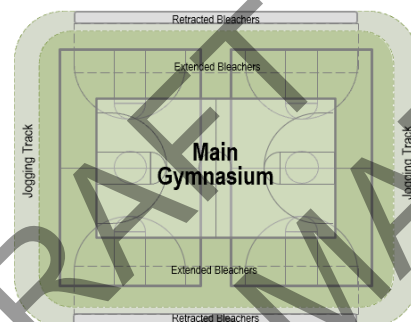
B-3 Performing Arts Theater



B-4 CTE / Arts Cluster



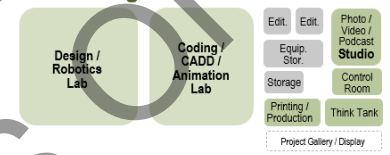
B-5 PE/Athletics



B-6.1 Consumer Sciences / Culinary



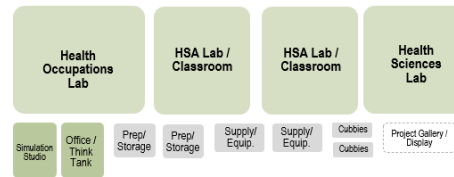
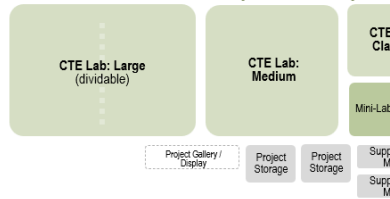
B-6.2 Design / Multi-Media



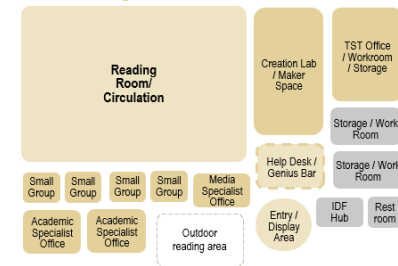
B-6.3 Business / Marketing



B-6.4 CTE Flex Labs (BHS/Proto)



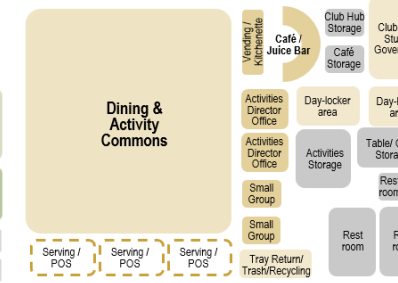
C-1 Library / Media Center



C-2 Schola / MPR



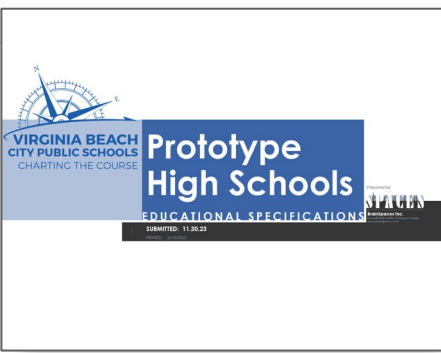
C-3 MPR / Student Union



C-4 Food Services / Kitchen



Offices & Support Spaces are not included on this sheet



Educational Specifications

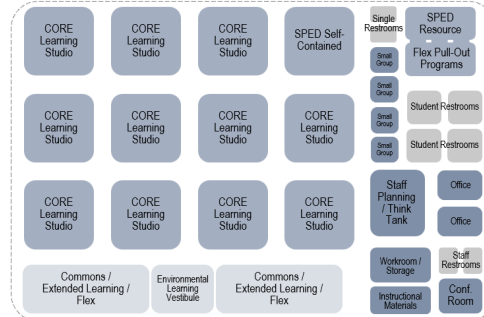
Prototype High School / Bayside HS / Princess Anne HS

SPACE NEEDS SUMMARY		BHS/PROTOTYPE	PAHS	SPACE NEEDS SUMMARY		BHS/PROTOTYPE	PAHS
A.0 CORE ACADEMICS & SUPPORTS		Net S.F.	Net S.F.	continued			
A.01 Core Learning		14,750	13,100	E.0 BUILDING / FACILITY (TBD)		ESTIMATE OF NET S.F.	ESTIMATE OF NET S.F.
A.02 Student Community Commons		4,050	3,300	TBD E.01 Building Services		9,000	9,000
A.03 Teacher & Staff Supports		1,700	1,400	TBD E.02 MEP (Gross Areas TBD)		0	0
X# of Learning Communities		82,000	71,200	E.03 Outdoor Amenities		0	0
A.04 Special Needs AAF Cluster		3,900	0			9,000	9,000
		85,900	71,200	F.0 VBCPS Programs / Enhancements		ESTIMATE OF NET S.F.	ESTIMATE OF NET S.F.
B.0 INSTRUCTIONAL ACTIVITIES		Net S.F.	Net S.F.	F.01 VBCPS SpEd Center (@ PAHS)		0	26,900
B.01 Art & Visual Media		4,500	4,400	F.02 NJROTC		0	3,500
B.02 Music		7,000	6,500	F.03 Fieldhouse / Stadium Supports		10,000	9,300
B.03 Performing Arts Theater		13,200	12,700	F.04 Outdoor Stadium		0	0
B.04 FLEX CTE/Arts Cluster		5,100	4,800			10,000	39,700
B.05 PE / Athletics		47,100	44,000	ESTIMATED GROSSING FACTOR: To be Verified by A/E Designs		1.42	1.42
B.06 Pathways / CTE		22,600	17,900	NET AREA: BASE (Not including Category F)		226,800	200,100
		99,500	90,300	GROSS AREA: CATEGORIES A-E		322,056	284,142
C.0 CAMPUS COMMONS		Net S.F.	Net S.F.	NET AREA: Category F: VBCPS Programs / Enhancements		10,000	39,700
C.01 Library / Media Center		5,700	5,400	GROSS AREA: CATEGORY F		14,200	56,374
C.02 Schola / MPR		3,200	2,800	GROSS AREA TOTAL (A-F)		1,900 Students	1,700 Students
C.03 MPR / Student Union		9,600	8,700			336,256	340,516
C.04 Food Services / Kitchen		5,500	5,100				
C.05 Outdoor Amenities		0	0				
		24,000	22,000				
D.0 OFFICES & SUPPORTS		Net S.F.	Net S.F.				
D.01 School Administration		3,200	2,700				
D.02 Counseling/Student Services		2,500	2,300				
D.03 Centralized Faculty Support		1,000	950				
D.04 Nurse / School Clinic		1,000	950				
D.05 Community Engagement Center		700	700				
		8,400	7,600				

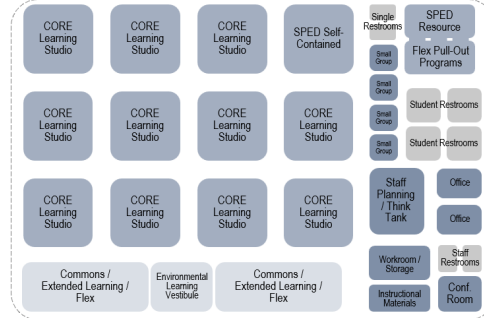
Educational Specifications

Bettie F. Williams / Bayside 6th Grade Campus

1.01 Grade 4 Learning Community

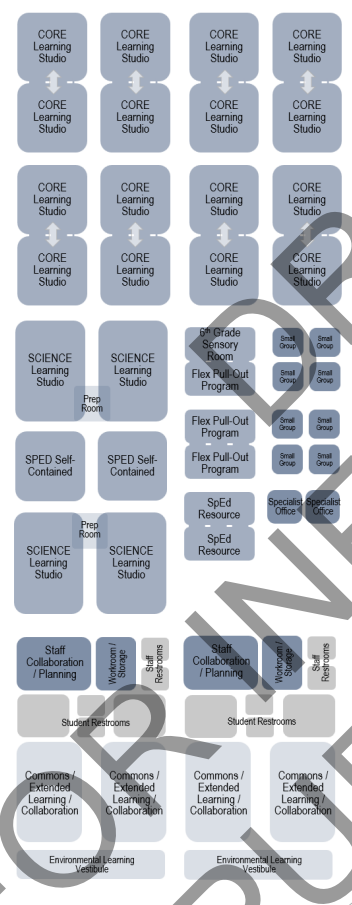


1.02 Grade 5 Learning Community

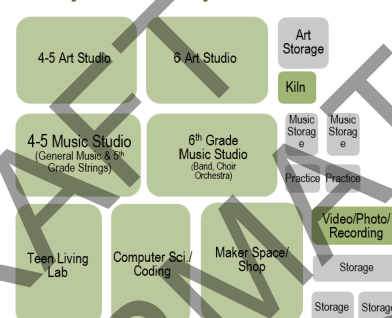


Note that for readability, diagrams on this sheet are shown at a larger scale than the high school diagrams.

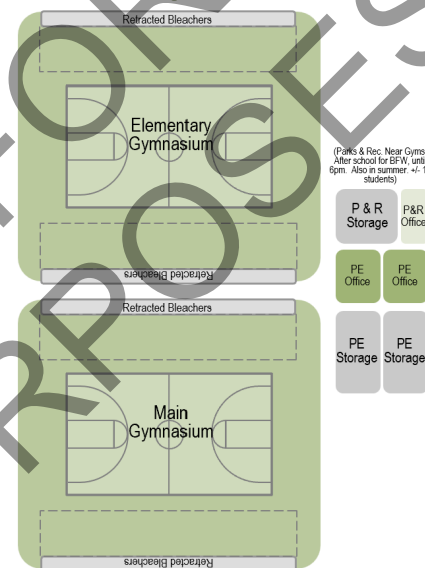
A-3 Grade 6 Learning Community



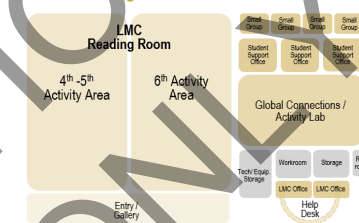
B-1 Specials & Exploratories



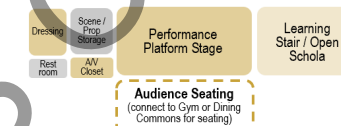
B-2 Health / Physical Education



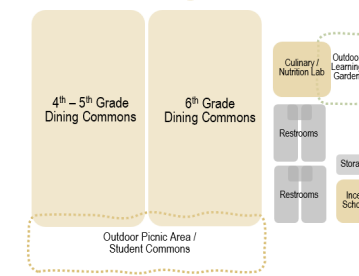
C-1 Library / Media Center



C-2 Auditorium



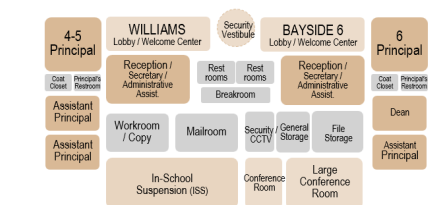
C-3 MPR / Dining Commons



C-4 Food Services Kitchen & Supports



D-1 SCHOOL ADMINISTRATION



D-2 COUNSELING / STUDENT SERVICES



D-3 Centralized Faculty Support



D-4 Nurse / School Clinic



D-5 Community Engagement Center





A Replacement School for:
**B. F. Williams Elementary &
Bayside 6th Grade Campus**

EDUCATIONAL SPECIFICATIONS
SUBMITTED: 11.30.23

Educational Specifications

Bettie F. Williams / Bayside 6th Grade Campus

BFW/B6 PROGRAMS

SUMMARY OF SPACE NEEDS

A.0 CORE ACADEMICS & SUPPORTS

A.00 Grade 4 Learning Community
A.01 Grade 5 Learning Community
A.02 Grade 6 Learning Community
A.03 SPED (AAF)

WILLIAMS (4-5)

450 students, 4th-5th Grades

Net S.F.	# T.S.
15,800	12
15,800	12
0	0
0	0
31,600	24

SHARED (4-6)

(Capacity included with 4-6)

Net S.F.	# T.S.
0	0
0	0
0	0
1,800	2
1,800	2

BAYSIDE 6th

400 students, 6th Grade

Net S.F.	# T.S.
0	0
0	0
31,200	22
0	0
31,200	22

TOTALS

Net S.F.	# T.S.
15,800	12
15,800	12
31,200	22
1,800	2
64,600	48

B.0 INSTRUCTIONAL ACTIVITIES

B.01 Specials & Exploratories
B.02 Health / Physical Education

Net S.F.	# T.S.
2,400	0
6,400	0
8,800	0

Net S.F.	# T.S.
500	0
1,000	0
1,500	0

Net S.F.	# T.S.
7,600	5
8,000	2
15,600	7

Net S.F.	# T.S.
10,500	5
15,400	2
25,900	7

C.0 CAMPUS COMMONS

C.01 Library / Media Center
C.02 Auditorium
C.03 MPR / Dining Commons
C.04 Food Services / Kitchen

Net S.F.	# T.S.
2,450	0
0	0
3,700	0
200	0
6,350	0

Net S.F.	# T.S.
900	0
3,100	0
400	0
3,000	0
7,400	0

Net S.F.	# T.S.
3,750	1
0	0
3,900	0
300	0
7,950	1

Net S.F.	# T.S.
7,100	1
3,100	0
8,000	0
3,500	0
21,700	1

D.0 OFFICES & SUPPORT

D.01 School Administration
D.02 Counseling/SpEd/Student Services
D.03 Centralized Faculty Support
D.04 Nurse / School Clinic
D.05 Community Engagement Center

Net S.F.	# T.S.
870	0
450	0
0	0
0	0
0	0
1,320	0

Net S.F.	# T.S.
2,010	0
750	0
1,000	0
650	0
800	0
5,210	0

Net S.F.	# T.S.
670	0
450	0
0	0
0	0
0	0
1,120	0

Net S.F.	# T.S.
3,550	0
1,650	0
1,000	0
650	0
800	0
7,650	0

E.0 BUILDING / FACILITY (TBD)

TBD E.01 Building Services
TBD E.02 MEP (Gross Areas TBD)
E.03 Outdoor Amenities

ESTIMATE OF NET S.F.	# T.S.
0	0
0	0
0	0
0	0

ESTIMATE OF NET S.F.	# T.S.
1,700	0
0	0
0	0
1,700	0

ESTIMATE OF NET S.F.	# T.S.
0	0
0	0
0	0
0	0

Net S.F.	# T.S.
1,700	0
0	0
0	0
1,700	0

Total Net S.F.	# T.S.
48,070	24

Total Net S.F.	# T.S.
17,610	2

Total Net S.F.	# T.S.
55,870	30

Total Net S.F.	# T.S.
121,550	56

ESTIMATED GROSSING FACTOR:

GROSS AREA ESTIMATE

1.42
68,259

1.42
25,006

1.42
79,335

1.42
172,601

Educational Specifications

Spatial Implications of 21st Century Shifts in Education

Learning is Active & Applied

vs passive “sit-and-get”

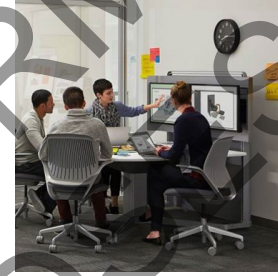
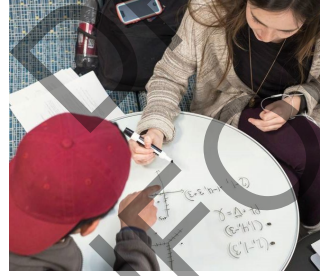
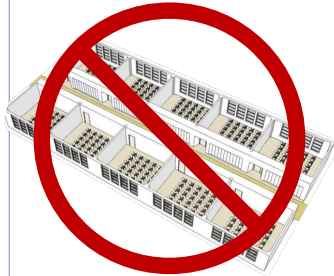


For Ed Specs, this means:

- **Larger classrooms:** with space to move, explore, collaborate, create
- **More Specialty Labs:** integrated hands-on learning requires more equipment, technology, collaborative furniture
- **Storage & Support spaces:** easy access to supplies, manipulatives, and equipment

Learning is Individualized

vs standardized “one-size-fits-all”



- **More Variety:** multiple options for learners to find space that works for their learning
- **Expanding Program Offerings:** more variety of courses offered requires spaces to be flexible and changeable
- **More Services:** spaces for adults to support and nurture a wide variety of student needs

Learning is Future-Focused

“planning for their future vs our past”



- **Future-Ready:** through robust CTE & college-prep courses, students graduate ready for life-long learning, college, and careers
- **Critical Thinking:** spaces support learning activities that examine different points of view, call for evidence-based conclusions, question information, and solve problems.

Educational Specifications

Spatial Implications of 21st Century Shifts in Education

All Learners are Supported

vs teaching to the “middle”



For Ed Specs, this means:

- **More Special Education Spaces:** over 30% increase in students receiving specialized services in VBCPS since mid-1960s
- **Focus on Student Wellness:** school-based supports include physical, mental, and social services, requiring a variety of new spaces
- **Larger Spaces:** supports often include more adult presence in classrooms (push-in)

Environments are Accessible and Secure

vs exclusionary and unsafe



- **Codes and Regulations:** safe and accessible spaces ensure wellbeing of students and staff, often requiring more area to accommodate
- **Security Features:** strategies for building security, including entry screening, checkpoints, passive supervision, etc. are both required and recommended

Student Participation is Encouraged

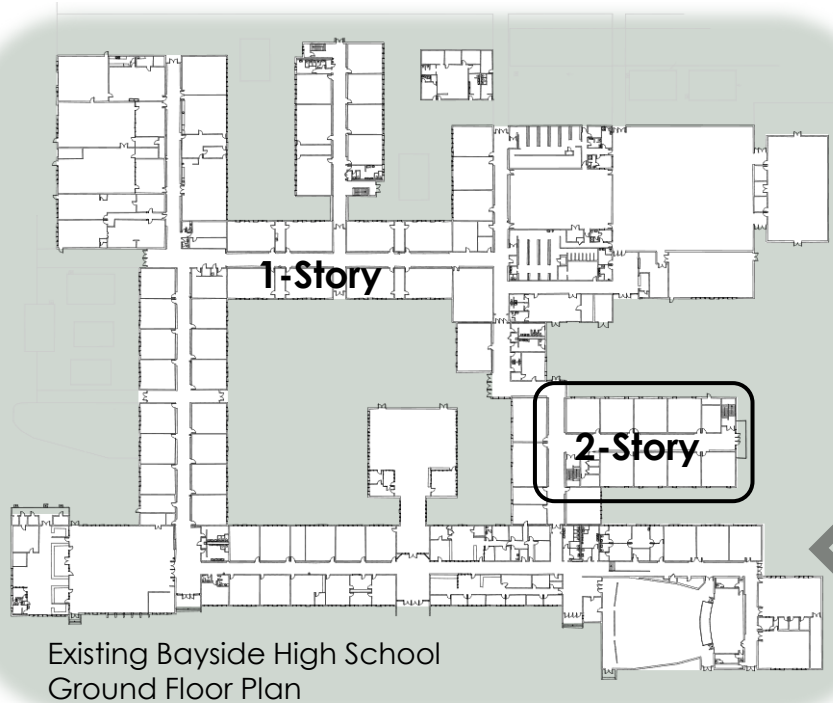
vs disengagement during and after school hours



- **On-Site Student Activities:** activities such as clubs, sports, and events extend student engagement beyond the school day, requiring more durable materials and flexible spaces.
- **Nutrition:** more students partake in meal programs at school, requiring robust services, dining areas, and custodial services

Right-Sizing VBCPS School Facilities

Where is the current HS Prototype Design larger than the existing Bayside High School?



Existing Bayside High School
Ground Floor Plan

Core Learning Communities

Larger spaces and/or additional space for:

- Classrooms
- Flexible Learning Spaces
- Staff Support Space
- Special Education Space

Support Spaces

Larger spaces and/or additional space for:

- Dining Commons / Kitchen
- Media Center
- Schola
- Administration/Guidance
- Clinic

Instructional Activities

Larger spaces and/or additional space for:

- Music & Performing Arts
- Visual Arts
- PE/Athletics
- Health Sciences Academy
- Career & Tech Ed Spaces

Other Spaces

- Hallways / Circulation Space (wider)
- Field House (larger spaces and additional spaces)
- Indoor Mechanical (additional spaces)

The existing BHS facility is outdated and small. The 2023 Ed Spec process identified space needs for the 1,900 student Prototype HS that exceed the current BHS building in multiple categories.

*The proposed area is approximately **336,250 GSF***

Existing Bayside High School Facilities:

+/- 200,816 gross square feet (GSF)

- Originally constructed in **1964**
- Industrial-model floor plan
- +/- **30% smaller** than 2009 Ed Spec
- Currently over-crowded at +/- **118 SF/pupil**

Right-Sizing VBCPS School Facilities

Program (Ed Spec) Comparisons to Recent VA High Schools

		Bid Year	Student Capacity	Building Area (SF)	SF/Pupil
Lightridge High School	Loudoun Co.	2018-19	1,903	305,133	160
13th High School	Prince William Co.	2018-19	2,601	334,885	129
Washington & Lee HS	Westmoreland Co	2019-20	837	141,089	169
JR Tucker HS	Henrico Co.	2020-21	1,990	274,480	153
Highland Springs HS	Henrico Co.	2020-21	2,028	274,480	150
George Mason HS	Falls Church City	2021-22	1,448	294,700	204
Rocktown HS	Harrisonburg City	2023-24	1,696	258,253	152
Stafford County HS #6	Stafford Co.	2023-24	2,151	299,192	139
VBCPS Prototype Proposed			1,900	322,056	170
VA Statewide Average 2010 to 2022					160

Key Take-Aways:

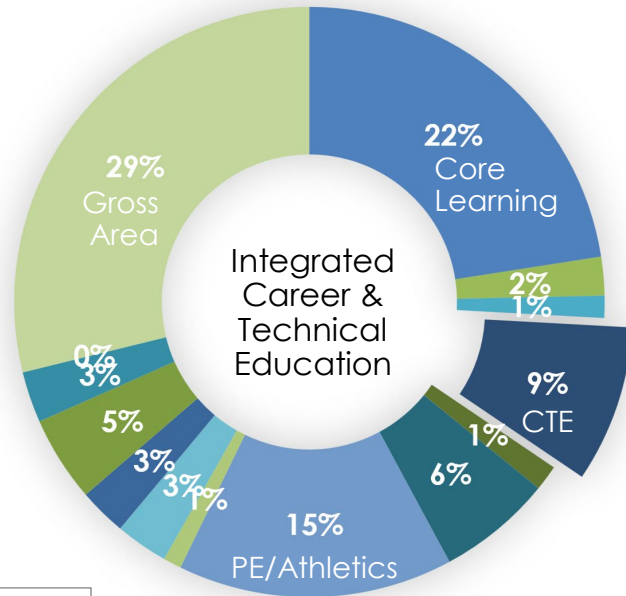
The proposed High School Prototype has neither the largest nor the smallest area per student in the state.

10 SF/pupil is about 6% higher than state average and equates to 19,000 GSF

Right-Sizing VBCPS School Facilities

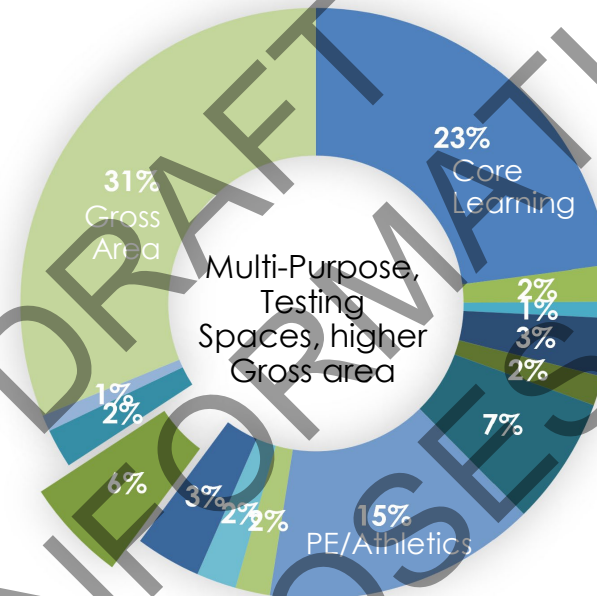
Charts Illustrate % of Overall Area Dedicated to Various Uses at Comparison High Schools

PPEA / Bayside HS



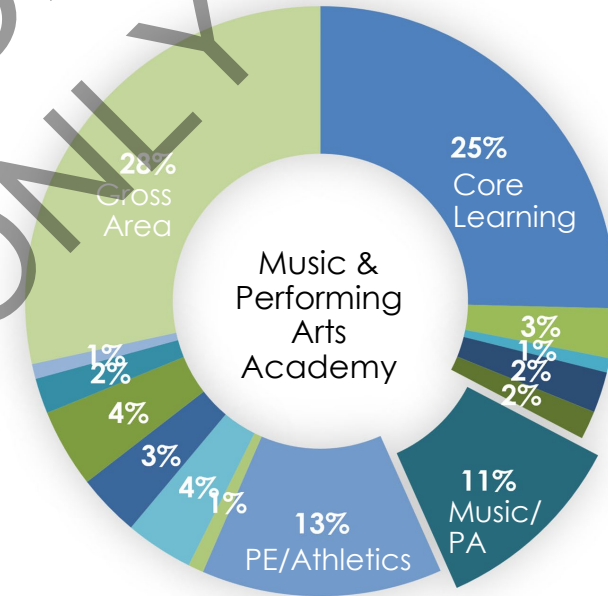
Well-rounded High School Experience, Students are Future-Ready

J.R. Tucker HS



Fewer CTE / Academy learning spaces, more core Classrooms, more dedicated testing spaces

Stafford Co. HS



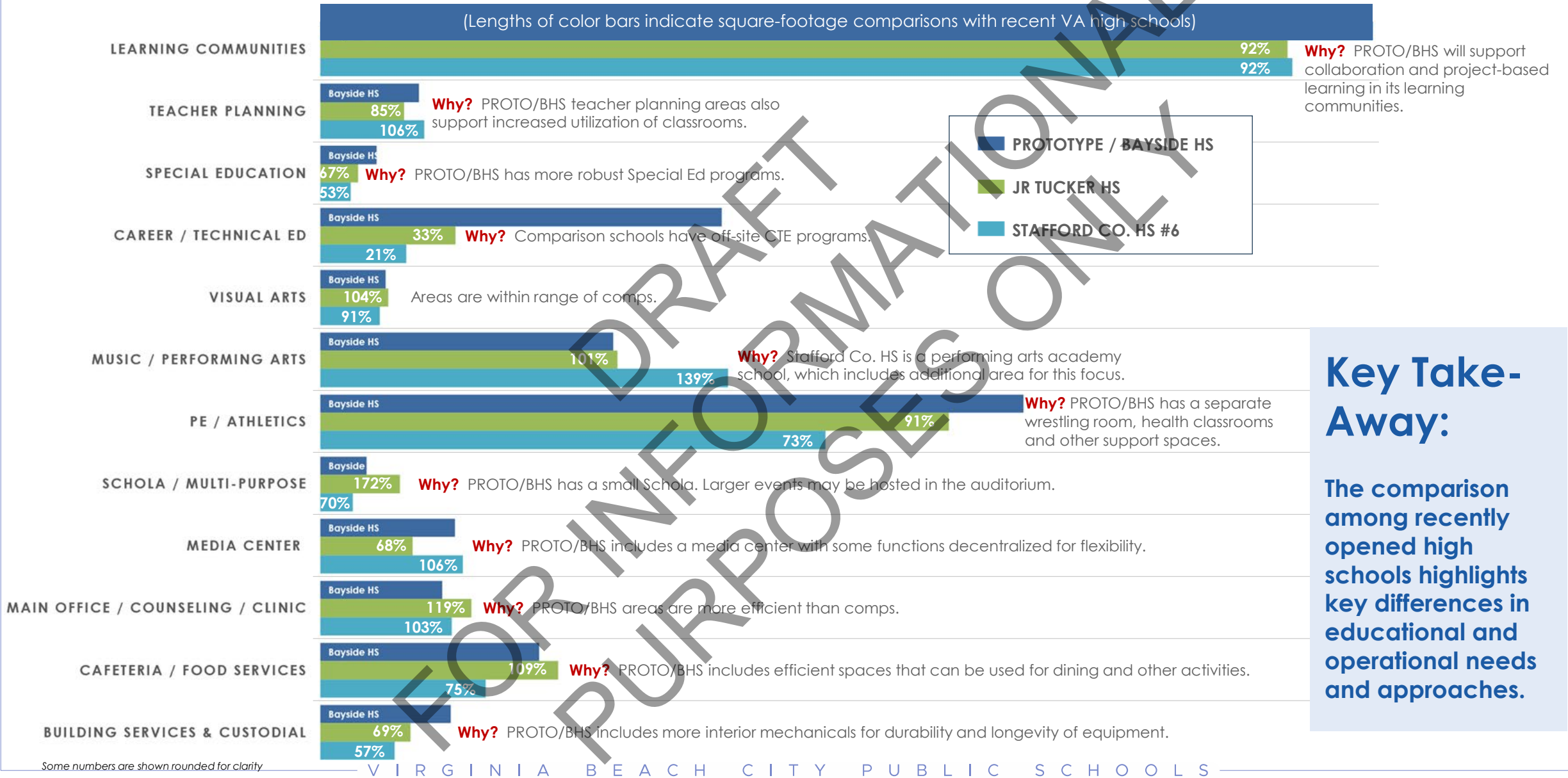
Focus on Music & Performing Arts, fewer CTE programs, more core Classrooms

Key Take-Away:

The comparison among recently opened high schools highlights key differences in educational and operational needs and approaches.

Right-Sizing VBCPS School Facilities

NSF/Area (Ed Spec) Comparisons to Recent VA High Schools



Right-Sizing VBCPS School Facilities

Program (Ed Spec) Comparisons to Recent VA High Schools

Space Type	PPEA IA Prototype HS / Bayside HS 1,900 Students		JR Tucker High School (Henrico Co.) 1,790 Students ⁽¹⁾		Delta % JRT / PPEA IA Prototype HS ⁽⁶⁾	Stafford Co. High School #6 2,151 Students		Delta % Stafford HS / PPEA IA Prototype HS ⁽⁷⁾
	# TS	Total NSF	# TS	Total NSF		# TS	Total NSF	
Learning Communities (Regular Classrooms + Extended Learning Areas)	56.0	72,600	58.0	62,874	92%	77.0	75,945	92%
Teacher Planning / Decentralized Admin (in LC's)		6,800		5,453	85%		8,131	106%
Special Education	3.0	3,900	3.0	2,451	67%	2.0	2,353	53%
Technical Education / Career Pathways	15.0	28,200	5.0	8,781	33%	6.0	6,696	21%
Visual Arts	3.0	4,500	3.0	4,400	104%	3.0	4,653	91%
Music / Performing Arts	3.0	20,300	4.0	19,300	101%	7.0	31,854	139%
Gym / Physical Education	8.0	47,500	7.0	40,855	91%	7.0	39,463	73%
Schola / Multi-Purpose Room	0.0	3,200	2.0	5,172	172%	0.0	2,524	70%
Media Center / Learning Commons		9,300 ⁽⁴⁾		5,985	68%		11,140	106%
Administration/ Counseling/ Clinic/ Community Engagement		8,800		9,827	119%		10,258	103%
Cafeteria / Food Services		15,100		15,450	109%		12,895	75%
Custodial / Building Services		9,000 ⁽⁵⁾		5,867	69%		5,803	57%
Public Restrooms (included in VBCPS NSF)				1,756			1,438	
Military Science - NJROTC	0.0	0	2.0	2,444		1.0	2,449	
Sub Total Programmed Areas		229,200		190,615	88%		215,602	83%
Grossing Factor [Circulation, Walls, etc.]	41%	92,856	44%	83,865		39%	83,590	
Main Building Total GSF		322,056		274,480 ⁽²⁾	90%		299,192	82%
Out-Buildings Total GSF		14,200		4,092 ⁽³⁾	31%		9,633	60%
Total Building Area GSF		336,256		278,572	88%		308,825	81%
Number of Teaching Stations		88		84			103	
Maximum Operating Capacity (Maximum Capacity x 0.9)		1,900		1,790 ⁽¹⁾			2,151	
SF/Pupil (VA Statewide Average 2010 to 2022 = 160 SF/pupil)		170		153			139	
Average Number of Pupils/Teaching Station		21.6		21.3			20.9	
Notes								
(1) Corrected Maximum Operating Capacity as per Henrico County Schools (VADoE data shows Maximum Capacity)								
(2) Adjusted GSF - VADoE published GSF of 265,101 did not include Team Sports Fieldhouse which is included in other schools								>10% Lower
(3) JR Tucker HS reused +/- 7,800 GSF of existing facilities for Out-Buildings								
(4) Includes 3,600 SF of Student Production Centers decentralized to 4 Learning Communities								
(5) Includes NSF of Interior HVAC Rooms not included in other schools in this matrix								>10% Higher
(6) Delta % factored for Capacity Differential 1900/1790 = 106.15%								
(7) Delta % factored for Capacity Differential 1900/2151 = 88.33%								

Key Take-Aways:

The proposed High School Prototype includes CTE programs that are located off-site at comparison schools

The HS prototype includes more robust student supports and special education programs

Stafford Co. HS #6 is an **arts magnet program**, designed for different community priorities and different program needs

Comparing Current Plans with Other Schools

Program (Ed Spec) Comparisons to Recent VA High Schools

Comparable / Similar Spaces:

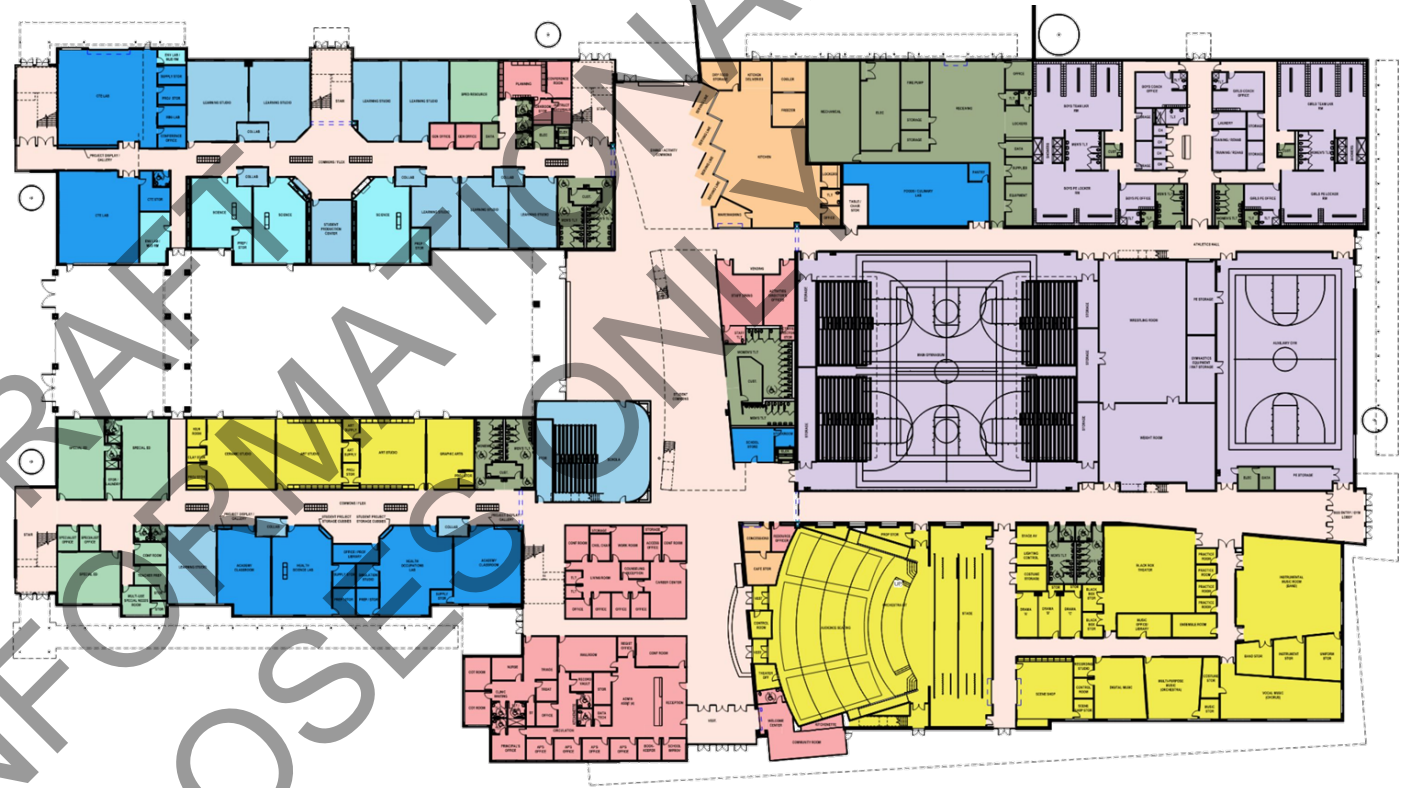
- General Classrooms
- Science Labs
- Visual Arts

VBCPS Prototype has More Space:

- Technical Education Career Pathways
- Flexible Extended Learning Areas for Collaborative, Hands-on Learning
- Special Education
- Physical & Wellness Education
- Building Services / Maintenance

VBCPS Prototype has Less Space:

- Administration and Testing
- Music/ Performing Arts (Stafford HS only)



Key Take-Away:

School facilities are planned and sized to meet specific educational program needs of their respective communities. “Apples-to-Apples” comparisons among facilities can be misleading without also accounting for and understanding local differences in these specifics.

Comparing Current Plans with Other Schools

What spaces in the current Prototype HS Design do not exist in Stafford Co. HS #6?

Classrooms & Support Spaces:

17,000 GSF

including space for:

- Student Collaboration Spaces
- Flex Spaces / Extended Learning Areas
- Student Production Spaces
- Environmental Labs

Career & Tech Ed Spaces:

15,625 GSF

including space for:

- Foods/ Culinary Lab
- Family/ Consumer Science Studio
- Design Lab
- CADD/ Coding Lab
- Flex CTE Labs (Multiple)

Support Spaces:

6,875 GSF

including space for:

- Schola/ Multi-purpose Space
- Staff Dining
- Club Areas

PE / Team Spaces:

3,500 GSF

including space for:

- Wrestling (dedicated)

Indoor Mechanical:

3,750 GSF

Key Take-Away:

*These Spaces account for **46,750 GSF**, or **14%**, of the Total Building Area of the VBCPS Prototype HS.*

*These spaces account for **26 SF/pupil** in the Prototype HS*

Summary

- Roughly \$900M loss in CIP buying power since SY2009/10
- PPEA is a potential opportunity to do more with less money
- VBCPS values and priorities have guided development of school designs
- Staff have been responsive to direction provided by the Board

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



Subject: Election of School Board Chair **Item Number:** 7A

Section: School Board Organizational Matters **Date:** Jan. 9, 2024

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Donald E. Robertson, Ph.D., Acting Superintendent, Acting as School Board Chair Pro Tem

Recommendation:

That the School Board elect one of its members to serve as Chair for the 2024 calendar year.

Pursuant to Bylaw 1-37 / Annual Organizational Meeting and Bylaw 1-18/Officers: Election and Term of Office – Section A.

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

Any School Board Member may offer a nominee for Chair. A nomination does not require a second. Any School Board Member making a nomination may discuss the nomination at that time. Other School Board Members will be allowed to discuss that nominee, make another nomination, or make other comments concerning any of the nominations. School Board Members are requested to keep comments to one minute. School Board Members who have not yet spoken during a round of voting have the right to comment or make a nomination before a School Board Member who has already spoken during that round of voting has the opportunity to speak a subsequent time. After a School Board Member has made comments or a nomination, the Acting Superintendent will ask if there are any other nominations for Chair. When no further nominations are made, the Acting Superintendent will call for any final discussion of the nominees. If there is no further discussion on nominees, then the Acting Superintendent will close the call for nominations.

Each School Board Member will be provided with colored pieces of paper that will correspond to an assigned nominee for each round of voting. Nominees will pick colors from the Clerk. The Clerk will announce the names of all nominees for the position of Chair of the School Board for each round and the color assigned to each nominee. When the vote is called, each School Board Member will hold up the color of the nominee that the School Board Member is voting for. The Clerk will then announce who each School Board Member voted for. School Board Members who do **not** wish to vote during a round of voting may do so by not raising a colored piece of paper.

The nominee who receives the most votes for Chair will be declared the Chair. If there is a tie vote or there are no votes, the voting will be repeated as many times as necessary until a nominee receives the most votes. After each round of voting, School Board Members may nominate additional nominees if no nominee receives a majority vote during the prior round.

When repeated balloting is necessary, nominees remain under consideration unless their nominations are withdrawn by the nominator or the nominee. When one nominee receives a majority vote of those School Board Members present, the Acting Superintendent will declare that nominee the Chair and the duly elected Chair will then conduct the remainder of the business on the Agenda.

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

Background Summary:

N/A

Source:

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

Budget Impact:

N/A



Subject: Election of School Board Vice Chair **Item Number:** 7B

Section: School Board Organizational Matters **Date:** Jan. 9, 2024

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): School Board Chair

Recommendation:

That the School Board elect one of its members to serve as Vice Chair for the 2024 calendar year.

Pursuant to Bylaw 1-37 / Annual Organizational Meeting and Bylaw 1-18/Officers: Election and Term of Office – Section A.

The newly elected Chair will conduct the election for Vice Chair.

Any School Board Member may offer a nominee for Vice-Chair. A nomination does not require a second. Any School Board Member making a nomination may discuss the nomination at that time. Other School Board Members will be allowed to discuss that nomination, make another nomination, or make other comments concerning any of the nominations. School Board Members are requested to keep comments to one minute. School Board Members who have not yet spoken during a round of voting have the right to comment or make a nomination before a School Board Member who has already spoken during that round of voting has the opportunity to speak a subsequent time. After a School Board Member has made comments or a nomination, the Chair will ask if there are any other nominations for Vice-Chair. When no further nominations are made, the Chair will call for any final discussion of the nominees. If there is no further discussion on nominees, then the Chair will close the call for nominations.

Each School Board Member will be provided with colored pieces of paper that will correspond to an assigned candidate for each round of voting. The nominees will pick a color as explained by the Clerk. The Clerk will announce the names of all nominees for the position of Vice-Chair of the School Board for each round and the color assigned to each nominee. When the vote is called, each School Board Member will hold up the color of the nominee that the School Board Member is voting for. The Clerk will then announce who each School Board Member voted for. School Board Members who do **not** wish to vote during a round of voting may do so by not raising a colored piece of paper.

The nominee who receives the most votes for Vice Chair will be declared the Vice Chair. If there is a tie vote or there are no votes, the voting will be repeated as many times as necessary until a nominee receives the most votes. After each round of voting, School Board Members may nominate additional nominees if no nominee receives a majority vote during the prior round. When repeated balloting is necessary, nominees remain under consideration unless their nominations are withdrawn by the nominator or the nominee.

Background Summary:

N/A

Source:

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

Budget Impact:

N/A



Subject: Appointment of Clerk and Deputy Clerk of the School Board **Item Number:** 7C

Section: School Board Organizational Matters **Date:** Jan. 9, 2024

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Donald E. Robertson, Ph.D., Acting Superintendent

Recommendation:

That the School Board approve the Acting Superintendent's recommendation to appoint Regina M. Toneatto as Clerk of the School Board and Susan L. Keipe as Deputy Clerk of the School Board for the 2024 calendar year.

Background Summary:

N/A

Source:

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

Budget Impact:

N/A



Subject: Schedule of School Board Meetings January 2024 through June 30, 2025 Item Number: 7D

Section: School Board Organizational Matters Date: Jan. 9, 2024

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): School Board Chair

Recommendation:

That the School Board approve the schedule of regular meetings for a period ending June 30, 2025. Pursuant to School Board Bylaw 1-38 and Standing Rules outlined in Appendix B, meetings of the School Board will generally be held on the second and fourth Tuesday of each month, or on the dates and times designated by the School Board and as thereafter modified. The School Board reserves the right to change the date, time, or location of a previously noticed meeting upon compliance with applicable notice requirements set forth in the Virginia Freedom of Information Act. In person meetings of the School Board will take place in the School Administration Building, 2512 George Mason Dr., Virginia Beach unless otherwise specified by the School Board. The School Board reserves the right to meet at other times, dates, and places upon proper notification to the public.

- Administrative, Informal, Workshop, and Closed Session sections of regular meetings generally convene at 4 p.m. subject to the volume of business to be transacted.
- School Board Recess at 5:30 p.m.
- Formal Meeting Called to Order at 6:00 p.m.

Affirm Balance of SY 2023-24 Schedule of Meetings	Proposed SY 2024-25 Schedule of Meetings
January 9 2024 January 23 (*Mini-Retreat – start time 12:00 p.m.)	July Retreat July 9 & 10 (July 9 - Abridged Regular Meeting) 2024 July 23
February 6 – Special Meeting for presentation of SEON FY2024/25 & CIP FY2024/25 through FY2029/30 February 13 – Public Hearing on Budget February 20 – Special Meeting - Budget/CIP Workshop* February 27	August 13 August 27 September 10 September 24
March 5 – Special Meeting for adoption of Budget FY2024/25 & CIP FY2024/25 through FY2029/30 March 12 March 26	October 8 October 22 November 12 (*day after Veteran's Day) November 26
April 16 (3rd Tuesday) April 30 (5th Tuesday) <i>Spring Break (April 1-5)</i>	December 10 – Public Hearing on Budget
May 14 May 28 (*day after Memorial Day)	January 14 2025 January 28
June 4 – Special Meeting for Superintendent's evaluation June 10 (2nd Monday) June 25	February 4 – Special Meeting for presentation of SEON FY2025/26 & CIP FY2025/26 through FY2030/31 February 11 – Public Hearing on Budget February 18 – Special Meeting - Budget/CIP Workshop* February 25
	March 4 – Special Meeting for adoption of Budget FY2025/26 & CIP FY2025/26 through FY2030/31 March 11 March 25
	April 8 April 22 May 13 May 27 (*day after Memorial Day)
	June 3 – Special Meeting for Superintendent's evaluation June 9 (2nd Monday) June 24

Background Summary:

Source:

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

Appendix B

Budget Impact: N/A



Subject: Approval of Minutes **Item Number:** 11A

Section: Approval of Meeting Minutes **Date:** Jan. 9, 2024

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. December 12, 2023 Regular School Board Meeting

Note: Supporting documentation will be provided to the School Board under separate copy and posted 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

School Board Regular Meeting MINUTES
Tuesday, December 12, 2023

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

Closed Session: Chair Riggs convened the Closed Session at 2:02 p.m. on the 12th day of December 2023 at the School Administration Building #6, School Board Chamber. At 2:03 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, 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. Review and discuss next steps in the Superintendent Search process.
- B. Consultation with Legal Counsel related to personnel matters and/or pending litigation.

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 2:06 p.m.

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

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 2 of 27

A. Review and discuss next steps in the Superintendent Search process: 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; Hazard, Young, Attea & Associates, Consultants: Dr. Ted Blaesing, Dr. Brad Draeger, and Dr. Connie Collins (via Zoom); and Regina M. Toneatto, School Board Clerk.

School Board Member, Ms. Franklin left the Closed Session at 3:57 p.m. and returned at 3:59 p.m.

The School Board reconvened at 4:05 p.m.

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

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. Chair Riggs called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion for Certification of Closed Session: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Culpepper, Ms. Manning, Ms. Melnyk, and Ms. Owens. The motion passed, 8-0-0. Note: the following School Board members were not present in the School Board chamber at the time of the vote: Mr. Callan and Ms. Franklin.

The School Board recessed at 4:06 p.m. before the start of the Administrative, Informal, and Workshop session.

1. ***Administrative, Informal, and Workshop:*** Chair Riggs convened the Administrative, Informal, and Workshop session at 4:17 p.m. on the 12th day of December 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, broadcast on VBTB 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, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens.

- A. School Board Administrative Matters and Reports: Ms. Melnyk mentioned the Beach Bags Program, invited the School Board members to visit the program to see the work that is done, contact Ms. Melnyk if interested.
 1. Leadership Interest: Chair Riggs mentioned the first School Board meeting in January (January 9) is when the School Board votes for the Chair and Vice Chair; Chair Riggs opened the floor if any School Board members wanted to discuss their interest.
 2. Schedule of Meetings: Remaining FY24 Affirmed; FY25 Proposed: Chair Riggs reviewed the remaining School Board meeting dates through June 30, 2024 and proposed meeting dates for July 1, 2024 through June 30, 2025.

Chair Riggs also mentioned the sign-up sheet for the January one-on-one meetings with Dr. Robertson, Acting Superintendent; January 23: mini retreat, starting at 12 p.m. with lunch, start retreat at 12:30 p.m., topics for mini retreat: process for ODS, guest speaker, topics for summer retreat; Mr. Culpepper mentioned the Building Utilization Meeting (BUC) and the March presentation to the School Board; Chair Riggs also mentioned committee meetings and obtaining information regarding cost to broadcast; software update regarding the new voting system, scheduled use at the January 23rd meeting; mentioned the Citizens' Advisory Committee process – CAC meeting dates and times will be added to the application, start process earlier (end of January/beginning February); suggestion to add expectations for School Board members to the vbschools website, for general knowledge for the public, request to have School Board review information before posting information.

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 3 of 27

- B. Teacher Evaluation: Matthew Delaney, Chief Schools Officer presented the School Board a brief on the required teacher evaluation standards as outlined by the Virginia Department of Education (VDOE) and how Virginia Beach City Public Schools (VBCPS) utilizes this information to evaluate teachers, particular attention will be given to the most recent requirement from the VDOE regarding culturally responsive teaching; reviewed purpose of presentation: identify the VDOE standards and ratings for teacher evaluations, demonstrate how VBCPS utilizes VDOE standards to evaluate teachers, share how VBCPS incorporates the VDOE *Culturally Responsive Teaching and Equitable Practices* requirements into our existing teacher evaluation process; VDOE principal and teacher performance standards: professional knowledge, instructional planning, instructional delivery, assessment of/for student learning, learning environment, culturally responsive teaching and equitable practices, professionalism, student academic progress; reviewed sample of standard definitions which VDOE requires school divisions to use; performance ratings: highly effective, effective, approaching effective, ineffective; expected level of performance – effective rating; VDOE teacher evaluation standard 6 – *Culturally Responsive Teaching and Equitable Practices*; VDOE: the teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students; shared example of teacher evaluation rubric; noted to move teachers to the effective or highly effective rating, professional learning is offered from the Office of Professional Growth and Innovation and Department of Teaching and Learning; mentioned the 2021 Virginia General Assembly passed SB1196 and HB1904 which addresses cultural competence; reviewed strategic alignment – *Compass to 2025*, school concept map, Plan for Continuous Improvement, observation & feedback. The presentation continued with questions and comments regarding changes to the teacher evaluation; coaching; target specific areas; Title I schools; teacher evaluation impacted by outside factors; classroom management; student behavior; TalentEd; timelines for expectations; professional development with TalentEd; culturally responsive teaching; curriculum to support all students; goal setting; collaboration; and suggestion of teacher evaluation as a topic at School Board summer retreat.
- C. Level Up Virginia: Robert Jamison, Executive Director, Office of Student Support Services, presented the School Board information regarding how Virginia Beach City Public Schools coordinates events in alignment with the statewide Level Up Virginia (LUV) initiative led by the State Council of Higher Education for Virginia and the Virginia Department of Education; the mission of this initiative is to increase postsecondary readiness, enrollment and completion for all students in the Commonwealth. Virginia Beach City Public Schools (VBCPS) shares a similar commitment to the LUV initiative by making college access information easily understandable and accessible for students of all backgrounds; shared data regarding Class of 2023 by the numbers: 56.6% attend a 4-year college/university, 21% attend a 2-year college, 5.8% pursue business/technical school/other educational plans; 8 appointments to the US Naval Academy, US Coast Guard Academy, and US Merchant Marine Academy; scholarships – offered over \$97 million and accepted over \$62 million; Level Up Virginia: statewide initiative, mission to increase postsecondary readiness, enrollment and completion for all students in the Commonwealth, committed to making college access information easily understandable and accessible for students of all backgrounds; goals – educate students, families, and staff about the many pathways to success, including 2-year colleges, 4-year colleges, trade schools, apprenticeships, certificate programs, and more; VBCPS alignment with Level Up Virginia: strategic framework – student ownership of learning, strategic action agenda – creating future-ready students; college and career readiness activities: AVID college field trips, career fairs, career wax museums and parades college options for military students, Virginia Beach Public Library field trips; 2023-2024 events: college nights in Virginia, Virginia college application week, FAFSA Next, Decision Day VA; VBCPS College Night was held October 24, 2023 at the Virginia Beach Convention Center: over 120 colleges/universities in attendance, ACCESS College Foundation, military-connected school counselors, parent resource center, mental health providers; College Application Week was October 23-27, 2023: activities provided the senior class the time and assistance needed to complete college applications, facilitating college representative visits, and parent information nights; Class of 2024 by the numbers (through November 16); 100% of seniors met with their school counselors to review graduation requirements and discuss post-secondary plans, VBCPS high schools hosted 304 college representative visits, and 1,434 seniors have submitted a college application through the Common App; FAFSA Next – goal is to increase FAFSA completion across Virginia, ACCESS College Foundation – 2 FAFSA seminars at VBCPS College Night, Parent Nights at each high school after the FAFSA is released; Decision Day – annual culminating event for Level Up Virginia to recognize all high school seniors for their postsecondary plans, high schools and centers across the division will also have site-based Decision Day activities; activities on the horizon: recorded presentation on Dual Enrollment and Postsecondary Pathways, course selection

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 4 of 27

process – ATC and Tech Center events, Enroll, Enlist, Employ events, onsite admissions event, scholarship totals and senior survey data for the Class of 2024 will be available in late June.

The presentation continued with questions and comments regarding students meeting with school counselors; 6th grade and 9th grade orientations; transition days for rising 6th graders; transition meetings – student needs, course selection; Parent Information Nights; applications to West Point Naval Academy; applications to Merchant Marine Academy; and emailing questions to Mr. Jamison.

- D. Forecast of Regular School Board Meeting Agenda Topics FY24 – Third Quarter (January, February, March): Due to time constraints, Chair Riggs mentioned the forecast will be presented at the end of the meeting before Closed Session (Agenda item #17 – Return to Administrative, Informal, Workshop or Closed Session matters).

2. **Closed Session:** None during the Administrative, Informal, and Workshop session. See agenda items: Pre-Meeting and item #17 – Return to Administrative, Informal, Workshop or Closed Session matters.
3. **School Board Recess:** Chair Riggs adjourned the Administrative, Informal, and Workshop session at 5:35 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 6:04 p.m. on the 12th day of December 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. Martin, Ms. Melnyk, and Ms. Owens.
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition**
 - A. Girls Cross Country State Champion – Kellam High School: The School Board recognized Jane Phillips, a Kellam High School student, as the VHSL Class 5 Girls Cross Country Champion; she won the race in 18 minutes and 58 seconds; Jane is also the Region 5A Girls Cross Country Champion.
 - B. Girls Cross Country State Champions – Ocean Lakes High School: The School Board recognized the Ocean Lakes High School Girls' Cross Country team as the Class 5 State Champions; the team members are: Grace Thompson, Lindsay Meadows, Katie Thompson, Kierston Haney, Riley Gomez, Khadija Sissoko, and Lauren Rakov.
 - C. Girls Volleyball State Champions – First Colonial High School: The School Board recognized the First Colonial High School girls' volleyball team, who won the VHSL Class 5 state volleyball tournament; this championship marks the fourth state title for the First Colonial High School girls' volleyball; the team members are: Jules Dooren, Kayla Foley, Keely Heffelfinger, Madison Horn, Jordan Baker, Kaiyah Hines, Helen Murray, Gabby Taylor, Rachel Zimmer, Alayna Cole, Grace Davies-Hackenberg, Teagan Emdadi, Reagan Sherrill, Allie Skarbek, Lexie Anderson, Sophie Buddenhagen, Elisa Chamness, and Brynn LaQue; in addition the VHSL named Kayla Foley as the Class 5 Player of the Year and Edie Magula as the Class 5 Coach of the Year.
8. **Adoption of the Agenda:** Chair Riggs called for any modifications to the agenda as presented. Ms. Brown requested to add the VSBA Legislative Positions on the Action Agenda, Ms. Anderson seconded. Chair Riggs asked for clarification; Ms. Brown clarified to move item from Information item #13B to Action item #16E; Ms. Manning requested to move Consent item #15D – Disposition of School Board Owned Property (Laskin Road Annex) to Action item #16F, Mr. Callan seconded. Chair Riggs called for a motion to adopt the agenda as amended; Ms. Anderson made the motion, seconded by Ms. Franklin. Without discussion, Chair Riggs called for a vote to adopt the agenda as amended. The School Board Clerk announced there were eleven (11) ayes in favor of adopting the agenda as amended.
The motion passed unanimously, 11-0-0.
9. **Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings):** There was no Superintendent's Report but there was a recognition. Donald E. Robertson, Ph.D., Acting Superintendent, introduced the following appointment which was approved at the November 28, 2023 School Board meeting: Anthony J. Trovato, Administrative Assistant, Glenwood and Kempsville Elementary Schools as Assistant Principal, Glenwood Elementary School.

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 5 of 27

10. Approval of Meeting Minutes

- A. November 28, 2023, Regular School Board Meeting: Chair Riggs called for any modifications to the November 28, 2023 regular School Board meeting minutes as presented. Hearing none, Chair Riggs called for a motion to approve the November 28, 2023 minutes as presented. Mr. Callan made the motion, seconded by Ms. Martin. Without discussion, Chair Riggs called for a vote to approve the November 28, 2023 minutes as presented. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the November 28, 2023 minutes as presented. The motion passed unanimously, 11-0-0.

11. Public Hearing on FY2024/25 School Operating Budget and FY2024/25 through FY2029/30 Capital Improvement Program:

There was one (1) speaker; budget topics discussed were staff compensation, pay scale, inflation and interest rates, teaching environment (virtual model, 4x4 schedule, hybrid).

12. Public Comments (until 8:00 p.m.)

There were six (6) in person speakers and one (1) online speaker; topics discussed were model policies; transgender students; gun violence in schools; moral teaching; Christianity in schools; School Board Chair elections; implantation of model policies; ParentVue; parental rights; PBIS; discipline issues; teacher retention; library materials; student identity; preferred name and pronoun; and nicknames.

The Public Comments concluded at 6:43 p.m.

13. Information

- A. Diversity, Equity, and Inclusion Update: Ty Harris, Director, Office for Diversity, Equity, and Inclusion presented the School Board an update on current and upcoming activities from the Office for Diversity, Equity, and Inclusion; provided an overview of the presentation topics: policy and practice, stakeholder engagement, on the horizon; anticipated launch of data dashboard in January; Equity Plan aligned with strategic framework: Goal 1 – educational excellence, Goal 2 – student well-being, Goal 3 – student ownership of learning, Goal 4 – an exemplary, diversified workforce, Goal 5 – mutually supportive partnerships, and Goal 6 – organizational effectiveness and efficiency; mentioned Code of Virginia section 22.1-298.7; cultural competency – mandatory VDOE requirements: school board adopt and implement policies requiring completion of cultural competency training every two years, each school board employee must complete initial cultural competency training by beginning of 2022 SY, all persons seeking initial licensure or renewal of a license shall complete cultural competency training.

Stakeholder engagement – the office has sponsored Beach Girls Rock! and the African American Male Summit for over 12 years, events are designed to build leadership capacity and self-efficacy; partnerships with ODU and Norfolk State, last month met with Virginia Wesleyan to leverage a new partnership; expand Beach Girls Rock! to include 4th graders; next African American Male Summit scheduled for January 20 at Cox High School, this year focusing on social awareness, mental health, and career exploration; TIDE Coalition – Togetherness through Inclusion, Diversity, & Equity; in August, partnered with the Virginia Museum of Contemporary Art and the VBCPS Visual Arts Office to bring artist, Steven Prince for a day of learning and creating with our art teachers; in October, arts students from around the city went to Salem High School for a hands-on workshop with Steven Prince; starting in the second semester, the Office for Diversity, Equity, and Inclusion will be leading the revival of Making Waves, which is a mentoring program; VOICE – Virginia Beach Opportunities for Innovation through Community Engagement: purpose to immerse students, particularly those in elementary school, with an emphasis on underrepresented groups, in STEM-related activities that strive for innovative sustainable solutions aligned to the missions of VBGOV agencies.

On the horizon – TIDE celebration in May, Beach Girls Rock! spring event on the campus of ODU, the Season for Nonviolence awareness drive – sponsor the poster and poetry contest which will be open to all VBCPS student and staff; Virginia Beach is being recognized for our exceptional work with Equal Opportunity Schools, the division will be showcased in late March or early April.

The presentation continued with questions and comments regarding partnership database (Goal 5); appreciation for work the office is doing; resources to share; work of the TIDE Coalition; extended learning (Goal 3); resources matter to students; student academic achievement; Season of Nonviolence program; and alignment of division work.

- B. VSBA Legislative Positions: Note: item was moved to Action agenda, item #16E. See Adoption of the Agenda, item #8.

14. Return to public comments if needed: As noted under Agenda item #12, Public Comments concluded at 6:43 p.m.

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 6 of 27

- 15. 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 November 9, 2023 meeting.
 - 1. 5-34/Student Conduct: There are no recommended changes to this policy. It came up for review in order for the review date to stay within the required 5-year review period.
 - 2. 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. 5-64/Interrogations/ Investigations by Outsides Agencies: There are no recommended changes to this policy. It came up for review in order to stay within the required 5-year review period.
 - 4. 6-80/Summer School: The PRC recommends updating the Policy so that it aligns with recent Virginia Board of Education recommendations.
 - B. Resolution:
 - 1. National Mentoring Month: Recommended that the School Board approve a resolution recognizing National Mentoring Month.
 - C. Religious Exemption: Recommended that the School Board approve Religious Exemption RE-23-12, RE-23-13 and RE-23-14.
 - D. Disposition of School Board Owned Property (Laskin Road Annex): Note: item was moved to Action agenda, item #16F. See Adoption of the Agenda, item #8.

Chair Riggs called for a motion to approve the Consent Agenda. Ms. Owens made the motion, seconded by Ms. Brown. Ms. Melnyk read the following resolution:

RESOLUTION
National Mentoring Month
January 2024

WHEREAS, January 2024 will mark the 22nd anniversary of National Mentoring Month, an opportunity to focus attention on the need for mentors as well as how each of us can work together to increase the number of mentors to help ensure positive outcomes for our young people; and

WHEREAS, Virginia Beach City Public Schools honors volunteer mentors who support young people by showing up for them every day and demonstrating their commitment to helping them thrive; and

WHEREAS, mentoring programs make our communities and our school division stronger by driving impactful relationships that increase social capital for young people and provide invaluable support networks for adults; and

WHEREAS, mentoring plays a pivotal role in career exploration and supports workplace skills by helping young people set career goals, equipping mentors with the skills needed to support the professional growth of young people, and driving positive outcomes for young people and businesses; and

WHEREAS, the annual African American Male Summit on Jan. 20, 2024, hosted by Cox High School, is an example of mentorship that promotes healthy relationships and communication, positive self-esteem, emotional well-being, and growth of our young men and their relationships with adults both in our division and throughout the community; and

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of January 2024 as National Mentoring Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourage citizens to celebrate, elevate and encourage mentoring across Virginia Beach City Public Schools; and be it

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

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 7 of 27

Adopted by the School Board of the City of Virginia Beach this 12th day of December, 2023.

After the resolution was read, Chair Riggs called for a vote to approve the Consent Agenda. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Consent Agenda. The motion passed unanimously, 11-0-0.

16. Action

- A. Personnel Report / Administrative Appointments: Chair Riggs called for motion to approve the December 12, 2023 personnel report and administrative appointments. Ms. Melnyk made the motion, seconded by Ms. Franklin that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the December 12, 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 December 12, 2023 personnel report and administrative appointments. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the December 12, 2023 personnel report and administrative appointments. The motion passed unanimously, 11-0-0. Donald E. Robertson, Ph.D., Acting Superintendent, mentioned the following: Krista L. Clark, Assistant Principal, Arrowhead Elementary School as Principal, Pembroke Meadows Elementary School.
- B. Salary Resolution: Chair Riggs called for a motion to approve the revised salary resolution FY2023-24 and the attachments: Attachment A – Instructional Experienced-Based Step Pay Scale (1/1/24 – 6/30/24), Attachment B – Unified Experience-Based Pay Scale (1/1/24 – 6/30/24) as presented in the agenda packet. Ms. Owens made the motion, seconded by Ms. Anderson. Ms. Anderson read the following salary resolution:

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.



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														1400 - Baker/Cook @ 7 hrs 1400 - Cft Manager in Training @ 7 hrs 1371 - Clinic Assist - CMA/CNA 2080 - Custodian II 1393 - Driver Ed Instructor						
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																				
1116 - Cafeteria Assistant @ 6 hrs 1209 - Cafeteria Assistant @ 6.5 hrs 1302 - Cafeteria Assistant @ 7 hrs 1600 - Custodian I 2080 - Fleet Shop Helper																				

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 General 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									
2080 - Office Assoc II 1600 - School Office Assoc II 2080 - School Office Assoc II-Data Tech						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							U12							
Annual Hrs	1/1/2024	1415	1544	1632	2080		Annual Hrs	1/1/2024	1309	1415	1600	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		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	19.0924	27,015	29,478	31,158	39,712		0	20.4526	25,987	28,091	32,724	42,541		
1	19.2834	27,286	29,773	31,470	40,109		1	20.6571	27,040	29,229	33,051	42,966		
2	19.4761	27,558	30,071	31,784	40,510		2	20.8636	27,310	29,521	33,381	43,396		
3	19.6709	27,834	30,371	32,102	40,915		3	21.0723	27,583	29,817	33,715	43,830		
4	19.8676	28,112	30,675	32,423	41,324		4	21.2830	27,859	30,115	34,052	44,268		
5	20.0663	28,393	30,982	32,748	41,737		5	21.4958	28,138	30,416	34,393	44,711		
6	20.2669	28,677	31,292	33,075	42,155		6	21.7107	28,419	30,720	34,737	45,158		
7	20.4696	28,964	31,605	33,406	42,576		7	21.9279	28,703	31,027	35,084	45,610		
8	20.6743	29,254	31,921	33,740	43,002		8	22.1472	28,990	31,338	35,435	46,066		
9	20.8811	29,546	32,240	34,077	43,432		9	22.3686	29,280	31,651	35,789	46,526		
10	21.0899	29,842	32,562	34,418	43,866		10	22.5923	29,573	31,968	36,147	46,991		
11	21.3007	30,140	32,888	34,762	44,305		11	22.8183	29,869	32,287	36,509	47,462		
12	21.5138	30,442	33,217	35,110	44,748		12	23.0464	30,167	32,610	36,874	47,936		
13	21.7289	30,746	33,549	35,461	45,196		13	23.2769	30,469	32,936	37,243	48,415		
14	21.9462	31,053	33,884	35,816	45,648		14	23.5097	30,774	33,266	37,615	48,900		
15	22.2754	31,519	34,393	36,353	46,332		15	23.8623	31,235	33,765	38,179	49,633		
16	22.6095	31,992	34,909	36,898	47,027		16	24.2203	31,704	34,271	38,752	50,378		
17	22.9486	32,472	35,432	37,452	47,733		17	24.5836	32,179	34,785	39,333	51,133		
18	23.2929	32,959	35,964	38,014	48,449		18	24.9523	32,662	35,307	39,923	51,900		
19	23.6422	33,453	36,503	38,584	49,175		19	25.3265	33,152	35,836	40,522	52,679		
20	23.9969	33,955	37,051	39,162	49,913		20	25.7065	33,649	36,374	41,130	53,469		
21	24.3568	34,464	37,606	39,750	50,662		21	26.0921	34,154	36,920	41,747	54,271		
22	24.7222	34,981	38,171	40,346	51,422		22	26.4834	34,666	37,474	42,373	55,085		
23	25.0931	35,506	38,743	40,951	52,193		23	26.8807	35,186	38,036	43,009	55,911		
24	25.4694	36,039	39,324	41,566	52,976		24	27.2839	35,714	38,606	43,654	56,750		
25	25.8514	36,579	39,914	42,189	53,770		25	27.6932	36,250	39,185	44,309	57,601		
26	26.2392	37,128	40,513	42,822	54,577		26	28.1086	36,794	39,773	44,973	58,465		
27	26.6329	37,685	41,121	43,464	55,396		27	28.5302	37,346	40,370	45,648	59,342		
28	27.0323	38,250	41,737	44,116	56,227		28	28.9582	37,906	40,975	46,333	60,233		
29	27.4378	38,824	42,363	44,778	57,070		29	29.3925	38,474	41,590	47,028	61,136		
30	27.8494	39,406	42,999	45,450	57,926		30	29.8334	39,051	42,214	47,733	62,053		
31	28.2671	39,997	43,644	46,131	58,795		31	30.2809	39,637	42,847	48,449	62,984		
32	28.6911	40,597	44,299	46,823	59,677		32	30.7351	40,232	43,490	49,176	63,929		
33	29.1215	41,206	44,963	47,526	60,572	2080 - Employee Relations Assoc	33	31.1961	40,835	44,142	49,913	64,887		
34	29.5583	41,824	45,638	48,239	61,481	2080 - Financial Assistant	34	31.6641	41,448	44,804	50,662	65,861		
35	30.0017	42,452	46,322	48,962	62,403	2080 - Fleet Technician I	35	32.1390	42,069	45,476	51,422	66,849		
36	30.4517	43,089	47,017	49,697	63,339	2080 - Food Service Craftsman I	36	32.6212	42,701	46,158	52,193	67,852		
37	30.9085	43,735	47,722	50,442	64,289	2080 - Human Resources Associate	37	33.1105	43,341	46,851	52,976	68,869		
38	31.3721	44,391	48,438	51,199	65,253	2080 - HVAC Craftsman I	38	33.6071	43,991	47,554	53,771	69,902		
39	31.8427	45,057	49,165	51,967	66,232	2080 - Library Cataloger	39	34.1112	44,651	48,267	54,577	70,951		
40	32.3203	45,733	49,902	52,746	67,226	2080 - Machinist Craftsman I	40	34.6228	45,321	48,991	55,396	72,015		
41	32.8051	46,419	50,651	53,537	68,234	2080 - Pest Control Technician	41	35.1422	46,001	49,726	56,227	73,095		
42	33.2972	47,115	51,410	54,341	69,258	2080 - Plumbing Craftsman I	42	35.6693	46,691	50,472	57,070	74,192		
43	33.7966	47,822	52,181	55,156	70,296	2080 - Procurement Assistant II	43	36.2043	47,391	51,229	57,926	75,304		
44	34.3036	48,539	52,964	55,983	71,351	2080 - Refrigeration Craftsman I	44	36.7475	48,102	51,997	58,796	76,434		
2080 - Admin Office Assoc I						2080 - School Admin Associate I	2080 - Accounts Payable Tech						2080 - Carpentry Craftsman II	2080 - Records Analyst
2080 - Bookkeeper - MS						1415 /1632 Security Asst - Renaissance	2080 - Admin Office Assoc II						2080 - General Maint Craftsman II	2080 - Research/Eval/Assess Asst
2080 - Communication Prog Assoc						1544 /2080 Security Officer	2080 - Assist Warehouse Mgr						1309 - Interpreter	2080 - School Admin Assoc II - HS
2080 - Customer Support Tech I						2080 - Teacher Production Center	2080 - Benefits Assistant						2080 - Inventory Technician	1415 - School Security Officer II
2080 - Data Processing Specialist						2080 - Web Page Design Tech	2080 - Bookkeeper - HS						2080 - Licensure Analyst	2080 - Substitute Office Assoc
2080 - Electrical Craftsman I							2080 - Building Operations Supvsr						2080 - Painter Craftsman II	2080 - Technology Support Tech
2080 - Electronics Craftsman I							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)

Attachment B

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	36	166,547			
37	157,775	37	169,045			
38	160,141	38	171,580			
39	162,543	39	174,154			
40	164,982	40	176,766			
41	167,456	41	179,418			
42	169,968	42	182,109			
43	172,517	43	184,841			
44	175,105	44	187,613			
2080 - Associate School Board Attorney		2080 - Director Employee Relations	2080 - Director Alternative Education	2080 - Exec Dir Secondary Teaching & Learning		
2080 - Director Adult Learning Center		2080 - Director Employment Services	2080 - Director Elementary Schools	2080 - Exec Dir Student Support Services		
2080 - Director Benefits		2080 - Director Food Services	2080 - Exec Dir Elem Teaching & Learning	2080 - Exec Dir Transportation Fleet Mgmt. Svcs.		
2080 - Director Business Services		2080 - Director Instructional Technology	2080 - Exec Dir Facilities Services	2080 - Principal HS		
2080 - Director Compliance and Special Ed Services		2080 - Director K-12 and Gifted Programs	2080 - Exec Dir Office of Prog for Except'l Child	2080 - Senior School Board Attorney		
2080 - Director Custodial & Distribution Svcs		2080 - Director Maintenance Services	2080 - Exec Dir Planning, Innov & Accountability			
2080 - Director Diversity, Equity & Inclusion		2080 - Director Professional Growth and Innov.				
		2080 - Director Procurement Services				
		2080 - Director Student Leadership				
		2080 - Director Student Services				
		2080 - Director Technical & Career Education				
		2080 - Director Technical & Career Ed Center				
		2080 - Director Technology				
		2080 - Director Title I Programs				
		2080 - Head of School (GRC)				
		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					

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 21 of 27

Without discussion, Chair Riggs called for a vote on the salary resolution. The School Board Clerk announced there were eleven (11) ayes in favor of the revised salary resolution FY2023-24 and the attachments: Attachment A – Instructional Experienced-Based Step Pay Scale (1/1/24 – 6/30/24), Attachment B – Unified Experience-Based Pay Scale (1/1/24 – 6/30/24) as presented in the agenda packet. The motion passed unanimously, 11-0-0.

- C. School Board Legislative Agenda for 2024 General Assembly Session: Chair Riggs called for a motion to approve the legislative agenda for the 2024 General Assembly session as proposed by the School Board Legislative Committee. Ms. Melnyk made the motion, seconded by Ms. Martin. Ms. Manning made a motion to divide the question, so the last item – Individualized and Innovative Learning Environments – can be voted on separately, seconded by Ms. Brown. Without discussion, Chair Riggs called for a vote on Ms. Manning’s motion. The School Board Clerk announced there were eleven (11) ayes in favor of Ms. Manning’s motion to divide the question, so the last item – Individualized and Innovative Learning Environments – can be voted on separately. The motion passed unanimously, 11-0-0.

There was a question regarding recovery school and where the topic was in the legislative agenda. Without further discussion, Chair Riggs called for a vote on the legislative agenda without the last item – Individualized and Innovative Learning Environments. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the legislative agenda for the 2024 General Assembly session excluding item – Individualized and Innovative Learning Environments: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. There was one (1) abstention: Mr. Culpepper. The motion passed, 10-0-1.

Chair Riggs called for a motion to approve the legislative item – Individualized and Innovative Learning Environments. Ms. Melnyk made the motion, seconded by Ms. Martin. A discussion followed regarding the language; establishing Laboratory Schools; current legislation; business partnerships in Lab Schools; public and higher education institutions and Lab Schools; public oversight and use of tax dollars; support of local community; engagement with local public schools and community; support for success; example - Green Run Collegiate; financial support; partnership and support; any issues with the current laws; looking at obstacles; seat time requirement; bringing innovation into the classroom; concerns with language; business involvement in lab schools, example – Newport News Ship Building; suggestion to change the verbiage; local support; encouragement for Lab Schools – suggestion to change verbiage from “must” to “should”. Without further discussion, Chair Riggs called for a vote on the Individualized and Innovative Learning Environments item as is. The School Board Clerk announced there were eight (8) ayes in favor to approve the legislative item – Individualized and Innovative Learning Environments as is: Chair Riggs, Vice Chair Weems, Ms. Anderson, Mr. Culpepper, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. There were three (3) nays opposed to the legislative item – Individualized and Innovative Learning Environments as is: Ms. Brown, Mr. Callan, and Ms. Manning. The motion passed, 8-3-0.

- D. Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers) Recommendations: Chair Riggs called for a motion to approve the administration’s recommendations that were proposed in response to the Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers). Ms. Melnyk made the motion, seconded by Ms. Franklin. A discussion followed regarding additional resources, staff, and training; professional learning opportunities for staff, no additional costs; cannot support; feedback on student behaviors; different path forward for classroom management and student discipline; discipline takes times; common language; PBIS and discipline; positive behavior; consequences; coaching approach, coach/develop a skill; culture shift; money costs; impact on discipline; not a perfect system; positive and negative behaviors; teacher transition; and time needed for change. Without further discussion, Chair Riggs called for a vote. The School Board Clerk announced there were six (6) ayes in favor of the motion to approve the administration’s recommendations that were proposed in response to the Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers): Chair Riggs, Ms. Anderson, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. There were five (5) nays opposed to the motion to approve the administration’s recommendations that were proposed in response to the Positive Behavioral Interventions and Supports (PBIS): Year-Three Evaluation (Advanced Tiers): Vice Chair Weems, Ms. Brown, Mr. Callan, Mr. Culpepper, and Ms. Manning. The motion passed, 6-5-0.
- E. VSBA Legislative Positions (Note: item moved from Information item #13B, see Adoption of the Agenda item #8): Chair Riggs provided brief background information regarding the VSBA legislative positions; School Board members, Ms. Manning and Ms. Brown provided the Chair with a list of VSBA legislative positions for discussion; Vice Chair Weems noted the following items are being removed from discussion: 7.2 – Non-Public School Students Participating

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 22 of 27

in Virginia Beach High School League activities; Chair Riggs noted the VSBA no longer has a position on this topic; Vice Chair Weems mention item 10.5 – Counseling, was also removed; Vice Chair Weems mentioned the process of going through each position individually and School Board members will have one minute to comment on the position.

5.3 Twenty-first Century Communication for School Boards:

Ms. Brown made the following motion, that in accordance with the process outlined on page 68, we notify the VSBA of VBCPS' position on 5.3 (Twenty-first Century Communication for School Boards); Ms. Brown clarified the motion to reject the position, Mr. Culpepper seconded the motion. A discussion followed regarding attending meetings virtually; attending virtually can affect collaboration; position originally from VBCPS; state of emergency – allowed to meet virtually; amended in 2021, came from Fairfax; inclement weather the day of a meeting; having the opportunity to attend virtually due to sickness; FOIA and Virginia Code; other conditions for having a meeting virtually (no power, weather, flooding, etc.) pandemic; support for position as written; quorum of public body; development of policies regarding quorum; state of emergency and other circumstances; ability to have School Board members participate via electronic means.

Without further discussion, Chair Riggs called for a vote in favor of rejecting 5.3 Twenty-first Century Communication for School Boards. The School Board Clerk announced there were three (3) ayes in favor of rejecting 5.3 Twenty-first Century Communication for School Boards: Ms. Brown, Mr. Culpepper, and Ms. Manning. There were eight (8) nays opposed to rejecting 5.3 Twenty-first Century Communication for School Boards: Chair Riggs, Vice Chair Weems, Ms. Anderson, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion did not pass, 3-8-0. VBCPS will support the VSBA legislative position, 5-3 Twenty-first Century Communication for School Boards.

5.5 Local Choice Health Benefits for School Board Members:

Ms. Manning made a motion to reject item 5.5 Local Choice Health Benefits for School Board Members, seconded by Ms. Weems. A discussion followed regarding the fiscal impact; health care for School Board members; health care should end if you are not serving on the Board; cannot support position; inclusion of age and years of service in the position; being vested; taxpayer money; qualifying to receive health benefits; continuing with coverage and paying the premiums; allowing access to coverage; current verses former School Board members; taxpayer implications; COBRA payments; healthcare tax credit; mirror what employees receive; legislative positions may or may not impact the School Board.

Mr. Culpepper made a motion to move the topic to the end of discussion, Ms. Manning seconded the motion.

Without discussion, Chair Riggs called for a vote to move topic 5.5 Local Choice Health Benefits for School Board Members to the end of discussion. The School Board Clerk announced there were ten (10) ayes in favor to move topic 5.5 Local Choice Health Benefits for School Board Members to the end of discussion: Chair Riggs, Vice Chair Weems, Ms. Brown, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. There was one (1) nay opposed to the motion to move topic 5.5 Local Choice Health Benefits for School Board Members to the end of discussion: Mr. Callan. The motion passed 10-1-0.

5.9 Right of School Boards to Implement Education Reforms:

Ms. Brown made a motion to notify the VSBA that VBCPS does not support position 5.9 (Right of School Boards to Implement Education Reforms), Ms. Manning seconded the motion. A discussion followed regarding position; local control issue; response in regard to Charter School movements; funding for public schools; noted does not allow any public funds including state tax dollars to create a Charter School without the approval of a local School Board; not enough information regarding budget; mentioned section of legislative position regarding the VSBA and no changes to the charter school law; positions affect us if become law; cannot support position.

Without further discussion, Chair Riggs asked Ms. Brown to read the motion again. Ms. Brown stated motion was to notify the VSBA that the Virginia Beach City Public Schools (VBCPS) does not support the position 5.9 (Right of School Boards to Implement Education Reforms), seconded by Ms. Manning. Chair Riggs called for a vote. The School Board Clerk announced there were five (5) ayes in favor of the motion to notify the VSBA that the Virginia Beach City Public Schools (VBCPS) does not support the position 5.9 (Right of School Boards to Implement Education Reforms): Vice Chair Weems, Ms. Brown, Mr. Callan, Mr. Culpepper, and Ms. Manning. There were six (6) nays opposed to the motion to notify the VSBA that the Virginia Beach City Public Schools (VBCPS) does not support the position 5.9 (Right of School Boards to Implement Education Reforms). The motion did not pass, 5-6-0. VBCPS will support the VSBA legislative position 5.9 Right of School Boards to Implement Education Reforms.

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 23 of 27

7.1 Support for Private Education, Vouchers, and Tax Credits:

Ms. Manning made a motion to notify the VSBA that Virginia Beach City Public Schools (VBCPS) does not support item 7.1 Support for Private Education, Vouchers, and Tax Credits. Ms. Brown seconded the motion. A discussion followed regarding education freedom; state tax and/or federal tax dollars should follow the student; not get involved in party line topics; public funds need to stay with public schools; federal funding to private universities; competition is good; selective admissions; selectivity; agrees with some aspects of position; private schools; and budget.

Without further discussion, Chair Riggs called for a vote. The School Board Clerk announced there were four (4) ayes in favor of the motion to notify the VSBA that Virginia Beach City Public Schools (VBCPS) does not support item 7.1 Support for Private Education, Vouchers, and Tax Credits: Ms. Brown, Mr. Callan, Mr. Culpepper, and Ms. Manning. There were seven (7) nays opposed to the motion to notify the VSBA that Virginia Beach City Public Schools (VBCPS) does not support item 7.1 Support for Private Education, Vouchers, and Tax Credits: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion did not pass, 4-7-0. VBCPS will support the VSBA legislative position 7.1 Support for Private Education, Vouchers, and Tax Credits.

7.3 Compulsory Attendance Requirement:

Ms. Manning made a motion to notify the VSBA that Virginia Beach City Public Schools (VBCPS) does not support item 7.3 Compulsory Attendance Requirement. Ms. Brown seconded the motion. A discussion followed regarding religious freedom; annually certify child; annual notice; position from Warren County, undue burden on parents, First Amendment Rights; rights of parents; Virginia Freedom Restoration Act; parental accountability; truancy; forms done once a year.

Without further discussion, Chair Riggs called for a vote. The School Board Clerk announced there were four (4) ayes in favor of the motion to notify the VSBA that Virginia Beach City Public Schools (VBCPS) does not support item 7.3 Compulsory Attendance Requirement: Ms. Brown, Mr. Callan, Mr. Culpepper, and Ms. Manning. There were seven (7) nays opposed to the motion to notify the VSBA that Virginia Beach City Public Schools (VBCPS) does not support item 7.3 Compulsory Attendance Requirement: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion did not pass, 4-7-0. VBCPS will support the VSBA legislative position 7.3 Compulsory Attendance Requirement.

9.13 Election of Board of Education Members

Ms. Brown made a motion to notify the VSBA that VBCPS does not support legislative position 9.13 (Election of Board of Education Members), Mr. Culpepper seconded the motion. A discussion followed regarding the position; Northern Virginia school districts and determining the Board of Education; elections in local school districts; local control; concerns about Governor appointing instead of being elected; elected by the people; do larger cities have more votes; Congressional Districts; review date is next year, up for review in 2024; questions about election process, unclear; people elect Governor; Governor makes other appointments; confused by language of position; legislative process in the beginning of year, to review items; School Board members voting verses the public.

Ms. Melnyk made a substitute motion to contact the VSBA and ask for, not only clarification but for position 9.13 to be reviewed for 2024 legislative review process and that it be seriously considered before we send a message from this Board, Ms. Owens seconded the motion. A discussion followed regarding the position and substitute motion; VSBA lobbying, will not reconsider before going to lobby; cannot support substitute motion; a bill has not come up since 1995; VSBA taking a position; support substitute motion and pushing the legislative item to a later date.

Without further discussion, Chair Riggs called for ask Ms. Melnyk to restate the motion. Ms. Melnyk stated motion, to contact the VSBA and ask this one (position 9.13 Election of Board of Education Members) to be reviewed as it is up for review in 2024 and clarification and an explanation. The School Board Clerk announced there were seven (7) ayes in favor of the substitute motion to contact the VSBA and ask this one (position 9.13 Election of Board of Education Members) to be reviewed as it is up for review in 2024 and clarification and an explanation: Chair Riggs, Ms. Anderson, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. There were four (4) nays opposed to the substitute motion to contact the VSBA and ask this one (position 9.13 Election of Board of Education Members) to be reviewed as it is up for review in 2024 and clarification and an explanation: Vice Chair Weems, Ms. Brown, Mr. Culpepper, and Ms. Manning. The substitute motion passed, 7-4-0.

10.9 Guns at School-Related Functions

Ms. Manning made a motion to notify the VSBA that VBCPS does not support item 10.9 Guns at School-Related Functions, Mr. Culpepper seconded the motion. A discussion followed regarding the position; U.S. Constitution and Virginia State Law; VSBA is not against guns or the Second Amendment; local authority position; example of a team

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 24 of 27

practicing at a site where guns are present; local School Boards to decide; words matter; example of school functions at places of business, position oversteps Constitution; parental permission to go to school functions; and the authority of School Boards.

Without further discussion, Chair Riggs called for a vote. The School Board Clerk announced there were six (6) ayes in favor of the motion to notify the VSBA that VBCPS does not support item 10.9 Guns at School-Related Functions: Vice Chair Weems, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, and Ms. Manning. There were four (4) nays opposed to the motion to notify the VSBA that VBCPS does not support item 10.9 Guns at School-Related Functions: Chair Riggs, Ms. Anderson, Ms. Martin, and Ms. Melnyk. There was one (1) abstention: Ms. Owens – not enough information to understand the context. The motion passed, 6-4-1. VBCPS will not support the VSBA legislative position 10.9 Guns at School-Related Functions.

10.17 Mandatory Reporting of Misdemeanors and Status Offenses

Ms. Brown made a motion to notify the VSBA that Virginia Beach City Public Schools (VBCPS) does not support position 10.17 (Mandatory Reporting of Misdemeanors and Status Offenses), Ms. Manning seconded the motion. A discussion followed regarding the position; concerns about position; undue burden; puts school systems in a position to determine legalities; Warren County petitioned to have this removed; example of situation, disorderly conduct; give leeway in some situations; report specific codes; more codes than there used to be; workforce issue; law enforcement time; handling situations internally; vacancy rate in law enforcement across the state; reduce the burden on law enforcement; staff determining what is a crime, should be law enforcement; partnership with law enforcement, resource officers in schools; status offense; Virginia State Code 22.1-279.3:1; and cannot support motion.

Without further discussion, Chair Riggs called for a vote. The School Board Clerk announced there was one (1) aye in favor of the motion to notify the VSBA that Virginia Beach City Public Schools (VBCPS) does support position 10.17 (Mandatory Reporting of Misdemeanors and Status Offenses): Mr. Callan. There were nine (9) nays opposed to the motion to notify the VSBA that Virginia Beach City Public Schools (VBCPS) does support position 10.17 (Mandatory Reporting of Misdemeanors and Status Offenses): Chair Riggs, Vice Chair Weems, Ms. Anderson, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. There was one (1) abstention: Ms. Brown – not enough information to make a determination. The motion did not pass, 1-9-1. VBCPS will support the VSBA legislative position 10.17 Mandatory Reporting of Misdemeanors and Status Offenses.

5.5 Local Choice Health Benefits for School Board Members

Chair Riggs noted the item was brought back for discussion; information was shared for clarification; two different concepts (VRS and Health Benefits); access to health care; meeting the definition of a retiree; using the same definition from VRS; local choice issue; Local Choice Health Plan, state government owned plan, not related to VRS, not an option for this division.

Ms. Melnyk made a substitute motion that we add this (5.5 Local Choice Health Benefits for School Board Members) to our list of questions for VSBA for review and ask for clarification, Vice Chair Weems seconded the substitute motion. There was a brief mention of a health coverage option. Without further discussion, Chair Riggs called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the substitute motion to add this (5.5 Local Choice Health Benefits for School Board Members) to our list of questions for VSBA for review and ask for clarification: Chair Riggs, Vice Chair Weems, Ms. Anderson, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. There were two (2) nays opposed to the substitute motion to add this (5.5 Local Choice Health Benefits for School Board Members) to our list of questions for VSBA for review and ask for clarification: Ms. Brown and Ms. Manning. The substitute motion passed, 9-2-0.

- F. Disposition of School Board Owned Property (Laskin Road Annex) (Note: item moved from Consent Agenda item #15D, see Adoption of the Agenda item #8): Chair Riggs called for a motion on the Disposition of School Board Owned Property (Laskin Road Annex) to open for discussion. Ms. Brown made the motion; Vice Chair Weems seconded the motion. A discussion followed regarding information on the topic; suggestion to bring topic into Closed Session. Ms. Manning made a motion to go into Closed Session to discuss the topic (Disposition of School Board Owned Property (Laskin Road Annex), Ms. Owens seconded the motion. For clarification, Ms. Manning made a substitute motion to go into Closed Session for this topic (Disposition of School Board Owned Property (Laskin Road Annex) but to go ahead and finish any of our remaining business first, Ms. Owens seconded the substitute motion. Without discussion, Chair Riggs called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the substitute

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 25 of 27

motion to go into Closed Session for this topic (Disposition of School Board Owned Property (Laskin Road Annex) but to go ahead and finish any of our remaining business first. The motion passed unanimously, 11-0-0.

- 17. Committee, Organization or Board Reports:** Vice Chair Weems first thanked the School Board members for keeping to the one minute speaking time for the VSBA Legislative positions discussion; mentioned attending the General Advisory Council for Technical and Career Education, upcoming events in March, April and May, examples: Kid Win Challenge, STEM Trifecto, STEM Robotics Challenge, Maker Expo Challenge, noted need for judges at the various events, Workforce Development Committee has been working on recommendations for the School Board; Ms. Anderson mention the Sister Cities Association is in the process of accepting applications for youth ambassador, high schools have the information to distribute to 9th, 10th and 11th grade students, scholarships available – winner \$4,000, second place \$2,000, and third place \$1,000, deadline for applications February 2nd; Ms. Owens shared last week had the opportunity to observe the Seatack Achievable Dream iFly Club, students learn confidence, team building and STEM concepts, also shared holiday wishes as this is the last meeting of the year; Ms. Melnyk mentioned the Legislative send off is December 21 at 8:00 a.m. at the Renaissance Academy in the Schola, meet and greet the legislators, tour of school after the meeting; Mr. Culpepper mentioned the Building Utilization Committee met last week, three recommendations came from the meeting, look at zoning, flow of elementary schools to middle and high schools in the northwest part of the city; capacity of students in elementary schools; low capacity in a middle school and impact on playing certain sports, short term rentals in middle school zones, a BUC report will be presented to the School Board in March; Ms. Manning mentioned the School Health Advisory Board committee meeting, student leaders from Ocean Lakes High School who partnered with an organization, to encourage Virginians to drink more water, brought forward some language to consider in a regulation; Chair Riggs mentioned tomorrow she will be attending the Bayside 6th Grade Campus Shake Competition, skills of basic handshakes, eye contact and small talk, shared information regarding a book about bullying, *It's Not Okay*, the author gifted a copy of the book.

Vice Chair Weems made a motion that we include the previously voted on legislative items, number two and four, that we do not support them (vote 8 to 2 and 10 to zero), I make the motion that we add those to our list of the positions that we're going to send hat we voted on tonight, Ms. Manning seconded the motion. Without discussion, Chair Riggs called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion by Vice Chair Weems. The motion passed unanimously, 11-0-0.

- 18. Return to Administrative, Informal, Workshop or Closed Session matters:**

D. Forecast of Regular School Board Meeting Agenda Topics FY24 – Third Quarter (January, February, March): Item moved to #18 due to time constraints. See agenda item #1D.

Donald E. Robertson, Ph.D., Acting Superintendent provided the School Board the Administration's forecast of agenda topics to be presented at School Board meetings during the third quarter (January, February, and March) of the 2023-2024 school year; provided an overview of topics: January 9 – Budget Process Overview, PPEA Design Update, Gifted Resource-Cluster Program; January 23 – School Board Mini Retreat to begin at 12:00 p.m., Preliminary Operating Budget, Compensation Update, Calendar for 2024-2025 School Year; February begins budget meetings (February 6, February 20); February 13 – Sustainable Schools, Chronic Absenteeism, Old Donation School Selection Process; February 27 – Strategic Plan Update, Renaissance Academy Alternative Education Program: Year-One Implementation Evaluation; March 5 – Budget/CIP adoption; March 12 – All in Virginia Update, Mental Health Update; March 26 – Building Utilization Committee Brief, Academic Support Update, 4th Quarter Forecast; mentioned the document is just a forecast and subject to change. A discussion followed regarding having a topic on for Information and Action at the same meeting; public input on topic; a request to the Board, adjust topic accordingly, train staff appropriately; respect the will of the Board.

Note, School Board member, Ms. Martin left the meeting at 9:39 p.m.

At 9:44 p.m., Vice Chair Weems made the following motion, seconded by Ms. Melnyk that the School Board recess into Closed Session 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, 3, 7, and 8 as amended, to deliberate on the following matters:

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 26 of 27

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. Discussion with staff regarding status of certain matters related to real property related to educational services.
- B. Status of pending litigation or administrative cases.
- C. 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 9:53 p.m.

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

- A. Discussion with staff regarding status of certain matters related to real property related to educational services: 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; Jack Freeman, Chief Operations Officer; and Regina M. Toneatto, School Board Clerk.
- B. Status of pending litigation or administrative cases; and
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters: 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; Jack Freeman, Chief Operations Officer; and Regina M. Toneatto, School Board Clerk.

Note: School Board member, Ms. Franklin left the Closed Session at 10:23 p.m. and returned at 10:25 p.m.

The School Board reconvened at 10:30 p.m.

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

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.

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

Tuesday, December 12, 2023
School Board Regular Meeting
Page 27 of 27

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, Ms. Manning seconded the motion. Chair Riggs called for a vote. The School Board Clerk announced there were ten (10) 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, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

Ms. Anderson made a motion to defer item #16F - Disposition of School Board Owned Property (Laskin Road Annex), we defer it until January 9, Ms. Manning seconded the motion. Without discussion, Chair Riggs called for a vote. the School Board Clerk announced there were ten (10) ayes in favor of the motion to defer item #16F - Disposition of School Board Owned Property (Laskin Road Annex), we defer it until January 9: 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.

- 19. Adjournment:** Chair Riggs adjourned the meeting at 10:32 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Trenace B. Riggs, School Board Chair



Subject: Policy Review Committee Recommendations

Item Number: 13A 1-21

Section: Information

Date: Jan. 9, 2024

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 December 14, 2023 meeting.

Background Summary

1. **Policy 4-66/Tutoring for Pay**- The PRC recommends adding “private” tutoring in order to not cause confusion with All In Tutoring.
2. **Policy 6-20/Division Curriculum**- The PRC recommends minor changes made to the Policy.
3. **Policy 6-21/Curriculum Committees**- The PRC recommends changing “objectives and curriculum guides” curriculum, as it encompasses all the extra language that is unnecessary. “As appropriate” was also added and will not change the textbook review process by the public.
4. **Policy 6-22/Scope and Sequence**- The PRC recommends Scrivener’s changes as necessary.
5. **Policy 6-24/Addition and Deletion of Courses and Programs**- The PRC recommends changes proposed because VDOE does not offer guidance on all the courses VBCPS offers.
6. **Policy 6-25/Evaluation of the Curriculum**- The PRC recommends Scrivener’s changes as necessary.
7. **Policy 6-32/Health and Physical Education**- The PRC recommends Scrivener’s changes as necessary.
8. **Policy 6-34/Technical and Career Education**- The PRC recommends Scrivener’s changes as necessary.
9. **Policy 6-35/Title I Programs**- The PRC recommends updates related to grant requirements.
10. **Policy 6-37/World Languages**- The PRC recommends changes presented are to make the policy easier to read.
11. **Policy 6-38/Core Content Areas**- The PRC recommends changes from administration.
12. **Policy 6-39/Mathematics**- The PRC recommends Scrivener’s changes as necessary.
13. **Policy 6-42/Social Studies**- The PRC recommends Scrivener’s changes as necessary.
14. **Policy 6-43/Art, Music, and Theater Arts Programs**- The PRC recommends changes made are to align with language that is currently being used and scrivener’s changes as necessary.
15. **Policy 6-44/School Counseling**- The PRC recommends Scrivener’s changes as necessary.
16. **Policy 6-45/Theme-Based Academies**- The PRC recommends Scrivener’s changes as necessary.
17. **Policy 6-57/International Travel**- The PRC recommends no changes to this Policy.
18. **Policy 6-65/Library Media Centers/Profession Libraries**- The PRC recommends proposed numbering changes.
19. **Policy 6-83/Non-School Division (VBCPS) Sponsored Educational Courses**- The PRC recommends no proposed changes to this Policy.
20. **Policy 6-86/Naval Junior Officers Training Corps (NJROTC)**- The PRC recommends no proposed changes to this Policy.
21. **Policy 6-87/Governor’s School for the Arts**- The PRC recommends scrivener’s changes to this Policy.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of December 14, 2023

PERSONNEL

Tutoring for Pay

The Superintendent shall ensure that teachers not privately tutor for pay any student whom they are currently teaching. Unless approval is given by the principal, a teacher shall not privately tutor for pay any students whom they taught the previous school term. Teachers are not to advise that students be tutored without prior consultation with the principal.

~~Exceptions to this Policy are noted in Regulation 4-66.1, Tutoring for Pay: Licensed Personnel.~~

Related Links

School Board ~~Regulation 4-66.1~~

Adopted by School Board: October 21, 1969

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

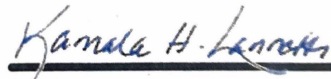
Amended by School Board: June 8, 2004

Amended by School Board: October 4, 2016

Amended by School Board: September 12, 2023

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

School Division cCurriculum

Academic Excellence-excellence cannot be achieved or maintained without a high quality curriculum for all students. The basis for a high quality curriculum in all disciplines is an articulated K-12 philosophy and goals ~~that are~~ aligned to the Virginia Standards of Learning. The curriculum is a coherent and comprehensive plan for teaching and learning built upon a framework that moves students toward learning goals. Each curriculum is composed of the School Board approved objectives, Virginia Standards of Learning and comprehensive/interrelated units of study, based on ~~VBCPS~~ the Virginia Department of Education curriculum framework.

Adopted by School Board: October 21, 1969

Amended by School Board: October 15, 1974

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: June 6, 2006

Amended by School Board: February 21, 2017

Amended by School Board: March 21, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

School Board of the City of Virginia Beach
Policy 6-21

INSTRUCTION

Curriculum Committees

The School Administration shall establish subject area curriculum committees, as needed, to develop and revise curriculum ~~objectives and curriculum guides~~ units.

The committees shall be composed of coordinators and/or specialists, ~~and~~ grade level/subject area teachers and other teachers as appropriate. The School Administration shall endeavor to include parents and students or former students of the course as well as community members on curriculum committees as appropriate.

The procedure for submitting instructional concerns to the ad hoc curriculum committees shall be provided by the School Administration.

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

Amended by School Board: August 5, 2003

Amended by School Board: March 21, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

INSTRUCTION

Scope and Sequence

The Superintendent shall ensure ~~that~~ all curricular programs in the School Division, as described in curriculum ~~guides~~ resources and course outlines, shall conform to ~~or go beyond~~ the standards established by the Virginia General Assembly and the Virginia Board of Education.

Legal Reference

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

Code of Virginia § 22.1-208.01, as amended. Character education required.

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

Amended by School Board: August 2, 2000

Amended by School Board: June 6, 2006

Amended by School Board: February 21, 2017

Amended by School Board: May 16, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Addition and Deletion of Courses and Programs

A. Addition of General Education Courses and Programs and Academic and Arts Academy Programs

The Superintendent may recommend to the School Board the addition of courses and programs.

New courses and programs, including the academic and arts academy programs, which may improve the educational opportunity for students, are encouraged by the School Board to the limits of financial practicability, student interest, and student need.

The Superintendent or designee may recommend to the School Board the implementation of an Academy program, the expansion of an existing Academy program, or the deletion of an existing Academy program. Information on the process for creating/modifying an Academy Program is promulgated in School Board Policy 6-45 and School Board Regulation 6-24.2.

All new courses and programs must have the approval of the School Board. All new programs must include a provision for assessment by the Department of Planning, Innovation, and Accountability. All new courses must be assessed by the Department of Teaching and Learning. Exceptions shall include school-sponsored programs funded with money raised at the school or provided by benefactor programs and not considered of an experimental nature. Such programs will be approved by the Chief Academic Officer.

~~When approving courses that the Virginia Board of Education has not provided guidance for, the approved courses should be aligned with applicable regulations or law. The School Board and Superintendent shall conform to the regulations of the Virginia Board of Education in offering courses for which there are no state-adopted textbooks.~~

B. Deletion of General Education Courses and Programs and Academic and Arts Academy Programs

The Superintendent may recommend the deletion of courses and programs including the academic and arts academy programs based on, but not limited to: decline in student enrollment; inappropriate content; curriculum covered in other courses; changes in the Standards of Accreditation or Virginia Standards of Learning; unfavorable program evaluations; funding availability; or other good and just cause. Exceptions shall include school-sponsored programs funded with money raised at the school or provided by benefactor programs and not considered of an experimental nature and have been approved by the Chief Academic Officer. The school principal has the authority to discontinue such programs.

C. Sunset Provision

~~Beginning September 1, 2007, all~~ All new program proposals shall include a sunset provision. This provision will include a date by which the program will sunset unless reauthorized by the School Board. This date will be subject to School Board approval and shall be no more than five (5) years after the program's implementation date.

Legal Reference

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

Related Links

School Board [Regulation 6-24.2](#)

School Board [Policy 6-45](#)

Adopted 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: August 4, 1998

Amended by School Board: May 11, 2004

Amended by School Board: June 6, 2006

Amended by School Board: September 5, 2007

Amended by School Board: February 5, 2008

Scrivener's Amendments: September 28, 2011

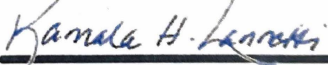
Scrivener's Amendments: January 8, 2014

Amended by School Board: February 21, 2017

Amended by School Board: June 20, 2017

[Amended by School Board: 2024](#)

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Evaluation of the Curriculum

A. Generally

Each principal and school staff will establish methods of evaluating the progress of individual students and the effectiveness of the delivery of the instructional program in each classroom and school. The Departments' of Teaching and Learning and School Leadership staff will work closely with principals and staff ~~of schools throughout the year~~ to assist in the improvement of instruction and student achievement. The Department of School Leadership, principal, school staff and members of the community shall review annually the extent to which the school has met its prior goals and objectives, a forecast of enrollment changes, and analyze the school's student performance data including data by grade level or academic department as necessary. Such outcomes shall be provided to parents of children at the school, the school community and the Superintendent.

B. Guidelines

Appropriate means for a divisionwide evaluation of the instructional program will be established and maintained. Elements of this evaluation may include:

1. Alignment to Virginia Standards of Learning;
2. Results of state and local assessment program, as well as national standardized general achievement

tests, -national standardized tests in specific areas, and tests administered by other agencies;

3. Student achievement records on a school-wide basis;
4. Study of school drop-out, discipline, and attendance data;
5. Examination of out-of-division services such as colleges, universities and regional research councils;

C. Curriculum Course Evaluation/Review/Assessment

1. Courses currently being implemented in the curriculum will be reviewed and assessed annually by the Department of Teaching and Learning, on a rotating basis by program area, ~~in order~~ to establish justification for retention based ~~upon pertinence to on the needs of students~~ student needs and the changing world in which they live.
2. New courses will be assessed by the Department of Teaching and Learning during the first three years of implementation based on appropriateness of content, student enrollment, student/teacher suggestions, student success and needed adjustments.

D. Periodic Reports

An evaluation of the instructional program and its effectiveness shall be made periodically and reported to the School Board by the Superintendent.

Editor's Note

~~See School Board Policy 2-42: School Improvement Process.~~

Legal Reference

Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement.

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

Related Links

School Board [**Policy 2-42**](#)

Adopted 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: August 4, 1998

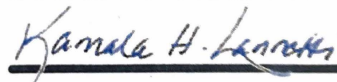
Amended by School Board: May 11, 2004

Amended by School Board: June 6, 2006

Amended by School Board: April 18, 2017

[**Amended by School Board: 2024**](#)

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Health and Physical Education

A. Health Education

The Health Education program for grades one through ten shall be a progression of learning experiences which focus on instruction related to alcohol and drug abuse, smoking and health, personal growth and personal health, nutrition, prevention and control of disease, physical fitness, accident prevention, personal and family survival, environmental health, mental health and consumer education. These shall be developed in accordance with procedures outlined in the curriculum guide for health education.

Classroom driver education may count for 36 class periods of health education. Students shall not be removed from classes in required courses other than health and physical education for the ~~B~~behind-the-~~W~~wheel phase of driver education.

B. Physical Education

Physical education courses shall be required as set forth by law and regulation and shall focus on the development of positive attitudes and behaviors toward physical activity and fitness appropriate to the student's level of development. Grade eight students not enrolled in Physical Education shall participate in a program of physical fitness throughout the regular school year. Documentation of participation will be required in accordance with Virginia Beach City Public Schools Administrative

Guidelines for Physical Fitness. At grades 11 and 12 physical education shall be offered as an elective course.

Legal Reference

Code of Virginia § 22.1-207, as amended. Physical and health education.

Virginia Board of Education Regulation 8VAC20-320-10 *et seq.*, as amended. Regulations Governing Physical and Health Education.

Virginia Board of Education Regulation 8VAC20-131-10 *et seq.*, as amended. Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Virginia Board of Education Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC20-131) revised March, 2021~~adopted October 25, 2006~~, as amended.

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

Amended by School Board: May 16, 2000

Amended by School Board: March 20, 2007

Amended by School Board: June 20, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

INSTRUCTION

Technical and Career Education

A. Generally

The School Division shall provide technical and career education within its program of studies. The Superintendent and staff shall plan and ~~shall~~ make recommendations to the School Board for technical and career education in compliance with the Standards of Quality and the mandated plan for technical and career education approved by the School Board. The Superintendent and staff shall collaborate with business and industry in ~~formulating~~ developing technical and career educational programs and ~~shall~~ conduct joint enterprises involving personnel, facilities, training programs, and other resources.

B. Definitions

~~"Technical and career education;"~~ Programs concerned with technical and career education means, their evolution, utilization, and significance; with industry, its organization, personnel, systems, techniques, resources, and products; and their social/ cultural impact, providing organized instruction in theory and practice designed to develop skills, knowledge, attitudes, work habits and leadership to prepare individuals to enter and make progress in occupations of their choice.

C. Goals

Several goals establish the framework for technical and career education in Virginia Beach City Public Schools.

1. Integrate academic and technical and career education program, aligning SOLs with course competencies.
2. Provide a comprehensive career education program K-12.
3. Increase awareness and understanding of technical and career education.
4. Coordinate technical and career education program into sequences leading to diverse and flexible academic and career opportunities.
5. Expand efforts to place students in related employment or postsecondary educational opportunities.
6. Provide for the technical and career education needs of all student populations, including gifted, special education, disadvantaged, and at-risk.
7. Develop and implement industry certified programs with credentials that meet the demands of the changing workforce.
8. Develop and implement Virginia Workplace Readiness skills for the Commonwealth in all program areas.
9. All Technical and Career Education programs/courses will be aligned with a National Career and Technical Education Exemplary.

D. Building Trades Projects

1. On Campus

The party purchasing a project built in the building trades class will purchase the materials used in the construction of the project.

The project will be moved to the site for use by the party making the purchase.

2. Off Campus

Any project to be constructed by a building trades class other than at the school will need special permission by the Director of Technical and Career Education who shall insure the safety of the students and staff on the project and check to be sure there is liability insurance coverage [and consult the Office of Risk Management](#) to protect the school system from liability for activities of students and staff.

3. No Warranties On or Off Campus

There are no warranties or guarantees, and each project is sold "as is with all faults" whether the project is constructed on or off campus. Persons for whom such work is to be done are to sign a form releasing the School Board from liability. [Consult the division's legal counsel and Office of Risk Management during the planning process.](#)

E. Work on Non-School Owned Vehicles and Equipment

As part of their training in the vocational education program, students may work on non-school owned equipment and vehicles. The School Board shall assume no liability for such work by students. Persons for whom such work is to be done are to sign a form releasing the School Board from liability.

F. Use of School Shops

Students and adults shall be prohibited from using the school shops for personal purposes.

Legal Reference

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 § 22.1-234, as amended, Acquisition of sites for projects; sale of completed projects and other school board property.

Virginia Board of Education Regulations, 8 VAC 20-120, et seq., as amended, Regulations Governing Career and Technical Education Regulations.

Virginia Board of Education Regulations, 8 VAC 20-131-270, as amended, School and Community Communications

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

Amended by School Board: September 15, 1998

Amended by School Board: June 6, 2006

Amended by School Board: April 18, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lazzari

INSTRUCTION

Title I Program

A. Generally

In Title I schools, supplemental instruction shall be offered to students demonstrating the greatest academic need as determined by multiple criteria.

B. Title I - Equivalency/Comparability

To assure ~~that~~-state and local services are provided in Title I schools, at least equivalent to such services in non-Title I schools, these policies will be observed by the School Division.

1. Salary Scales

The division-wide salary scales will be applicable to all staff whether assigned to Title I or non-Title I schools.

2. Assignment of Teachers, Administrators and Auxiliary Personnel

Assignment of teachers, administrators and auxiliary personnel will be made in such a way to assure that the numbers of students per staff person in Title I schools shall be equivalent to the average number of students per staff person in relevant comparison schools (i.e., non-Title I or other Title I schools). Any variance greater than the 10% allowed in equivalency

computation will result in appropriate action to achieve the allowable ratio.

3. Curriculum Materials and Instructional Supplies

Curriculum materials and instructional supplies will be provided to schools with the same grade spans on a per pupil cost factor to assure that all students have access to the same level of state and local resources regardless of whether they attend a Title I or non-Title I school.

C. Title I - Parental Involvement

1. Parents/legal guardians of the students being served by Title I shall have the opportunity to participate in the planning, design and implementation of the projectprogram.

The goals of parental/legal guardian involvement include the following:

- a. To establish and maintain activities that will increase the educational opportunities of students at home and at school;
- b. To increase home school cooperationconnections and collaboration;
- c. To provide school personnel with parental/family opinions and viewpoints that will lead to a better to increase understanding of the needs of the childrenstudents and more support relevant program planning;

- d. To develop parental and family interest through a program of ~~in~~ servicesworkshops, events and information dissemination;
- e. To keep parents/legal guardians informed of their student's progress in the Title I programs; and
- f. To provide an annual evaluation of the content and effectiveness of the ~~parental involvement policy~~ family engagement plan.

2. Parents/legal guardians of Title I students will be provided ~~with~~ information about the following components of the program. All materials will be sent home in readable format and in a native language, if possible ~~if possible~~. Information will include:

- a. Notification of the ~~student's~~ Title I school statusselection;
- b. Instructional goals for the student;
- c. Progress of the child;
- d. Strategies, materials, and training for providing help at home to work with the student to improve the student's achievement;
- e. Opportunities for volunteer assistance to teachers/students;
- f. Curriculum measurements for academic achievement, special activities, parental ~~f~~.

~~involvement~~engagement procedures and other information that is helpful to parents/legal guardians;

- g. ~~Virginia~~Virginia Standards of Learning;
- h. Notification of divisionwide meetings and other activities that encourage parental involvement. (~~See School Division website at~~ www.vbschools.com);
- i. Assistance to parents/legal guardians in understanding assessments and how to monitor their student's progress.
- j. Materials and training to help parents/legal guardians work with their students;
- k. Efforts to educate all stakeholders in the value of good home to-school communication;
- l. Coordination of ~~parental involvement~~family engagement programs with other federally funded programs.

3. Parents/legal guardians of Title I students may be provided with the following:

- a. Opportunities for involvement in the development of Parent Involvement Training;
- b. Literacy training for parents/legal guardians; and
- c. Meetings at various times to accommodate an array of schedules.

Legal Reference

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

Virginia Board of Education Regulations 8VAC20-131 *et seq.*, as amended. Regulations Establishing Standards for Accrediting Public Schools in Virginia.

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

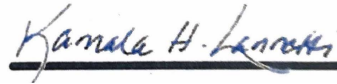
Amended by School Board: September 2, 2003

Amended by School Board: June 6, 2006

Amended by School Board: May 16, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

World Languages

The School Board believes that instruction in world languages is designed to provide students with the insights and tools to interact with people from diverse cultures ~~in an effort to~~ become globally aware citizens.

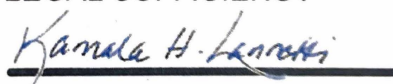
~~Through the study of world languages, s~~Students will: acquire the linguistic, grammatical, and cultural knowledge and skills needed to apply for oral and written communication in meaningful contexts; develop the communicative skills needed to demonstrate understanding, express ideas and feelings, and exchange information in meaningful contexts; ~~apply the knowledge and skills needed for oral and written communication;~~ interact with others in spoken, signed or written conversations using a variety of formats; and, demonstrate ~~an~~ understanding of the diverse perspectives that are represented in their own and other cultures. ~~Students will interact with others in spoken, signed, or written conversations both within and beyond the classroom in a variety of formats.~~

Adopted by the School Board: May 25, 2005

Amended by School Board: April 18, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Core Content Areas

The School Board believes ~~that~~ the instructional program in the four core content areas (English/language arts, mathematics, science, and social studies) should be commensurate with the goals, interests, and abilities of all students. Because the goals of each student vary, the program should be flexible enough to provide appropriate instruction that meets ~~required curriculum requirements and, where appropriate, curriculum as well as, where appropriate, individual~~ be developed with consideration of student interests and abilities.

A. English/Language Arts

English/~~L~~anguage arts instruction should integrate the teaching of the four components of English/language arts ~~-(reading, writing, speaking and listening)-~~ so ~~that~~ the learning of one reinforces the others. Developmentally appropriate reading and writing skills shall be included in the curriculum of all content areas in grades K-12. Upon completion of the English/language arts program, students should have the strategies and skills to be successful, literate and contributing members of society.

B. Mathematics

Mathematics instruction is designed to develop ~~the students' base of~~ mathematical knowledge and skills and ~~to~~ strengthen students' abilities to think and reason mathematically. All students should have the opportunity and the support

necessary to learn ~~significant~~ mathematics with depth and understanding.

C. Science

The primary purpose of science education is to provide students with the conceptual understanding of science content and the scientific and engineering practices ~~and scientific process skills~~ required to function effectively in a scientific and technologically oriented society. Sufficient scientific background should be provided to enable students to make intelligent scientific decisions in their lives and on major scientific issues ~~that face society~~. Science education should also provide students who will pursue scientifically oriented careers with opportunities to build the prerequisite background knowledge. An appropriate science curriculum is provided to meet the needs of all students.

D. Social Studies

~~The School Board believes that an educated, informed, and enlightened citizenry is essential to the continuation of a domestic republic.~~ The social studies program is committed to helping young people appreciate their historic and cultural heritage, ~~and~~ the culture of others, as well and as comprehend developments in an every-changing ~~society and~~ world. The knowledge, skills and understandings of social studies ~~shape~~ should cultivate responsible, engaged and compassionate citizens. ~~the attitude necessary for responsible and compassionate citizens.~~

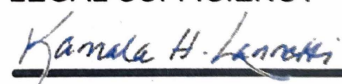
Adopted by School Board: July 13, 1993 (effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY


Kamala H. Lennetti

INSTRUCTION

Mathematics

The School Board believes ~~that~~ the Mathematics instruction program should provide instruction commensurate with the goals, interests, and abilities of all students. Because the goals of each student vary, the program should be flexible enough to provide for individual interests and abilities through appropriate instruction. Mathematics instruction is designed to develop ~~the student's base of~~ students' mathematical knowledge and skills and strengthen students' abilities to think and reason mathematically. All students should have the opportunity and the support necessary to learn ~~significant~~ mathematics with depth and understanding.

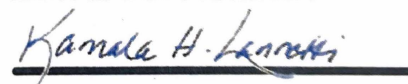
Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Social Studies

The School Board believes ~~Aa~~ Social Studies program should provide instruction commensurate with the goals, interests, and abilities of all students. Because the goals of each student vary, the program should be flexible enough to provide for individual interests and abilities through appropriate instruction. Educated, informed, engaged and enlightened citizens are essential to the continuation of a domestic republic as well as the global community. The knowledge, skills, and understandings of Social Studies shape the attitude necessary for responsible, productive and compassionate citizens. The ~~program~~ School Division is committed to helping students ~~appreciate~~ develop an appreciation of their historic and cultural heritage, ~~and the culture of others, as well and as~~ comprehend developments in an ever-changing ~~society and~~ world.

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

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennett

INSTRUCTION

Art, Music, and Theater Arts Programs

A. Art

The School Board believes ~~that~~ the art program is a knowledge-based, ~~and~~ comprehensive approach to the study of art through the disciplines of art history, art production, art criticism, ~~and~~ aesthetics. The art program offers opportunities to develop higher levels of creative and critical thinking, problem solving, ~~perceptual and self-awareness~~ multiple perspectives, and visual literacy. It offers ~~unique~~, creative experiences which help build ~~self-esteem~~ self-esteem and foster the recognition and ~~the~~ appreciation of differences among individuals and cultures.

The art program integrates concepts, enduring understandings, skills and creative activities that offer opportunities for relating art to other school subjects as well as ~~to the wide range of personal student~~ interests and abilities ~~of students~~. ~~Art education is a significant factor in nurturing an understanding of conscious, human expression in visual form by which each culture records, expresses, and interprets the world.~~

B. Music

The School Board believes ~~that~~ the instructional program of music education is intended to establish ~~the~~ an educational foundation ~~that will~~ to provide for ~~the~~ a life-long enjoyment of learning for students. The music classroom is an aesthetic forum focused on fully developing the potential for learning

and finding satisfaction and meaning through experiencing and performing music. Students will know and understand music as an essential aspect of history and the human experience.

The study of music provides opportunities for self-expression and creative communication. It is designed to increase a students' ability to perceive, perform, and respond to music with an understanding that provides connections beyond the music classroom. Students will be able to organize musical ideas and sounds creatively and develop the ability to make aesthetic judgments based on established criteria. The study of music stimulates a students' natural creativity to learn in order to meet the needs of a complex and competitive society. ~~As competence and study in music reinforce one another, the joy of learning becomes real, tangible, powerful and connected to the world of today and the future.~~

C. Theatre Arts

The School Board believes ~~that~~ the instructional program of theatre arts education is intended to establish ~~the an~~ educational foundation ~~that will to~~ provide for ~~the a~~ life-long enjoyment of learning for students. The study of theatre arts provides opportunities for self-expression and creative communication that support social and emotional well-being. It is designed to increase a student's ability to perceive, perform, and respond with an understanding of the essential aspects of history and ~~the human experience~~ and convey emotion. Through study and practical experience, students will develop the physical, emotional, conceptual, intellectual, intuitive, and practical skills associated with the crafts essential in theatre. Students will demonstrate their knowledge of how theatre and culture have influenced each other throughout history. Through participation in the theatre arts, students will develop critical-thinking skills by employing originality, flexibility, and imagination when solving problems individually and

collaboratively. Students will develop individual expression and explore the range of human emotions to achieve common artistic and ~~real-world~~real-world goals.

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

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larratti

School Board of the City of Virginia Beach
Policy 6-44

INSTRUCTION

School Counseling

The School Division shall offer a comprehensive K-12 school counseling program ~~that is~~ an integral part of each school's total educational program designed to promote the academic and career planning process and social-~~emotional~~ development of all students. Purposes and objectives of the program shall reflect the developmental needs of students and be developed by the Executive Director of the Office of Student Support Services or ~~designee~~ with an advisory committee consisting of level-specific school counselors. All programs and services shall be in compliance with federal and state regulations.

No student shall be required to participate in any school counseling program to which the minor student's parent/guardian objects or the adult student objects.

Legal Reference

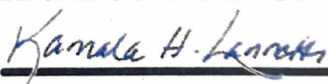
"Standards for School Counseling Programs in Virginia Public Schools. ~~(K-12)~~" ~~a~~Adopted in January 2004 by the Virginia Board of Education, as amended.

Virginia Board of Education Regulations 8 VAC 20-620-10, as amended. ~~Regulations~~ Regarding School Guidance and Counseling Programs in Public Schools of Virginia

Adopted by School Board: June 18, 1996
Amended by School Board: June 6, 2006
Amended by School Board: September 5, 2012
Amended by School Board: June 20, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY


Kamala H. Lennetti

INSTRUCTION

Theme-Based Academies

In support of the mission of Virginia Beach City Public Schools, the School Board promotes and supports the development of extended educational opportunities that will empower every student to become a life-long learner who is a responsible, productive, and engaged citizen within the global community. Academies are one form of these extensions that provide students with learning experiences that enrich and expand upon their interests, talents, and strengths through a common theme. By design, an academy in Virginia Beach City Public Schools is an integrated school-within-a-school that uses a common theme to organize curriculum and instruction within the comprehensive school setting.

The Superintendent shall develop internal guidelines for the implementation of processes outlined in this Policy.

A. Guiding Principles for New and Continuing Academies

To ensure fiscal responsibility for academy initiation including capital improvement, implementation, and continuation, the School Board supports the following guiding principles:

1. Demographic and geographic equity across the School Division shall be demonstrated in the academy proposal.
2. Progression from elementary school to middle school to high school will be considered.

B. Process for School Board Approval of a New Academy Theme and Proposal Development

Prior to the development of a new academy proposal, the School Board shall review and approve the theme and authorize the development of an academy proposal based upon identified citywide needs. If approval and authorization are granted, applicants may begin the process for developing the academy proposal and the initial implementation plan. The proposal shall set forth goals and objectives and include a defined evaluation and budget plan.

All new academy proposals shall include in the timeline for implementation a sunset provision, whereby the School Board must take action to continue the academy.

C. Process for Academy Proposal Development

The Academy Proposal Development process includes review and/or representation from targeted school-based groups including students, teachers, parents/legal guardians, administrators, community stakeholders and the Academy Steering Committee made up of representatives from the Department of School Leadership, the Department of Teaching and Learning, the Department of Budget and Finance, the Department of School Division Services, Department of Technology and the Department of Planning, Innovation, and Accountability. Upon approval by the Academy Steering Committee, the proposal will be submitted to the Superintendent. Upon the Superintendent's approval, the proposal will be forwarded to the School Board for review and approval.

1. Process for New Academy Proposal Evaluation Review

Each Academy Proposal shall include a plan for ongoing evaluation of the academy to ensure that the intended goals of the academy are met. The

proposal, including the evaluation plan, is submitted for review to the Department of Planning, Innovation and Accountability. Results of this review are forwarded to the Academy Steering Committee.

2. Process for New Academy Proposal Budget Plan Review

Each academy proposal shall include a budget plan. The proposal, including the budget plan, is submitted to the Department of Budget and Finance for review. Results of this review are forwarded to the Academy Steering Committee.

D. Process for Academy Implementation, Evaluation, and Continuation, Expansion or Phase Out

1. Implementation

Upon the School Board's approval, the academy implementation plan may be initiated. Academy administrators develop and carry out an action plan that guides the implementation.

2. Evaluation

Each academy shall be evaluated in accordance with procedures outlined in Regulation 6-24.2. In addition, each new academy will be evaluated when it reaches full implementation with a focus on the accomplishment of the academy's established goals and objectives.

Each academy evaluation will be formally reported to the School Board and will include a recommendation regarding the status of the academy (e.g., continue,

expand, or phase out in accordance with Regulation 6-24.2).

3. Continuation, Expansion or Phase Out of an Existing Academy

a. Continuation

The continuation of an existing academy is at the discretion of the School Board. This decision will be based on the availability of funds, academy enrollment and the recommendations from academy evaluations.

Unless the School Board approves a phase out of an academy during the evaluation process, the academy will remain in operation through the year it reaches full implementation to provide adequate time to properly evaluate the academy's effectiveness in meeting established goals and objectives. Based on recommendations during the evaluation process, academy programs may be modified to improve delivery of instructional services. At the end of full implementation of an academy, the School Board will receive the evaluation with a recommendation regarding the status to continue, expand, or phase out the academy.

b. Expansion

The expansion of an existing academy is at the discretion of the School Board. Based

on recommendations during the evaluation process, effective academy programs may be recommended for expansion to other schools within the School Division.

c. Phase Out

The phase out of an existing academy is at the discretion of the School Board. If the enrollment for an incoming academy “class” is 25% less than projected for three (3) consecutive years after the year in which the academy is fully implemented, modifications, to include a phase out, may be recommended to the School Board by the Superintendent.

If an academy is phased out, all students who are currently enrolled in the academy shall have the opportunity to complete their course of studies wherever feasible.

Legal Reference

School Board Regulation 6-24.2, New Program Proposal Development and Approval Process, as amended.

Related Links

School Board [**Regulation 6-24.2**](#)

Adopted by the School Board: August 21, 2007

Amended by the School Board: February 5, 2008

Amended by the School Board: June 2, 2009

Scrivener's Amendments: September 28, 2011
Amended by School Board: April 18, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennox

INSTRUCTION

International Travel

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

A. Authorized International Travel

International travel by school sponsored groups may be approved if such travel supports the curriculum or is for service/competition opportunities related to the group's purpose. International travel will not be a required part of any curriculum and will be considered additional and voluntary opportunities offered to eligible students. School Division appropriated funds will not be used to fund international travel other than for the Global Studies and World Language Academy or when the Superintendent or designee specifically authorizes an exception to this provision. The principal will have final authority to determine if the proposed travel meets such criteria. The Superintendent or designee is authorized to develop regulations regarding excusing students and staff members from school and/or work to participate in international travel. Proposed international travel must be fully approved by the Superintendent or designee prior to soliciting for trip attendees or beginning fund raising efforts. Planning for

such trips will also include, but not be limited to consideration for: disruption of the educational environment; age appropriateness for students involved; adequate and appropriate chaperone coverage; special needs of students and chaperones including disability and economic circumstances; safety of participants; and other and good just cause as determined by the Superintendent or designee.

B. Global Studies and World Language Academy Special Provisions

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

Adopted by School Board: September 6, 2017

Reviewed by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

INSTRUCTION

Library Media Centers/Professional Libraries

1. A. Generally

Each school shall maintain an organized library media center as the resource center of the school and provide a unified program of media services and activities for students and teachers. This facility shall contain ~~as~~ print and digital resources, which are sufficient to meet research, inquiry and reading requirements of the instructional program and general student interest.

Subject to approval by the School Board, selected media centers or libraries may be opened and staffed during a limited number of early morning, afternoon and/or evening hours.

2. B. Materials and Equipment

Each school shall provide a variety of materials and equipment to support the instructional program.

3. C. Professional Libraries

Professional materials for use by school employees shall be maintained in each media center or in the central administration office.

Legal Reference

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

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

Amended by School Board: February 15, 1994

Amended by School Board: October 20, 1998

Amended by School Board: March 21, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

INSTRUCTION

Non-School Division (VBCPS) Sponsored Educational Courses

With prior approval from the principal or designee, students may receive a standard or verified credit for approved non-School Division sponsored educational courses in subjects not available to them through the school's schedule. If the course is determined to be equivalent to that offered in a regular school program and supervised by a person authorized to do so in accordance with Virginia Department of Education policy or regulation, credit may be awarded for successful completion of such course.

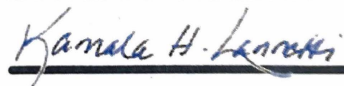
The Superintendent or designee is authorized to determine if a private educational course qualifies for and if the conditions for course completion meet the requirement for awarding credit. Unless approved by the principal or designee, students should not be excused from the regular school day to participate in private educational courses.

Adult students or parents/legal guardians of minor students will be responsible for tuition fees, supplies, technology, materials and other costs associated with such courses in which they elect but are not required by the School Division to enroll or participate.

Adopted by School Board: December 4, 2017

Reviewed by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Naval Junior Reserve Officers Training Corps (NJROTC)

The School Board authorizes the establishment of a Naval Junior Reserve Officers Training Corps (NJROTC) Unit within the School Division.

Editor's Note

See agreement between the School Board and the U.S. Department of the Navy.

Regulations for placement and advancement for NJROTC instructors and assistant instructors see "Memorandum of Understanding 1992-93" at pp. 23 and 24.

Legal Reference

The Reserve Officer Training Corps Act of 1964 (Public Law 88-647), as amended.

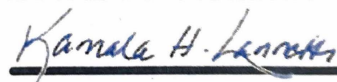
Junior Reserve Officers' Training Corps, 10 U.S.C. §2031, as amended.

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

Amended by School Board: April 18, 2017

Reviewed by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Governor's School for the Arts

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

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

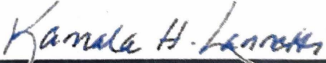
Adopted by School Board: May 17, 1988

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

Amended by School Board: September 6, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY


Kamala H. Larrick



Subject: Gifted Resource-Cluster Program: Comprehensive Evaluation **Item Number:** 13B

Section: Information **Date:** January 9, 2024

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

Prepared by: Noël G. Williams, 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): Noël G. Williams, Ph.D., Program Evaluation Specialist
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the Gifted Resource-Cluster Program: Comprehensive Evaluation Report and the administration's recommendations.

Background Summary:

The Gifted Education Program in Virginia Beach City Public Schools (VBCPS) is a kindergarten through grade 12 program consisting of multiple service delivery models for intellectually and artistically gifted students. The program evaluation focused on the Gifted Resource-Cluster Program which is one model within VBCPS for providing gifted services to students identified as intellectually gifted in grades 2 through 12 in their neighborhood schools. Within the Gifted Resource-Cluster Program, groups or clusters of identified intellectually gifted students are assigned to a classroom with a cluster teacher who collaborates with the gifted resource teacher (GRT) to provide differentiated curriculum and instruction.

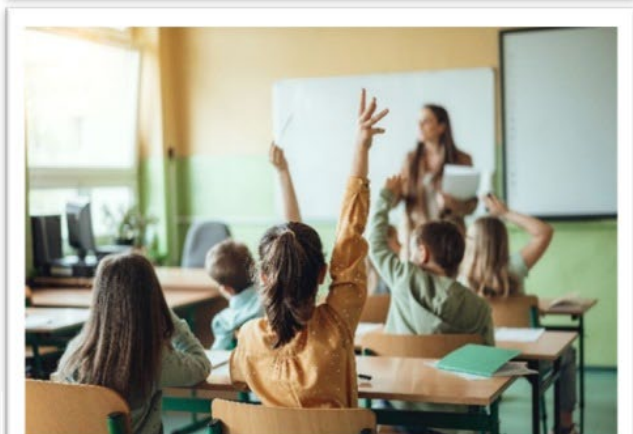
According to School Board Policy 6-26, "Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually." On September 13, 2022, the School Board approved the 2022-2023 Program Evaluation Schedule, in which the Gifted Resource-Cluster Program was recommended for a comprehensive evaluation after the planned evaluation during 2021-2022 was postponed due to continuing challenges related to the COVID-19 pandemic. The Local Plan for the Education of the Gifted served as a framework for the evaluation. The comprehensive evaluation of the Gifted Resource-Cluster Program during 2022-2023 focused on the student identification process and characteristics of students in the resource-cluster program, staff selection and professional learning related to the program, delivery of services and curriculum and instruction, family involvement and collaboration, progress made toward meeting student outcome goals, and stakeholders' perceptions of the program. Recommendations were also included based on the results of the evaluation.

Source:

School Board Policy 6-26

School Board Minutes September 13, 2022

Budget Impact:



Gifted Resource-Cluster Program: *Comprehensive Evaluation*

January 2024

By Noël G. Williams, Ph.D., Program Evaluation Specialist,
Heidi L. Janicki, Ph.D., Director of Research and Evaluation,
Paul R. Evans, Educational Data Specialist, and
Allison M. Bock, Ph.D., Program Evaluation Specialist



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

Table of Contents

Introduction	8
Background of Program	8
Background and Purpose of Program Evaluation.....	9
Program Goals and Objectives	10
Evaluation Design and Methodology.....	11
Evaluation Design and Data Collection	11
Surveys	11
Student Information From Data Warehouse	13
Evaluation Questions	13
Evaluation Results and Discussion	14
Identification Process and Characteristics of Students	14
Identification Process.....	14
Identification Process Changes	16
Perceptions of Student Identification Process.....	16
Referrals for Gifted Services	18
Characteristics of Gifted Students in Gifted Resource-Cluster Program	21
Staff Selection Process, Staff Characteristics, and Professional Learning	22
Staff Selection	22
Characteristics of Gifted Resource-Cluster Program Staff.....	25
Professional Learning	26
Gifted Resource-Cluster Program Delivery of Services and Curriculum and Instruction.....	32
Delivery of Services: The Resource-Cluster Model	32
GRT Responsibilities Within the Gifted Resource-Cluster Program.....	37
Curriculum and Instruction Within the Resource-Cluster Model	40
Family Involvement and Collaboration	49
Community Advisory Committee for Gifted Education (CAC)	49
Family Engagement.....	50
Perceptions of Communication Efforts Related to Gifted Education	52
Progress Toward Meeting Student Outcome Goals and Objectives	53
Goal 1: Challenge and Engagement	54
Goal 2: Scholars and Leaders	58
Goal 3: Social Emotional Development.....	65
Goal 4: Future Ready.....	70
General Perceptions of Gifted Resource-Cluster Program.....	73
Summary.....	78
Recommendations and Rationales	85

Appendix.....	89
Appendix A.....	89
Endnotes	90

Tables

Table 1: Survey Response Rates by Respondent Group	13
Table 2: Instructional Staff Members' Perceptions of Resources about the Gifted Referral and Identification Process Being Available to Them.....	17
Table 3: Parents' Perceptions of Gifted Referral and Identification Processes	18
Table 4: Grade Levels of the 2022-2023 Students Referred for Gifted Services	18
Table 5: Reasons Students Were Referred for Intellectually Gifted Services.....	19
Table 6: Demographic Characteristics of Students Referred for Intellectually Gifted Services in 2022-2023 in Relation to School Division Population.....	20
Table 7: Demographic Characteristics of Students Referred for Intellectually Gifted Services in 2022-2023 in Relation to School Division Population in Grades 1 and 5.....	20
Table 8: Demographic Characteristics of Students Identified as Intellectually Gifted in Resource-Cluster Program	22
Table 9: Characteristics of Instructional Staff	26
Table 10: Staff Members' Reported Participation in Professional Learning.....	28
Table 11: Perceptions of Effectiveness of Gifted Education Program's Professional Learning Initiatives.....	29
Table 12: Professional Learning Opportunities Provided by Gifted Resource Teacher	31
Table 13: Teachers' Perceptions of Collaboration Among GRT and Cluster Teachers	32
Table 14: Grade Levels of Cluster High School Students	35
Table 15: Staff Members' Perceptions of Responsibilities of Gifted Resource Teachers Within the Program.....	38
Table 16: Teachers' Perceptions of Instruction as Part of Resource-Cluster Program	42
Table 17: Staff Members' Perceptions of Collaborative Partnerships Expanding Curriculum and Instruction.....	43
Table 18: Students' Perceptions of Instruction.....	43
Table 19: Teachers' Perceptions of Differentiated Instruction Within the Resource-Cluster Program	45
Table 20: Teachers' Perceptions of Gifted Students Being Provided Opportunities for Instruction at a Faster Pace.....	45
Table 21: Students' Perceptions of Differentiated Instruction	45
Table 22: Parents' Perceptions of Differentiated Instruction	46
Table 23: Teachers' Perceptions of Assessment Methods	47
Table 24: Teachers' Perceptions of Assessment Feedback.....	47
Table 25: Students' Perceptions of Assessment and Feedback.....	48
Table 26: Teachers' Perceptions of Skills Students Develop as Part of the Resource-Cluster Program....	48
Table 27: Students' Perceptions of Instruction.....	49
Table 28: Parents' Perceptions of Skills Students Develop as Part of the Resource-Cluster Program	49
Table 29: Gifted Parent Webinars 2022-2023	50
Table 30: Staff Members' Perceptions of Communication Efforts Related to the Gifted Program	53
Table 31: Parents' Perceptions of Communication Efforts Related to the Gifted Program	53
Table 32: Students' Perceptions of Core Course Difficulty	54

Table 33: Students' Perceptions of Pace of Instruction	56
Table 34: Students' Perceptions of Instruction Received at School Meeting Their Academic Needs by Student Group.....	57
Table 35: Parents' and Teachers' Perceptions of Services Meeting Students' Academic or Learning Needs	58
Table 36: Percent of Intellectually Gifted Students in Resource-Cluster Program Scoring in the Pass Advanced Range on SOL Tests: Elementary School	59
Table 37: Percent of Intellectually Gifted Students in Resource-Cluster Program Scoring in the Pass Advanced Range on SOL Tests: Middle School	59
Table 38: Percent of Intellectually Gifted Students in Resource-Cluster Program Scoring in the Pass Advanced Range on SOL Tests: End-of-Course	60
Table 39: Percent of Intellectually Gifted Students Who Enrolled in Advanced Classes.....	60
Table 40: Percent of Middle School Intellectually Gifted Students Earning Grades of B or Higher in Advanced Courses.....	61
Table 41: Percent of High School Intellectually Gifted Students Earning Grades of B or Higher in Advanced Courses.....	61
Table 42: Percent of Intellectually Gifted Students Scoring 3 or Higher on AP Tests.....	62
Table 43: Percent of Intellectually Gifted Students Scoring At or Above the 76th Percentile on National Assessments	63
Table 44: Percent of Intellectually Gifted Students Who Graduated With an Advanced or IB Diploma...	63
Table 45: Perceptions of Students Learning How to Advocate for Themselves by Sharing With Others How They Learn Best	67
Table 46: Numbers and Percentages of Students Who Completed a Work-Based Learning Experience.....	70
Table 47: Numbers and Percentages of Students Who Completed a Service-Learning Experience	70
Table 48: Numbers and Percentages of Students Who Successfully Completed Advanced Coursework	71
Table 49: Numbers and Percentages of Students Who Completed a CTE Course Sequence and CTE Credential Component.....	71
Table 50: Graduates' Reported Plans Following High School	72

Figures

Figure 1: VBCPS K-12 Continuum of Gifted Services.....	8
Figure 2: Teachers' Perceptions of Gifted Referral and Identification Processes.....	17
Figure 3: Administrators' Perceptions of Effectiveness of Professional Learning	30
Figure 4: Administrators' Perceptions of Support From Office of Gifted Education	30
Figure 5: Cluster Teachers' Perceptions of Opportunities to Increase Knowledge and Understanding of Gifted Learners	31
Figure 6: Perceptions of Clustering Assisting Teachers in Differentiation of Curriculum and Instruction.....	35
Figure 7: Perceptions of Clustering Providing a Range of Learners That is Manageable for Teachers	36
Figure 8: Teachers' Perceptions of Gifted Students Receiving Support When Transitioning From One Grade Level to the Next	36
Figure 9: Perceptions the GRT is a Visible and Reliable Source of Information on the Needs of Gifted Learners	38
Figure 10: GRTs Reported Time	39
Figure 11: Percentage of Students Reporting They Worked with Gifted Resource Teacher at Their School in 2022-2023.....	40
Figure 12: Teachers' Perceptions of Lessons	43
Figure 13: Staff Members' Perceptions of Differentiating Instruction Through a Variety of Strategies ...	44
Figure 14: Parents' Perceptions Regarding Workshops or Resources Offered During 2022-2023 for Parents of Gifted Children	51
Figure 15: Parents' Perceptions of VBCPS Workshops	52
Figure 16: Students' Perceptions of Challenging Self	55
Figure 17: Perceptions of Student Engagement in Learning.....	56
Figure 18: Students' Perceptions of Instruction Without a Lot of Repetition	57
Figure 19: Students' and Parents' Perceptions of Students Serving in a Leadership Role	64
Figure 20: Teachers' Perceptions of Gifted Students Serving in Leadership Roles.....	64
Figure 21: Students' and Parents' Perceptions of Students Contributing to the Community.....	65
Figure 22: Students' Perceptions of Being Supported Socially and Emotionally	66
Figure 23: Students' and Parents' Perceptions of Students Developing Skills Involving an Awareness of How They Learn	67
Figure 24: Parents' Perceptions of Knowing the Characteristics That Make Their Child Unique as a Gifted Learner	68
Figure 25: Perceptions of Instruction Helping Students Understand Multiple and Diverse Perspectives	68
Figure 26: Students' Perceptions of Performance Being Based on Skills They Developed by Working Hard.....	69
Figure 27: Students' Perceptions of Being Committed to Doing Their Best on Schoolwork	69
Figure 28: Students' Perceptions of Receiving Assistance About Their Options After They Graduate High School	72
Figure 29: Staff Members' Overall Perceptions of the Gifted Resource-Cluster Program	73

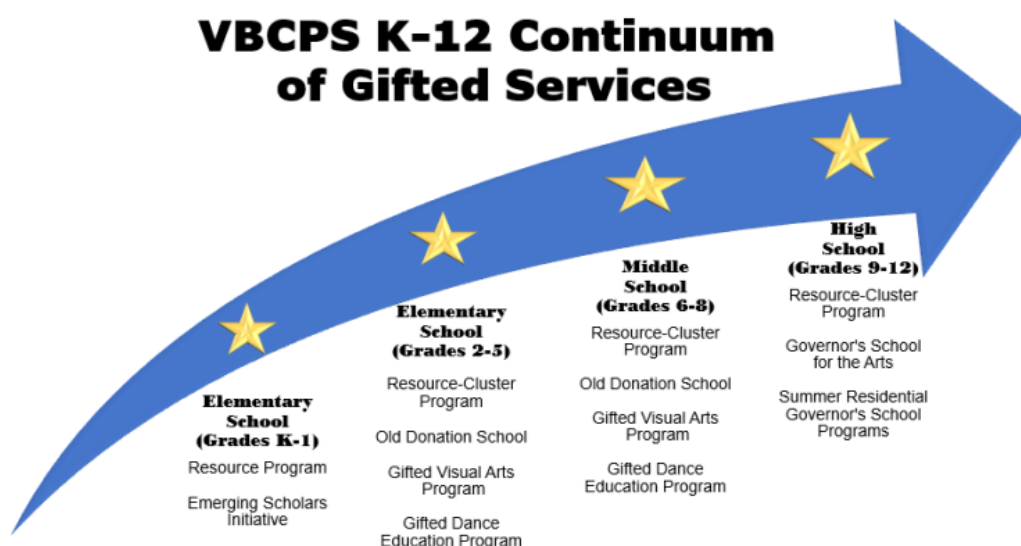
Figure 30: Parents' Perceptions That Services in Gifted Resource-Cluster Program Meet Their Child's Needs	74
Figure 31: Staff Members' and Parents' Satisfaction With Gifted Resource-Cluster Program.....	74
Figure 32: Students' Satisfaction With Educational Experience	75

Introduction

Background of Program

The Gifted Education Program in Virginia Beach City Public Schools (VBCPS) is a kindergarten through grade 12 program consisting of multiple service delivery models for intellectually and artistically gifted students (see Figure 1).¹ According to the Local Plan for Gifted Education, VBCPS defines gifted students as those whose abilities and potential for accomplishment are so outstanding they require special programs to meet their educational needs. The local plan also indicates the gifted program is based on the school division's mission to empower students to become life-long learners who are responsible, productive, and engaged citizens within the global community. Specifically, the mission of the VBCPS Gifted Program is to challenge students with differentiated interdisciplinary opportunities, to provide a flexible, innovative curriculum which promotes self-efficacy, productivity, creativity, and leadership, and to develop individual talents, special abilities, and a commitment to excellence.² According to the Local Plan for Gifted Education, because gifted students learn quickly, they require school experiences that are differentiated from the experiences provided for other students. They need learning experiences that provide deep and complex content, accelerated and enriched processes, and authentic and relevant products. These experiences need to be based on their readiness level, their interest, and their learning preference. Dynamic curriculum that deals with complex issues and requires probing for depth of learning provides the framework for gifted students to reach their academic potential.

Figure 1: VBCPS K-12 Continuum of Gifted Services



This program evaluation is focused on the Gifted Resource-Cluster Program which is one model within VBCPS for providing gifted services to students identified as intellectually gifted in grades 2 through 12. The resource-cluster model is an arrangement in which a group (cluster) of identified intellectually gifted students is assigned to a classroom with a teacher, referred to as a cluster teacher, who collaborates with the gifted resource teacher (GRT) to provide differentiated curriculum and instruction. Students are assigned to cluster classrooms according to specific program guidelines, and the cluster teacher is responsible for delivering gifted services in collaboration with the GRT. The GRT provides continuous training and coaching support to the cluster teacher in the development of curriculum and the

implementation of differentiated instruction in the classroom. The GRT also works with small groups of gifted or high academic-ability students who have demonstrated mastery of skills on special assignments in flexible groups. The program provides opportunities for gifted students to work independently, with intellectual peers, and with chronological peers.³

Background and Purpose of Program Evaluation

The Gifted Resource-Cluster Program was selected and approved for the Program Evaluation Schedule based on criteria specified in School Board Policy 6-26, adopted by the School Board on September 5, 2007. The following excerpt is from 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 a yearly basis, the Program Evaluation Committee will present a list of programs recommended for evaluation to the Superintendent and the School Board. This listing will include the rationale for each recommendation based on an approved set of criteria. All programs will be prioritized for evaluation based on the following factors:

1. Alignment with the school division's strategic plan and School Board goals;
2. Program cost;
3. Program scale;
4. Cross-departmental interest;
5. Community/stakeholder interest in the program;
6. Availability of information on the program's effectiveness; and
7. Date of most recent evaluation.

In July 2021, members of the Program Evaluation Committee were provided instructions to review a list of 12 existing educational programs within VBCPS and were asked to rank the programs based on the factors noted above. Based on the criteria in School Board policy 6-26, the Gifted Resource-Cluster Program was recommended for inclusion on the Program Evaluation Schedule. This recommendation was due to its potential to have a large, positive impact on VBCPS reaching its goals, the cost of the program, and the overall scale of the program operating divisionwide. Because the program had existing goals and objectives, it was determined that the Gifted-Resource Cluster Program would be scheduled for a comprehensive evaluation during the 2021-2022 school year. The proposed Program Evaluation Schedule was presented to the School Board on August 24, 2021, and approved on September 14, 2021. On May 3, 2022, the School Board was informed that the Gifted Resource-Cluster Program Evaluation would be postponed until the 2022-2023 school year due to challenges related to the COVID-19 pandemic impacting the ability to conduct a valid assessment of the program. Essential components of the program were impacted by the pandemic including professional learning and staffing.⁴ The purpose of the comprehensive evaluation during 2022-2023 was to provide program leadership, the school division administration, and the school board with information related to the implementation and operation of the resource-cluster program as well as outcomes for intellectually gifted students served by the program.

Program Goals and Objectives

The goals for the Gifted Program are outlined from the Local Plan for the Education of the Gifted. Section 8VAC20-40-60A of the *Regulations Governing Educational Services for Gifted Students* states that, “Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations.” The local plan outlines six goals:

1. To provide a systematic identification process that reflects the delivery of services.
2. Provide a comprehensive continuum of services which addresses the needs of all identified gifted learners.
3. Provide differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.
4. Provide continuous differentiated professional development for all school staff (e.g., teachers, school counselors, teacher assistants, school administrators) on identification and education of gifted and talented students.
5. Establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students. VBCPS employs a focus on equitable representation of students and diversity while creating learning environments in which students of all backgrounds can thrive. To that end, the VBCPS Local Plan for the Education of the Gifted maintains an emphasis on embedding culturally conscious processes and activities in each area of this plan.
6. Develop and strengthen collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the community to advocate for the unique learners for all gifted students.

These local plan goal areas will be assessed through multiple evaluation questions focused on student identification processes, staff selection and professional learning for the program, components of the program delivery and curriculum and instruction, and collaboration with families.

In addition to the program implementation focus areas, there were four student outcome goals that were identified by the Gifted Education Program team in the Department of Teaching and Learning and were based on previous VBCPS program evaluations of the gifted program. These four student outcome goals focused on challenge and engagement in the learning process, gifted students becoming scholars and leaders, gifted students’ social and emotional development, and gifted students becoming future ready. The specific outcomes goals are noted below. Specific objectives within each goal were assessed as part of the evaluation question focused on progress being made toward meeting the student outcome goals and can be found in that section of the report.

1. Students in the Gifted Resource-Cluster Program are challenged and fully engaged in instruction at levels that commensurate with their abilities.

2. Students in the Gifted Resource-Cluster Program become scholars and leaders.
3. Students in the Gifted Resource-Cluster Program develop and demonstrate social emotional competence and cultural awareness.
4. Students in the Gifted Resource-Cluster Program are future ready through participating in work-based experiences and having a plan for their future.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions, including assessing the extent to which the goals and objectives were met. Qualitative data were collected through discussions with the Office of Gifted Programs staff, document reviews, and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse and closed-ended survey questions. The Office of Research and Evaluation evaluators used the following data collection methods:

- Communicated with staff from the Department of Teaching and Learning to gather implementation-related information, including the director of K-12 and gifted programs and gifted coordinators.
- Reviewed gifted program documentation on the division's intranet (internal) website and the public vbschools.com website, including the 2020-2025 Local Plan for the Education of the Gifted.
- Administered surveys to gifted resource teachers, gifted cluster teachers, building administrators, students in grades 5 through 12, and parents of students who received gifted services in the 2022-2023 school year or parents of students who were recently identified and had not yet received services.
- Collected data from the VBCPS data warehouse related to referrals for gifted services, demographic characteristics for students identified as intellectually gifted, and academic achievement (e.g., Standards of Learning assessments, course performance, Advanced Placement (AP) exam scores, diploma type earned).

Surveys

As part of a larger survey effort of multiple divisionwide initiatives, the Office of Research and Evaluation invited all students in grades 5 through 12 and parents of students in grades 2 through 12 to complete survey items about their educational experience. The survey link was made available to students on their ClassLink dashboard in April 2023, and schools were asked to administer the survey during the school day during a time that was least disruptive to instruction. To improve the accuracy and efficiency of student surveys, rather than asking students to identify their gifted status, demographic information including gifted status was included from the Student Information System in the survey results. No other identifying information, such as name or student number, was included in the results to maintain anonymity. Because students were not asked to identify their gifted status, survey items were written to focus on students' educational experience in general. For example, items assessed students' level of engagement, pace of instruction, course difficulty, teacher support, and student learning habits. Results included in this evaluation were based on students who had been identified as intellectually gifted and were attending schools with the Gifted Resource-Cluster Program (i.e., all schools with the exception of Old Donation School). Of the intellectually gifted students in grades 5 through 12 who were eligible for

the resource-cluster program, 68 percent responded to the survey. Student survey response rates by school level are displayed in Table 1. Student respondents were relatively evenly distributed across the grade levels (ranging from 11% to 15% for each grade level from grades 5 through 11), with somewhat less representation in the results for grade 12 (9% of all survey respondents).

Parents received an email invitation with a link to participate in the online survey in April 2023. Parents received all or some survey items related to the gifted program depending on whether they indicated their child had received gifted services during the 2022-2023 school year as a result of being identified as intellectually gifted, or they had a child who was recently identified as intellectually gifted but had not yet received gifted services. Parents who indicated they did not have a child who had been identified as intellectually gifted did not receive any survey items related to the gifted program. Of the parents with students in grades 2 through 12, 8 percent responded to the survey item asking about their child's gifted status. Parent survey response rates by school level are displayed in Table 1. Of those parents who responded to the survey item, 30 percent (n=1,754) indicated they had a child who received gifted services during the 2022-2023 school year, 5 percent (n=264) indicated they had a child who had recently been identified as intellectually gifted but did not receive services yet, and 65 percent indicated they did not have a gifted child. Of the parents who indicated their gifted child was receiving services (n=1,754) and therefore, completed the survey items for the gifted evaluation, there was a relatively even distribution across the grade levels (ranging from 8% to 12% for each grade level from grades 2 through 11), with somewhat less representation in the results for grades 12 (5%) and 7 (7%). In terms of the extent to which parent responses represented intellectually gifted students in the resource-cluster program, there were 9,333 identified gifted students from grades 2 through 12, and there were 1,754 parent responses to at least one of the gifted-related survey items. Therefore, parent respondents represented an estimated 19 percent of intellectually gifted students in the resource-cluster program at the division level (see Table 1 for representation by school level).

For the Gifted Resource-Cluster Program staff, the Office of Research and Evaluation surveyed cluster teachers, GRTs, and building administrators including principals, and assistant principals. The building administrators and GRTs were identified based on data from the Department of Human Resources, and the cluster teachers were identified based on a list provided by the Department of Teaching and Learning after collecting this information from the schools. The staff surveys were administered online in February and March 2023. Survey items assessed overall perceptions of the Gifted Resource-Cluster Program including identification, professional learning, curriculum and instruction, assessment, and collaboration. Staff received an email invitation with a link to participate in the online survey. Of the staff invited to complete the survey, 59 percent of GRTs, 27 percent of cluster teachers, and 34 percent of administrators completed the survey. Staff survey response rates by school level are displayed in Table 1.

Table 1: Survey Response Rates by Respondent Group

Group	ES	MS	HS	Total	Overall Number of Respondents
Cluster Teachers (Grades 3-12)	31% (n=138)	26% (n=88)	19% (n=46)	27% (n=272)	272
Gifted Resource Teachers (GRTs)	58% (n=33)	62% (n=8)	58% (n=7)	59% (n=48)	48
Administrators	37% (n=40)	32% (n=14)	31% (n=17)	34% (n=71)	71
Students (Grades 5-12)	81% (n=754)	67% (n=2,174)	65% (n=2,603)	68% (n=5,531)	5,531
All Parents (Grades 2-12)	9% (n=2,331)	8% (n=1,529)	7% (n=1,937)	8% (n=5,797)	5,797
Parents of Gifted Students (Grades 2-12)	23% (n=707)	18% (n=442)	16% (n=605)	19% (n=1,754)	1,754

In addition to the survey specific for staff involved with the Gifted Resource-Cluster Program, all classroom teachers and other instructional staff were asked on the divisionwide annual spring survey about the availability of resources for the gifted referral and identification processes. The spring survey was administered online in April 2023, and the response rate for staff on this survey was 49 percent for classroom teachers and 35 percent for other instructional staff.

For all stakeholder surveys, survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses are excluded from the percentages). Survey results for each stakeholder group are reported at the division level as well as by school level (i.e., elementary, middle, and high). Open-ended comments were analyzed for common themes and summarized.

Student Information From Data Warehouse

Quantitative data collected from the VBCPS data warehouse included data regarding the following: referral for gifted services, identification, student demographic characteristics, and academic data such as course enrollment and performance, performance on SOL tests, performance on national assessments (e.g., PSAT, SAT, Advanced Placement), type of diploma earned, participation in work-based or service learning experiences, and career and technical education (CTE) credentials. Unless otherwise noted in the report, the group of students for which data were collected and analyzed was generally based on students who were identified as intellectually gifted in the fall Virginia Department of Education (VDOE) Student Record Collection and were attending a school other than Old Donation School. A few data elements were based on other groups of students. For example, graduation diploma data were based on all graduates during the 2022-2023 school year and data regarding work-based, service learning, or CTE experiences were based on 2023 graduating cohort students.

Evaluation Questions

The evaluation questions for this report were developed by evaluators following a review of the VBCPS Local Plan for the Education of the Gifted with input and feedback from staff in the Office of Gifted Programs. While the intent of the evaluation was not to evaluate all pieces of the local plan itself, the local plan served as an information source about important components of the Gifted Education

Program and as a framework for the evaluation questions. Evaluation questions one through four were aligned with concepts and topic areas addressed in the goals and objectives of the local plan including identification (Goal 1), delivery of services (Goal 2), curriculum and instruction (Goal 3), professional development (Goal 4), and parent and community involvement (Goal 6). Goal 5 of the Local Plan is focused on equity, equitable representation of students, and culturally conscious practices, and this goal is addressed throughout the evaluation questions where appropriate based on the topic.

The evaluation questions established for the comprehensive evaluation were as follows:

- 1. What was the student identification process and characteristics of students served by the resource-cluster program?**
 - This evaluation question was aligned with Goal 1 (identification) and elements of Goal 5 (equitable representation of students) in the local plan.
- 2. What was the selection process, characteristics of teachers, and professional learning for the resource-cluster program?**
 - This evaluation question was aligned with Goal 4 (professional learning) and elements of Goal 5 in the local plan.
- 3. What were the components of the resource-cluster program during 2022-2023, including the role of the gifted resource teacher (GRT)?**
 - This evaluation question was aligned with Goal 2 (delivery of services), Goal 3 (curriculum and instruction), and elements of Goal 5 (delivery of services and curriculum and instruction) in the local plan.
- 4. What family and community involvement and collaboration opportunities were available related to gifted education?**
 - This evaluation question was aligned with Goal 6 (parent involvement) and elements of Goal 5 in the local plan.
- 5. What progress is being made toward meeting student outcome goals of the program?**
- 6. What were stakeholders' general perceptions of the resource-cluster program?**

Evaluation Results and Discussion

Identification Process and Characteristics of Students

Identification Process

The first evaluation question is focused on the identification process and characteristics of students served by the resource-cluster program which is aligned with Goal 1 of the Local Plan for the Education of the Gifted which focuses on a systematic identification process that reflects the delivery of services. Within the local plan goal related to identification, there are several objectives which focus on equitable assessment measures, utilization of multiple criteria for identification, communication about gifted identification and placement with stakeholders, training opportunities, and ensuring equitable access for all students to gifted education services from identification to program placement. This section of the report addresses referral processes including screening procedures for giftedness in the division and identification procedures for the 2022-2023 school year. In addition, changes that were made in October 2023 to these processes are noted. The details about the referral and identification processes in this section include information about practices within the division to increase opportunities for students in underrepresented groups to be identified for services. Practices or strategies discussed in

the literature include implementing universal screening, using local norms for identification, and having gifted services available in each school.⁵ VBCPS employs these practices within the program.

To qualify for the Gifted Resource-Cluster Program, students must first be identified as intellectually gifted which begins with the referral process. VBCPS utilizes a universal screening process for both first- and fifth-graders which includes all students in these grades taking an assessment in the fall of the school year. In 2021-2022, in preparation for identifying gifted students for services during the 2022-2023 school year, all first- and fifth-grade students were screened with the Naglieri Nonverbal Ability Test (NNAT, 3rd Edition), described by the publisher as a language free, culture-fair test on nonverbal reasoning. The NNAT does not require a child to read, write, or speak; rather it requires examination of the relationships among the parts. The NNAT3 includes four types of questions, including pattern completion, reasoning by analogy, serial reasoning, and spatial visualization. Parents were informed their child would be taking the NNAT and had the opportunity to opt them out of the testing. First- and fifth-grade students who scored at the 90th percentile or higher on the screening test (i.e., they scored better than 90 percent of all other test takers) were recommended for additional testing using the Cognitive Abilities Test (CogAT, Form 8). The CogAT is a group test designed to assess students' abilities in reasoning and problem-solving in three domains: verbal, nonverbal, and quantitative. The Verbal Battery is comprised of three subtests: Picture (Verbal) Analogies, Picture (Verbal) Classification, and Sentence Completion. The Nonverbal Battery is comprised of three subtests: Figure Matrices, Paper Folding, and Figure Classification. The Quantitative Battery is comprised of three subtests: Number Analogies, Number Puzzles, and Number Series. Psychologists have cautioned that nonverbal reasoning tests, like the NNAT and CogAT, may not capture the same ability construct that is measured by tests that use language and therefore, should not be used alone to make decisions about academic giftedness or general intellectual competence.⁶

In addition to universal screening at first and fifth grades, students may be referred for gifted services any time by parents/guardians, students, teachers, other staff who may have knowledge or expertise to make such referrals (e.g., GRT, members of the Student Support Team), and community members. There is no limit to the number of times a student may be referred for gifted services. Students who move to VBCPS from another state or school division must be assessed by the processes utilized by the VBCPS Gifted Testing Office. Testing scores and prior identification in other states or divisions are noted and highlighted during the identification committee meeting.

Once a student has been tested or referred for gifted services, data are compiled and forwarded to an identification and placement committee that determines eligibility for gifted services. The Gifted Identification and Placement Committee is composed of school system personnel including gifted assessment specialists, coordinators and instructional specialists of gifted education, curriculum coordinators, administrators, school counselors, school psychologists, and GRTs. In accordance with the Code of Virginia⁷, eligibility for gifted services is determined through the review of multiple measures including the following: online application from the parent or guardian, teacher information form, student achievement as indicated on report cards, standardized test scores, first-grade performance-based task (grade 1 only), and student response to interview questions (grades 5 to 12 only).⁸ The Gifted Identification and Placement Committee reviews each profile and seeks evidence that the student demonstrates potential for exceptional performance and has academic needs that cannot be met through the general education curricula. No single instrument, score, or criterion is used to exclude or include a child for eligibility. Decisions are based on a consensus of the committee.⁹ Following the committee determination, identification status is provided to parents in the spring via e-mail including information about the various gifted services in the division and providing

them information related to opting out of services. Students who are identified for gifted services retain their identification from the point of identification until graduation in VBCPS.

Parents or guardians may appeal the decision of the Gifted Identification and Placement Committee if the parent is able to provide a concise explanation of an unforeseen or change in circumstance that may have impacted the committee's decision if they had been aware of it at the time of the application review. The appeal committee's decision may include the following: a) upholding the original decision of the identification and placement committee; b) reversing the decision of the identification and placement committee; or c) gather additional or updated data.¹⁰

Identification Process Changes

Beginning in 2022-2023, all first-grade students were screened using both the NNAT and the CogAT. Fifth-grade students continued to be screened with the NNAT. Beginning in 2023-2024, if a student scores in the 90th percentile, their parent or guardian will receive notification that they are recommended to continue with the gifted identification process and the steps to take to submit an application. In order to continue with the identification process, parents must "opt-in" and complete an application for their student in order to continue testing and to be considered by the committee. Parents can submit an application at any time and have their student be considered for gifted services. These changes to the identification process were approved by the School Board in October 2023 and the local plan was amended to reflect these changes.

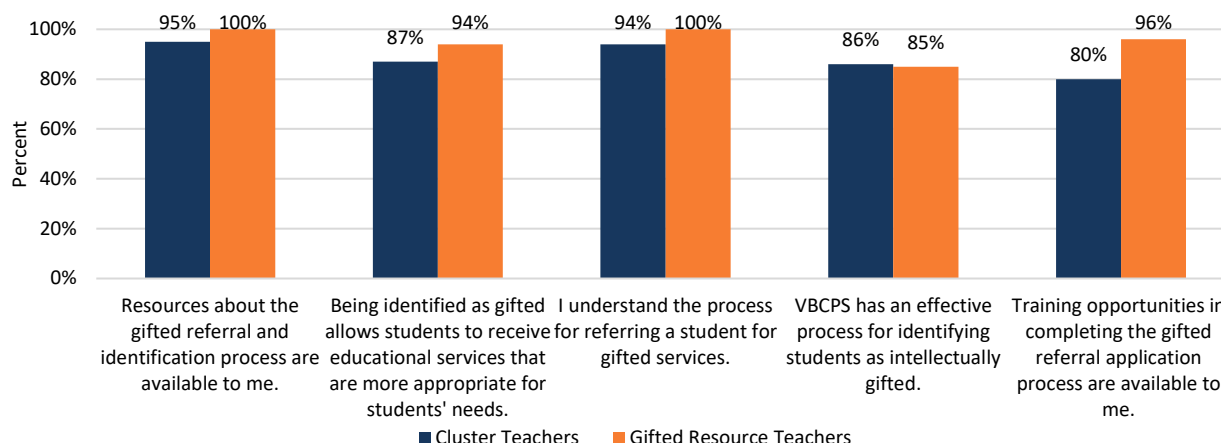
In 2022-2023, the identification process utilized local norming as an additional method for identifying first-grade students for gifted services. In past years, students were referred for further gifted testing if they scored in the 90th percentile or higher based only on a national norming group, which is based on comparing students from the same age group across the United States. Local norms are based on comparing students' performance to other students at the same grade level in their school building. Rather than comparing students to a national norm to identify their academic strength and potential, local norms identify students who need different levels of academic challenge than the typical student in *their school*. The purpose of local norming is to ensure all students are appropriately challenged in their general education classroom. Local norming allows schools to tailor their gifted identification to the specific school population, therefore, gifted instruction can be tailored to each local school's context.¹¹ A local norm for each student based on the performance of students at their school was calculated which created a local percentile ranking based on the population of students at their school.¹² To be as equitable as possible, any first-grade student who scored in the 90th percentile on *either* their school's local norm or the national norm was referred for further gifted testing. Fifth-grade students continued to be recommended for further testing if they scored in the 90th percentile or higher based on national norms.

Perceptions of Student Identification Process

Survey data were collected to address perceptions of the VBCPS student identification process, including elements related to an effective process. The survey items varied somewhat based on stakeholder group. As displayed in Figure 2, high percentages of cluster teachers and GRTs agreed resources about the gifted referral and identification process were available to them (at least 95%), being identified allowed students to receive educational services that were more appropriate for their needs (at least 87%), and staff understood the process for referring a student for gifted services (at least 94%). When asked whether VBCPS has an effective process for identifying students as intellectually gifted, 85 percent of GRTs and 86 percent of cluster teachers agreed. A high percentage of GRTs agreed training

opportunities were available to them about completing the gifted referral application process, along with a somewhat lower percentage of cluster teachers (80%). Administrators were also asked their perceptions of the student identification process. Administrators agreed (98%) that resources about the referral and identification process were available to them, 97 percent agreed being identified allowed students to receive educational services that were more appropriate for their needs, and 95 percent agreed VBCPS has an effective process for identifying students as intellectually gifted.

Figure 2: Teachers' Perceptions of Gifted Referral and Identification Processes



In addition to staff involved with the Gifted Resource-Cluster Program, all instructional staff were asked about their perceptions of the availability of resources about the referral and identification processes on the divisionwide spring survey. Results were very positive overall and across school levels with 91 percent of classroom teachers and 93 percent of other instructional staff agreeing resources about the referral and identification processes were available (see Table 2).

Table 2: Instructional Staff Members' Perceptions of Resources about the Gifted Referral and Identification Process Being Available to Them

Staff Group	Elementary	Middle	High	Total
Classroom Teachers	94%	94%	86%	91%
Other Instructional Staff	94%	93%	91%	93%

Note: Excludes staff who responded Not Applicable.

Parents of intellectually gifted students were also asked various survey items about the identification process, and results for those who responded to the survey are shown in Table 3. Overall, parents had relatively high agreement that resources about the gifted referral and identification process were available to them, being identified allowed students to receive more appropriate educational services, they understood the process for referring a student for services, and they understood the process for identifying a child as a gifted learner.

Table 3: Parents' Perceptions of Gifted Referral and Identification Processes

Survey Item	Total
Resources about the gifted referral and identification process are available to me.	87%
Being identified as gifted allows students to receive educational services that are more appropriate for students' needs.	83%
I understand the process for referring a student for gifted services.	86%
I understand the process of identifying a child as a gifted learner.	87%

Note: The survey items in this table were answered by parents of students who received gifted services and parents of students who were recently identified as gifted but had not yet received services.

Referrals for Gifted Services

This section of the report provides information about the students referred for services for intellectual giftedness. The numbers in Table 4 represent the number of students who were referred for gifted services from July 1, 2022 to June 30, 2023 and had been enrolled in VBCPS at some point during the school year. Information for the overall VBCPS population was based on cumulative enrollment during the regular school year and the same grade levels of students who were referred for comparison purposes (e.g., grades 1 through 12). Based on the analysis, 4,011 students had a record indicating that they had been referred for gifted services during the 2022-2023 school year which was 6 percent of the total student population in the division. The grade levels with the highest percentages of students being referred were in grades 1 (30%) and 5 (13%) which corresponds to the grade levels with universal screening.

Table 4: Grade Levels of the 2022-2023 Students Referred for Gifted Services

Grade Level of Referred Students	# of Students Referred (Unduplicated)	# of Students Enrolled	% of Student Population Referred
1	1,679	5,646	30%
2	413	5,332	8%
3	417	5,443	8%
4	278	5,359	5%
5	682	5,281	13%
Elementary School Total	3,469	27,061	13%
6	185	5,287	3%
7	156	5,376	3%
8	110	5,530	2%
Middle School Total	451	16,193	3%
9	24	6,020	< 1%
10	54	5,662	1%
11	13	5,209	< 1%
12	0	5,404	0%
High School Total	91	22,295	< 1%
Total	4,011	65,549	6%

When examining data related to the referral source for students who were referred for gifted services during the 2022-2023 school year, the primary sources for referrals at the division level were the first-grade universal screening process and parent referrals (see Table 5). In elementary school, 36 percent of the referrals for intellectually gifted services were based on the first-grade screening and 29

percent were parent referrals. In middle school, 42 percent of referrals for gifted services were from teachers and 33 percent were from parents. In high school, the largest percentage of records did not have a referral source noted in the data warehouse (43%) or from a source noted as “other” (19%). Data showed of these 4,011 students referred for gifted services during 2022-2023, 2,008 or 50 percent were ultimately identified for gifted services.

Table 5: Reasons Students Were Referred for Intellectually Gifted Services

Referral Reason	Elementary (n=3,469)	Middle (n=451)	High (n=91)	Total (n=4,011)
First-Grade Screening	36%	n/a	n/a	31%
Parent Referred	29%	33%	14%	29%
Teacher Referred	10%	42%	10%	13%
No Referring Source Noted	8%	5%	43%	8%
Fifth-Grade Screening	8%	n/a	n/a	7%
GRT Referred	8%	6%	1%	7%
Other Source	2%	< 1%	19%	2%
Record Review	< 1%	8%	7%	1%
Self-referral	< 1%	1%	7%	< 1%
Other Staff Referred	< 1%	2%	0%	< 1%

The data in tables 6 and 7 present the demographic data for students who were referred for intellectual giftedness along with demographic data for the VBCPS student population as a whole. Information was based on September 30, 2022 data except for economic status which was based on students’ status as of the end of the school year. Demographics for referred students are presented for each school level and overall for all school levels (see Table 6), and for grades 1 and 5 only due to grades 1 and 5 being the primary grade levels when students are referred due to the divisionwide screening that occurs (see Table 7). Any differences of 5 percentage points or more between the referred students and the division’s population are noted in tables 6 and 7. In comparison to the division, students referred for gifted services in 2022-2023 had notably higher percentages of White students and military-connected students, and notably lower percentages of Black students, economically disadvantaged students, and students with disabilities. Similar results were found at the elementary school and middle school levels, with the exception of military-connected students at elementary school. In comparison to the division at the high school level, students referred for gifted services in 2022-2023 had notably higher percentages of female students, Hispanic students, English learners, economically disadvantaged students, and military-connected students, and notably lower percentages of male students, Black students, and students with disabilities.

Table 6: Demographic Characteristics of Students Referred for Intellectually Gifted Services in 2022-2023 in Relation to School Division Population

Student Characteristic	Elementary (Grades 1-5)		Middle (Grades 6-8)		High (Grades 9-12)		Total (ES, MS, & HS)	
	Referred	Division	Referred	Division	Referred	Division	Referred	Division
Total Number of Students	3,469	27,061	451	16,193	91	22,295	4,011	65,549
Female	48%	49%	49%	48%	67%*	49%	48%	49%
Male	52%	51%	51%	51%	33%*	51%	52%	51%
Asian	10%	6%	9%	6%	9%	6%	10%	6%
Black	13%*	22%	16%*	24%	18%*	25%	14%*	24%
Hispanic	11%	14%	12%	13%	20%*	13%	11%	14%
Multiracial	12%	11%	11%	11%	9%	10%	11%	11%
White	53%*	45%	51%*	45%	44%	45%	53%*	45%
Economically Disadvantaged	30%*	40%	36%*	41%	41%*	36%	31%*	39%
English Learner	6%	6%	9%	5%	12%*	3%	6%	5%
Military Connected	25%	22%	27%*	18%	23%*	14%	25%*	18%
Students with Disabilities	3%*	13%	3%*	12%	3%*	11%	3%*	12%

*Difference of 5 percentage points or more.

When focused exclusively on students in grades 1 and 5 who were referred due to universal screening, in comparison to the division, students referred for gifted services in 2022-2023 had a notably higher percentage of White students and notably lower percentages of Black students, economically disadvantaged students, and students with disabilities (see Table 7). In addition, in grade 5 only, students referred for gifted services in 2022-2023 had notably higher percentages of Asian students and military-connected students.

Table 7: Demographic Characteristics of Students Referred for Intellectually Gifted Services in 2022-2023 in Relation to School Division Population in Grades 1 and 5

Student Characteristic	Grade 1 Only		Grade 5 Only	
	Referred	Division	Referred	Division
Total Number of Students	1,230	5,646	274	5,281
Female	50%	49%	51%	48%
Male	50%	51%	49%	52%
Asian	9%	5%	13%*	6%
Black	11%*	22%	8%*	23%
Hispanic	11%	15%	14%	14%
Multiracial	13%	12%	9%	11%
White	56%*	45%	55%*	45%
Economically Disadvantaged	31%*	40%	28%*	41%
English Learner	5%	5%	7%	6%
Military Connected	26%	24%	33%*	21%
Students with Disabilities	4%*	11%	2%*	13%

*Difference of 5 percentage points or more.

Characteristics of Gifted Students in Gifted Resource-Cluster Program

This section of the report focuses on characteristics of gifted students as part of the Gifted Resource-Cluster Program. Goal 5 of the Local Plan for the Education of the Gifted is focused on equitable representation of students and the aim is to establish processes and opportunities that are inclusive of students with diverse abilities, beliefs, and cultures during the identification and education of gifted and talented students. The objectives of this goal in the local plan include identification, delivery of services, curriculum and instruction, professional development, and parent and community involvement which are described in other evaluation questions in greater detail. The following section describes the demographic characteristics of students identified as intellectually gifted and in the Gifted Resource-Cluster Program in relation to the division's population as a whole. As a reminder, students who are identified for gifted services retain their identification from the point of identification until graduation in VBCPS.

Demographic characteristics of intellectually gifted students are shown in Table 8. As of September 30, 2022, a total of 9,333 students were identified as intellectually gifted in grades 2 through 12 who were not enrolled at Old Donation School during the fall. Therefore, approximately 17 percent of the division's student population in grades 2 through 12 would be provided services for intellectual giftedness through the resource-cluster program. Student characteristics were based on data as of September 30 with the exception of economic status which was based on data as of the end of the 2022-2023 school year. Any differences of 5 percentage points or more in comparison to all students enrolled at any point during the 2022-2023 school year throughout the division are noted in Table 8.

At all school levels, in comparison to all enrolled students, there were notably higher percentages of intellectually gifted students in the resource-cluster program who were White and notably lower percentages of students who were Black (see Table 8). Also at the high school level, there was a notably lower percentage of intellectually gifted students in the resource-cluster program who were Hispanic compared to the division. At all school levels, there were notably lower percentages of intellectually gifted students in the resource-cluster program who were economically disadvantaged and students with disabilities.

Table 8: Demographic Characteristics of Students Identified as Intellectually Gifted in Resource-Cluster Program

Student Characteristic	Elementary (Grades 2-5)		Middle (Grades 6-8)		High (Grades 9-12)	
	Intellectually Gifted	Division	Intellectually Gifted	Division	Intellectually Gifted	Division
Total Number of Students	3,121	18,978	2,462	14,510	3,750	20,127
Female	47%	48%	47%	49%	48%	49%
Male	53%	51%	53%	51%	52%	51%
Asian	9%	6%	8%	7%	11%	7%
Black	9%*	22%	10%*	23%	9%*	24%
Hispanic	10%	14%	10%	13%	8%*	13%
Multiracial	11%	12%	11%	11%	11%	10%
White	60%*	46%	60%*	46%	61%*	46%
Economically Disadvantaged	23%*	42%	24%*	42%	18%*	37%
English Learner	4%	6%	2%	5%	1%	3%
Military Connected	24%	23%	22%	19%	15%	15%
Students with Disabilities	3%*	12%	3%*	12%	2%*	11%

*Difference of 5 percentage points or more.

Representation of the division's student population in the Gifted Resource-Cluster Program, as well as all gifted programs, has been an area of focus within the local plan as well as the division's Equity Plan. In comparison to the 2019-2020 school year prior to the pandemic, at the high school level, there were small increases in the percentages of intellectually gifted students in the resource-cluster program in 2022-2023 who were Asian (9% to 11%), Black (8% to 9%), Hispanic (7% to 8%), and Multiracial (9% to 11%) with a corresponding decrease in the percentage of those who were White (66% vs. 61%) (see Appendix A). There were smaller changes in the percentages of intellectually gifted students in the resource-cluster program for the various race/ethnicity groups from 2019-2020 to 2022-2023 at the elementary school and middle school levels. There were no notable differences based on other student characteristics.

Staff Selection Process, Staff Characteristics, and Professional Learning

The second evaluation question focused on staff selection, staff characteristics, and professional learning. The Gifted Resource-Cluster Program is implemented by the gifted resource teachers (GRTs) and the cluster teachers who teach intellectually gifted students in the neighborhood schools.

Staff Selection

This section provides information about the selection process for the GRTs and the cluster teachers and the characteristics and requirements for these particular roles. VBCPS resource-cluster program handbooks outlined various characteristics and/or requirements for GRTs and cluster teachers that are to be considered during the selection process.

Gifted Resource Teachers (GRTs)

The GRT serves as a facilitator, coach, designer, trainer, and collaborator at each school site. Each neighborhood school has a GRT assigned to work with cluster teachers and the intellectually gifted students. During the 2022-2023 school year, Renaissance Academy did not have an assigned GRT, but the local plan indicates that advocating for a GRT to serve this site is needed.

Desired characteristics of the GRT are described in the handbooks for the *Elementary, Middle, and High School Gifted Resource Program: Resource-Cluster Program Handbook*. The handbooks state that an effective GRT may exhibit many of the following characteristics:

- Is able to develop appropriately rigorous, engaging, and student-centered gifted curricula differentiated according to the readiness, interests, and learning profile of learners;
- Is able to lead professional learning initiatives in a professional and efficient manner consistent with the plan provided by the Office of K-12 and Gifted Programs;
- Is a creative, innovative, and flexible thinker who is willing to take risks and set high goals for self and students;
- Displays empathy, diplomacy, enthusiasm, energy, commitment, reflection, integrity, and perseverance;
- Seeks opportunities to collaborate with teachers, administrators, community members, and other specialists;
- Is open to change as well as other points of view;
- Fosters change and has a passion for learning;
- Appreciates and responds to students' different learning profiles and cultural backgrounds;
- Organizes and manages time efficiently;
- Collaborates well with colleagues, administrators, gifted staff, parents, and community members;
- Exhibits successful interpersonal skills and communicates effectively with diverse audiences through written and oral communication;
- Develops performance-based assessments and rubrics and evaluates students' work with varied assessment tools in collaboration with cluster teachers;
- Approaches instruction in an individualized, responsive, and flexible manner;
- Utilizes gifted pedagogy and technology effectively in developing differentiated curricula;
- Manages a classroom effectively; and
- Is sensitive to the characteristics and needs (cognitive and affective) of gifted learners.

According to the Office of Gifted Education, GRTs are expected to coach and work collaboratively with classroom teachers and assist classroom teachers in meeting the academic and social and emotional needs of gifted learners. GRTs work in collaboration with teachers to provide compacted, accelerated, and differentiated curriculum, instruction, and assessment for intellectually gifted students; support artistically gifted students served in related programs; plan and conduct professional learning activities and workshops; develop and manage gifted program communication; assist in the screening and referral processes; and work collaboratively with parents of gifted and talented students. The requirements for the GRT position include:

- Bachelor's degree,
- At least three years successful classroom teaching experience in either a regular or gifted education setting,

- Degree or endorsement in gifted education and knowledge of gifted pedagogy and coaching is preferred. For candidates without a degree or endorsement in gifted education, an add-on endorsement in Gifted Education from the Commonwealth of Virginia is required by the end of the third full year of employment in the position.¹³

According to the Office of Gifted Programs, new GRTs are offered the opportunity to earn their gifted endorsement through the College of William and Mary. This endorsement includes four masters' level courses which meets the state's requirement. The Office of Professional Growth and Innovation pays the tuition for these courses. Staff members must absorb additional related costs including textbooks and the fee to add the endorsement to their license.

According to the Office of Gifted Programs, teachers who are interested in becoming a GRT apply to the gifted resource teacher candidate pool vacancy. From there, the Gifted Leadership Team selects qualified applicants to interview. After interviewing potential candidates, a GRT candidate pool is created. This is typically done annually. Principals can then interview candidates from the pool. Principals also have the option to interview candidates who are not in the pool and if this occurs, a member of the Gifted Leadership Team is part of the interview process and provides feedback about the candidate's potential fit for the position. Ultimately, principals make the final decision of who to hire for the GRT position for their school.

Cluster Teachers

Cluster teacher characteristics are described in the handbooks for the *Elementary, Middle, and High School Gifted Resource Program: Resource-Cluster Program Handbook*. The handbooks state that an effective cluster teacher may exhibit many of the following characteristics:

- Is willing to collaborate with the gifted resource teacher on a regular basis;
- Is willing to differentiate curriculum and instruction according to students' readiness levels, areas of interest and learning profiles on a regular basis;
- Is willing to use differentiated resource units, exemplary curriculum for the gifted and varied instructional tools to supplant traditional curricula and resource materials;
- Is sensitive to the diverse characteristics and needs of gifted learners;
- Develops skills necessary to differentiate curriculum and instruction for the gifted learner;
- Utilizes appropriate instructional strategies with gifted learners;
- Is sensitive to the needs of others and demonstrates respect for students' opinions and individual learning styles;
- Is organized, self-motivated and self-directed;
- Demonstrates a positive attitude, enthusiasm for learning and sense of humor;
- Creates a learning environment in which all students are challenged to learn;
- Is a facilitator of learning who emphasizes the process of learning, in addition to clear outcomes, learning goals and products;
- Is a risk taker, creative thinker and effective problem solver;
- Appreciates the need for an individualized and flexible approach to instruction with gifted learners and communicates this need with professional colleagues;
- Encourages self-discipline, self-evaluation and personal responsibility in students;
- Fosters collegial sharing through communication and respect for peers, parents and students;
- Evaluates students; skills and work with varied assessment tools; and
- Provides opportunities for students to connect with real-world situations and use community resources.

According to the handbooks, cluster teacher selections are made by school administrators. Their roles and responsibilities include but are not limited to the following: attending regular professional learning sessions, working collaboratively with the GRT to develop/refine assessments and rubrics, collaborating with GRTs to plan differentiated curriculum and instruction to addresses the range of learners, participating in data-driven decision making, using a variety of instructional models and strategies associated with gifted pedagogy, providing flexible grouping for all students, and being knowledgeable about gifted characteristics.

Characteristics of Gifted Resource-Cluster Program Staff

Demographic characteristics and data related to professional experiences were examined for GRTs and cluster teachers. Division staff data were also included for reference purposes. Relative to all instructional staff throughout the division, there was a higher percentage of female GRTs (96% vs 82%) and a lower percentage of male GRTs (4% vs 18%) (see Table 9). There was a higher percentage of White GRTs compared to the division instructional staff and a lower percentage of Black GRTs compared to division instructional staff members. The cluster teachers generally mirrored the characteristics of the division's instructional staff with differences no greater than three percentage points (see Table 9).

For professional experience, the average number of years teaching and percent with graduate degrees was higher for GRTs than division instructional staff (see Table 9). The cluster teachers were similar to the division's instructional staff in terms of graduate degrees and average years of experience. Both GRTs and cluster teachers were less likely to be new to VBCPS compared to all division instructional staff. While few cluster teachers had a gifted endorsement, 65 percent of GRTs across the division had the gifted endorsement, which according to information provided by the Office of Gifted Programs is a requirement by the end of the third year of employment as a GRT. A higher percentage of elementary GRTs had the endorsement (72%), followed by high school GRTs (58%) and then middle school GRTs (38%). According to the Office of Gifted Programs, any GRT that does not currently have the gifted endorsement is working toward it at William and Mary's gifted endorsement program. Moreover, according to the Office of Gifted Programs, because there is a large number of staff members working toward their gifted endorsement currently, PGI and DTAL are splitting the cost of tuition. The Office of Gifted Programs, the licensure office in the Department of Human Resources, and building principals monitor the status of GRTs progress in completing the endorsement.¹⁴

Table 9: Characteristics of Instructional Staff

Staff Group	Gifted Resource Teachers (N=82)	Cluster Teachers (N=1,036)	Division Instructional Staff (N=4,978)
Female	96%	84%	82%
Male	4%	16%	18%
American Indian	0%	0%	0%
Asian	<1%	3%	3%
Black	6%	8%	11%
Hispanic	4%	3%	4%
Multiracial	2%	2%	2%
Native Hawaiian/Pacific Islander	0%	<1%	0%
White	87%	83%	80%
Percentage New to the Division	0%	<1%	10%
Average Years of Experience Total	21 years	14 years	14 years
Elementary	22 years	13 years	13 years
Middle	18 years	14 years	13 years
High	20 years	15 years	15 years
Percent Graduate Degrees Total	70%	53%*	54%
Elementary	70%	53%	56%
Middle	77%	51%	52%
High	58%	57%	53%
Percent Gifted Endorsement Total	65%	2%	n/a
Elementary	72%	2%	n/a
Middle	38%	1%	n/a
High	58%	3%	n/a

*This percentage is based on the number of cluster teachers with degree information listed. Eleven cluster teachers did not have degree information available. According to the Department of Human Resources, there have been delays at the VDOE in verifying transcripts.

Professional Learning

This section of the report focuses on the professional learning for staff as part of the Gifted Resource-Cluster Program. Goal 4 of the Local Plan for the Education of the Gifted is focused on professional learning and the aim is to provide continuous differentiated professional development for all school staff, including teachers and school administrators, on identification and education of gifted and talented students. Within the goal related to professional learning found in the local plan, several objectives are focused on developing and implementing professional learning for all gifted and instructional staff related to the following: academic and social and emotional needs, the needs of twice-exceptional students, identifying underrepresented gifted students, and the latest pedagogical practices. The professional learning could occur through graduate courses and degree programs as well as collaborative opportunities between staff who work with gifted students. The local plan outlines six professional learning topics based on teacher competencies that staff will participate in. These topics include: understanding the principles of the integration of gifted education and general education; understanding of the characteristics of gifted students; understanding the specific techniques to identify gifted students; understanding and application of a variety of educational models, teaching methods and strategies; understanding and application of theories and principles of differentiating curriculum; and understanding of contemporary issues and research in gifted education.

In 2022-2023, the Office of Gifted Programs provided a variety of professional learning opportunities. In total, 23 professional learning activities were held from August through May. Professional learning opportunities were mainly for GRTs, although the Gifted Summer Symposium held in August 2022 was open to cluster teachers, administrators, gifted parents, and school counselors. Professional learning topics included instructional strategies and resources, program elements, coaching/collaboration, gifted data analysis, concept-based curriculum, DTAL coaching framework, Project E-Ignite, lesson sharing, and book studies. The professional learning opportunities were presented by gifted coordinators, instructional specialists, mentors, and outside consultants.

Participation and Perceptions of Professional Learning

Building administrators, cluster teachers, and GRTs were surveyed about their participation in professional learning related to the education of gifted students, including the unique characteristics of gifted learners; the referral process for gifted learners; the identification of gifted learners; the differentiation principles and practices; curriculum, instruction, and assessment; understanding the various needs of gifted learners; making connections with the strategic plan; and implementing culturally responsive practices. Overall, relatively high percentages reported participating in professional learning on various topics related to the gifted program, and at least 83 percent of GRTs at all school levels indicated they participated (see Table 10).¹⁵ At the division level, from 73 to 79 percent of cluster teachers indicated they participated in professional learning with some variation in the percentages by school level for certain topics. For example, 69 percent of elementary school cluster teachers reported participating in professional learning to help them understand the needs of twice-exceptional learners and 84 percent of high school cluster teachers reported participating in professional learning to help them understand under-represented populations. Administrators were less likely to report participating in professional learning related to the gifted program with percentages ranging from 53 to 71 percent depending on the topic. While the percentage of administrators reporting participation in gifted program-related professional learning topics was relatively low, the director of K-12 and gifted programs indicated there were opportunities for them to do so.¹⁶ For example, the Gifted Leadership Team presents at the summer Administrator's Conference and various administrators can choose to attend those sessions. Also, as administrators request professional learning, the Gifted Leadership Team develops and presents professional learning based on the request. Further, administrators are invited to join monthly GRT professional learning sessions alongside their GRTs.

Table 10: Staff Members' Reported Participation in Professional Learning

Participation	Administrators				Cluster Teachers				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total	ES	MS	HS	Total
Unique characteristics of gifted learners	64%	60%	42%	59%	74%	75%	75%	75%	97%	100%	100%	98%
Referral process for gifted learners	78%	80%	42%	71%	75%	77%	75%	76%	95%	100%	100%	97%
Identification of gifted learners	69%	80%	42%	66%	78%	82%	75%	79%	90%	100%	100%	93%
Differentiation principles and practices	64%	70%	42%	60%	74%	71%	78%	73%	93%	100%	100%	95%
Curriculum, instruction, and assessment	60%	70%	42%	58%	75%	75%	75%	75%	90%	83%	100%	91%
Academic needs of gifted learners	64%	80%	42%	62%	75%	78%	78%	76%	90%	100%	100%	93%
Social emotional needs of gifted learners	69%	90%	42%	67%	74%	80%	78%	76%	93%	100%	100%	95%
Underrepresented, underserved, and under-resourced populations	61%	80%	42%	60%	71%	74%	84%	74%	93%	100%	100%	95%
Needs of twice-exceptional learners	61%	80%	42%	60%	69%	78%	75%	73%	90%	100%	100%	93%
Making connections to the VBCPS strategic plan	69%	80%	33%	64%	71%	77%	72%	73%	87%	83%	100%	88%
Implementing culturally responsive practices in the classroom	53%	70%	42%	53%	75%	80%	81%	77%	93%	83%	100%	93%

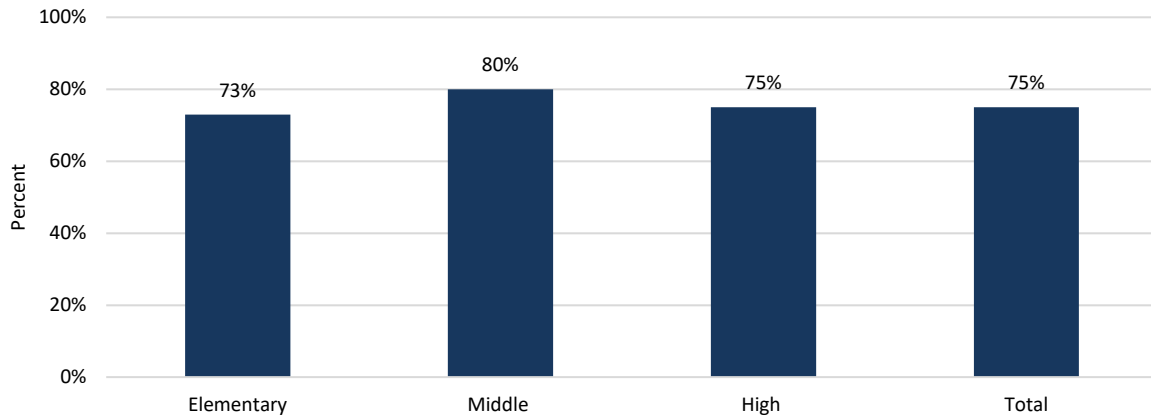
Staff who indicated they attended professional learning were surveyed about their perceptions of effectiveness using a scale of Very Effective, Somewhat Effective, or Not Effective. Overall, perceptions of the effectiveness of professional learning were relatively high with at least 81 percent of administrators, cluster teachers, and GRTs at all school levels indicating the professional learning in all areas was either very or somewhat effective at providing them with information about various topics (see Table 11).

Table 11: Perceptions of Effectiveness of Gifted Education Program's Professional Learning Initiatives

Survey Item: How effective are the Gifted Education Program's professional learning initiatives at providing you with information on the following topics:	Administrators				Cluster Teachers				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total	ES	MS	HS	Total
Unique characteristics of gifted learners	96%	100%	100%	97%	100%	98%	83%	97%	100%	100%	100%	100%
Referral process for gifted learners	96%	100%	100%	98%	99%	98%	92%	97%	98%	100%	100%	98%
Identification of gifted learners	96%	100%	100%	97%	96%	98%	92%	96%	100%	100%	100%	100%
Differentiation principles and practices	96%	86%	100%	94%	96%	98%	84%	95%	100%	100%	100%	100%
Curriculum, instruction, and assessment	95%	100%	100%	97%	95%	98%	83%	94%	89%	100%	100%	92%
Academic needs of gifted learners	96%	100%	100%	97%	96%	96%	84%	94%	100%	100%	100%	100%
Social emotional needs of gifted learners	96%	100%	100%	97%	97%	96%	88%	95%	100%	100%	100%	100%
Underrepresented, underserved, and under-resourced populations	91%	100%	100%	94%	96%	96%	100%	95%	100%	100%	100%	100%
Needs of twice-exceptional learners	91%	100%	100%	94%	93%	92%	88%	92%	93%	83%	100%	93%
Making connections to the VBCPS strategic plan	96%	100%	100%	97%	95%	98%	83%	94%	100%	100%	100%	100%
Implementing culturally responsive practices in the classroom	95%	86%	100%	94%	96%	98%	81%	94%	100%	100%	100%	100%

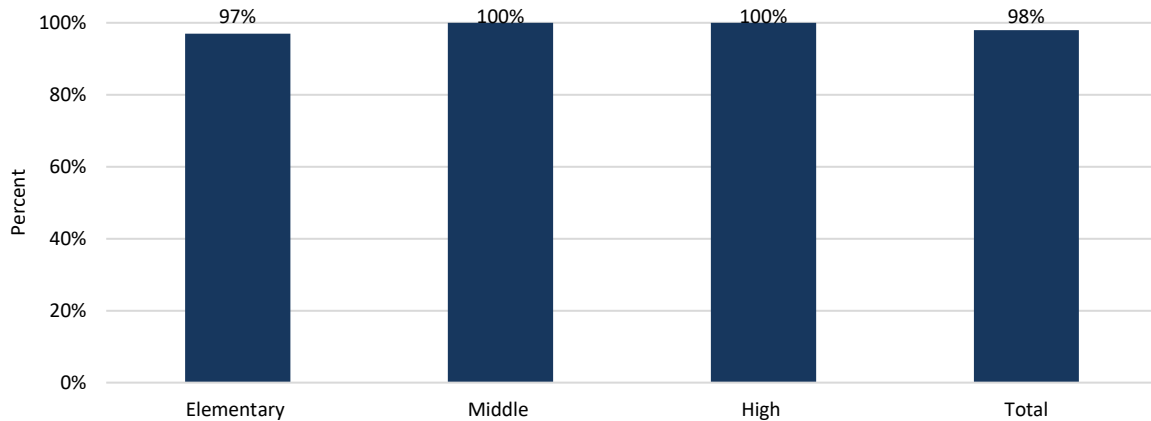
When building administrators were asked about their perceptions regarding the Office of K-12 and Gifted Education providing effective professional learning opportunities related to gifted education in general, agreement levels ranged from 73 percent at the elementary school level to 80 percent at the middle school level as shown in Figure 3.

Figure 3: Administrators' Perceptions of Effectiveness of Professional Learning



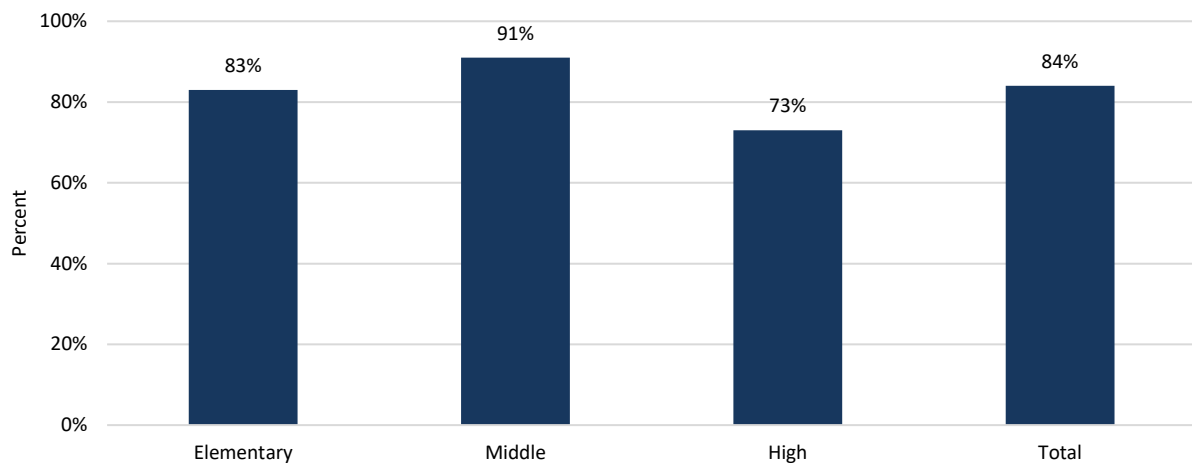
When building administrators were asked about the support they received from the Office of Gifted Education, agreement levels were very high ranging from 97 percent to 100 percent at each school level as shown in Figure 4.

Figure 4: Administrators' Perceptions of Support From Office of Gifted Education



Cluster teachers were asked whether opportunities to increase their knowledge and understanding of gifted learners was supported at their school including through professional learning and graduate-level study. As displayed in Figure 5, 84 percent of cluster teachers across the division agreed they were supported in these opportunities. Across school levels, middle school cluster teachers had the highest agreement percentage (91%), and high school cluster teachers had the lowest agreement percentage (73%).

Figure 5: Cluster Teachers' Perceptions of Opportunities to Increase Knowledge and Understanding of Gifted Learners



GRTs were surveyed about the types of professional learning opportunities they provided to school staff and were asked to indicate all the types they provided on the survey, including informal pedagogy/strategy workshops, coaching, peer observations, formally planned professional learning sessions, and other types of professional learning opportunities. Overall, based on GRTs who responded to the survey item selecting at least one type of professional learning opportunity, 100 percent at each school level indicated they provided coaching which included co-planning, co-teaching, modeling, and providing feedback (see Table 12). Consistent with the GRT survey data, the highest percentage of cluster teachers (89%) also indicated GRTs provided professional learning through coaching across the division, with percentages ranging from 79 to 96 percent depending on school level.

Table 12: Professional Learning Opportunities Provided by Gifted Resource Teacher

Professional Learning Opportunities	GRTs				Cluster Teachers			
	ES	MS	HS	Total	ES	MS	HS	Total
Informal pedagogy/strategy workshops	70%	50%	71%	67%	48%	64%	59%	55%
Coaching (co-planning, co-teaching, modeling, and providing feedback)	100%	100%	100%	100%	96%	84%	79%	89%
Peer observations	40%	33%	100%	49%	31%	44%	45%	38%
Formally planned professional learning sessions	33%	17%	86%	40%	40%	61%	52%	49%
Other (e.g., asynchronous learning, whole staff PD, pedagogy)	10%	0%	14%	9%	6%	5%	10%	6%

Perceptions of Collaborative Work Among Teachers

Within the professional development goal of the local plan, collaboration between GRTs and cluster teachers is noted. Teachers and GRTs work collaboratively to develop engaging, inspiring, challenging, and differentiated learning experiences for intellectually gifted students. Multiple survey items addressed collaboration among the GRTs and cluster teachers. They focused on the various purposes of collaboration within the Gifted Resource-Cluster Program and respondents' perceptions of those

collaborative efforts. Survey items for GRTs asked about the collaboration between the GRT and classroom teachers, while survey items for cluster teachers asked about their collaboration with the GRT assisting them in various ways.

As shown in Table 13, at least 90 percent of GRTs at all school levels agreed collaboration between the GRT and classroom teachers assisted with the development of specific curriculum units and lessons and that it equipped teachers of gifted students with the knowledge, understanding and skills to differentiate instruction on their own for their gifted learners. At least 80 percent of GRTs agreed the collaboration resulted in teachers demonstrating high levels of self-efficacy with regards to teaching and continuously striving to improve their practice. Cluster teachers also generally had positive perceptions of the collaboration especially at elementary (85% to 90%) and middle schools (88% to 93%). Cluster teachers at high schools had somewhat lower agreement levels regarding collaboration with the GRTs (76% to 79%).

Table 13: Teachers' Perceptions of Collaboration Among GRT and Cluster Teachers

Survey Items	Cluster Teachers				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total
Collaboration assists with the development of specific curriculum units and lessons.	87%	88%	79%	86%	93%	100%	100%	96%
Collaborative planning equips teachers of gifted students with the knowledge, understanding, and skills to differentiate instruction on their own for their gifted learners.	86%	91%	76%	86%	90%	100%	100%	93%
As a result of collaboration, teachers of gifted students demonstrate high levels of self-efficacy with regards to teaching.	85%	90%	76%	85%	80%	100%	100%	86%
As a result of collaboration, teachers of gifted students continuously strive to improve their practice.	90%	93%	79%	89%	80%	100%	100%	86%

Gifted Resource-Cluster Program Delivery of Services and Curriculum and Instruction

The third evaluation question is focused on the components of the Gifted Resource-Cluster Program during the 2022-2023 school year, including the role of the GRT. This aligns with Goal 2 and Goal 3 of the Local Plan for the Education of the Gifted. Goal 2 in the local plan is focused on the delivery of services with the goal of providing a “comprehensive continuum of services which address the needs of all identified gifted learners.” Within the local plan related to delivery of services, several objectives focus on providing a high-quality challenging program; alignment between delivery of services and gifted identification components; supporting all students’ social-emotional growth; providing evidence-based enrichment offerings; and providing appropriate staffing.

Delivery of Services: The Resource-Cluster Model

This section of the report focuses on elements of Goal 2 of the local plan related to the delivery of services and the specific role and responsibilities of the GRT. The resource-cluster model is an arrangement in which a group (cluster) of identified gifted students is assigned to a classroom with a cluster teacher who collaborates with the GRT to provide differentiated curriculum and instruction. Students are assigned to cluster classrooms according to specific program guidelines depending on

school level. The program is grounded in general education curriculum and differentiated to provide rigorous learning challenges.

Elementary School Level

According to the Elementary School Gifted Resource Handbook, the number of cluster teachers is determined by the number of gifted students in a given grade level. Further, the number of cluster classrooms per grade level should be kept to a minimum with one cluster teacher per grade level unless numbers are greater than eight. Identified intellectually gifted students in grades 2 through 5 are clustered in heterogeneous classrooms at their neighborhood school, typically in groups of six to eight and are taught by a cluster teacher trained in gifted education. If team teaching takes place, both cluster teachers should have identified gifted students, but it is recommended to not split groups with less than eight students. A GRT assists the cluster teachers in delivering differentiated instruction.

Elementary school administrators were asked to respond to an open-ended survey question to describe the process for creating gifted cluster classes at their school, including considerations when determining which students will be placed in a cluster class. Ninety-three percent of elementary administrators who responded to the survey answered this item. The majority of elementary school administrators described a similar process of working with the school's GRT and cluster teachers to create classes based on the number of identified students. Some administrators highlighted their attempts to limit the number of students per class, the use of teacher/parent recommendations, previous cluster formations, and creating a "balanced" classroom.

Middle School Level

In the middle school resource-cluster program, gifted students are grouped with their peers in cluster classes and are offered opportunities for enrichment and differentiation to meet their needs. According to the VBCPS Student Course Guide, middle school gifted students have the opportunity to take advanced classes in English, science, and mathematics and may begin a world language. According to the guide, the pace of instruction is rapid, and students explore subjects in great depth and with intensity.

While clustering is left at the discretion of the different teams, according to the Middle School Gifted Resource Program Handbook, it is suggested that the teacher of advanced-level classes not always be selected to be the cluster teacher. The reason for this recommendation is so it is possible for gifted students to be assigned to a cluster team, even if students do not select advanced classes. It is recommended that schools tightly cluster intellectually gifted students with no more than two to three teams per grade level. At the middle school level, GRTs collaboratively plan, team teach, and support differentiated instruction with all cluster teachers.

Middle school administrators were asked to respond to an open-ended survey question to describe the process for creating gifted cluster classes at their school, including considerations when determining which students will be placed in a cluster class. Seventy-nine percent of middle school administrators who responded to the survey answered this item. Middle school administrators described either grouping gifted students together in classes or identifying cluster teachers as part of a team to support gifted students.

High School Level

Currently, within the high school resource-cluster program, cluster grouping of intellectually gifted students is expected in grades 9 and 10, and it is an option for schools to extend clustering to grades 11 and 12.¹⁷ While the focus of clustering is in the earlier high school grades, the program provides educational experiences to students in grades 9 through 12 through direct teaching of seminar courses and collaborative work with teachers, as well as administrators in the school. In the VBCPS Student Course Guide, there are three high school courses specific to Gifted Education. These three courses include: Independent Study, Think Tank for Super Thinkers, and SPARKS. Independent Study is for students in grades 9 through 12 and allows students to pursue self-initiated, academically advanced study projects in their identified interest areas. Think Tank for Super Thinkers is for students in grades 9 and 10 and utilizes an interdisciplinary approach where students learn to research, assimilate, and respond through individual group work. The instructional focus requires students to think critically about current social, political, economic, and environmental issues. SPARKS is for students in grades 11 and 12 and allows students to participate in a course designed to encourage discovery and discussion of new and invigorating ideas, the development of critical thinking skills, and synthesis of complex issues. While these courses are included in the course guide, enrollment in these courses during 2022-2023 was low. Across the division, 143 students enrolled in the gifted Independent Study course, 24 students enrolled in Think Tank for Super Thinkers, and 2 students enrolled in SPARKS. According to the Office of Gifted Programs, there are several potential reasons for low student enrollment in the gifted program courses such as changes in how courses are offered (hybrid vs. traditional face-to-face), scheduling conflicts due to the 4x4 schedule, and competition with newer courses.¹⁸

The formation of cluster classrooms is at the discretion of the high school principal, who must determine the most appropriate teachers, courses, and sections for cluster classrooms. The High School Resource Program Handbook provides recommended guidelines for forming cluster classrooms. A recommended practice is reviewing the advanced and honors courses the intellectually gifted students in the school are taking which can then be used to naturally cluster a group of gifted learners. Another suggestion is forming cluster classes based upon students' academic strengths and areas of interest or identifying a core team of teachers who teach honors level courses and schedule the gifted learners in sections taught by identified teachers.

At the high school level, the GRTs provide resources, support, guidance, specialized curricula, and instructional strategies, as well as whole-group and small-group instruction. High school GRTs coach and collaborate with designated gifted cluster teachers to provide experiences that extend the regular education curriculum to meet the specific learning needs evidenced by gifted students who have demonstrated mastery of skills through pre-assessment activities.¹⁹

High school administrators were asked to respond to an open-ended survey question to describe the process for creating gifted cluster classes at their school, including considerations when determining which students will be placed in a cluster class. Sixty-five percent of high school administrators who responded to the survey answered this item. High school administrators described the process as identifying the cluster teachers first and then ensuring gifted students are assigned to their courses. Two principals discussed this process being done primarily in ninth and tenth grades.

To assess the extent to which purposeful clustering was occurring in high schools, high school GRTs and administrators were surveyed about whether their high school purposefully clustered gifted students in classes during 2022-2023. Overall, 86 percent of GRTs and 73 percent of administrators indicated their

high school purposefully clustered students. Of the 11 administrators and 6 GRTs who stated their school purposefully clustered gifted students in classes, 100 percent indicated they clustered in grades 9 and 10. A majority of administrators, although not GRTs, also reported clustering in grades 11 and 12 (see Table 14).

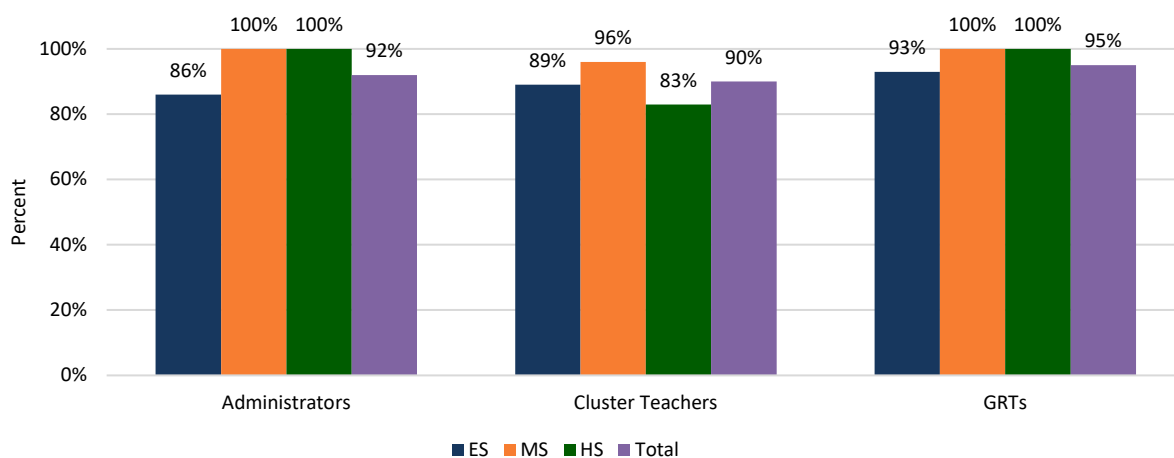
Table 14: Grade Levels of Cluster High School Students

At what grade levels are gifted students purposefully clustered?	GRTs (n=6)	Administrators (n=11)
9	100%	100%
10	100%	100%
11	17%	64%
12	17%	55%

Perceptions of the Resource-Cluster Model Delivery of Services

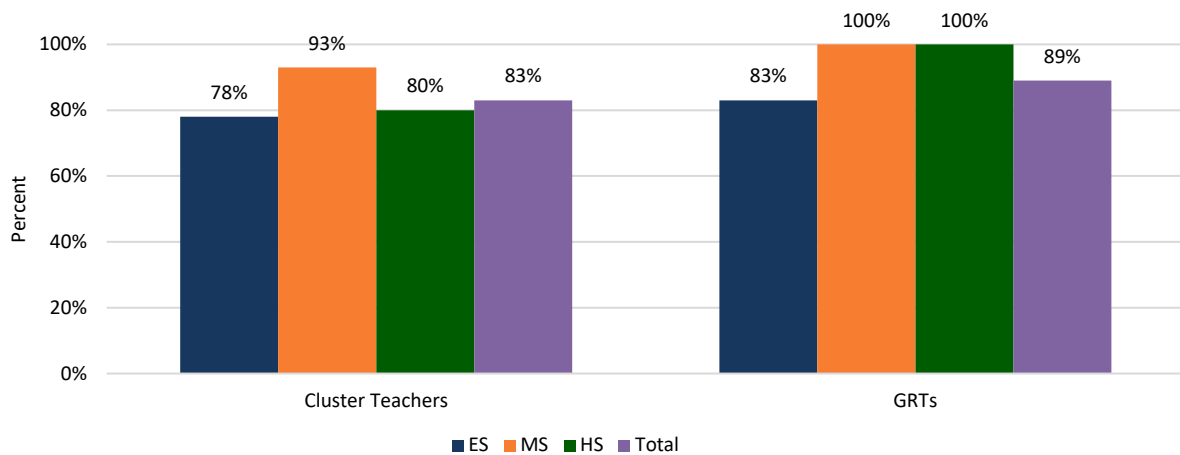
Staff members were asked about their perceptions of the resource-cluster model. At least 86 percent of administrators, at least 83 percent of cluster teachers, and at least 93 percent of GRTs at all school levels agreed cluster grouping assisted teachers in the differentiation of curriculum and instruction (see Figure 6).

Figure 6: Perceptions of Clustering Assisting Teachers in Differentiation of Curriculum and Instruction



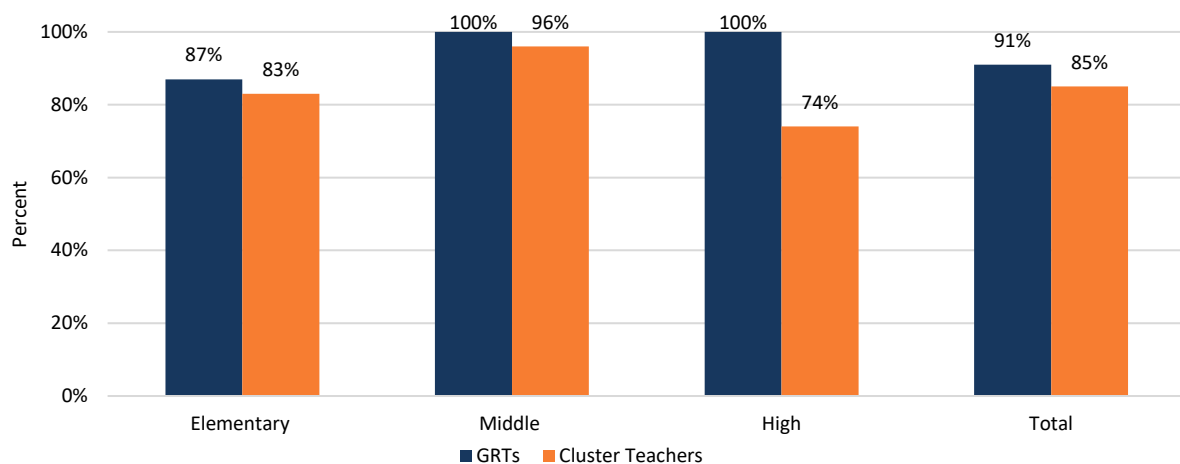
Additionally, GRTs and cluster teachers were asked about the clustering of gifted students being manageable for teachers. All secondary GRTs agreed the clustering of gifted students in classrooms in the resource-cluster model provided a range of learners in the classroom that was manageable for the teachers, while 83 percent of elementary school GRTs agreed (see Figure 7). Similarly, higher percentages of secondary cluster teachers (from 80%-93%) agreed than elementary school teachers (78%).

Figure 7: Perceptions of Clustering Providing a Range of Learners That is Manageable for Teachers



Part of the delivery of services is providing support to intellectually gifted students as they progress through their education in VBCPS and at grade level transitions. GRTs and cluster teachers were asked their perceptions of gifted students receiving support when they transitioned from one grade level to the next with special attention to rising sixth, ninth, and twelfth grades. As displayed in Figure 8, overall 91 percent of GRTs and 85 percent of cluster teachers across the division agreed gifted students received support when transitioning from one grade level to the next. There was some variability across school levels. At the high school level, cluster teachers had lower levels of agreement (74%) that students received support, while middle school cluster teachers had higher levels of agreement (96%).

Figure 8: Teachers' Perceptions of Gifted Students Receiving Support When Transitioning From One Grade Level to the Next



Parents were also asked about their experience with the gifted program continuum. Of the 326 parents who indicated their child participated in the gifted resource-cluster program in VBCPS at each school level (elementary, middle, and high school) and responded to the survey item, 72 percent agreed the gifted program provided a consistent delivery of gifted education services from elementary through high school. Based on parent comments to an open-ended survey item, parents of high school intellectually

gifted students noted the program’s inconsistency, particularly between elementary and high school. For example, one parent noted the high school gifted services were the “weakest” of all three levels and others indicated they did not see benefits or there were fewer opportunities to participate at the high school level.

GRT Responsibilities Within the Gifted Resource-Cluster Program

Staff Perceptions of GRT Responsibilities

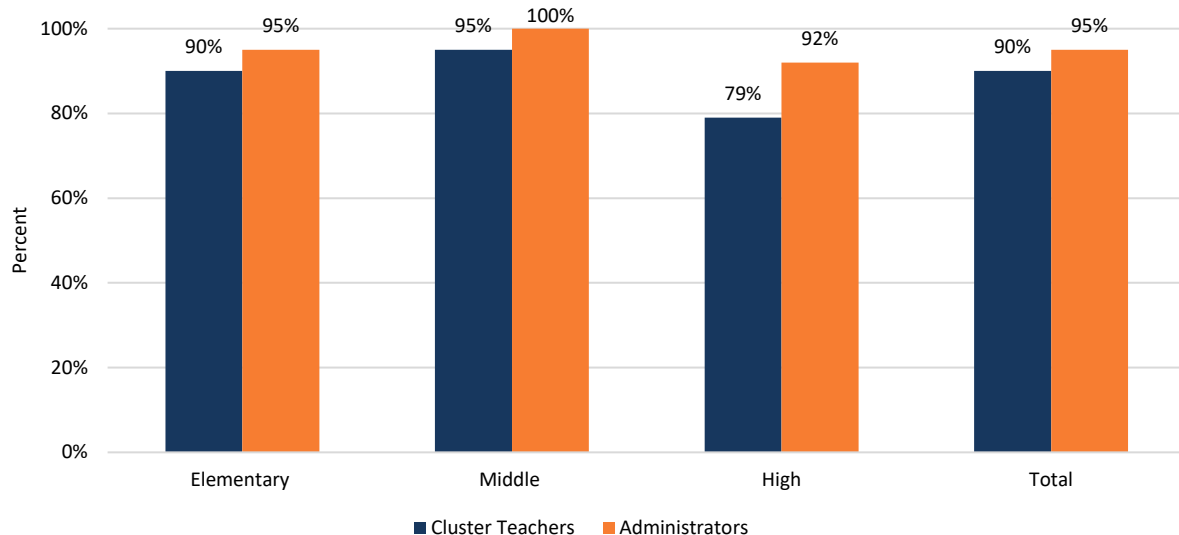
Staff members including administrators, cluster teachers, and GRTs were surveyed about their perceptions of GRTs’ responsibilities within the resource-cluster program. The survey items for administrators and cluster teachers asked whether the GRT engaged in the activity, while the items for the GRTs asked whether they engaged in the activity as the GRT. Overall, all GRTs across all school levels agreed they communicated the needs of gifted learners and disseminated information regarding options for gifted learners (see Table 15). In addition, overall, a high percentage of GRTs (98%) agreed they assisted classroom teachers in working with gifted students; team taught with classroom teachers (98%); collaborated with classroom teachers to differentiate curriculum, instruction, and assessment (95%); and provided training in gifted education curriculum models and instructional strategies for classroom teachers (86%). Comparing across school levels, middle school GRTs had lower agreement percentages on offering professional learning for classroom teachers and providing training in gifted education curriculum models and instructional strategies for classroom teachers than elementary or high school GRTs (see Table 15). Cluster teachers across all levels had relatively high agreement on all items regarding the GRT engaging in various activities, ranging from 80 to 89 percent. The cluster teachers were most likely to agree GRTs team taught with classroom teachers; collaborated with classroom teachers to differentiate curriculum, instruction, and assessment; and disseminated information regarding options for gifted learners. Comparing across school levels, high school cluster teachers had lower levels of agreement across all the items compared to elementary and middle school cluster teachers. Overall, administrators had high levels of agreement GRTs engaged in the various activities (88% to 97%).

Table 15: Staff Members' Perceptions of Responsibilities of Gifted Resource Teachers Within the Program

Survey Item: Within the gifted program, the GRT:	Administrators				Cluster Teachers				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total	ES	MS	HS	Total
Offers professional learning for classroom teachers.	86%	90%	92%	88%	81%	88%	76%	83%	73%	67%	100%	77%
Provides training in gifted education curriculum models and instructional strategies for classroom teachers.	84%	100%	92%	88%	81%	74%	68%	80%	87%	67%	100%	86%
Collaborates with classroom teachers to differentiate curriculum, instruction, and assessment.	92%	100%	100%	95%	88%	88%	79%	87%	93%	100%	100%	95%
Team teaches with classroom teachers.	95%	100%	100%	97%	91%	88%	82%	89%	97%	100%	100%	98%
Assists classroom teachers in working with gifted students.	95%	100%	100%	97%	90%	85%	76%	86%	97%	100%	100%	98%
Disseminates information regarding options for gifted learners.	92%	90%	100%	93%	88%	88%	79%	87%	100%	100%	100%	100%
Communicates the needs of gifted learners.	89%	100%	100%	93%	87%	85%	73%	84%	100%	100%	100%	100%

Cluster teachers and administrators were asked about the GRTs being visible and reliable sources of information about the Gifted Resource-Cluster Program overall. As shown in Figure 9, across the division, 90 percent of cluster teachers and 95 percent of administrators agreed the GRT was a visible and reliable source of information on the needs of gifted learners. Agreement percentages were somewhat lower for cluster teachers at the high school level (79%).

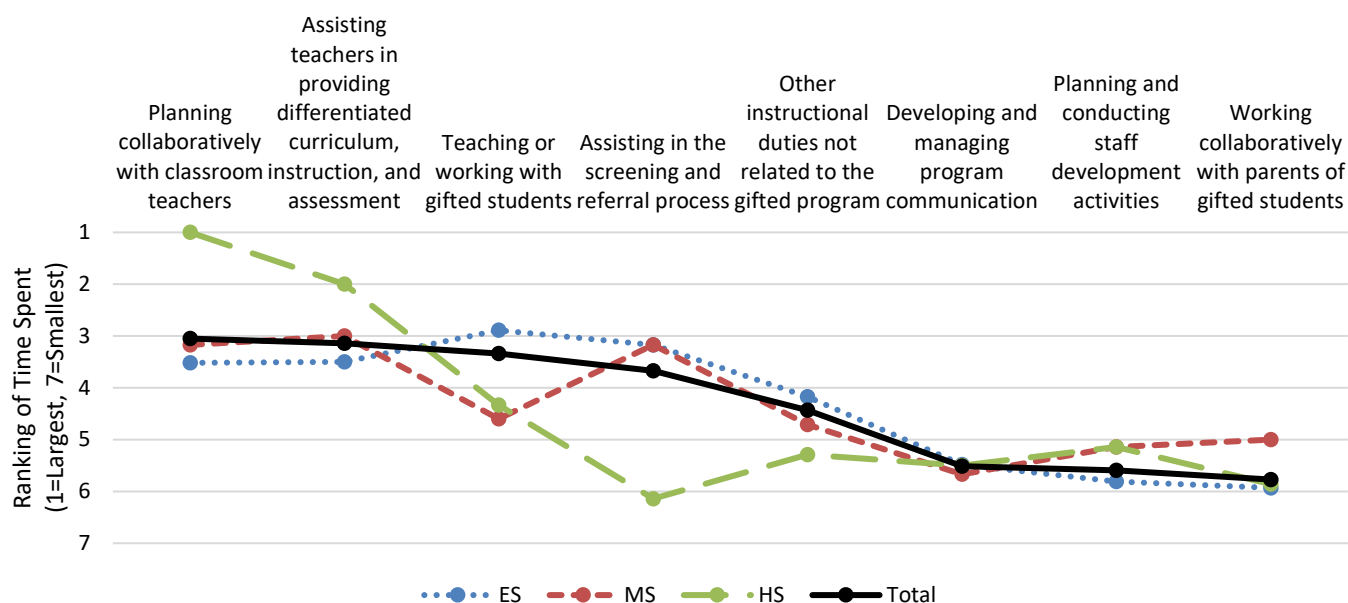
Figure 9: Perceptions the GRT is a Visible and Reliable Source of Information on the Needs of Gifted Learners



GRT Rankings for How Their Time is Spent

GRTs were asked on the survey to rank the various activities that were part of their position based on how much time they spent working in each area from 1 (spent the most time) to 7 (spent the least time). Average rankings by school level were calculated and are displayed in Figure 10. Results varied by school level, but planning collaboratively with classroom teachers and assisting teachers in providing differentiated instruction were ranked as top areas where the largest amount of time was spent by GRTs at all school levels. Developing and managing program communication, planning and conducting staff development activities, and working collaboratively with parents of gifted students were areas where GRTs reported spending relatively less time across all levels. On average, elementary school GRTs indicated they spent the most time on teaching or working with gifted students. Middle school GRTs reported spending the most amount of time on assisting teachers in providing differentiated instruction, and high school GRTs reported spending the most time planning collaboratively with classroom teachers. As expected, elementary and middle school GRTs spent more time assisting in the screening and referral process than high school GRTs. At the division level, GRTs reported spending more time on other instructional duties not related to the gifted program than developing and managing program communication, planning and conducting staff development activities, and working collaboratively with parents of gifted students.

Figure 10: GRTs Reported Time

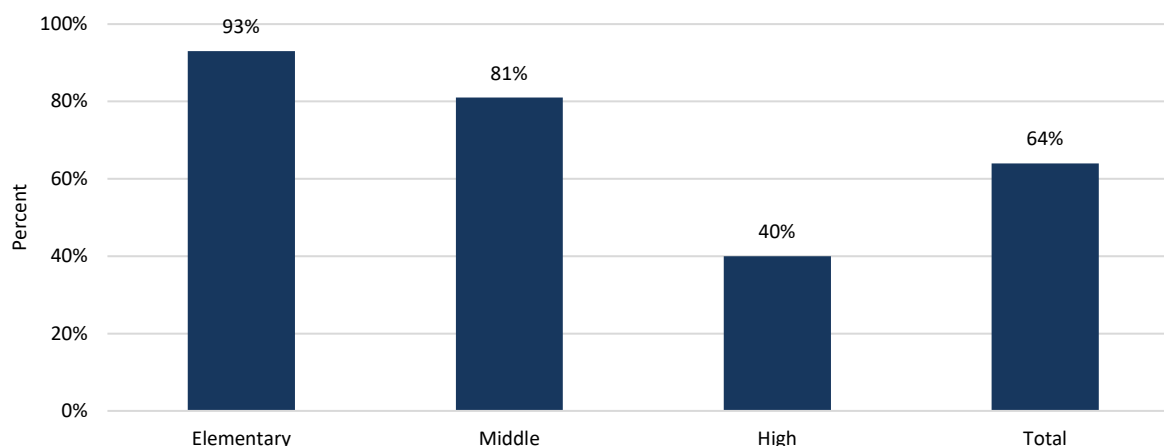


Students Working with GRT

One of the responsibilities of the GRT is working with gifted students. Students were asked on the survey to select various staff members who they worked with at their school during 2022-2023 with one of the listings being the GRT. Of the students who made at least one staff selection (i.e., they answered the survey item), 93 percent of elementary and 81 percent of middle school students selected their GRT. At the high school level, 40 percent of students who responded indicated they worked with their school's GRT, while the others did not select the GRT as someone they worked with during the school year (see Figure 11). High school student survey results were examined in more

depth by grade level, and results showed slightly higher percentages of grade 10 (45%) and 11 (44%) students indicated they worked with the GRT than grade 9 (34%) and 12 (39%) students.

Figure 11: Percentage of Students Reporting They Worked with Gifted Resource Teacher at Their School in 2022-2023



According to the Office of Gifted Education, the GRTs at high school may work with their identified gifted students in a multitude of ways such as through collaboration with the cluster teachers; by facilitating Think Tank, SPARKS, and independent study classes for gifted students; or by sponsoring gifted advisory boards (GABs) or similar groups that work with their gifted population and meet during one lunch or in other clubs or organizations.²⁰ While there are various avenues for GRTs to work with students at high school, a high percentage of individual students may not participate in one of those opportunities.

Curriculum and Instruction Within the Resource-Cluster Model

Within the local plan, Goal 3 is focused on curriculum and instruction and on providing “differentiated curriculum and learning opportunities that are responsive to the unique cognitive, social, and emotional needs of all gifted students.” Within the local plan goal related to curriculum and instruction, several objectives focus on concept-based curriculum units based on themes, issues, and real-world problems; authentic performance-based assessments; curriculum that attends to social-emotional, cultural, and academic needs; promoting problem-solving; strengthening communication and collaboration; providing opportunities for learners to develop sense of self; and implementing culturally responsive practices. This section describes the elements of the curriculum and instruction within the resource-cluster model.

According to the Local Plan for Gifted Education, the resource-cluster model facilitates challenging and appropriately modified curriculum and instruction designed to meet the learning needs of gifted students and to promote the excellence of all students. Gifted students’ unique characteristics and needs are most effectively met through specialized curriculum, instruction, pacing, and grouping arrangements. According to the local plan, no one model provides the theoretical framework for the VBCPS gifted curriculum. It is an eclectic mix that incorporates best practices of several gifted education models, such as Robert J. Sternberg’s Triarchic Theory, facets of Renzulli’s Enrichment Triad model, the differentiated instruction model of Carol Ann Tomlinson, the integrated curriculum model of Joyce Van Tassel-Baska, and the Depth and Complexity Model developed by Sandra Kaplan, as well as other research-based gifted pedagogical practices. According to the Local Plan for Gifted Education,

curriculum and instruction in the resource-cluster program is grounded in general education curriculum but is differentiated, modified, and expanded to provide appropriate learning challenges through additional depth and complexity.

Concept-based experiences focus on major universal themes in grades K-12. The level and pace at which the curriculum is delivered is dependent on the readiness level of the student and complexity and depth are grounded in a strong content base which helps differentiate regular education curriculum units. According to the Local Plan for Gifted Education, the evaluation of student learning through appropriate and specific criteria occurs regularly through the use of performance-based assessments and rubrics based on local and state standards and gifted curriculum benchmarks and indicators.

Gifted curriculum benchmarks are available for grades K-1, 3, 5, 8, and 12. Although students in kindergarten and first grade have not been formally identified as gifted, according to the Office of Gifted Programs, lessons have been developed using gifted resources and pedagogy in order to challenge students prior to the formal identification process in first grade.

At the elementary school level, there are specific gifted benchmarks for students in grades K-1, 3, and 5. Select examples of K-1 benchmarks include: students will think creatively; students will think critically; students will think logically. Select examples of grade 3 benchmarks include: gifted students will create their own examples and non-examples of a concept; gifted students will demonstrate fluent, flexible, elaborative, and original thinking; gifted students will identify their own style of learning. Select examples of grade 5 benchmarks include: gifted students will apply or adapt generalizations to a new situation or context; gifted students will develop alternative solutions for a problem; gifted students will apply knowledge of self to product selection.

At the middle school level, there are specific gifted benchmarks for students in grade 8. Select examples of grade 8 benchmarks include: gifted students will reflect on issues that impact society noting personal biases and prejudices; gifted students will apply various techniques of problem solving to problem situations (e.g., mathematical, scientific, literary, technological); gifted students will capitalize on strengths and compensate for weaknesses in their learning processes.

At the high school level, there are specific gifted benchmarks for students in grade 12. Select examples of grade 12 benchmarks include: gifted students will recognize and empathize with perspectives of a given concept, theme, or issue that is not his or her own; gifted students will evaluate the feasibility of various solutions to problems; gifted students will compare their ideas, abilities, and goals to those of practicing professionals.

According to the Office of Gifted Programs, the gifted benchmarks are used in tandem with standards of learning (SOLs) and Virginia Beach Objectives (VBOs) to differentiate curriculum and instruction. During collaborative planning and coaching sessions, GRTs utilize the benchmarks to increase rigor and ensure lessons and assessments are developed with the gifted learners' social-emotional and academic needs in mind. They are not formally assessed.²¹

Perceptions of Curriculum and Instructional Components Within the Gifted Resource-Cluster Program

Perceptions of Content and Lessons

Gifted staff were asked their perceptions of the curriculum content and lessons provided for students. Overall, 98 percent of GRTs and 85 percent of cluster teachers agreed instruction as part of the gifted

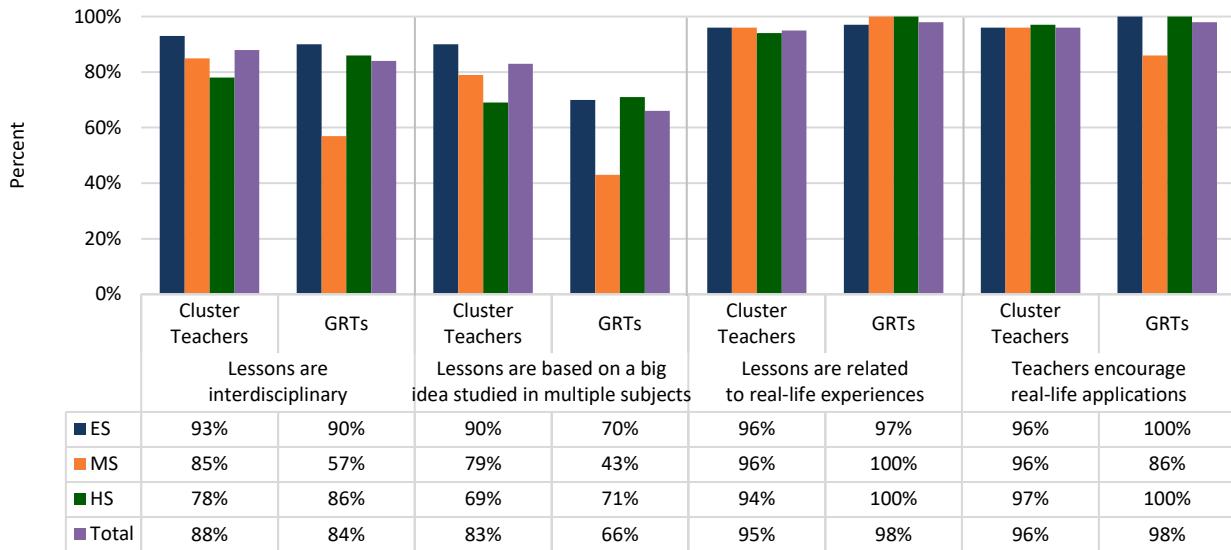
program includes concept-based curriculum units with themes, issues, and real-world problems with the culture of students represented in the classroom. There were some differences in agreement percentages among cluster teachers across school level with high school cluster teachers having somewhat lower agreement percentages compared to middle and elementary school cluster teachers (see Table 16). Overall, 98 percent of GRTs and 87 percent of cluster teachers agreed instruction as part of the resource-cluster program included topics of understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures. When cluster teachers and GRTs were asked about gifted students being provided access to resources or people in the community to enhance their learning experience, agreement was highest at the middle and high school levels compared to elementary school (see Table 16).

Table 16: Teachers' Perceptions of Instruction as Part of Resource-Cluster Program

Survey Items	Cluster Teachers				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total
Instruction as part of the gifted program includes concept-based curriculum units with themes, issues, and real-world problems with the culture of students represented in the classroom.	84%	89%	80%	85%	97%	100%	100%	98%
Instruction as part of the gifted program includes topics of understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures.	85%	90%	88%	87%	97%	100%	100%	98%
Gifted students are provided access to resources or people in the community to enhance their learning experience.	65%	87%	75%	73%	57%	86%	86%	66%

Cluster teachers and GRTs were asked additional survey items about their perceptions of teachers' lessons within the resource-cluster program. As shown in Figure 12, cluster teachers and GRTs had high agreement percentages at all school levels on the survey items asking about lessons being related to real-life experiences and teachers encouraging students to apply their learning to real-life situations (86% to 100% for both staff groups at all school levels). On another survey item, 88 percent of cluster teachers and 84 percent of GRTs divisionwide reported lessons were interdisciplinary, with the highest agreement at elementary school for both staff groups. When asked about lessons being based on a big idea that was studied in multiple subject areas, agreement was lower and varied by school level and staff group (see Figure 12).

Figure 12: Teachers' Perceptions of Lessons



Administrators and GRTs were asked if collaborative partnerships expanded curriculum and instruction for diverse populations of gifted learners. Most administrators and GRTs (at least 92% at each school level) agreed collaborative partnerships expanded curriculum and instruction (see Table 17).

Table 17: Staff Members' Perceptions of Collaborative Partnerships Expanding Curriculum and Instruction

Survey Item	Administrators				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total
Collaborative partnerships expand curriculum and instruction for diverse populations for gifted learners.	92%	100%	100%	95%	97%	100%	100%	98%

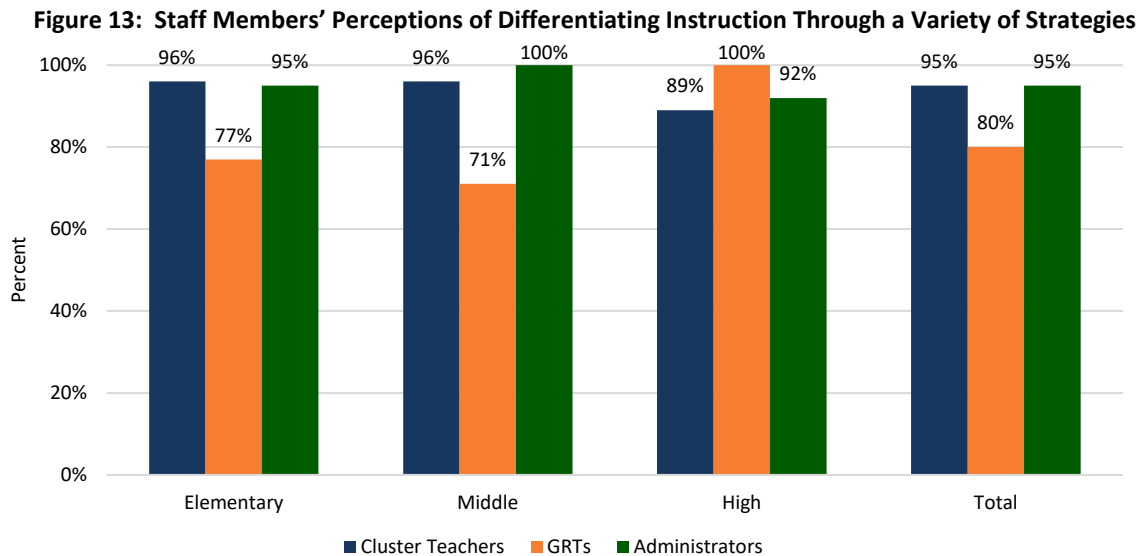
Gifted students, as well as parents, were asked their perceptions of the curriculum content and lessons being interesting and related to real-world experiences. Approximately two thirds of gifted students in the resource-cluster program agreed class lessons were interesting and kept their attention (67%) with higher agreement at elementary school. Overall at the division level, 73 percent of students agreed their school provided them with real-world learning experiences and 76 percent of students agreed they had opportunities to apply what they learned to other experiences outside school. Agreement was highest at elementary school and lower at the secondary level (see Table 18). Mirroring the pattern of results from students, when parents of gifted students in the resource-cluster program were asked their perceptions of teachers encouraging their child to apply what they learn at school to real-life situations, the highest agreement was at elementary school (87%) followed by middle school (86%) and high school (81%) (85% at the division level).

Table 18: Students' Perceptions of Instruction

Survey Items	ES	MS	HS	Total
Class lessons are interesting and keep my attention.	74%	64%	68%	67%
My school provides me with real-world learning experiences.	86%	72%	70%	73%
I am provided with opportunities to apply what I learn at school to other experiences outside of school.	86%	75%	75%	76%

Stakeholders' Perceptions of Instructional Differentiation and Pace

Cluster teachers, GRTs, and administrators were asked specifically about differentiated instruction. Overall, 95 percent of cluster teachers, 80 percent of GRTs, and 95 percent of administrators agreed teachers of gifted students differentiated instruction through a variety of strategies. When examining data by school level, middle school and elementary school GRTs had lower agreement percentages (71% and 77%, respectively) compared to high school GRTs (100%) (see Figure 13). However, elementary school and middle school cluster teachers and administrators had somewhat higher agreement percentages compared to high school cluster teachers and administrators.



Gifted staff were asked survey items related to instructional differentiation and pace of instruction. Overall, all GRTs (100%) and most (85%) cluster teachers agreed the instruction as part of the resource-cluster program utilized a variety of methods to match students' learning preferences in the subject matter and maintained their attention and interests in learning. There were some differences in agreement percentages among cluster teachers across school level with high school cluster teachers agreeing at lower levels (78%) compared to both elementary and middle school cluster teachers (83%-93%). Overall, 95 percent of GRTs and 81 percent of cluster teachers agreed instruction as part of the resource-cluster program was differentiated for the social-emotional, cultural, and academic needs of learners. There were some differences in agreement percentages among GRTs and cluster teachers by school level with middle school GRTs and elementary cluster teachers having lower agreement percentages (see Table 19). When asked if participating in the resource-cluster program provided gifted learners with learning opportunities to meet their individual learning needs overall, 98 percent of GRTs and 88 percent of cluster teachers agreed, with somewhat lower cluster teacher agreement at high school.

Table 19: Teachers' Perceptions of Differentiated Instruction Within the Resource-Cluster Program

Survey Items	Cluster Teachers				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total
Instruction as part of the gifted program utilizes a variety of methods to match students' learning preferences in learning the subject matter and maintains their attention and interests in learning.	83%	93%	78%	85%	100%	100%	100%	100%
Instruction as part of the gifted program is differentiated for the social-emotional, cultural, and academic needs of learners.	77%	88%	85%	81%	97%	86%	100%	95%
Participating in the gifted program provides gifted learners with a variety of learning opportunities to meet their individual learning needs.	88%	94%	73%	88%	97%	100%	100%	98%

While there is depth and complexity within the curriculum for gifted learners as part of differentiation, staff were also asked about the pace of instruction. As shown in Table 20, 73 percent of GRTs and 77 percent of cluster teachers agreed gifted students were provided opportunities for instruction at a faster pace. Elementary school cluster teachers and GRTs along with high school GRTs had somewhat lower levels of agreement.

Table 20: Teachers' Perceptions of Gifted Students Being Provided Opportunities for Instruction at a Faster Pace

Survey Item	Cluster Teachers				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total
Within grade level, gifted students are provided opportunities for instruction at a faster pace.	73%	82%	81%	77%	70%	86%	71%	73%

Gifted students and parents were asked several survey items related to the practice of differentiation such as instruction meeting their needs and interests, developing their potential, and providing support. Students' perceptions are shown in Table 21, and parents' perceptions are shown in Table 22. Overall, at the division level, 75 percent of gifted students agreed they were learning and doing things in school that matched their needs and interests, and 83 percent agreed they were provided learning opportunities to meet their individual learning needs. Additionally, 85 percent of gifted students agreed teachers helped them develop their potential and their teachers provided support in subject areas when needed. In general, elementary gifted students had higher agreement percentages across all these items than middle or high school students (see Table 21).

Table 21: Students' Perceptions of Differentiated Instruction

Survey Items	ES	MS	HS	Total
I am learning and doing things in school that are matched to my needs and interests.	79%	73%	76%	75%
I am provided with a variety of learning opportunities to meet my individual learning needs.	88%	83%	81%	83%
My teachers help me develop my potential.	90%	85%	84%	85%
My teachers provide support in subject areas where I need support.	89%	84%	85%	85%

As shown in Table 22, overall, 77 percent of parents agreed teachers provided their child learning opportunities matched to his or her needs and interests, and 79 percent agreed participating in the program provided opportunities to meet his or her learning needs. Additionally, overall 84 percent of parents agreed teachers helped their child develop his or her potential and teachers provided support in subject areas where their child needed support. Similar to student results, parents of elementary gifted students had higher agreement percentages on most items compared to parents of middle or high school students (see Table 22).

Table 22: Parents' Perceptions of Differentiated Instruction

Survey Items	ES	MS	HS	Total
Teachers provide my child with learning opportunities matched to his or her needs and interests.	80%	74%	75%	77%
Participating in the Gifted Resource-Cluster Program provides my child with a variety of learning opportunities to meet his/her individual learning needs.	78%	79%	79%	79%
Teachers help my child develop his/her potential.	86%	84%	82%	84%
Teachers provide support in subject areas where my child needs support.	86%	82%	82%	84%

Perceptions of Assessment

The gifted program uses a variety of assessment methods to promote student demonstration of their understanding, knowledge, and individual strengths, and as noted previously, according to the local plan, student learning is evaluated through appropriate and specific criteria using performance-based assessments and rubrics based on local and state standards and gifted curriculum benchmarks and indicators. Stakeholders were surveyed about their perceptions of various methods and forms of assessment as part of the resource-cluster program (staff) or their educational experience (students). GRTs were asked about their perceptions of teachers' practices within the program, and cluster teachers were asked about their own practices. Overall, 95 percent of GRTs and 92 percent of cluster teachers agreed assessments allowed gifted students opportunities to show information they knew and understood. Overall, 77 percent of GRTs and 90 percent of cluster teachers agreed assessments allowed gifted students opportunities to show their individual strengths. Overall, 77 percent of cluster teachers and 77 percent of GRTs agreed they had access to high-quality authentic assessments to use when assessing gifted students' learning. Results by school level are shown in Table 23. Generally, perceptions were positive across school levels but lower percentages of elementary cluster teachers (70%) and middle school GRTs (71%) agreed teachers had access to high-quality authentic assessments to use when assessing gifted students' learning. A lower percentage of elementary school GRTs also agreed the assessments allowed gifted students opportunities to show individual strengths (73%).

Table 23: Teachers' Perceptions of Assessment Methods

Survey Items	Cluster Teachers				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total
Assessments allow gifted students opportunities to show what information they know and understand.	89%	93%	100%	92%	93%	100%	100%	95%
Assessments allow gifted students opportunities to show their individual strengths.	88%	93%	95%	90%	73%	86%	86%	77%
Teachers have access to high-quality authentic assessments to use when assessing gifted students' learning.	70%	87%	79%	77%	77%	71%	86%	77%

Gifted staff members were also asked their perceptions about providing feedback as it relates to students' general knowledge, effort, and gifted curriculum goals and benchmarks. GRTs were asked about their perceptions of teachers' practices within the program, and cluster teachers were asked about their own practices. Overall, 95 percent of GRTs and 96 percent of cluster teachers agreed gifted students were provided with specific feedback about their knowledge. Overall, 93 percent of GRTs and 97 percent of cluster teachers agreed gifted students were provided feedback that recognized the effort students put into their work. For both of these items, perceptions were positive at each school level (see Table 24). When asked about whether gifted students were provided with feedback on their performance as it related to the gifted curriculum goals and benchmarks, agreement levels were lower and differed based on the staff group. Overall, 80 percent of cluster teachers and 57 percent of GRTs agreed gifted students were provided feedback on their performance as it related to the gifted curriculum goals and benchmarks. GRTs' agreement levels ranged from 53 percent at elementary school to 71 percent at high school.

Table 24: Teachers' Perceptions of Assessment Feedback

Survey Items	Cluster Teachers				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total
Provide gifted students with specific feedback about their knowledge.	95%	94%	100%	96%	97%	100%	86%	95%
Provide gifted students with feedback that recognizes the effort they put into their work.	99%	96%	95%	97%	93%	100%	86%	93%
Provide gifted students with feedback on their performance as it relates to the gifted curriculum goals and benchmarks.	81%	83%	70%	80%	53%	57%	71%	57%

When students were asked about assessments and feedback as part of their educational experience, overall, 87 percent of gifted students agreed assignments and tests in their classes allowed them to show what information they knew and understood, 82 percent agreed they were provided feedback that recognized their effort, and 76 percent agreed they were provided specific feedback about their knowledge, understanding, and skills. As shown in Table 25, lower percentages of middle and high school students agreed they were provided specific feedback (74%-75%).

Table 25: Students' Perceptions of Assessment and Feedback

Survey Items	ES	MS	HS	Total
Assignments and tests in my classes allow me to show what information I know and understand.	96%	90%	85%	87%
I am provided specific feedback about my knowledge, understanding, and skills.	85%	74%	75%	76%
I am provided feedback that recognizes the effort that I put into my work.	89%	81%	82%	82%

Perceptions of Developing Students' Skills Within the Gifted Resource-Cluster Program

This section of the report focuses on perceptions of the skills gifted students develop as a result of the curriculum and instruction as part of the Gifted Resource-Cluster Program. Cluster teachers' and GRTs' perceptions of these skills are shown in Table 26.

Overall, staff members had high agreement percentages ranging from 95 to 100 percent for GRTs and 85 to 92 percent for cluster teachers as shown in Table 26. Overall, all GRTs (100%) and almost all (92%) cluster teachers agreed the instruction as part of the resource-cluster program required students to think critically, use reasoning skills, and solve problems. Overall, all GRTs (100%) and almost all (90%) cluster teachers agreed the instruction as part of the program provided opportunities for students to strengthen their collaboration skills, and nearly all GRTs (98%) and cluster teachers (91%) agreed instruction as part of the program provided opportunities for students to strengthen their communication skills. High percentages of GRTs (95%) and cluster teachers (85%) also agreed the program helped students understand and strengthen their self-identity. Although all perceptions were relatively high, perceptions for high school cluster teachers were somewhat lower than at elementary or middle school with the exception of the item about helping students understand and strengthen their self-identity which was somewhat lower at elementary school (see Table 26).

In addition, administrators were asked their perceptions on one item related to the skills students develop as part of the gifted curriculum. Overall, 98% of administrators agreed instruction as part of the gifted program requires students to think critically, use reasoning skills, and solve problems. There were no differences among school levels.

Table 26: Teachers' Perceptions of Skills Students Develop as Part of the Resource-Cluster Program

Instruction as part of the gifted program:	Cluster Teachers				GRTs			
	ES	MS	HS	Total	ES	MS	HS	Total
Requires students to think critically, use reasoning skills, and solve problems.	92%	96%	85%	92%	100%	100%	100%	100%
Provide opportunities for students to strengthen their communication skills.	92%	93%	85%	91%	97%	100%	100%	98%
Provide opportunities for students to strengthen their collaboration skills.	89%	93%	85%	90%	100%	100%	100%	100%
Helps students understand and strengthen their self-identity.	83%	90%	85%	85%	93%	100%	100%	95%

When students were asked their perceptions of their skills as a result of instruction at their school, at least 80 percent of gifted students at the division level agreed they were able to strengthen their communication skills, collaboration skills, critical thinking skills, and problem solving skills (see Table 27).

Although agreement was highest at elementary school for each item, agreement levels were relatively high ranging from 83 to 96 percent at each school level with the exception of communication skills at the secondary level (79%).

Table 27: Students' Perceptions of Instruction

As a result of the instruction I receive at this school:	ES	MS	HS	Total
I am able to strengthen my communication skills.	85%	79%	79%	80%
I am able to strengthen my collaboration skills.	90%	83%	84%	84%
I am able to think critically by analyzing and evaluating information.	93%	87%	88%	89%
I am able to solve problems by using information to identify solutions.	96%	91%	89%	91%

Parents were also asked about the skills their students developed. As shown in Table 28, 85 percent of parents agreed the instruction as part of the Gifted Resource-Cluster Program required their student to think critically and evaluate information. Additionally, overall, 86 percent of parents agreed the instruction required their student to solve problems and use information to identify solutions.

Table 28: Parents' Perceptions of Skills Students Develop as Part of the Resource-Cluster Program

The instruction as part of the Gifted Resource-Cluster Program requires my child to:	ES	MS	HS	Total
Think critically by analyzing and evaluating information.	85%	85%	84%	85%
Solve problems by using information to identify solutions.	87%	86%	84%	86%

Family Involvement and Collaboration

The fourth evaluation question focused on families as collaborative partners in gifted education which is aligned with Goal 6 of the Local Plan for the Education of the Gifted. Goal 6 in the local plan is focused on parent and community involvement with the goal of developing and strengthening “collaborative partnerships among parents/guardians of gifted learners, school and district staff, and the community to advocate for the unique needs of all gifted students.” Within the local plan related to parent and community involvement, several objectives focus on increasing parent and guardian participation and involvement, planning workshops and resource development, and increasing public awareness and partnerships with the Community Advisory Committee (CAC). The following section discusses current collaborative partnerships taking place as well as family engagement activities.

Community Advisory Committee for Gifted Education (CAC)

According to the Code of Virginia, each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall have two responsibilities: to review annually the local plan for the education of gifted students, including revisions, and to determine the extent to which the plan for the previous year was implemented.²² The committee in VBCPS includes parents of gifted students and community members as voting members and currently has 11 members. Local school division personnel and gifted students serve as ex-officio non-voting members. Currently, CAC holds monthly meetings, and they are open to the public. The duties of the CAC are comprised of the following roles and responsibilities:²³

- Review periodically the Local Plan for the Education of the Gifted, including revisions.
- Determine the extent to which local the plan for the previous year was implemented.

- Develop annual goals and recommendations.
- Represent the community of gifted learners and all related stakeholders.
- Encourage a collaborative relationship between school division staff and the community.
- Become knowledgeable about current programs, research, and best practices in gifted education and its relationships with general education.
- Focus attention on issues relative to improving the educational services for gifted students.
- Submit written recommendations of the Committee to the Superintendent and the School Board.

The most recent report and recommendations submitted to the school board was dated June 2023. The report detailed actions that have been taken related to the various goal areas of the local plan as well as recommendations. The recommendations in the report focused on the following: prioritizing GRT responsibilities to focus on what is outlined in the resource-cluster model handbooks; tightly clustering students so GRTs can be more effective; provide additional gifted testing opportunities throughout the year for students entering VBCPS; develop opportunities to support gifted learners at the high school level; implement executive function lessons for each school level to be delivered by GRTs; and allocate additional staff to support the unique needs of schools (e.g., Renaissance Academy, Spanish Immersion program schools, and schools with exceptionally large populations of gifted students).

Family Engagement

The Office of Gifted Programs sponsored and hosted multiple parent engagement opportunities throughout the 2022-2023 school year. On August 9, 2022, the Office of Gifted Programs hosted a Gifted Summer Symposium from 8:30-12:30. This event was open to GRTs, school instructional and administrative staff, school counselors, cluster teachers, and parents of gifted students. Staff had the ability to attend 3 different sessions with 12 different topic areas. A sample of these topics included: ELL's are Gifted Too; Lights! Camera! Learning; Anecdotal Notes for GRTs and Cluster Teachers; Resource Toolbox to Meet the Needs of Diverse Gifted Learners; Kaplan's Model of Depth and Complexity: Part I. There were six topics for parents which included: The High School Gifted Experience, Supporting Lifelong Success: An Introduction to Executive Function Skills, Perfectionism-Striving for Excellence or Paralyzing Growth, Asking Deep and Complex Questions to Foster Intellectual Stimulation, Parenting for Gifted Student Self-Advocacy: Creating Ways to Support Social-Emotional Learning at Home, and Gifted 101: Welcome to Gifted Services. According to the Office of Gifted Programs, approximately 300 individuals participated in this event. In addition, from September 2022 to May 2023, the Office of Gifted Programs hosted four parent webinars as shown in Table 29. These webinars were recorded and posted on YouTube and approximately 200-300 people attended the webinars "live" and each has several hundred YouTube views.

Table 29: Gifted Parent Webinars 2022-2023

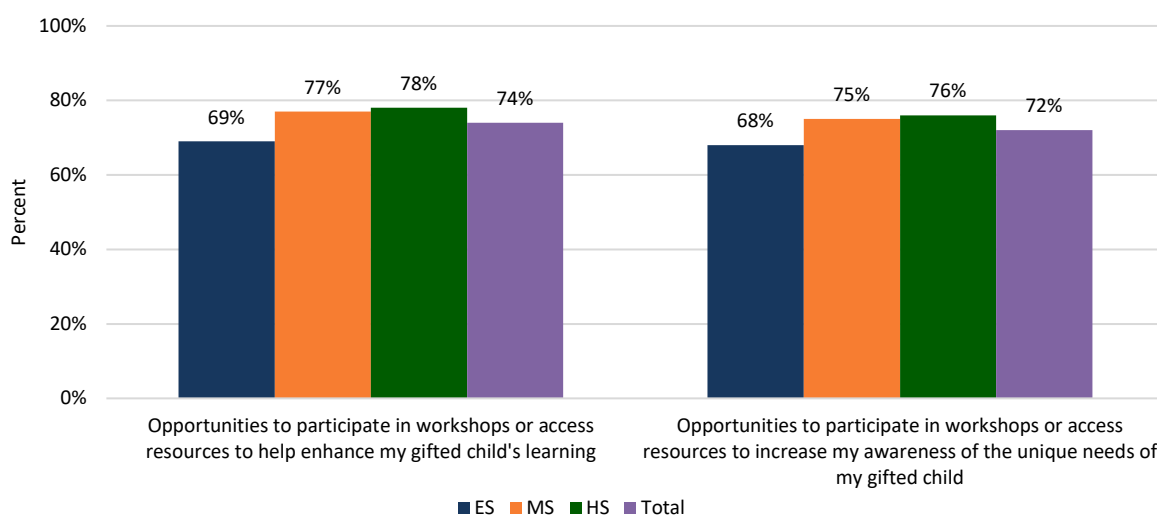
Topic	Date
Gifted 101: Welcome to Gifted Services	September 20, 2022
Supporting Lifelong Success: An Introduction to Executive Functioning Skills	November 29, 2022
Perfectionism—Striving for Excellence or Paralyzing Growth?	March 21, 2023
Parent for Gifted Student Self-Advocacy: Creative Ways to Support Social Emotional Learning From Home	May 16, 2023

In addition to divisionwide opportunities, parents may receive communications from individual schools through the GRT or building administrator. The GRTs may use multiple avenues including parent

information nights, workshops, and school newsletters to share information with parents of gifted students. As part of GRT monthly meetings, the team discusses information that needs to be communicated with families. In addition, there is a Gifted Hub which the Office of Gifted Programs updates with information for GRTs to communicate with parents. For example, CogAT screening letters are posted in this space. In addition, gifted program information is available on the school division's public website at vbschools.com/academics/gifted.

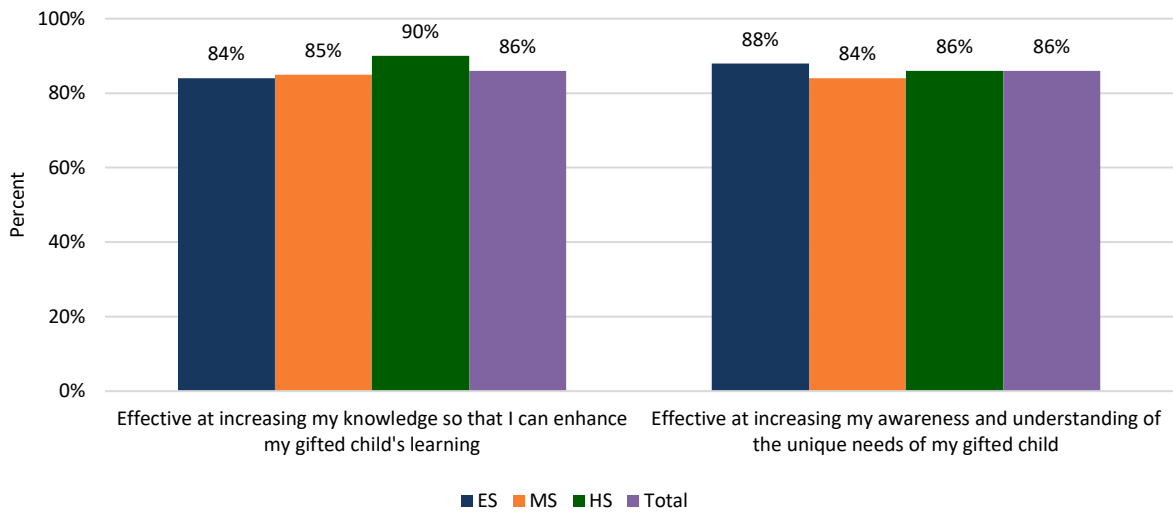
Parents were asked on the survey about the opportunities VBCPS offered related to gifted education for their child. Overall, 74 percent of parents agreed there were opportunities to participate in workshops or access resources to help enhance their gifted child's learning and 72 percent agreed opportunities were available to increase their awareness of the unique needs of their gifted child (see Figure 14). For both survey items, agreement was lower at elementary schools (68%-69%) and higher at high schools (76%-78%).

Figure 14: Parents' Perceptions Regarding Workshops or Resources Offered During 2022-2023 for Parents of Gifted Children



Of the parents who responded to a survey item asking if they attended a VBCPS workshop or accessed resources, a total of 319 parents or 20 percent indicated they either attended a VBCPS workshop or accessed resources that focused on gifted students or the Gifted Education program during the 2022-2023 school year. When parents who participated in these opportunities were asked about their effectiveness, relatively high percentages of parents at each school level agreed (84% to 90%) they were effective at increasing their knowledge so they could enhance their child's learning or understand their child's needs (see Figure 15).

Figure 15: Parents' Perceptions of VBCPS Workshops



Perceptions of Communication Efforts Related to Gifted Education

Staff and parents involved with the resource-cluster program were also asked multiple survey items about the communication efforts related to the program and the various opportunities. When asked about communication efforts between the division/school and parents, staff members held positive perceptions. Relatively high percentages of GRTs and administrators at each school level agreed (at least 80%) the communication efforts were effective at providing parents information about the program, efforts were effective at keeping parents informed about their gifted child's education, information was accessible to all families, and parents had opportunities to be involved (see Table 30). Across the division, cluster teachers also had relatively positive perceptions with division agreement percentages ranging from 82 to 87 percent. There was some variation by school level with middle school cluster teachers having the most positive perceptions and high school cluster teachers having lower agreement levels.

Table 30: Staff Members' Perceptions of Communication Efforts Related to the Gifted Program

Survey Items	Cluster Teachers				GRTs				Administrators			
	ES	MS	HS	Total	ES	MS	HS	Total	ES	MS	HS	Total
VBCPS communication efforts are effective at providing parents with relevant information about the gifted program.	79%	92%	71%	82%	80%	100%	86%	84%	95%	100%	100%	97%
Communication efforts between the school and parents are effective at keeping parents informed about their gifted child's education.	79%	95%	77%	84%	93%	100%	100%	95%	92%	90%	100%	93%
Information regarding gifted resources and programs is accessible to all families.	87%	92%	74%	87%	90%	100%	100%	93%	92%	90%	100%	93%
Parents have opportunities to become involved in their gifted child's education.	83%	95%	81%	87%	93%	83%	86%	91%	84%	90%	100%	88%

Parents were also asked their perceptions of the communication efforts, and the results shown in Table 31 were less positive. At the division level, 75 percent of parents of gifted students in the resource-cluster program agreed communication efforts were effective at providing them with relevant information about the program, 60 percent agreed information was easily accessible in a user-friendly manner, and 55 percent agreed they had opportunities to become involved in their gifted child's education. Parents were also asked specific survey items related to being kept informed about their gifted students' growth. Overall, 63 percent of parents agreed they were kept informed about their gifted learners' academic growth, and 50 percent of parents agreed they were kept informed about their gifted learners' social-emotional growth (see Table 31).

Table 31: Parents' Perceptions of Communication Efforts Related to the Gifted Program

Survey Items	ES	MS	HS	Total
VBCPS communication efforts are effective at providing me with relevant information about the gifted program.	74%	76%	76%	75%
Information about my gifted child's education is easily accessible in a user-friendly manner.	55%	63%	62%	60%
I have opportunities to become involved in my gifted child's education.	52%	56%	58%	55%
I am kept informed about my gifted learners' academic growth.	65%	63%	61%	63%
I am kept informed about my gifted learners' social-emotional growth.	59%	44%	44%	50%

Progress Toward Meeting Student Outcome Goals and Objectives

The fifth evaluation question focused on progress the Gifted Resource-Cluster Program has made toward meeting student outcome goals and objectives. These goals and objectives were based on previous division gifted program evaluations and concepts in the local plan for gifted education. Although many of the concepts in the goals and objectives apply to education for all students, these goals and objectives are focused on students who have been identified as intellectually gifted for the purposes of the resource-cluster program evaluation. Because the evaluation is focused on the

resource-cluster program, gifted students receiving services at Old Donation School were not included in the data analyses. As a reminder, the survey items students responded to were general statements about their educational experience and the analyses were based on intellectually gifted students in the resource-cluster program. The results are organized by goal area with data presented for each objective.

Goal 1: Challenge and Engagement

Goal 1: Students in the Gifted Resource-Cluster Program are challenged and fully engaged in instruction at levels that commensurate with their abilities.

Objective 1: Students report being cognitively and academically challenged in their current core classes based on student survey responses.

Overall, intellectually gifted students in the resource-cluster program had positive perceptions about being challenged in their core courses, although a notable percentage of elementary school students reported not feeling challenged in the area of mathematics. In addition, students, cluster teachers, GRTs, and parents had positive perceptions about gifted students challenging themselves to learn more about topics.

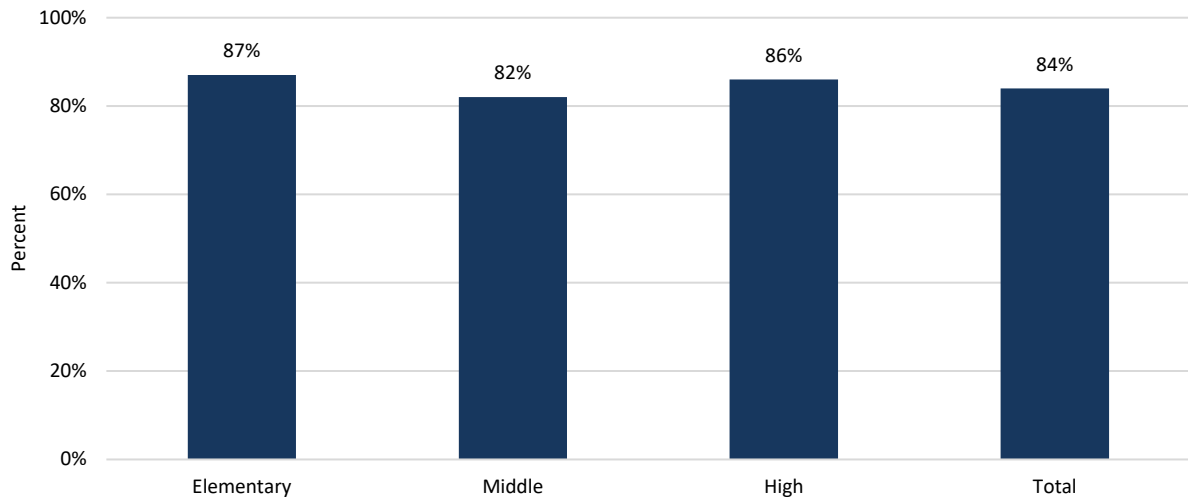
When surveyed about the level of difficulty of their core courses, in all four core course areas, the majority of students overall (from 63% to 71%) indicated the work was challenging for them, but they understood if they tried (see Table 32). Although the majority of students reported feeling challenged, overall, 28 percent of students indicated English/language arts work was too easy, and they were not challenged, while 29 percent of students indicated this was the case for social studies/history. In the area of mathematics, a notably higher percentage of elementary school students indicated the work was too easy, and they were not challenged (42%) than secondary students (11%-15%).

Table 32: Students' Perceptions of Core Course Difficulty

Core Course	The work is too easy, and I was not challenged.				The work is challenging for me, but I understand if I try.				The work is too hard, and I am frustrated when I can't understand.			
	ES	MS	HS	Total	ES	MS	HS	Total	ES	MS	HS	Total
English/Language Arts	32%	28%	27%	28%	64%	66%	67%	66%	4%	6%	6%	5%
Mathematics	42%	15%	11%	17%	53%	70%	68%	67%	5%	15%	20%	16%
Social Studies/History	28%	34%	26%	29%	63%	59%	66%	63%	10%	6%	8%	8%
Science	23%	19%	18%	19%	70%	70%	71%	71%	7%	11%	11%	10%

As shown in Figure 16, regarding challenging themselves, 84 percent of students agreed they challenged themselves to learn more about topics of interest to them by researching the topic, asking questions, and seeking answers. Slightly higher percentages of elementary school (87%) and high school students (86%) agreed they challenged themselves to learn more about topics of interest than middle school students (82%).

Figure 16: Students' Perceptions of Challenging Self

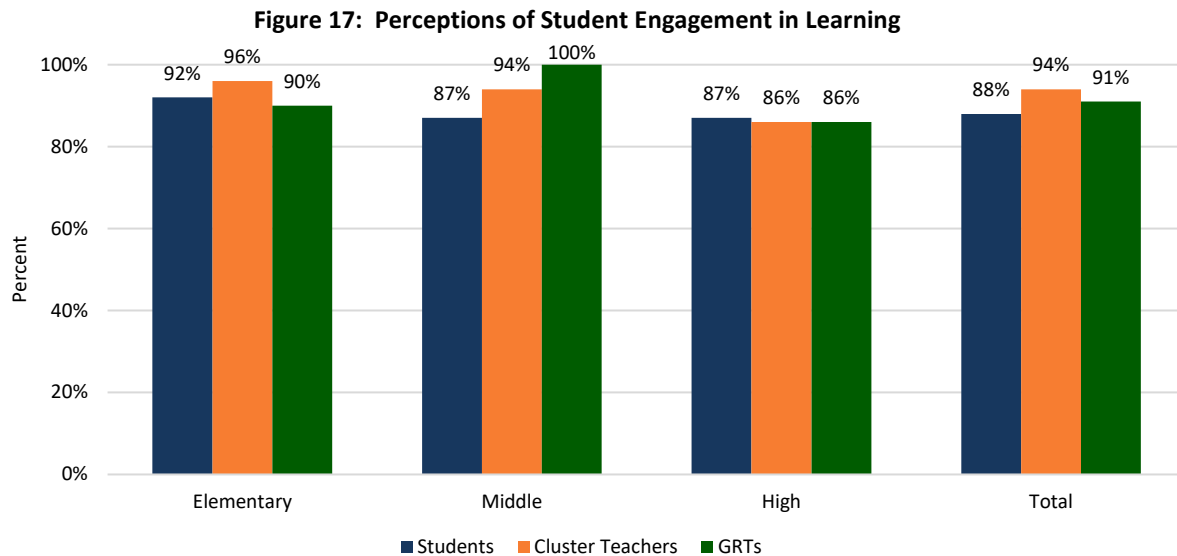


Cluster teachers, GRTs, and parents were also surveyed about students challenging themselves to learn more about topics of interest. Overall, 88 percent of cluster teachers and 93 percent of GRTs agreed gifted students challenged themselves to learn more about topics of interest to them by researching the topic, asking questions, and seeking answers. Results by school level showed at least 86 percent of cluster teachers and GRTs agreed. In addition, 86 percent of parents agreed their child challenged himself/herself to learn more about topics of interest to him/her by researching the topic, asking questions, and seeking answers. Results by school level showed slightly higher percentages of elementary school parents (91%) agreed than secondary parents (81%-84%).

Objective 2: Students are intellectually engaged in the learning process in their current classes based on student, cluster teacher, and GRT survey responses.

Overall, there were positive perceptions from intellectually gifted students in the resource-cluster program, cluster teachers, and GRTs regarding students being intellectually engaged in the learning process. Overall, as shown in Figure 17, 88 percent of students agreed they were engaged in classroom lessons. Results by school level showed higher percentages of elementary school students agreed (92%) they were engaged than secondary students (87%), although agreement was high at all levels. Additionally, 91 percent of intellectually gifted students agreed they were engaged in their learning by participating and working hard in school (96% at elementary, 91% at middle, and 89% at high schools).

For staff, overall, 94 percent of cluster teachers and 91 percent of GRTs agreed gifted students were intellectually engaged in the learning process (see Figure 17). Higher percentages of elementary school and middle school cluster teachers and GRTs agreed students were engaged, although percentages were relatively high at all levels.



Objective 3: Students report that pacing of instruction is appropriate and allows for skill mastery with minimal repetition based on student survey responses.

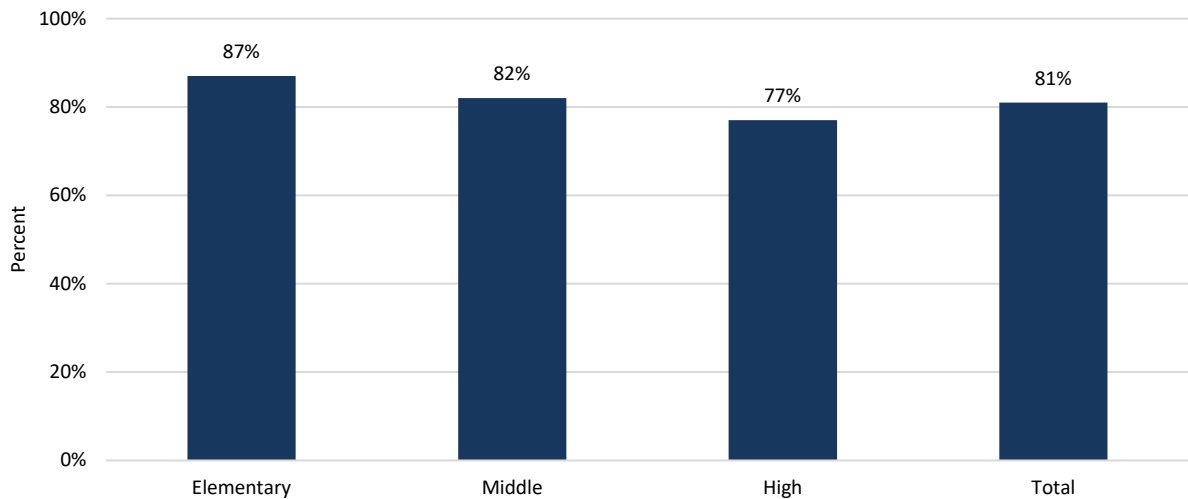
Overall, intellectually gifted students in the resource-cluster program had positive perceptions about the pacing of instruction they received. Students were specifically asked about the pacing of instruction across the core content areas and whether instruction allowed for skill mastery with minimal repetition. As shown in Table 33, from 74 to 75 percent of students indicated the pace was just about right in English/language arts, social studies/history, and science, while 63 percent of students indicated the pace of instruction was just about right in mathematics. Within mathematics, nearly one quarter of elementary students (24%) indicated the pace was too slow, while 28 to 32 percent of secondary students indicated the pace in mathematics was too fast.

Table 33: Students' Perceptions of Pace of Instruction

Core Course	The pace is too slow.				The pace is just about right.				The pace is too fast.			
	ES	MS	HS	Total	ES	MS	HS	Total	ES	MS	HS	Total
English/Language Arts	17%	17%	15%	16%	75%	74%	74%	74%	8%	8%	11%	9%
Mathematics	24%	10%	5%	10%	65%	62%	63%	63%	11%	28%	32%	28%
Social Studies/History	17%	14%	11%	13%	69%	76%	76%	75%	14%	10%	14%	12%
Science	14%	9%	8%	9%	70%	73%	76%	74%	16%	18%	17%	17%

When students were asked about whether instruction allowed for skill mastery with minimal repetition, 81 percent of students agreed they learned what they needed to learn without a lot of repetition. Higher percentages of elementary school (87%) and middle school students (82%) agreed than high school students (77%) (see Figure 18).

Figure 18: Students' Perceptions of Instruction Without a Lot of Repetition



Objective 4: The gifted resource-cluster model for delivering gifted services meets the academic needs of gifted learners, including gifted learners who are twice exceptional or culturally/linguistically/economically diverse based on student, parent, cluster teacher, and GRT survey responses.

Overall, intellectually gifted students in the gifted resource-cluster program, cluster teachers, and GRTs had positive perceptions of instruction and services meeting students' academic needs. There were somewhat lower agreement percentages for parents regarding students' academic needs being met.

Overall, 88 percent of students agreed the instruction received at school met their academic needs, and results were positive at each school level. Intellectually gifted student survey data were examined by individual student group as shown in Table 34. Agreement levels for all student groups were high at 87 percent or higher at the division level.

Table 34: Students' Perceptions of Instruction Received at School Meeting Their Academic Needs by Student Group

Student Group	ES	MS	HS	Total
All Intellectually Gifted Students	90%	89%	88%	88%
Asian	95%	93%	92%	93%
Black	94%	86%	90%	89%
Hispanic	93%	90%	89%	90%
Multiracial	90%	91%	86%	89%
Native Hawaiian/Pacific Islander	^	93%	100%	97%
White	88%	87%	87%	87%
English Learner	93%	94%	100%	95%
Non-English Learner	90%	88%	88%	88%
Students with Disabilities	90%	86%	93%	90%
Students without Disabilities	90%	89%	88%	88%

Note: Student survey data by economic status were not available due to student privacy requirements.

When parents were surveyed about the services offered in the gifted resource-cluster program meeting their child's academic needs, 77 percent of parents across the division agreed. Slightly higher percentages of secondary parents (78%-79%) agreed than elementary school parents (75%). In addition, cluster teachers and GRTs had positive perceptions of the program meeting students' academic and/or learning needs at the division level and each school level (80% to 100%) (see Table 35). GRTs at elementary school were somewhat less likely to agree the services offered in the gifted resource-cluster program met students' academic needs, including twice exceptional and culturally/linguistically/economically diverse students.

Table 35: Parents' and Teachers' Perceptions of Services Meeting Students' Academic or Learning Needs

Survey Group and Survey Item	ES	MS	HS	Total
Parents - The services offered in the Gifted Resource-Cluster Program meet my child's academic needs.	75%	79%	78%	77%
Cluster Teachers - Gifted students are provided learning opportunities that meet their learning needs.	88%	94%	89%	90%
GRTs - The services offered in the Gifted Resource-Cluster Program meet students' academic needs, including twice exceptional and culturally/linguistically/economically diverse students.	80%	100%	86%	84%

Goal 2: Scholars and Leaders

Goal 2: Students in the Gifted Resource-Cluster Program become scholars and leaders.

Objective 1: Students show evidence of becoming scholars by demonstrating high levels of understanding and knowledge as measured by the percentage of intellectually gifted students who score in the pass advanced range on the Standards of Learning (SOL) tests.

The students included in the analysis of SOL scores for this objective were those who were identified as intellectually gifted as of the fall of the school year and took one of the SOL tests. When SOL scores were collected and analyzed, the highest score was selected if students had more than one score for a test. It should be noted the grade level of the test is included in the left column of the tables in this section; however, students may or may not have been in that specific grade level when they took the tests. For example, middle school students could have taken the Algebra I course and as a result taken the Algebra I SOL test. Only valid SOL test scores were included, and the results did not include alternate assessments.

Examination of student SOL results during the 2022-2023 school year showed from 31 percent (Grade 5 Reading) to 56 percent (Grade 5 History & Social Science) of intellectually gifted students in the resource-cluster program who took an elementary-level SOL tests scored at the pass advanced level (see Table 36). Percentages for all students in the division are included in the table for reference purposes.

Table 36: Percent of Intellectually Gifted Students in Resource-Cluster Program Scoring in the Pass Advanced Range on SOL Tests: Elementary School

Grade Level of Test	Intellectually Gifted Students Percent Pass Advanced		Overall Division Percent Pass Advanced	
	N (Tested)	%	N (Tested)	%
Grade 3				
Reading	572	42%	4,742	15%
Mathematics	573	46%	4,766	14%
Grade 4				
Reading	896	41%	4,638	18%
Mathematics	896	39%	4,653	14%
Grade 5				
Reading	785	31%	4,620	11%
Mathematics	782	46%	4,636	16%
History & Social Science	776	56%	4,454	25%
Science	780	46%	4,614	16%

Results for middle school-level tests are shown in Table 37. From 17 percent (Grade 8 Mathematics) to 53 percent (Grade 8 History & Social Science) of intellectually gifted students in the resource-cluster program scored at the pass advanced level. Percentages for all students in the division are included in the table for reference purposes.

Table 37: Percent of Intellectually Gifted Students in Resource-Cluster Program Scoring in the Pass Advanced Range on SOL Tests: Middle School

Grade Level of Test	Intellectually Gifted Students Percent Pass Advanced		Overall Division Percent Pass Advanced	
	N (Tested)	%	N (Tested)	%
Grade 6				
Reading	840	35%	4,586	16%
Mathematics	432	21%	3,636	6%
Grade 7				
Reading	738	38%	4,654	15%
Grade 8				
Reading	833	40%	4,774	17%
English Writing	827	43%	4,707	20%
Mathematics	791	17%	4,754	6%
History & Social Science	831	53%	4,666	25%
Science	752	21%	4,645	8%

Note: SOL tests were excluded if less than 50 intellectually gifted students took the test.

SOL performance results on end-of-course high school-level tests are shown in Table 38. There was a range from 18 percent (World Geography) to 65 percent (English: Reading) of intellectually gifted students who scored at the pass advanced level. Percentages for all students in the division are included in the table for reference purposes.

Table 38: Percent of Intellectually Gifted Students in Resource-Cluster Program Scoring in the Pass Advanced Range on SOL Tests: End-of-Course

End-of-Course Test	Intellectually Gifted Students Percent Pass Advanced		Overall Division Percent Pass Advanced	
	N (Tested)	%	N (Tested)	%
Algebra I	728	34%	5,231	13%
Algebra II	632	35%	1,189	23%
Biology	1,033	31%	5,683	9%
Earth Science	740	29%	2,302	18%
English: Reading	912	65%	5,292	28%
English: Writing	921	60%	5,711	22%
Geometry	776	22%	2,893	14%
VA & US History	113	28%	972	4%
World Geography	520	18%	2,066	6%
World History I	407	30%	3,304	10%

Note: SOL tests were excluded if less than 50 intellectually gifted students took the test.

Objective 2: Students demonstrate evidence of becoming scholars by enrolling in challenging course work as measured by the percentage of intellectually gifted students who enroll in advanced or honors classes in middle or high school.

Data for this objective focused on advanced/honors courses were based on the list of advanced courses developed and utilized for reporting progress on the strategic plan, *Compass to 2025*. The list of advanced/honors courses is reviewed each year by the Department of Teaching and Learning to determine if additions or deletions are needed. The list included courses that were labeled as advanced or honors courses in any subject area as well as courses that were considered advanced for a particular grade level. Gifted Program Credit courses were not included in this objective. A student was considered to be enrolled in the course if they had been enrolled for a sufficient length of time to receive a final course grade.

As shown in Table 39, 93 percent of intellectually gifted students in the middle school resource-cluster program were enrolled in advanced courses during the 2022-2023 school year along with 85 percent of high school intellectually gifted students. Percentages for all students in the division are included in the table for reference purposes.

Table 39: Percent of Intellectually Gifted Students Who Enrolled in Advanced Classes

School Level	Intellectually Gifted Students			All Students		
	Total Gifted Students	# Enrolled in Adv Classes	% Enrolled in Adv Classes	Total VBCPS Students	# Enrolled in Adv Classes	% Enrolled in Adv Classes
Middle School	2,559	2,370	93%	15,397	9,519	62%
High School	4,249	3,617	85%	23,121	12,812	55%

Objective 3: Students demonstrate success in advanced courses as measured by the percentage of middle and high school intellectually gifted students who earn grades of B (3.0) or higher in those courses.

The data for this objective focused on performance in advanced/honors courses were based on course grade data in the VBCPS data warehouse for students enrolled in advanced or honors courses tracked

for the *Compass to 2025* indicators. Course grades were based on final grades. The data tables provide results for selected course subject areas and the overall percentages based on performance in all identified advanced or honors courses.

As shown in Table 40 for middle school, from 84 percent (mathematics) to 93 percent (world languages) of intellectually gifted students in the resource-cluster program who were enrolled in advanced courses demonstrated success by earning a B or higher in those courses during 2022-2023. Percentages for all students in the division are included in the table for reference purposes.

Table 40: Percent of Middle School Intellectually Gifted Students Earning Grades of B or Higher in Advanced Courses

Subject Area	Final Grade for Intellectually Gifted Middle School Students B or Higher	Final Grade for All VBCPS Middle School Students B or Higher
Language Arts	91%	86%
Mathematics	84%	72%
Science	90%	83%
World Languages	93%	84%
Overall	89%	80%

As shown in Table 41 for high school, from 85 percent (mathematics) to 95 percent (world languages) of intellectually gifted students who were enrolled in advanced courses in high school demonstrated success by earning a B or higher in those courses during 2022-2023. Percentages for all students in the division are included in the table for reference purposes.

Table 41: Percent of High School Intellectually Gifted Students Earning Grades of B or Higher in Advanced Courses

Subject Area	Final Grade for Intellectually Gifted High School Students B or Higher	Final Grade for All VBCPS High School Students B or Higher
Language Arts	88%	79%
Mathematics	85%	74%
Science	89%	80%
Social Studies	86%	77%
World Languages	95%	87%
Overall	88%	79%

Objective 4: Students in high school demonstrate high levels of understanding and knowledge as measured by the percentage of intellectually gifted students taking Advanced Placement (AP) tests who earn scores of 3 or higher.

The data for this objective focused on AP test results in the VBCPS data warehouse that the school division received from the College Board. The students included in the analysis were intellectually gifted high school students as of the fall of the school year who took an AP test in the spring. Of the 3,750 intellectually gifted high school students in fall 2022, 1,798 took at least one AP exam (48%). For reference, based on all high school students in the division, 20 percent took at least one AP exam during 2022-2023.

Of intellectually gifted high school students who took an AP test during the 2022-2023 school year, from 67 percent (mathematics and computer science) to 93 percent (AP Capstone Diploma Program) scored a 3 or higher on their AP tests (see Table 42). Percentages for all students in the division are included in the table for reference purposes.

Table 42: Percent of Intellectually Gifted Students Scoring 3 or Higher on AP Tests

Subject Area	Intellectually Gifted Students		All VBCPS Students	
	N (Tested)	%	N (Tested)	%
Arts	52	77%	122	73%
English	455	80%	1,026	65%
Mathematics and Computer Science	831	67%	1,390	55%
Science	705	72%	1,340	56%
History and Social Sciences	1,465	73%	3,228	56%
World Languages	167	87%	252	82%
AP Capstone Diploma Program	40	93%	95	89%
All AP Tests	3,715	73%	7,453	59%

Objective 5: Students in high school demonstrate high levels of understanding and knowledge as measured by the percentage of intellectually gifted students who earn scores in the highest quartile on national assessments, including the PSAT, SAT, and ACT.

This objective focused on students demonstrating high levels of understanding, knowledge, and skills based on the percentage who earn scores at or above the 76th national percentile on national assessments such as the PSAT, SAT, and ACT. The PSAT data included results from the PSAT 10 (tenth grade) and the PSAT NMSQT (eleventh grade) assessments. The data were collected from the VBCPS data warehouse based on data the school division receives from the testing companies. The students included in the analysis were intellectually gifted high school students as of the fall of the school year who took the assessments during the given year. Students' results were based on their highest national percentile rank earned in the content area, and results could have been from different test administrations if students took the tests more than once.

Table 43 provides the percentage of intellectually gifted high school students who scored in the top quartile on national assessments during the 2022-2023 school year, along with data for all high school students for reference purposes. On the PSAT, overall 59 percent of intellectually gifted students scored at or above the 76th percentile. On the SAT, overall 74 percent of intellectually gifted students scored at or above the 76th percentile. On the ACT, overall 73 percent of intellectually gifted students scored at or above the 76th percentile. On the PSAT and SAT, higher percentages of students scored in the top quartile on the reading and writing portion of the tests compared to mathematics. On the ACT, which is taken by far fewer students, higher percentages of students scored in the top quartile on the mathematics portion than other portions.

Table 43: Percent of Intellectually Gifted Students Scoring At or Above the 76th Percentile on National Assessments

Assessment	Intellectually Gifted Students		All VBCPS Students	
	N (Tested)	%	N (Tested)	%
PSAT – Evidence-Based Reading and Writing	1,716	67%	8,216	27%
PSAT – Mathematics	1,716	43%	8,216	14%
PSAT – Total	1,716	59%	8,216	20%
SAT – Evidence-Based Reading and Writing	861	79%	2,403	49%
SAT – Mathematics	861	66%	2,403	37%
SAT - Total	861	74%	2,403	43%
ACT – English	88	64%	217	46%
ACT – Reading	88	65%	217	46%
ACT – Math	88	82%	217	47%
ACT – Science	88	73%	217	50%
ACT – Composite	88	73%	217	48%

Note: In 2022-2023, results for the PSAT primarily included students in grades 10 and 11, while SAT and ACT results primarily included students in grades 11 and 12.

Objective 6: Students acquire high levels of understanding and knowledge as measured by the percentage of intellectually gifted students who graduate with advanced diplomas (e.g., advanced studies or IB diplomas).

The data related to graduation for this objective were collected from the SRC end-of-year and summer data files in the VBCPS data warehouse. The students included in the analysis were intellectually gifted seniors who graduated from VBCPS during the academic year, including the summer. The percentages reported are based on intellectually gifted students who graduated with an International Baccalaureate (IB) Diploma or an Advanced Studies Diploma out of all intellectually gifted graduates who earned any type of award.

Of 2022-2023 graduates, 8 percent of intellectually gifted students earned an IB Diploma and 81 percent earned an Advanced Studies Diploma. Therefore, a total of 89 percent of intellectually gifted graduates earned an advanced diploma (see Table 44). Percentages for all VBCPS graduates are included in the table for reference.

Table 44: Percent of Intellectually Gifted Students Who Graduated With an Advanced or IB Diploma

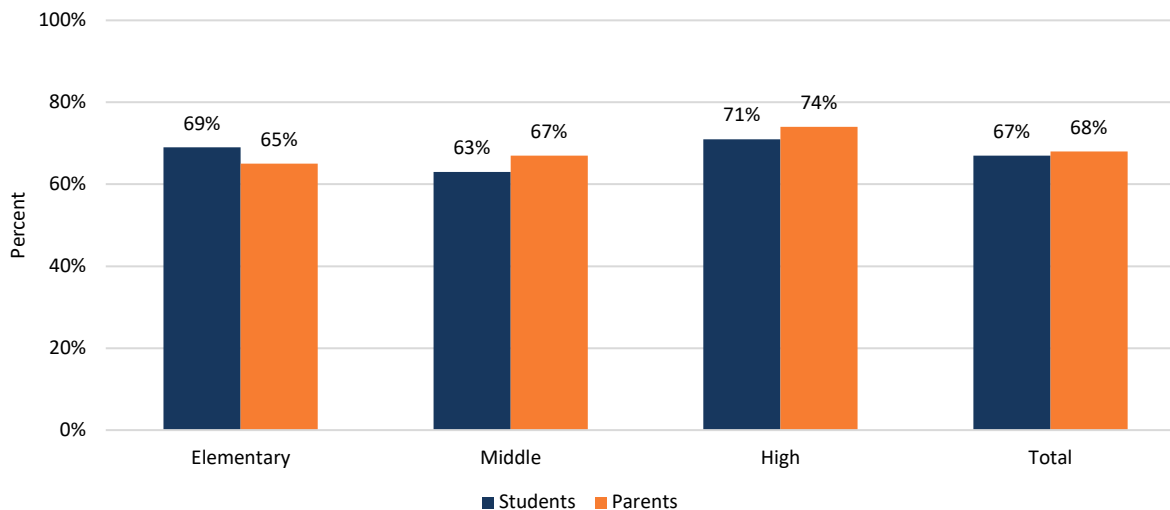
Diploma Type	Intellectually Gifted Graduates		All VBCPS Graduates	
	N	%	N	%
IB Diploma	75	8%	98	2%
Advanced Studies Diploma	721	81%	2,812	55%
Total	796	89%	2,910	57%

Objective 7: Students show evidence of leadership through serving in leadership roles (e.g., team captain, student government) in extracurricular or community activities based on student, parent, cluster teacher, and GRT survey responses.

Cluster teachers and GRTs had positive perceptions of students showing leadership through serving in leadership roles, while somewhat lower percentages of students and parents agreed.

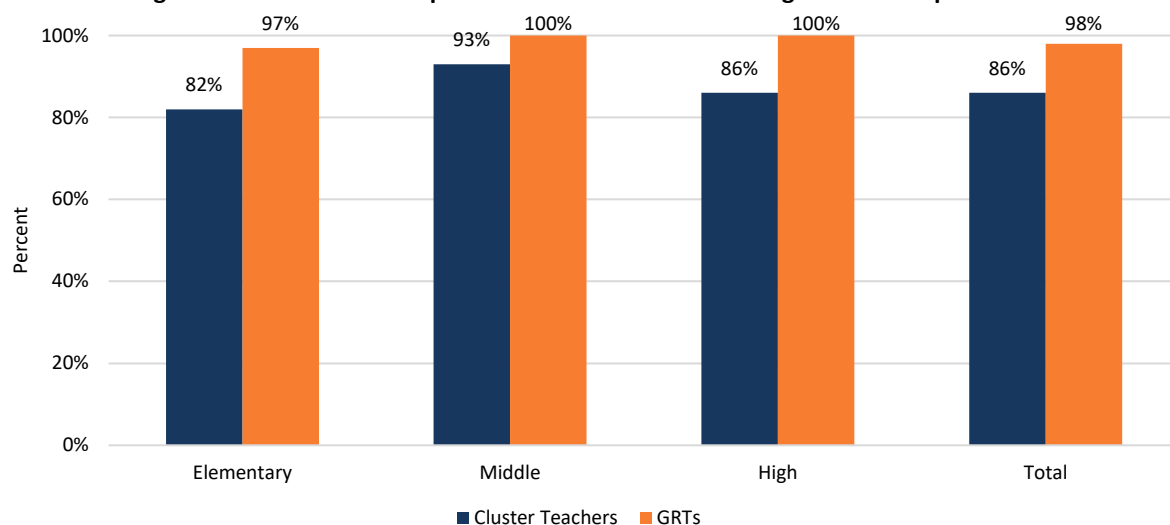
Students and parents were surveyed about students serving in leadership roles. Overall, 67 percent of students and 68 percent of parents agreed intellectually gifted students served in a leadership role such as student government, a community activity, or in an extracurricular activity. Results by level showed somewhat higher percentages of high school students and parents agreed than elementary school and middle school students and parents (see Figure 19).

Figure 19: Students' and Parents' Perceptions of Students Serving in a Leadership Role



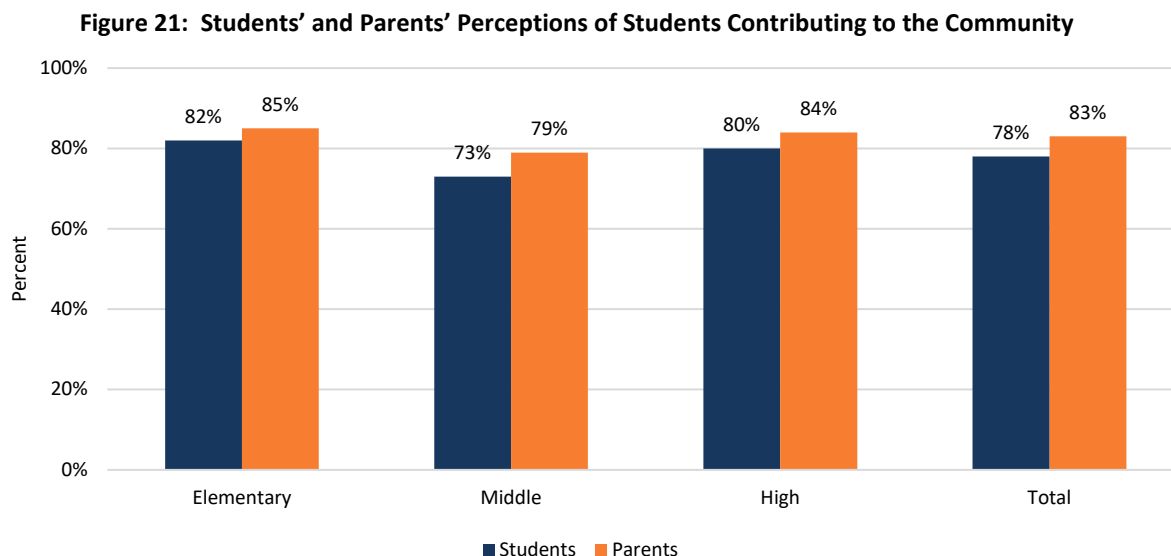
When cluster teachers and GRTs were surveyed about students serving in a leadership role, 86 percent of cluster teachers and nearly all GRTs (98%) agreed students served in a leadership role such as student government, a community activity, or in an extracurricular activity. Higher percentages of middle school cluster teachers (93%) agreed than elementary school (82%) and high school (86%) cluster teachers, while there was little variability by level for GRTs (see Figure 20).

Figure 20: Teachers' Perceptions of Gifted Students Serving in Leadership Roles



Objective 8: Students contribute to their community based on student and parent survey responses.

When surveyed about contributing to the community, overall, 78 percent of students and 83 percent of parents agreed intellectually gifted students participated in activities that contributed to their community. Results by level showed somewhat higher percentages of elementary school and high school students and parents agreed than middle school students and parents (see Figure 21).



Goal 3: Social Emotional Development

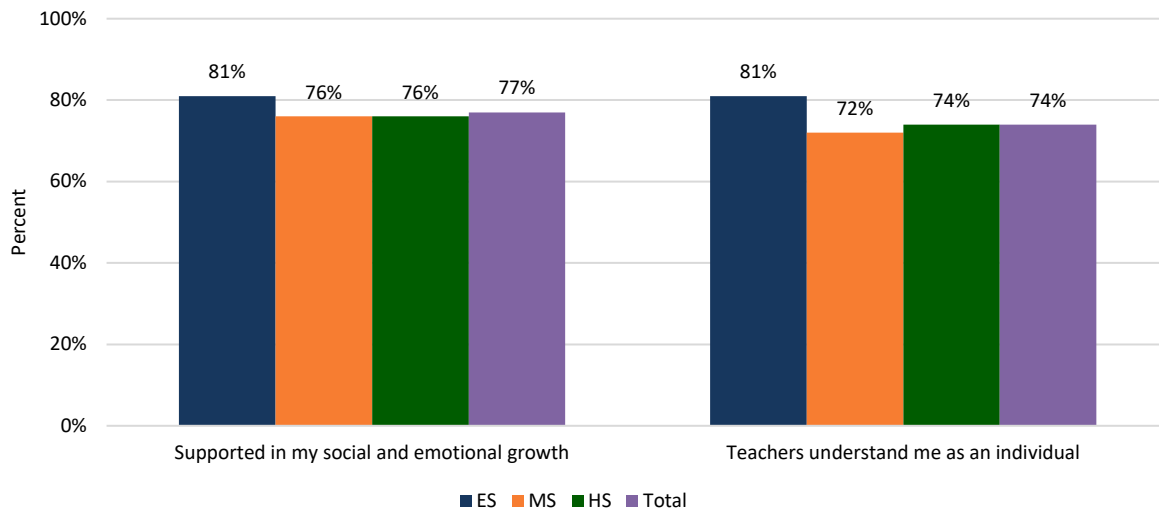
Goal 3: Students in the Gifted Resource-Cluster Program develop and demonstrate social emotional competence and cultural awareness.

Objective 1: Students report being supported socially and emotionally in their current courses based on student survey responses.

Intellectually gifted students in the resource-cluster program and parents had somewhat positive perceptions about students being supported socially and emotionally in their courses.

When surveyed about being supported socially and emotionally, 77 percent of students agreed they felt supported in their social and emotional growth as a learner and 74 percent agreed their teachers understood them as an individual (see Figure 22). Results by school level showed higher percentages of elementary school students agreed than middle or high school students.

Figure 22: Students' Perceptions of Being Supported Socially and Emotionally



Parents were also surveyed about the services offered in the Gifted Resource-Cluster Program meeting their child's social and emotional needs. Overall, 73 percent of parents agreed the program met their child's social and emotional needs. Results by school level showed higher percentages of elementary school parents agreed (78%) followed by middle school (72%) and high school parents (66%). A similar pattern was found for a survey item asking parents if they thought teachers understood their child as an individual, with 86 percent of elementary parents, 78 percent of middle school parents, and 77 percent of high school parents expressing agreement (81% overall).

Objective 2: Students self-advocate for their needs and interests both inside and outside the school environment based on student, parent, cluster teacher, and GRT survey responses.

Intellectually gifted students in the resource-cluster program, cluster teachers, and GRTs had positive perceptions about students advocating for themselves. Somewhat lower percentages of parents agreed about student self-advocacy.

When surveyed about self-advocacy, overall, 78 percent of intellectually gifted students in the resource-cluster program and 71 percent of parents agreed intellectually gifted students were learning how to advocate for themselves by sharing with others how they learn best. Results by level showed a higher percentage of high school parents (75%) agreed than elementary school (69%) or middle school parents (70%). Overall, higher percentages of cluster teachers (87%) and GRTs (93%) agreed gifted students learned how to advocate for themselves by sharing with others how they learn best. Results for the staff groups varied by school level but did not show a consistent pattern (see Table 45).

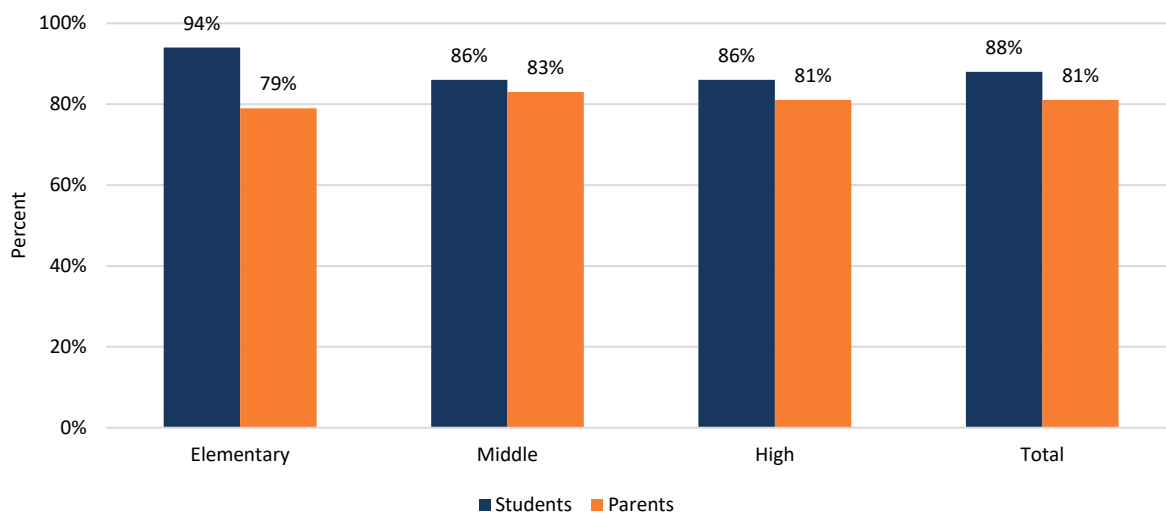
Table 45: Perceptions of Students Learning How to Advocate for Themselves by Sharing With Others How They Learn Best

Survey Items	ES	MS	HS	Total
Students – I am learning how to advocate for myself by sharing with others how I learn best.	80%	77%	78%	78%
Parents – My child is learning how to advocate for himself/herself by sharing with others how he/she learns best.	69%	70%	75%	71%
Cluster Teachers – Gifted students learn how to advocate for themselves by sharing with others how they learn best.	88%	91%	77%	87%
GRTs – Gifted students learn how to advocate for themselves by sharing with others how they learn best.	93%	86%	100%	93%

Objective 3: Students understand the unique characteristics of gifted learners (i.e., perfectionism, fixed mindset, overexcitability) and how they impact learning and relationship development based on parent and student survey responses.

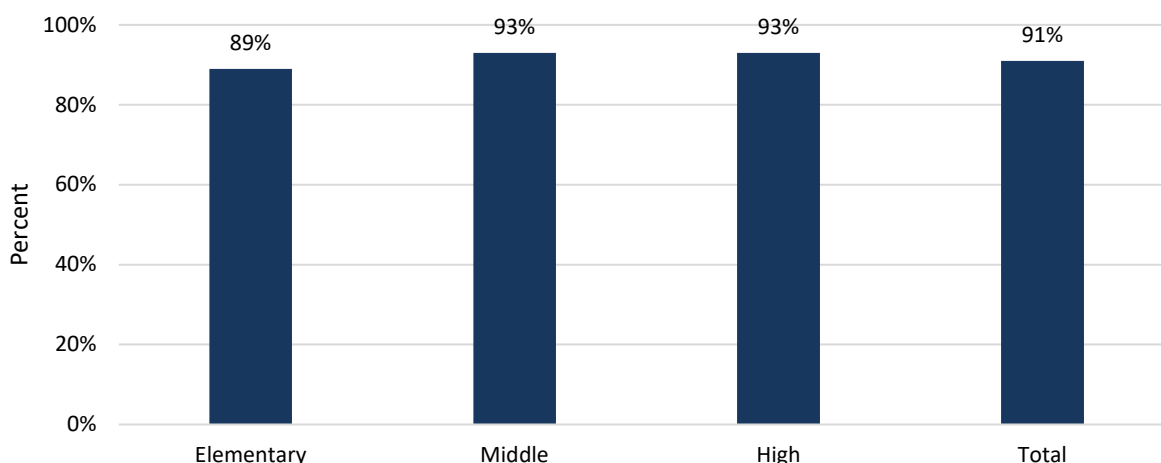
When surveyed about characteristics of gifted learners and the impact on learning, 88 percent of students and 81 percent of parents agreed students were developing skills that involve an awareness of how they learn (see Figure 23). Results by level showed a higher percentage of elementary school students (94%) agreed than secondary students (86%), while somewhat higher percentages of secondary parents (81%-83%) agreed than elementary school parents (79%).

Figure 23: Students' and Parents' Perceptions of Students Developing Skills Involving an Awareness of How They Learn



Parents were also surveyed about their knowledge of the characteristics that make their child unique as a gifted learner. Overall, 91 percent of parents agreed they knew the characteristics that made their child unique as a gifted learner, with high agreement at all school levels (see Figure 24).

Figure 24: Parents' Perceptions of Knowing the Characteristics That Make Their Child Unique as a Gifted Learner

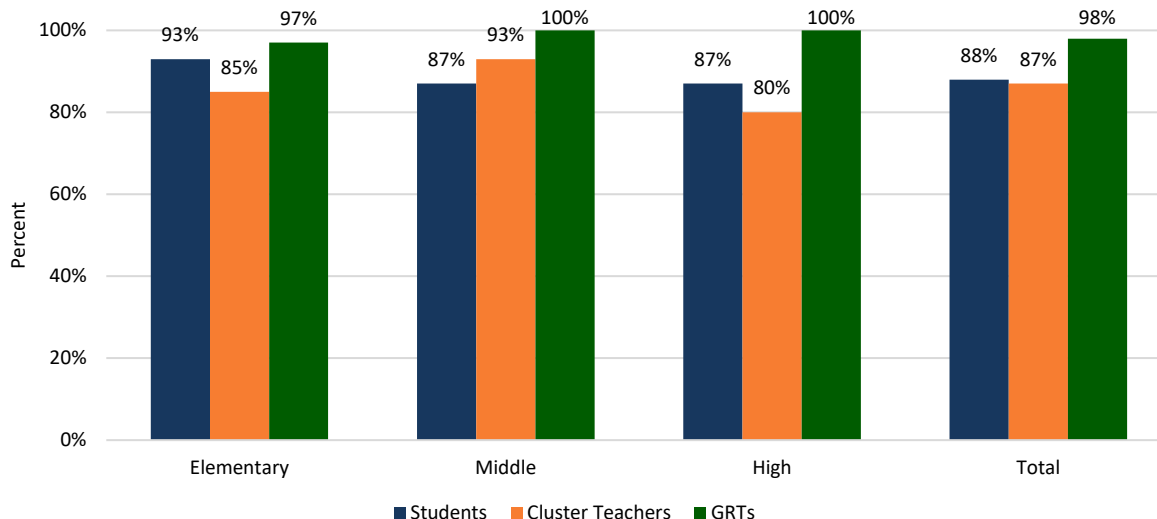


Objective 4: Students develop their empathy skills by engaging in work that reflects multiple perspectives and diverse experiences based on student, cluster teacher, and GRT survey responses.

Intellectually gifted students in the resource-cluster program, cluster teachers, and GRTs had positive perceptions about students engaging in work that reflected multiple perspectives and diverse experiences.

When students were surveyed about being able to understand different points of view as a result of the instruction they received at their school, 88 percent of students agreed, and perceptions were positive at each school level (see Figure 25). Cluster teachers and GRTs were also surveyed about instruction as part of the gifted resource-cluster program helping students understand multiple and diverse perspectives. While nearly all GRTs (98%) agreed instruction helped students understand multiple and diverse perspectives, 87 percent of cluster teachers agreed. Results by school level showed higher percentages of middle school cluster teachers (93%) agreed than elementary school (85%) and high school cluster teachers (80%).

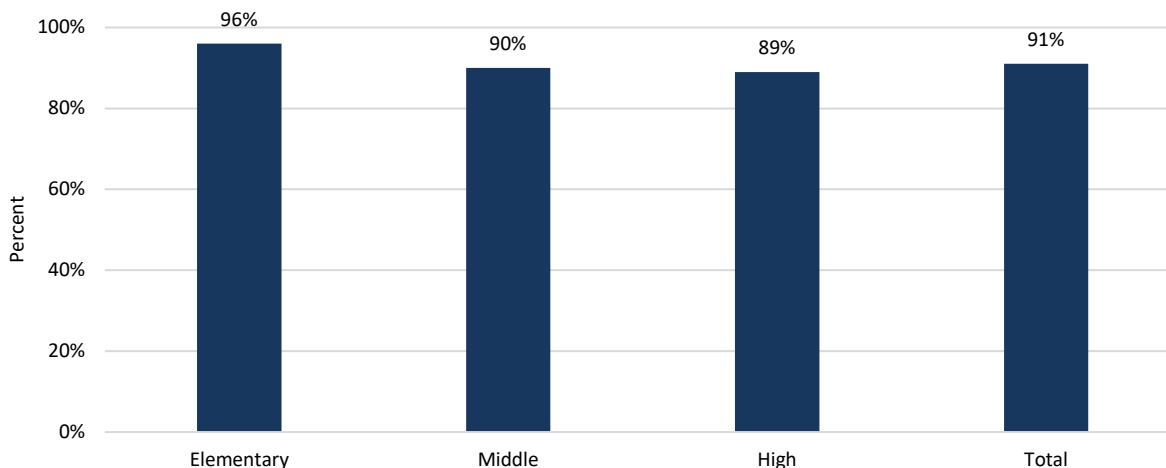
Figure 25: Perceptions of Instruction Helping Students Understand Multiple and Diverse Perspectives



Objective 5: Students have high levels of self-efficacy with the belief their performance is based on skill development and effort based on student survey responses.

When surveyed about self-efficacy, overall, 91 percent of intellectually gifted students in the resource-cluster program agreed how they performed on a task was based on the skills they have developed by working hard. Results by school level showed at least 89 percent of students at all school levels agreed (see Figure 26).

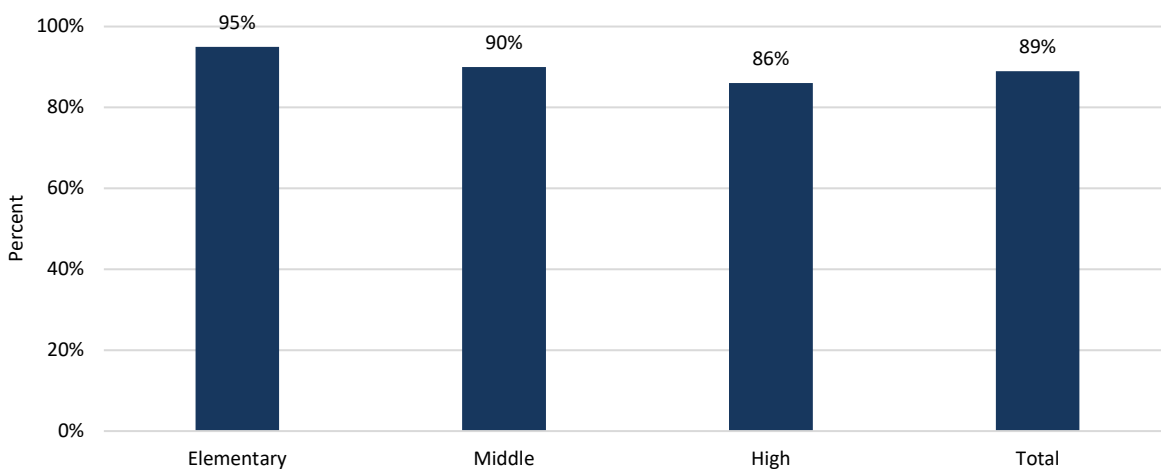
Figure 26: Students' Perceptions of Performance Being Based on Skills They Developed by Working Hard



Objective 6: Students are motivated to perform at levels of excellence based on student survey responses.

When surveyed about motivation to perform at levels of excellence, overall, 89 percent of intellectually gifted students in the resource-cluster program agreed they were committed to doing the best they could on their schoolwork. Results by school level showed at least 86 percent of students at all school levels agreed (see Figure 27).

Figure 27: Students' Perceptions of Being Committed to Doing Their Best on Schoolwork



Goal 4: Future Ready

Goal 4: Students in the Gifted Resource-Cluster Program are future ready through participating in work-based experiences and having a plan for their future.

Objective 1: Students have opportunities to participate in authentic situations as measured by the percentage of intellectually gifted students who participate in work-based or service learning experiences.

The data for this objective focused on authentic experiences were based on graduates and completers from the Class of 2023 cohort who completed a work-based or service learning experience during high school. The Class of 2023 cohort is tracked by VDOE and contains first-time ninth-graders who entered high school during the 2019-2020 school year. The participation in a work-based or service learning experience are two possible options based on the criteria VDOE uses to measure students' preparation for college and careers while in high school as measured by the College, Career, and Civic Readiness Index (CCCRI). These experiences must be provided to students through the school in conjunction with their coursework and do not include experiences outside of school-sponsored events.

Work-based learning experience is defined by VDOE as students who successfully completed one of the following: cooperative education, registered apprenticeship, internship, clinical experience, supervised agricultural experience, or youth registered apprenticeship. According to VDOE, during a service learning experience, students identify an interest and a community need and then develop and complete a project. Students complete structured activities before, during, and after the experience to reflect and self-assess.²⁴

Overall examination of data related to students participating in authentic situations showed somewhat lower percentages of intellectually gifted students in the resource-cluster program participated relative to all students throughout the division. Focusing specifically on participating in work-based learning experiences, of the 2023 cohort of graduates or completers, 16 percent of intellectually gifted students completed a work-based learning experience (see Table 46).

Table 46: Numbers and Percentages of Students Who Completed a Work-Based Learning Experience

Graduates or Completers	Intellectually Gifted Students			All VBCPS Students		
	Total Gifted Students in Cohort	# Completed Work-Based Learning	% Completed Work-Based Learning	Total VBCPS Students in Cohort	# Completed Work-Based Learning	% Completed Work-Based Learning
2023 Cohort	4,293	674	16%	22,626	4,565	20%

Similarly, of the 2023 cohort graduates or completers, 10 percent of intellectually gifted students completed a service learning experience (see Table 47).

Table 47: Numbers and Percentages of Students Who Completed a Service-Learning Experience

Graduates or Completers	Intellectually Gifted Students			All VBCPS Students		
	Total Gifted Students in Cohort	# Completed Service- Learning	% Completed Service- Learning	Total VBCPS Students in Cohort	# Completed Service- Learning	% Completed Service- Learning
2023 Cohort	4,293	430	10%	22,626	3,433	15%

Although not part of the specific objective, another way students can meet the CCCRI requirement is by successfully completing advanced coursework. When examining successful completion of advanced

coursework as measured by the CCCRI, of the 2023 cohort graduates or completers, 92 percent of intellectually gifted students successfully completed an AP, IB, or dual enrollment course (see Table 48).

Table 48: Numbers and Percentages of Students Who Successfully Completed Advanced Coursework

Graduates or Completers	Intellectually Gifted Students			All VBCPS Students		
	Total Gifted Students	# Completed Advanced Coursework	% Completed Advanced Coursework	Total VBCPS Students	# Completed Advanced Coursework	% Completed Advanced Coursework
2023 Cohort	4,293	3,946	92%	22,626	14,272	63%

Taken together, the results for this objective and for advanced coursework show intellectually gifted graduates are less likely to participate in authentic learning situations through work-based or service learning experiences than all VBCPS students and instead, are focused on advanced coursework. Encouraging gifted students to participate in these authentic experiences could provide them with opportunities to have a more well-rounded and balanced educational experience in VBCPS.

Objective 2: Students have opportunities to participate in Technical and Career Education as measured by the percentage of intellectually gifted students who complete a credential or finish a course sequence in a CTE program.

The data for this objective were based on graduates and completers from the Class of 2023 cohort who completed a Career and Technical Education course sequence and successfully completed one of the following CTE credential components: an industry certification, a state licensure examination, a national occupational competency assessment, or the Workplace Readiness Skills for the Commonwealth (WRS) assessment. This CTE finisher component is one of the criteria that VDOE uses to measure students' completion of the CCCRI requirement. Of the 2023 cohort graduates or completers, 36 percent of intellectually gifted students completed CTE credentials (see Table 49).

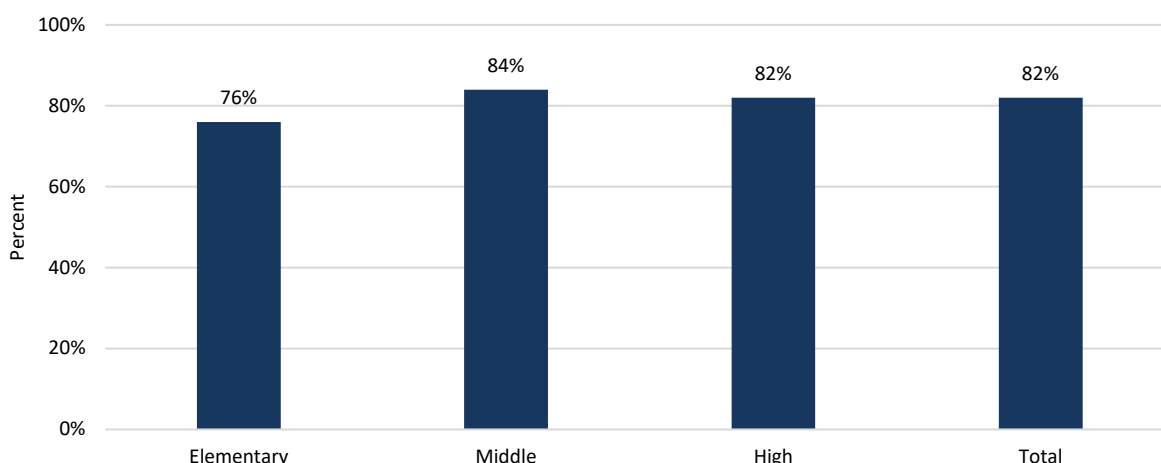
Table 49: Numbers and Percentages of Students Who Completed a CTE Course Sequence and CTE Credential Component

Graduates or Completers	Intellectually Gifted Students			All VBCPS Students		
	Total Gifted Students	# CTE Finisher	% CTE Finisher	Total VBCPS Students	# CTE Finisher	% CTE Finisher
2023 Cohort	4,293	1,535	36%	22,626	8,760	39%

Objective 3: Students demonstrate their growth toward future ready goals through participation in the academic and career planning process to allow them to make informed decisions about their options after graduation based on student survey responses.

As shown in Figure 28, overall, 82 percent of intellectually gifted students in the gifted resource-cluster program agreed they received information about options after high school (elementary) or assistance to make informed decisions (secondary). At the elementary school level, 76 percent of intellectually gifted students agreed their teachers or counselors talked to them about their options after they graduate from high school. Higher percentages of secondary students agreed with a similar item, with 82 to 84 percent of secondary students agreeing they received assistance, resources, and information at their school to help them make informed decisions about their options after they graduate from high school (e.g., college, employment, or military service).

Figure 28: Students' Perceptions of Receiving Assistance About Their Options After They Graduate High School



Objective 4: Students report having a plan for after high school graduation based on student responses to a senior exit survey.

Data for this objective were based on information collected from seniors during the spring of their senior year and are reported to the VDOE as part of the state's student record collection. Students were asked to indicate their plan following high school. Data are based on information for all graduates and completers during the 2022-2023 school year.

Most intellectually gifted graduates or completers (81%) indicated their plan after graduation was to pursue enrollment at a four-year college. This was notably higher than all VBCPS graduates (57%). In addition, nearly all intellectually gifted graduates or completers (94%) indicated their plan included continuing their education, including two-year or four-year college or a business, trade, or technical school (see Table 50). Comparatively, 83 percent of all graduates or completers indicated their plan was to continue their education. Low percentages of intellectually gifted graduates or completers indicated their plan was employment, the military, or that they did not have a plan.

Table 50: Graduates' Reported Plans Following High School

Plan	Intellectually Gifted Graduates		All Graduates	
	N	%	N	%
Two-Year College	104	12%	1,066	21%
Four-Year College	721	81%	2,882	57%
Other (Business, Trade, Technical Schools)	17	2%	295	6%
Total Continuing Education*	842	94%	4,243	83%
Employment	31	3%	550	11%
Military	14	2%	171	3%
No Plans/Unknown	5	1%	123	2%

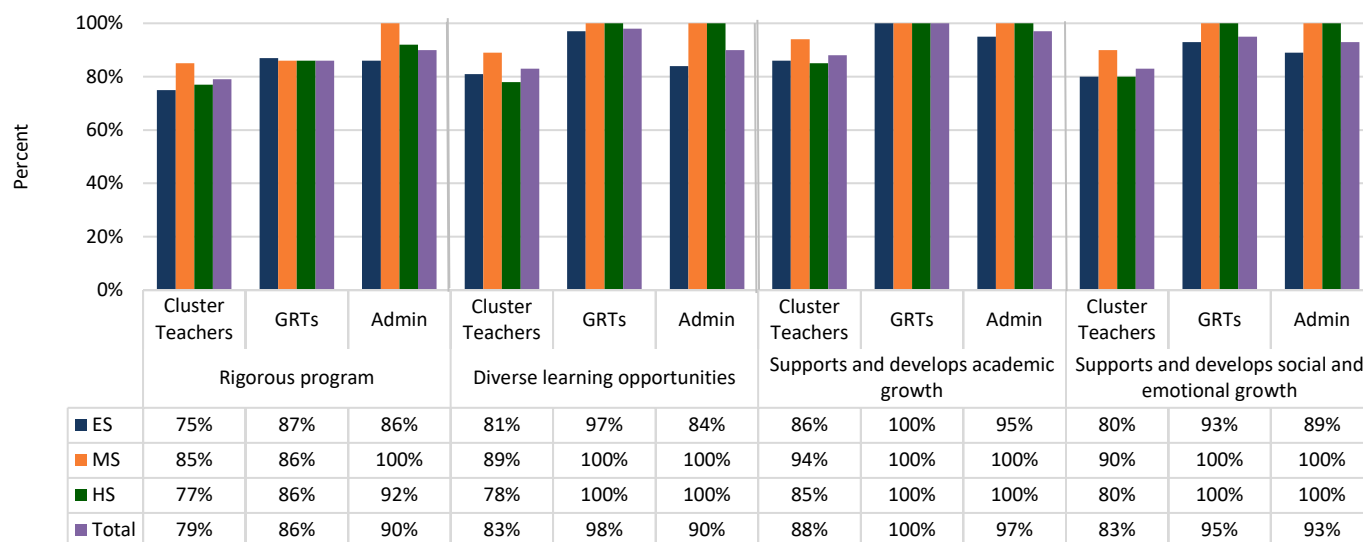
Note: *Two-year colleges, four-year colleges, and other included in Total Continuing Education.

General Perceptions of Gifted Resource-Cluster Program

The final evaluation question focused on stakeholders' overall perceptions of the resource-cluster program, their satisfaction, and areas of strength and improvement based on comments made by parents and staff on the program surveys.

Staff were asked general perception questions about the Gifted Resource-Cluster Program being rigorous, providing students with diverse learning opportunities, and supporting and developing gifted students' academic and social and emotional growth, and results are shown in Figure 29. Overall, high percentages (at least 90%) of administrators agreed with these items at the division level. Administrator survey results by school level showed somewhat lower agreement at elementary schools (84%-86%) regarding the Gifted Resource-Cluster Program being a rigorous program and providing diverse learning opportunities. Nearly all GRTs at the division level (at least 95%) agreed the Gifted Resource-Cluster Program provided diverse learning opportunities and supported and developed students' academic growth and social and emotional growth, while a somewhat lower percentage (86%) agreed the Gifted Resource-Cluster Program was a rigorous program. Overall, at the division level, a high percentage of cluster teachers (88%) agreed the Gifted Resource-Cluster Program supported and developed students' academic growth. Somewhat lower percentages of cluster teachers agreed the program provided diverse learning opportunities (83%) and supported and developed students' social and emotional growth (83%). In addition, similar to the GRT results, a lower percentage of cluster teachers agreed the program was rigorous (79%). Cluster teacher survey results by school level showed higher agreement at the middle schools (85%-94%) than at the elementary (75%-86%) and high schools (77%-85%).

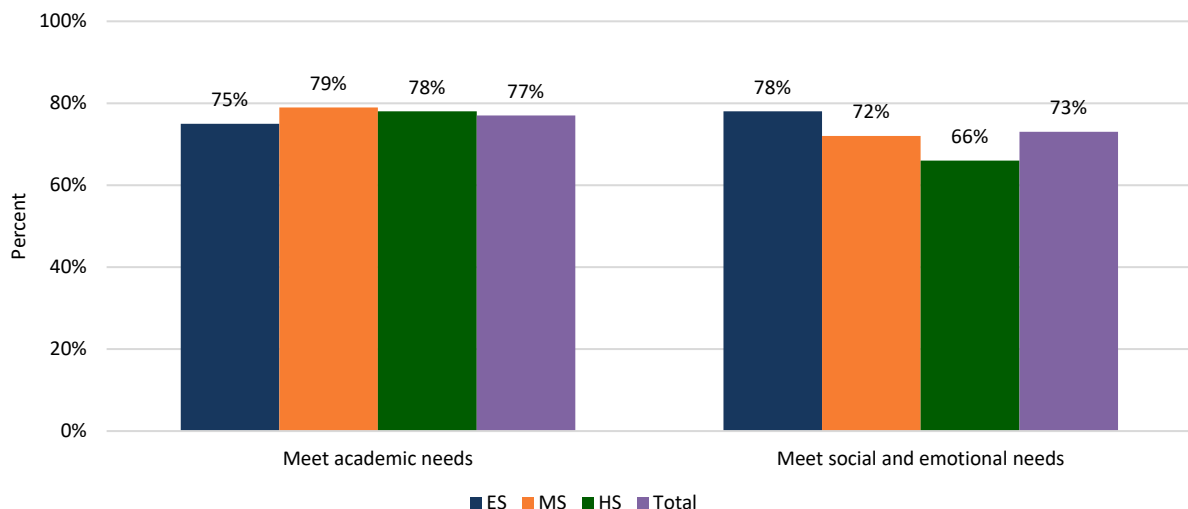
Figure 29: Staff Members' Overall Perceptions of the Gifted Resource-Cluster Program



Parents were also surveyed about their overall perceptions of the services offered in the Gifted Resource-Cluster Program meeting their child's academic and social and emotional needs. Overall, 77 percent of parents agreed the services in the program met their child's academic needs, while 73 percent agreed the services met their child's social and emotional needs (see Figure 30). While results were relatively similar across school levels regarding academic needs being met, higher percentages of

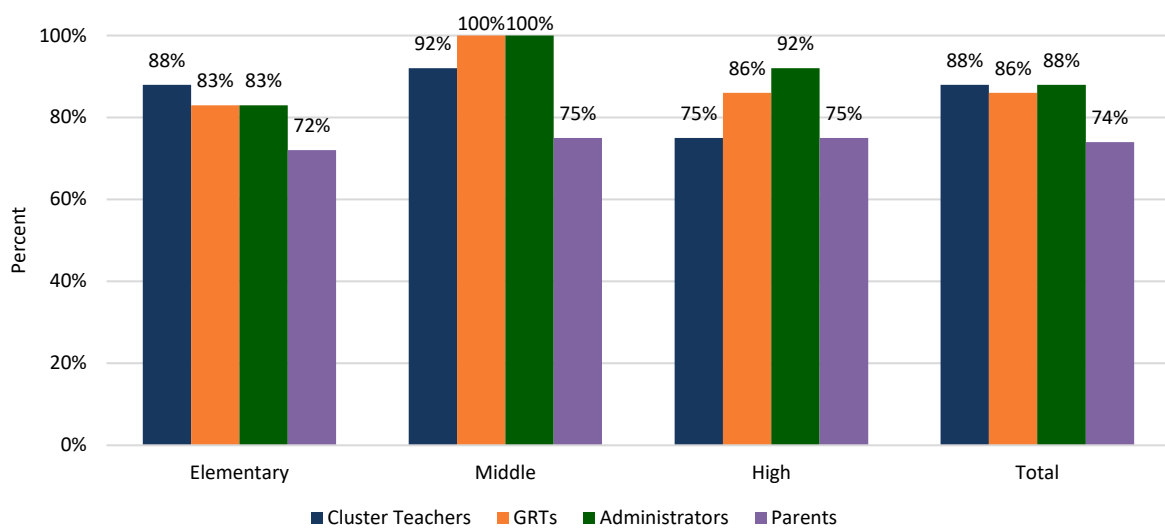
elementary school (78%) and middle school parents (72%) agreed the services in the program met their child's social and emotional needs than high school parents (66%).

Figure 30: Parents' Perceptions That Services in Gifted Resource-Cluster Program Meet Their Child's Needs



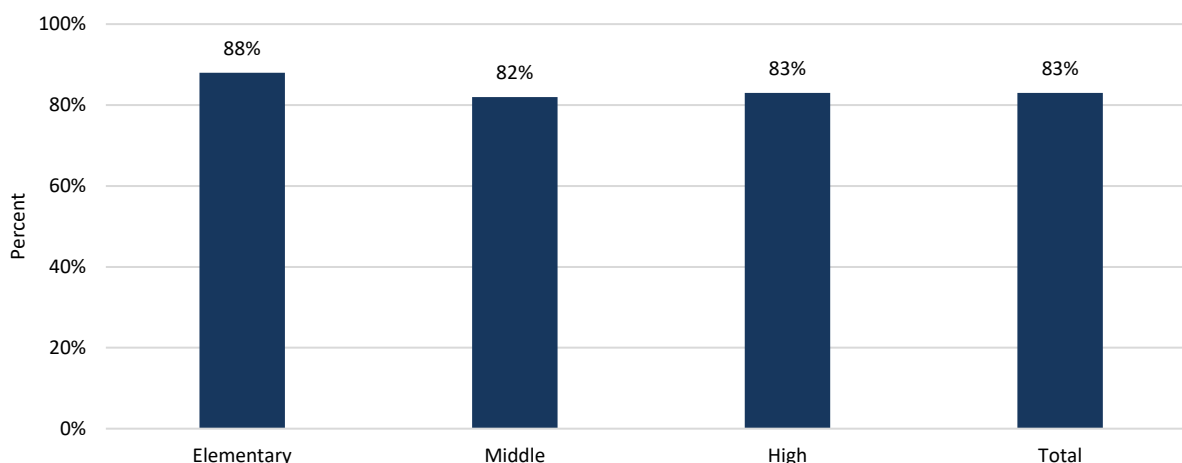
When asked a culminating survey item about their overall satisfaction with the Gifted Resource-Cluster Program at their school, 88 percent of cluster teachers, 86 percent of GRTs, and 88 percent of administrators indicated they were satisfied. Higher percentages of cluster teachers, GRTs, and administrators at the middle school level indicated they were satisfied than at the elementary school and high school levels mirroring the pattern of results on other survey items within the evaluation (see Figure 31). In addition, overall, 74 percent of parents indicated they were satisfied with the Gifted Resource-Cluster Program. Slightly higher percentages of secondary parents (75%-76%) indicated they were satisfied than elementary school parents (72%).

Figure 31: Staff Members' and Parents' Satisfaction With Gifted Resource-Cluster Program



When intellectually gifted students in the resource-cluster program were surveyed about satisfaction with their educational experience in general, 83 percent of students indicated they were satisfied (see Figure 32). Results by level showed somewhat higher percentages of elementary school students (88%) were satisfied than middle school (82%) and high school students (83%).

Figure 32: Students' Satisfaction With Educational Experience



Parents were asked two open-ended questions on the survey about the benefits of the gifted services their child received and improvements they would suggest for the Gifted Resource-Cluster Program. Overall, 420 parents provided a comment about benefits which was 24 percent of those parents who responded to the survey. Due to the differences in the structure of the Gifted Resource-Cluster Program at the different school levels, results were analyzed by school level. It is worthwhile to mention that while the first open-ended question asked parents to list “benefits” of the gifted program, a large number of responses could not be categorized as “benefits” and aligned more with “areas for improvement.” For example, in the benefits comments, parents across all levels, commented that they did not think there was any real difference in students’ educational experience between those who participated in the resource-cluster program and those who did not participate in the program. Therefore, this comment and comments like this were included in the analysis of areas for improvements. Of the elementary school parents who answered the open-ended question about the benefits of the gifted program, the most commonly mentioned topics included: students being academically challenged, being grouped with academically and socially similar students, receiving a more individualized or personalized educational experience, becoming a critical thinker and problem solver, and general positive comments about gifted staff, specifically gifted resource teachers. Of the middle school parents who answered the open-ended question about the benefits of the gifted program, the most commonly mentioned topics included: students being challenged in their coursework, being grouped with academically and socially similar students, and being better academically prepared for high school/and or college. Of the high school parents who answered the open-ended question about the benefits of the gifted program, the most commonly mentioned topics included: students being challenged and/or receiving more individualized educational experience through advanced classes including AP, dual enrollment, and gifted courses; being grouped with students who have similar academic and social needs; and developing their child’s self-efficacy and/or confidence.

The second open-ended survey question asked parents about areas for improvement for the program. Overall, 601 parents provided a comment about improvements which was 34 percent of those parents who responded to the survey. Of the elementary school parents who answered the open-ended question about improvements they would suggest for the resource-cluster program, the most commonly mentioned topics included: improved communication related to the gifted program and students' progress, more opportunities for students to interact with their school's GRT, a need for the program to be more challenging, more qualified staff, and more opportunities for parent involvement. Of the middle school parents who answered the open-ended question about improvements they would suggest for the resource-cluster program, the most commonly mentioned topics included: improved communication about specific lessons, students' progress, and the structure of the program; more opportunities for students to interact with the school's GRT; increased gifted-related activities including field trips, community service or extra-curricular activities; comments noting a general dissatisfaction with the clustering process at middle school; and a need for the program to be more challenging. Of the high school parents who answered the open-ended question about improvements they would suggest for the resource-cluster program, the most commonly mentioned topics included: improved communication including general information about the program at the high school level, resources, and opportunities for students; comments noting a lack of school level and grade level consistency in how the program is implemented; increased opportunities for parent involvement; more college planning opportunities; and more opportunities for students to interact with the school's GRT.

Gifted resource teachers were asked two open-ended questions on the survey about the elements of the Gifted Resource-Cluster program that were working well and the elements of the Gifted Resource-Cluster Program that needed improvement. Due to similar themes across school levels, results were reported together by school level. In total, 33 GRTs or 69 percent of GRTs who responded to the survey also commented on the elements that were working well, and the most common element reported was collaboration and/or co-teaching with teachers. All other comments could not be categorized into one common theme but included miscellaneous topics like providing opportunities for critical thinking, matching students with their instructional needs, and having access to resources. In total, 33 GRTs or 69 percent of GRTs who responded to the survey commented about elements that needed improvement. The most common themes reported by GRTs included the need for GRTs to have a clearer role, a better process for clustering students (this was mainly a high school GRT comment), and more training for all staff who interact with gifted students including GRTs, cluster teachers, administrators, etc.

Cluster teachers were also asked two open-ended questions on the survey about the elements of the Gifted Resource-Cluster Program that were working well and the elements of the Gifted Resource-Cluster Program that needed improvement. In total, 90 cluster teachers or 33 percent of those who responded to the survey provided a comment about what was working well. Open-ended survey comments are reported by school level when there were differences in themes among groups. Of the elementary, middle, and high school cluster teachers who responded to the item about elements that were working well, the most common theme included having an effective GRT at their school who helps plan, collaborate, teach, write grants, and support staff. In addition, elementary cluster teachers commented on the effective referral/identification process and students being challenged.

In total, 82 cluster teachers or 30 percent of those who responded to the survey commented on elements that needed improvement. Of the elementary cluster teachers who responded to the item about elements of the Gifted Resource-Cluster Program that needed improvement, the most common theme included wanting more time to collaborate, plan, and team-teach with GRTs. The next most

common themes included a dissatisfaction with the clustering process, a need for more training, and a more rigorous curriculum. Of the middle and high school cluster teachers who responded to the item about elements of the Gifted Resource-Cluster Program that need improvement, the most common theme included a desire for more collaboration/co-teaching with their school's GRT and more training related to gifted students. Middle school cluster teachers, echoing the middle school GRTs, commented on a general dissatisfaction with the clustering process.

Finally, administrators were asked two open-ended questions on the survey about the elements of the Gifted Resource-Cluster Program that were working well and the elements that needed improvement. In total, 35 building administrators or 49 percent of administrators who responded to the survey commented about what was working well with the Gifted Resource-Cluster Program, and 27 building administrators or 38 percent commented about elements that needed to be improved. Due to similar themes across school levels, results were analyzed together. Of the administrators who responded to the item about elements that were working well, the two most common themes included the great staff members who work well and collaborate together. Of the administrators who responded to the item about elements that needed improvement, the most common themes included GRTs providing more support for cluster teachers, better communication with parents, and a general dissatisfaction with the identification and/or referral process including excessive time spent testing students (this concern was mainly voiced by elementary administrators).

Summary

The Gifted Education Program in VBCPS is a kindergarten through grade 12 program consisting of multiple service delivery models for intellectually and artistically gifted students. This program evaluation focused on the Gifted Resource-Cluster Program which is one model within VBCPS for providing gifted services to students identified as intellectually gifted in grades 2 through 12. Within the resource-cluster program, identified intellectually gifted students are clustered in a group and assigned to a classroom with a cluster teacher who collaborates with the GRT to provide differentiated curriculum and instruction. The focus of this comprehensive evaluation is the implementation and operation of the program as well as outcomes for intellectually gifted students served in the resource-cluster program. The Local Plan for the Education of the Gifted served as a framework for the evaluation focus areas. The evaluation addressed student identification, including student characteristics and equitable representation of students; staff selection, staff characteristics, and professional learning; delivery of services and curriculum and instruction; parent and community involvement; progress toward meeting student outcome goals; and stakeholders' general perceptions of the program.

Regarding the student identification process, VBCPS utilizes a universal screening process for both first- and fifth-graders which includes all students taking an assessment in the fall of the school year. In 2021-2022 in preparation for identifying gifted students for services during the 2022-2023 school year, all first- and fifth-grade students were screened with the Naglieri Nonverbal Ability Test. First- and fifth-grade students who scored at the 90th percentile or higher on the screening test were recommended for additional testing using the Cognitive Abilities Test. Beginning in 2022-2023, all first-grade students were screened using both the NNAT and the CogAT, while fifth-grade students continued to be screened with the NNAT. In addition to universal screening at first and fifth grades, students may be referred for gifted services any time by parents/guardians, students, teachers, other staff who may have knowledge or expertise to make such referrals, and community members. Once a student has been tested or referred for gifted services, data are compiled and forwarded to an identification and placement committee that determines eligibility for gifted services. Students who are identified for gifted services retain their identification from the point of identification until graduation in VBCPS. When surveyed about the referral and identification process, high percentages of administrators, cluster teachers, and GRTs agreed resources about the gifted referral and identification processes were available to them (at least 95%), being identified allowed students to receive educational services that were more appropriate for their needs (at least 87%), and staff understood the process for referring a student for gifted services (at least 94%).

During the 2022-2023 school year, 4,011 students had a record indicating they had been referred for intellectually gifted services which was 6 percent of the total student population in the division. The grade levels with the highest percentages of students being referred were in grades 1 (30%) and 5 (13%) which corresponds to the grade levels with universal screening. Overall, in comparison to the division, students referred for gifted services in 2022-2023 had notably higher percentages of White students and military connected students, and notably lower percentages of Black students, economically disadvantaged students, and students with disabilities.

Focusing specifically on the intellectually gifted students in the Gifted Resource-Cluster program (i.e., already identified as gifted in a prior year), there was a total of 9,333 students in 2022-2023. Compared to all enrolled students in the division at all schools, there were higher percentages of

intellectually gifted students in the resource-cluster program who were White (60%-61% vs. 46%) and lower percentages of students who were Black (9%-10% vs. 22%-24%).

The Gifted Resource-Cluster Program is implemented in the neighborhood schools by the gifted resource teacher at each school and the cluster teachers who teach intellectually gifted students. The GRT serves as a facilitator, coach, designer, trainer, and collaborator at each school site. Each neighborhood school has a GRT assigned to work with cluster teachers and the intellectually gifted students. While few cluster teachers had a gifted endorsement, 65 percent of GRTs across the division had the gifted endorsement, which according to information provided by the Office of Gifted Programs is a requirement by the end of the third year of employment as a GRT. According to the Office of Gifted Programs, any GRT who does not currently have the gifted endorsement is working toward it in the College of William and Mary's gifted endorsement program.

In 2022-2023, the Office of Gifted Programs provided a variety of professional learning opportunities related to the gifted program. In total, 23 professional learning activities were held from August through May. Professional learning opportunities were mainly for GRTs, although the Gifted Summer Symposium held in August 2022 was open to cluster teachers, administrators, gifted parents, and school counselors. When surveyed about participation in professional learning opportunities related to gifted education, overall, relatively high percentages of GRTs (at least 88%) and cluster teachers (at least 73%) reported participating in professional learning on various topics related to the gifted program. Administrators were less likely to report participating in professional learning related to the gifted program with percentages ranging from 53 to 71 percent depending on the topic. Overall, perceptions of the effectiveness of professional learning were relatively high with at least 81 percent of administrators, cluster teachers, and GRTs at all school levels indicating the professional learning in all topic areas was either very or somewhat effective at providing them with information.

Within the professional development goal of the local plan, collaboration between GRTs and cluster teachers is noted. Teachers and GRTs work collaboratively to develop engaging, inspiring, challenging and differentiated learning experiences for intellectually gifted students. At least 90 percent of GRTs at all school levels agreed collaboration between the GRT and classroom teachers assisted with the development of specific curriculum units and lessons and that it equipped teachers of gifted students with the knowledge, understanding and skills to differentiate instruction on their own for their gifted learners. At least 80 percent of GRTs agreed the collaboration resulted in teachers demonstrating high levels of self-efficacy with regards to teaching and continuously striving to improve their practice. Cluster teachers also generally had positive perceptions of the collaboration with GRTs especially at elementary (85% to 90%) and middle schools (88% to 93%). Cluster teachers at high schools had somewhat lower agreement levels regarding collaboration with the GRTs (76% to 79%).

The resource-cluster model involves grouping (clustering) identified gifted students who are assigned to a classroom with a cluster teacher who collaborates with the GRT to provide differentiated curriculum and instruction. Students are assigned to cluster classrooms according to specific program guidelines depending on school level. The program is grounded in general education curriculum and aims to provide differentiated, rigorous learning challenges. At the elementary school and middle school levels, it is suggested that the number of cluster classrooms per grade level be kept to a minimum (one classroom at elementary school and two or three teams at middle school). At the high school level, cluster grouping is expected in grades 9 and 10, but optional in grades 11 and 12. Overall, 86 percent of GRTs and 73 percent of administrators indicated their high school purposefully clustered students. In addition, the program provides educational experiences to students in grades 9 through 12 through

direct teaching of seminar courses and collaborative work with teachers. While these courses were offered, enrollment in these courses during 2022-2023 was low. When surveyed about clustering, overall, at least 86 percent of administrators, cluster teachers, and GRTs agreed cluster grouping assisted teachers in the differentiation of curriculum and instruction, and overall, at least 83 percent of cluster teachers and GRTs agreed the clustering of gifted students provided a range of learners in the classroom that was manageable for the teachers.

When GRTs were surveyed about time spent on the various activities that are part of their position, planning collaboratively with classroom teachers and assisting teachers in providing differentiated instruction were ranked as top areas where the largest amount of time was spent. Alternatively, developing and managing program communication, planning and conducting staff development activities, and working collaboratively with parents of gifted students were areas where GRTs reported spending relatively less time across all levels. Regarding GRTs working with gifted students, at least 81 percent of elementary school and middle school students indicated they worked with their school's GRT, while 40 percent of high school students reported working with their school's GRT.

According to the Local Plan for Gifted Education, curriculum and instruction in the resource-cluster program is grounded in general education curriculum but is differentiated, modified, and expanded to provide appropriate learning challenges. In addition, the evaluation of student learning through appropriate and specific criteria occurs regularly through the use of performance-based assessments and rubrics based on local and state standards and gifted curriculum benchmarks and indicators. Gifted curriculum benchmarks are available for grades K-1, 3, 5, 8, and 12.

When surveyed about instruction as part of the resource-cluster program, at least 85 percent of GRTs and cluster teachers agreed instruction included concept-based curriculum units with themes, issues, and real-world problems with the culture of students represented in the classroom as well as topics of understanding, empathy, and respect for those of diverse abilities, beliefs, and cultures. Overall, lower percentages of cluster teachers and GRTs (66%-73%) agreed gifted students were provided access to resources or people in the community to enhance their learning experience, especially at the elementary school level (57%-65%).

Regarding instructional differentiation, overall, at least 80 percent of cluster teachers, GRTs, and administrators agreed teachers of gifted students differentiated instruction through a variety of strategies, although there was lower agreement for middle and elementary school GRTs (71% and 77%, respectively). When staff was asked about the pace of instruction, 73 percent of GRTs and 77 percent of cluster teachers agreed gifted students were provided opportunities for instruction at a faster pace. From the student perspective, overall, at the division level, 75 percent of gifted students agreed they were learning and doing things in school that matched their needs and interests, and 83 percent agreed they were provided learning opportunities to meet their individual learning needs.

Regarding assessments, overall, at least 92 percent of GRTs and cluster teachers agreed assessments allowed gifted students opportunities to show information they knew and understood. While 90 percent of cluster teachers agreed assessments allowed gifted students opportunities to show their individual strengths, 77 percent of GRTs agreed. Overall, 77 percent of cluster teachers and 77 percent of GRTs agreed they had access to high-quality authentic assessments to use when assessing gifted students' learning, with lower agreement for elementary school cluster teachers (70%). In addition, overall, 80 percent of cluster teachers and 57 percent of GRTs agreed gifted students were provided with feedback on their performance as it related to the gifted curriculum goals and benchmarks.

When surveyed about the skills gifted students develop as a result of the curriculum and instruction, high percentages of cluster teachers and GRTs (at least 85%) agreed the instruction required students to think critically, use reasoning skills, and solve problems; provided opportunities for students to strengthen their collaboration skills; provided opportunities to strengthen their communication skills; and helped students understand and strengthen their self-identity. Similarly high percentages of students (at least 80%) agreed with similar items about being able to strengthen their communication skills, collaboration skills, critical thinking skills, and problem solving skills as a result of their instruction.

Within the local plan related to parent and community involvement, several objectives focused on increasing parent and guardian participation and involvement, planning workshops and resource development, and increasing public awareness and partnerships with the Community Advisory Committee for Gifted Education (CAC). The CAC reviews the local plan for the education of gifted students and determines the extent to which the plan is implemented. In addition, the Office of Gifted Programs sponsored and hosted multiple parent engagement opportunities throughout the 2022-2023 school year. Parents may also receive communications from individual schools through the GRT or building administrator, such as through parent information nights, workshops, or school newsletters to share information with parents of gifted students. Overall, 74 percent of parents agreed there were opportunities to participate in workshops or access resources to help enhance their gifted child's learning, and 72 percent agreed opportunities were available to increase their awareness of the unique needs of their gifted child. Additionally, 75 percent of parents of gifted students in the resource-cluster program agreed communication efforts were effective at providing them with relevant information about the program, 60 percent agreed information was easily accessible in a user-friendly manner, and 55 percent agreed they had opportunities to become involved in their gifted child's education. When surveyed about being kept informed about their gifted students' growth, overall, 63 percent of parents agreed they were kept informed about their gifted learners' academic growth, and 50 percent of parents agreed they were kept informed about their gifted learners' social-emotional growth.

The student outcome goals focused on student engagement in instruction, students becoming scholars and leaders, social emotional competence and cultural awareness, and future readiness. These goals and objectives were based on previous division gifted program evaluations and concepts in the local plan for gifted education. Although many of the concepts in the goals and objectives apply to education for all students, these goals and objectives are focused on students who have been identified as intellectually gifted for the purposes of the resource-cluster program evaluation.

Regarding the goal focused on student engagement in instruction, when surveyed about the level of difficulty of their core courses and the pace of instruction in all four core course areas, the majority of students overall (from 63% to 75%) indicated the work was challenging for them, but they understood if they tried and that the pace was just about right. However, a notable percentage of elementary school students reported not feeling challenged in the area of mathematics (42%). In addition, overall, at least 84 percent of students, cluster teachers, GRTs, and parents agreed gifted students challenged themselves to learn more about topics and gifted students were engaged in their learning. When surveyed about instruction meeting their academic needs, 88 percent of students agreed. Examination of agreement levels by student group showed at least 87 percent of students for all student groups agreed with this item.

For the goal focused on students becoming scholars and leaders, student data from various sources were examined, including SOLs; advanced course enrollment and performance; AP exams; PSAT, SAT, and ACT performance; and survey data. SOL data for tests with at least 50 intellectually gifted students

tested across all school levels and content areas showed from 17 percent (Grade 8 Mathematics) to 65 percent (English: Reading EOC) of intellectually gifted students in the resource-cluster program who took an SOL test scored at the pass advanced level. In nearly all content areas, higher percentages of intellectually gifted students in the resource-cluster program scored at the pass advanced level compared to all students in the division. When examining the percentage of students enrolled in advanced courses, 93 percent of intellectually gifted students in the middle school resource-cluster program and 85 percent of high school intellectually gifted students were enrolled in advanced courses during the 2022-2023 school year. Of those enrolled in these advanced courses, from 84 percent (middle school mathematics) to 95 percent (high school world languages) of intellectually gifted students demonstrated success by earning a B or higher in those courses during 2022-2023. Of intellectually gifted high school students who took an AP test during the 2022-2023 school year, at least 67 percent scored a 3 or higher on their AP tests in each subject area. On the PSAT, 59 percent of intellectually gifted students scored at or above the 76th percentile, while on the ACT and SAT taken by fewer students, 73 and 74 percent of intellectually gifted students scored at or above the 76th percentile, respectively. Additionally, of 2022-2023 graduates, 8 percent of intellectually gifted students earned an IB Diploma and 81 percent earned an Advanced Studies Diploma. Therefore, a total of 89 percent of intellectually gifted graduates earned an advanced diploma (i.e., IB or Advanced Studies Diploma). Lastly, while at least 67 percent of students and parents agreed intellectually gifted students served in a leadership role such as student government, a community activity, or in an extracurricular activity, 86 percent of cluster teachers and nearly all GRTs (98%) agreed. Overall, 78 percent of students and 83 percent of parents agreed intellectually gifted students participated in activities that contributed to their community.

Regarding the goal focused on social emotional development, students were surveyed about being supported socially and emotionally. Overall, at least 74 percent of students agreed they felt supported in their social and emotional growth as a learner and their teachers understood them as an individual. When surveyed about self-advocacy, overall, 78 percent of students and 71 percent of parents agreed intellectually gifted students were learning how to advocate for themselves by sharing with others how they learn best. Overall, at least 87 percent of cluster teachers and GRTs agreed gifted students learned how to advocate for themselves by sharing with others how they learn best. When surveyed about characteristics of gifted learners and the impact on learning, 88 percent of students and 81 percent of parents agreed students were developing skills that involved an awareness of how they learn, and 91 percent of parents agreed they knew the characteristics that made their child unique as a gifted learner. At least 87 percent of students, cluster teachers, and GRTs agreed the program helped students understand multiple and diverse perspectives. Additionally, at least 89 percent of students at all levels agreed how they performed on a task was based on the skills they have developed by working hard and that they were committed to doing the best they could on their schoolwork.

For the goal focused on future readiness, 2023 cohort graduate data were examined related to students participating in authentic situations. Data showed somewhat lower percentages of intellectually gifted students in the resource-cluster program participated relative to all students throughout the division (i.e., work-based learning experiences: 16% vs. 20%; service learning experiences: 10% vs. 15%). Similarly, of the 2023 cohort graduates or completers, 36 percent of intellectually gifted students completed CTE credentials, while 39 percent of division students completed credentials. Overall, 82 percent of intellectually gifted students in the gifted resource-cluster program agreed they received information about options after high school (elementary) or assistance to make informed decisions (secondary). Additionally, most intellectually gifted graduates or completers (81%) indicated their plan after graduation was to pursue enrollment at a four-year college and nearly all intellectually gifted

graduates or completers (94%) indicated their plan included continuing their education, such as at a two-year college; four-year college; or a business, trade, or technical school.

Staff were asked additional general perception questions about the Gifted Resource-Cluster Program, such as the program being rigorous, providing students with diverse learning opportunities, and supporting and developing gifted students' academic and social and emotional growth. Overall, at least 83 percent of administrators, cluster teachers, and GRTs agreed with items related to the program providing students with diverse learning opportunities and supporting and developing gifted students' academic and social and emotional growth. Although at least 86 percent of GRTs and administrators agreed the program was rigorous, somewhat lower percentages of cluster teachers agreed (79%). In addition, a lower percentage of elementary school cluster teachers (75%) agreed than middle school (85%) and high school cluster teachers (77%).

When parents were surveyed about their overall perceptions of the services offered in the Gifted Resource-Cluster Program, overall, 77 percent of parents agreed the services in the program met their child's academic needs, while 73 percent agreed the services met their child's social and emotional needs. While results were relatively similar across school levels regarding academic needs being met (75%-79%), higher percentages of elementary school (78%) and middle school parents (72%) agreed the services in the program met their child's social and emotional needs than parents of high school intellectually gifted students (66%).

When asked a culminating survey item about their overall satisfaction with the Gifted Resource-Cluster Program, 88 percent of cluster teachers, 86 percent of GRTs, and 88 percent of administrators indicated they were satisfied. Overall, 74 percent of parents indicated they were satisfied with the Gifted Resource-Cluster Program, while 83 percent of intellectually gifted students in the resource-cluster program were satisfied when asked about their educational experience in general.

When parents were asked to comment about the benefits of the gifted resource-cluster program, parents reported they liked that their gifted child was grouped with similar students in terms of their academic and social needs, having an individualized or personalized educational experience, being academically challenged, and some parents had positive comments regarding the gifted resource teachers at their students' school. When parents were asked about areas for improvement, communication was the most commonly referenced topic. Parents also expressed wanting more from the program in terms of better clustering, more opportunities for students, more consistency across school levels, and increased opportunities for parent involvement.

Gifted resource teachers reported elements of the Gifted Resource-Cluster Program that were working well or needed improvement. The most common theme when asked about what was working well was collaborating and/or co-teaching with teachers. Other components that were working well included opportunities for critical thinking, matching students' needs with their instruction, and having access to resources. The most common themes when asked for areas for improvement included the need for GRTs to have a clearer role, a better process for clustering students, and more training for all staff who interact with gifted students.

Cluster teachers reported elements of the Gifted Resource-Cluster Program that were working well and areas for improvement. The most common theme when asked about what was working well included having an effective GRT at their school to collaborate with. The most common theme when asked about improvements was a need for more time to work with the GRT at their school. Other elements

mentioned included a dissatisfaction with the clustering process, a need for more training, and a more rigorous curriculum.

Administrators also reported elements of the Gifted Resource-Cluster Program that were working well or areas for improvement. The most common theme when asked about what was working well included staff members' ability to work together and collaborate. The most common theme for improvement included GRTs providing more support for cluster teachers, better communication with parents, and a general dissatisfaction with the identification and/or referral process.

Recommendations and Rationales

Recommendation #1: Continue the Gifted Resource-Cluster Program with modifications noted in recommendations 2 through 8. (Responsible Group: Department of Teaching and Learning)

Rationale: The first recommendation is to continue the Gifted Resource-Cluster Program 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: Examine the resource-cluster program to determine where curriculum can provide more challenge for gifted students, including providing access to high-quality authentic assessments that would allow for feedback about the gifted curriculum goals and benchmarks. (Responsible Group: Department of Teaching and Learning)

Rationale: The second recommendation is to examine the resource-cluster program to determine where curriculum can provide more challenge for gifted students, including providing access to high-quality authentic assessments that would allow for feedback about the gifted curriculum goals and benchmarks. When cluster teachers were asked about the resource-cluster program being a rigorous program, 75 percent of elementary school cluster teachers agreed (85% at middle school and 77% at high school). From the students' perspective, overall, at the division level, 28 percent reported their English/language arts coursework and 29 percent reported their social studies/history work was too easy and they were not challenged. In addition, at elementary school, 42 percent of the gifted students reported their math coursework was too easy and they were not challenged. At the high school level, data showed 85 percent of intellectually gifted students were enrolled in advanced or honors classes leaving 15 percent of intellectually gifted students who were not. As outlined in the local plan, a rigorous curriculum includes one that is differentiated. Students reported their perceptions on learning and doing things that are matched to their needs and interests. Overall, 75 percent of gifted students agreed with this statement (79% at elementary school, 73% at middle school, and 76% at high school.) Related to assessments, elementary school cluster teachers had somewhat lower agreement (70%) that they had access to high-quality authentic assessments to use when assessing gifted students' learning and lower percentages of GRTs (57%) agreed teachers provided gifted students with feedback on their performance as it relates to the gifted curriculum goals and benchmarks. Overall, 77 percent of parents agreed the services offered in the resource-cluster program met their child's academic needs (75% at elementary school, 79% at middle school, and 78% at high school). In response to an open-ended question about improvements, secondary parents indicated the need for the program to be more challenging. In addition, in response to a similar item about improvement areas, cluster teachers at the elementary school level indicated the need for a more rigorous curriculum.

Recommendation #3: Develop a variety of program options to provide high school students the opportunity to work with the GRT to meet students' needs, especially related to their social and emotional growth. (Responsible Group: Department of Teaching and Learning)

Rationale: The third recommendation is to develop a variety of program options to provide high school students the opportunity to work with the GRT to meet students' needs, especially related to their social and emotional growth. At high school, 40 percent of students who responded indicated they worked with their school's GRT, while the others did not select the GRT as someone they worked with during the school year. This was notably lower than students at the elementary (93%) or middle (81%) school levels who reported working with their GRT. Currently, within the high school resource-cluster program, cluster grouping of intellectually gifted students is expected in grades 9 and 10. All administrators and GRTs who indicated clustering occurred at their school also indicated students in grades 9 and 10 were clustered. High school student survey results were examined in more depth by grade level, and results showed slightly higher percentages of grade 10 (45%) and 11 (44%) students indicated they worked with the GRT than grade 9 (34%) and 12 (39%) students. While there were high school gifted program courses facilitated by GRTs, enrollment in these courses during 2022-2023 was low. Related to students' needs being met, survey results showed compared to other school levels, a lower percentage of high school cluster teachers agreed participating in the program provided gifted learners with a variety of learning opportunities to meet their individual learning needs (73%). When asked about social and emotional learning needs and growth in this area, 66 percent of parents of high school gifted students agreed the program met their child's social and emotional needs, and 76 percent of intellectually gifted high school students agreed they were supported in their social and emotional growth.

Recommendation #4: Encourage gifted students to participate in authentic experiences, such as work-based learning and service learning experiences. (Responsible Groups: Department of Teaching and Learning, Schools)

Rationale: The fourth recommendation is to encourage gifted students to participate in authentic experiences, such as work-based learning and service learning experiences. Overall examination of data related to students participating in authentic situations showed somewhat lower percentages of intellectually gifted students in the resource-cluster program participated relative to all students throughout the division. Focusing specifically on participating in work-based learning experiences, of the 2023 cohort of graduates or completers, 16 percent of intellectually gifted students completed a work-based learning experience, which was lower than the percentage overall (20%). Similarly, of the 2023 cohort graduates or completers, 10 percent of intellectually gifted students completed a service learning experience, which was lower than the percentage overall (15%). Alternatively, when examining successful completion of advanced coursework as measured by the CCCRI, of the 2023 cohort graduates or completers, 92 percent of intellectually gifted students successfully completed an AP, IB, or dual enrollment course, which was notably higher than all cohort graduates (63%). Taken together, the results show intellectually gifted graduates were less likely to participate in authentic learning situations through work-based or service learning experiences than all VBCPS students and instead, are focused on advanced coursework. These data were aligned with student perception data showing 70 percent of high school intellectually gifted students agreed their school provided them with real-world learning experiences. Encouraging gifted students to participate in these authentic experiences could provide them with opportunities to have a more well-rounded and balanced educational experience in VBCPS.

Recommendation #5: Encourage building administrators to participate in professional learning related to the Gifted Education Program and specifically, the resource-cluster program in their schools. (*Responsible Groups: Department of Teaching and Learning, Department of School Leadership*)

Rationale: The fifth recommendation is to encourage building administrators to participate in professional learning opportunities related to the education of gifted students. When administrators were surveyed about participation in professional learning topics related to the gifted program, from 53 to 71 percent of administrators indicated they had participated depending on the topic area. In addition, there were notably lower percentages for high school administrators with 33 to 42 percent indicating they had participated. While the percentage of administrators reporting participation in gifted program-related professional learning topics was relatively low, the director of K-12 and gifted programs indicated there were opportunities for them to do so. In addition, in response to an open-ended item about areas for improvement, GRTs identified the need for more professional learning for all staff who interact with gifted students including administrators.

Recommendation #6: Develop and implement a communication plan for families of gifted students to provide parents information about their gifted child's education, including opportunities for involvement in their gifted child's education and information about their gifted child's academic and social-emotional growth as part of the program. (*Responsible Groups: Department of Teaching and Learning, Department of Communications and Community Engagement*)

Rationale: The sixth recommendation is to develop and implement a communication plan for families of gifted students to provide parents information about their gifted child's education, including opportunities for involvement in their gifted child's education and information about their child's academic and social-emotional growth as part of the program. When surveyed about opportunities for involvement, 55 percent of parents agreed they have opportunities to become involved in their gifted child's education. In addition, regarding communication efforts, 75 percent of parents with students in the resource-cluster program agreed VBCPS communication efforts were effective at providing them with relevant information about the gifted program and 60 percent agreed the information about their gifted child's education was easily accessible in a user-friendly manner. The percentage was lower for elementary school parents where 55 percent agreed information was easily accessible in a user-friendly manner. When surveyed more specifically about being kept informed about their gifted learners' growth, 63 percent of parents agreed they were kept informed about their gifted learners' academic growth and 50 percent of parents agreed they were kept informed about their gifted learners' social-emotional growth. Further, at the secondary levels, 44 percent of parents agreed they were informed about their gifted learners' social-emotional growth. In response to an open-ended question about improvements, parents at all levels commented about improved communication (i.e., about the program, lessons, students' progress) and increased opportunities for parent involvement, especially for parents of elementary school and high school students. Administrators also commented about better communication with parents as an area of improvement for the program. In addition, when GRTs ranked how they spent their time, overall, at the division level, areas ranked among the lowest included developing and managing program communication and working collaboratively with parents of gifted students. At the division level, these areas were ranked lower than time spent on other instructional duties not related to the gifted program.

Recommendation #7: Continue implementing strategies related to the referral and identification processes to increase opportunities for students in underrepresented groups to be identified for gifted services in the resource-cluster program. (Responsible Group: Department of Teaching and Learning)

Rationale: The seventh recommendation is to continue implementing strategies related to the referral and identification processes to increase opportunities for students in underrepresented groups to be identified for gifted services in the resource-cluster program. Representation of the division's student population in the Gifted Resource-Cluster Program, as well as all VBCPS gifted programs, has been an area of focus within the local plan as well as the division's Equity Plan, and VBCPS practices are aligned with strategies discussed in the literature such as implementing universal screening, using local norms as part of the identification process, and having gifted services available in each school. The first step to being identified is being referred. Referrals can occur based on scores on screening assessments in grades 1 or 5 along with teacher, parent, student, or other staff or community member referral. During the 2022-2023 school year, 4,011 students had a record indicating they had been referred for gifted services, which was 6 percent of the total grade 1 to 12 student population in the division. In comparison to the overall division student demographics, students referred for gifted services in 2022-2023 had notably higher percentages of White students and military-connected students, and notably lower percentages of Black students, economically disadvantaged students, and students with disabilities. Student demographic characteristics for intellectually gifted students in the Gifted Resource-Cluster Program during 2022-2023 showed similar differences. At all school levels, there were notably higher percentages of intellectually gifted students in the resource-cluster program who were White and notably lower percentages of students who were Black, economically disadvantaged, and students with disabilities in comparison to all enrolled students. There were also notable differences at the high school level for Hispanic students.

Recommendation #8: Conduct an evaluation update during the 2025-2026 school year focused on progress related to the recommendations from the program evaluation. (Responsible Group: Office of Planning, Innovation, and Accountability)

Rationale: The final recommendation is to conduct an evaluation update during the 2025-2026 school year focused on progress related to the recommendations from the program evaluation. The evaluation update will monitor the progress related to the recommendation areas noted above through reviews of program documentation, stakeholder surveys, and relevant educational data.

Appendix

Appendix A

Demographic Characteristics of Students Identified as Intellectually Gifted in Resource-Cluster Program in 2019-2020 and 2022-2023

Student Characteristic	Elementary (Grades 2-5)		Middle (Grades 6-8)		High (Grade 9-12)	
	Intellectually Gifted 2019-2020	Intellectually Gifted 2022-2023	Intellectually Gifted 2019-2020	Intellectually Gifted 2022-2023	Intellectually Gifted 2019-2020	Intellectually Gifted 2022-2023
Total Number of Students	2,908	3,121	2,264	2,462	3,234	3,750
Female	45%	47%	47%	47%	48%	48%
Male	55%	53%	53%	53%	52%	52%
Asian	9%	9%	7%	8%	9%	11%
Black	9%	9%	9%	10%	8%	9%
Hispanic	9%	10%	9%	10%	7%	8%
Multiracial	10%	11%	12%	11%	9%	11%
White	63%	60%	62%	60%	66%	61%
Economically Disadvantaged	22%	23%	22%	24%	18%	18%
English Learner	2%	4%	1%	2%	0%	1%
Military Connected	27%	24%	21%	22%	15%	15%
Students with Disabilities	3%	3%	3%	3%	2%	2%

Endnotes

- ¹ Office of Gifted Programs, Continuum of Gifted Services.
- ² Virginia Beach City Public Schools, Local Plan for the Education of the Gifted, 2020-2025.
- ³ Virginia Beach City Public Schools, Local Plan for the Education of the Gifted, 2020-2025.
- ⁴ Memorandum. May 3, 2022.
- ⁵ Scott Peters, Matthew Makel, and James Carter III, "Gifted Education Advances School Integration and Equity" *Kappan* Vol. 105, No. 3, November 2023, pp. 50-54.
- ⁶ David F. Lohman, Katrina A. Korb, and Joni M. Lakin, "Identifying Academically Gifted English-Language Learners Using Nonverbal Tests: A Comparison of the Raven, NNAT, and CogAT," *Gifted Child Quarterly* Vol. 52 No. 4, Fall 2008, pp. 275-296.
- ⁷ Virginia Administrative Code 8VAC20-40-40. *Screening, Referral, Identification, and Service*.
- ⁸ Source: Gifted Education website at <https://www.vbschools.com/academics/gifted/faqs>
- ⁹ Virginia Beach City Public Schools, Local Plan for the Education of the Gifted, 2020-2025.
- ¹⁰ Source: Gifted Education website at <https://www.vbschools.com/academics/gifted/appeals>
- ¹¹ Dr. Joni Lakin and Victoria Driver. Why and How to Use Local Norms. Cognitively Speaking, n.d.
- ¹² Dr. Joni Lakin and Victoria Driver. Why and How to Use Local Norms. Cognitively Speaking, n.d.
- ¹³ C. Lewis-Wilkerson, personal communication, October 10, 2023.
- ¹⁴ C. Lewis-Wilkerson and L. Kelly, personal communication, November 30, 2023.
- ¹⁵ GRT perceptions related to professional learning about the referral process, including perception of effectiveness, are based on data from a 2021-2022 GRT survey due to the question not being on 2022-2023 GRT survey.
- ¹⁶ C. Lewis-Wilkerson, personal communication, December 6, 2023.
- ¹⁷ Guidelines for Forming Cluster Groups. High School Gifted Resource Program Handbook. Department of Teaching and Learning.
- ¹⁸ C. Lewis-Wilkerson, personal communication, December 8, 2023.
- ¹⁹ Source: Gifted Education website at <https://www.vbschools.com/academics/gifted>
- ²⁰ C. Lewis-Wilkerson, personal communication, December 6, 2023.
- ²¹ C. Lewis-Wilkerson, personal communication, December 8, 2023.
- ²² Source: Code of Virginia at <https://www.doe.virginia.gov/home/showpublisheddocument/2314/637950367189030000>
- ²³ Source: Gifted Family and Community Involvement website at <https://www.vbschools.com/academics/gifted/involvement>
- ²⁴ Source: <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/career-and-technical-education-cte/hqwb/>

Donald E. Robertson Jr., Ph.D., Acting Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or military status in its programs and activities, employment, or enrollment and provides equal access to the Boy or Girl Scouts and other designated youth groups. School Board policies and regulations (including but not limited to, Policies 2-33, 4-4, 5-4, 5-7, 5-19, 5-20, 5-44, 6-7, 6-33, 7-48, 7-49, 7-57 and Regulations 2-33.1, 4-4.1, 4-4.2, 4-4.3, 5-7.1, 5-44.1, 7-11.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities, and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Robin.Resse@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456, (757) 263-1088, Robert.Wnukowski@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees) and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/legal guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Nikki Garmer, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1199 (voice); fax 263-1131; 263-1240 (TDD) or email her at angarmer@vbschools.com.

vbschools.com
your virtual link to Hampton Roads' largest school system



No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

January 2024

Version July 18, 2023



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Gifted Resource-Cluster Program: Comprehensive Evaluation

The table below indicates the proposed recommendations resulting from the **Gifted Resource-Cluster Program: Comprehensive Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2023 Program Evaluation	Administration's Recommendations
<u>Information</u> January 9, 2024 <u>Consent</u> January 23, 2024	Gifted Resource-Cluster Program: Comprehensive Evaluation	<ol style="list-style-type: none">1. Recommendation #1: Continue the Gifted Resource-Cluster Program with modifications noted in recommendations 2 through 8. (<i>Responsible Group: Department of Teaching and Learning</i>)2. Recommendation #2: Examine the resource-cluster program to determine where curriculum can provide more challenge for gifted students, including providing access to high-quality authentic assessments that would allow for feedback about the gifted curriculum goals and benchmarks. (<i>Responsible Group: Department of Teaching and Learning</i>)3. Recommendation #3: Develop a variety of program options to provide high school students the opportunity to work with the GRT to meet students' needs, especially related to their social and emotional growth. (<i>Responsible Group: Department of Teaching and Learning</i>)4. Recommendation #4: Encourage gifted students to participate in authentic experiences, such as work-based learning and service learning experiences. (<i>Responsible Groups: Department of Teaching and Learning, Schools</i>)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2023 Program Evaluation	Administration's Recommendations
<p><u>Information</u> January 9, 2024</p> <p><u>Consent</u> January 23, 2024</p>	<p>Gifted Resource-Cluster Program: Comprehensive Evaluation</p>	<p>5. Recommendation #5: Encourage building administrators to participate in professional learning related to the Gifted Education Program and specifically, the resource-cluster program in their schools. <i>(Responsible Groups: Department of Teaching and Learning, Department of School Leadership)</i></p> <p>6. Recommendation #6: Develop and implement a communication plan for families of gifted students to provide parents information about their gifted child's education, including opportunities for involvement in their gifted child's education and information about their gifted child's academic and social-emotional growth as part of the program. <i>(Responsible Groups: Department of Teaching and Learning, Department of Communications and Community Engagement)</i></p> <p>7. Recommendation #7: Continue implementing strategies related to the referral and identification processes to increase opportunities for students in underrepresented groups to be identified for gifted services in the resource-cluster program. <i>(Responsible Group: Department of Teaching and Learning)</i></p> <p>8. Recommendation #8: Conduct an evaluation update during the 2025-2026 school year focused on progress related to the recommendations from the program evaluation. <i>(Responsible Group: Office of Planning, Innovation, and Accountability)</i></p>	<p>The administration concurs with the recommendations from the program evaluation.</p>



Gifted Resource-Cluster Program: Comprehensive Evaluation

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting
January 9, 2024

Background

- Gifted Program: Several service delivery models for intellectually and artistically gifted students
- Gifted Students: Abilities and potential for accomplishment so outstanding they require special programs to meet their needs
- Gifted Resource-Cluster Program: Services for intellectually gifted students in grades 2 through 12
 - Groups (clusters) of intellectually gifted students assigned to a cluster teacher who collaborates with the gifted resource teacher (GRT) to provide differentiated curriculum and instruction
 - Clustering process based on organizational differences at elementary, middle, and high schools
 - At high school, clustering expected in grades 9 and 10 (optional in grades 11 and 12)

Evaluation Process and Method

- Comprehensive Evaluation - Gifted Local Plan served as a framework
 - Student identification process and student characteristics
 - Staff selection and professional learning
 - Program components
 - Family and community involvement and collaboration
 - Student outcomes
 - Stakeholder perceptions
- Data Collection
 - Document review
 - Surveys
 - Data warehouse

Survey Group	Response Rates	Number of Respondents
Cluster Teachers	27%	272
Gifted Resource Teachers	59%	48
Administrators	34%	71
Intellectually Gifted Students (Grades 5-12)	68%	5,531
Parents (Grades 2-12)	19%*	1,754

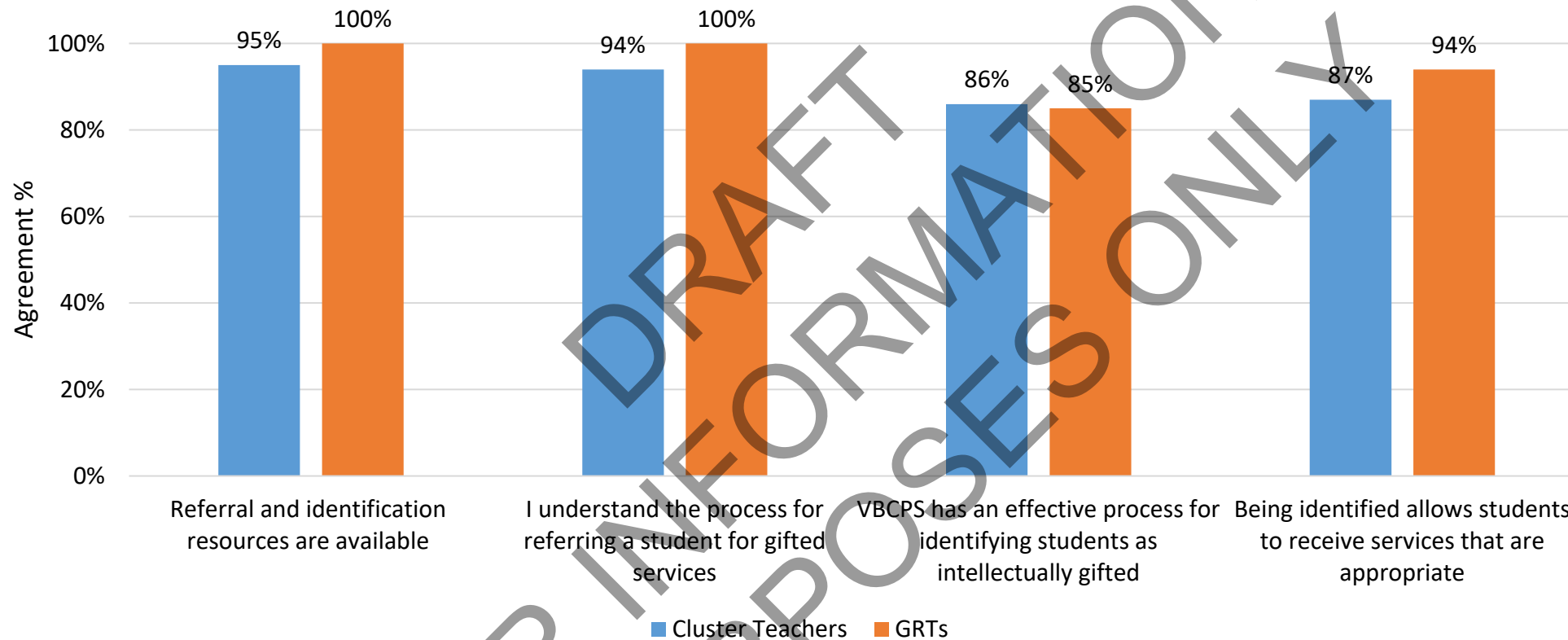
* Percent of intellectually gifted students parent responses represented.

Identification Process and Characteristics of Students

- Universal screening (NNAT and CogAT) in 1st and 5th grades.
- Referrals by families, teachers/staff, and students at any time.
- Gifted Identification and Placement Committee determines eligibility for services through review of multiple measures.
- 4,011 students referred for intellectually gifted services in 22-23 (6% of population).
 - Highest percentages referred at grades 1 and 5.
 - Highest percentages referred from 1st grade screening and parent referrals.
 - Higher percentage of referred students were White and military-connected.
 - Lower percentages of referred students were Black or economically disadvantaged.
- 9,333 students identified as intellectually gifted in grades 2-12 for the Gifted Resource-Cluster Program (17% of population).
 - Higher percentages of intellectually gifted students in resource-cluster program were White and lower percentages were Black or economically disadvantaged.

Identification Process and Characteristics of Students

Staff Perceptions of Referral and Identification Processes



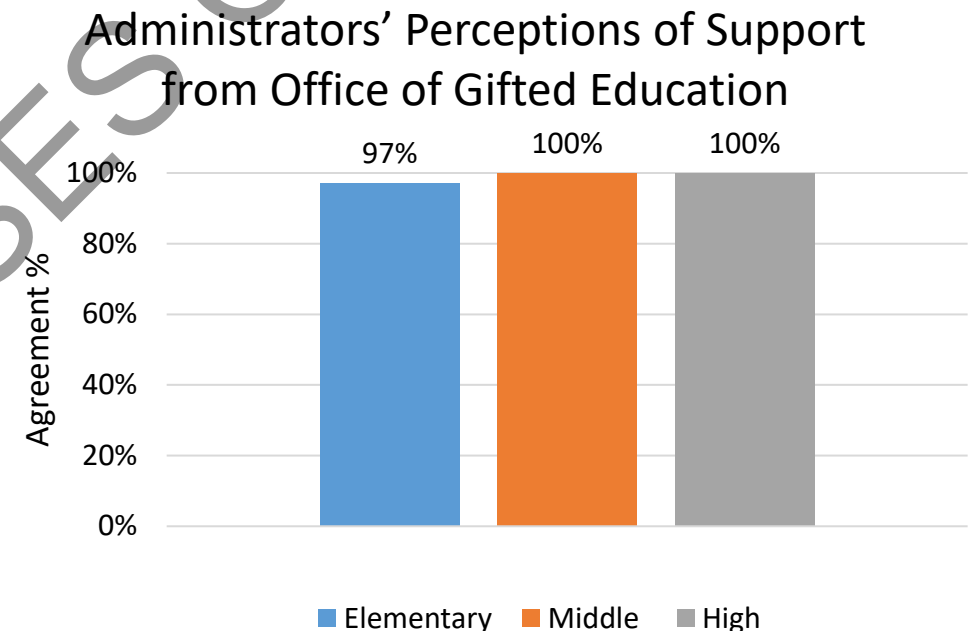
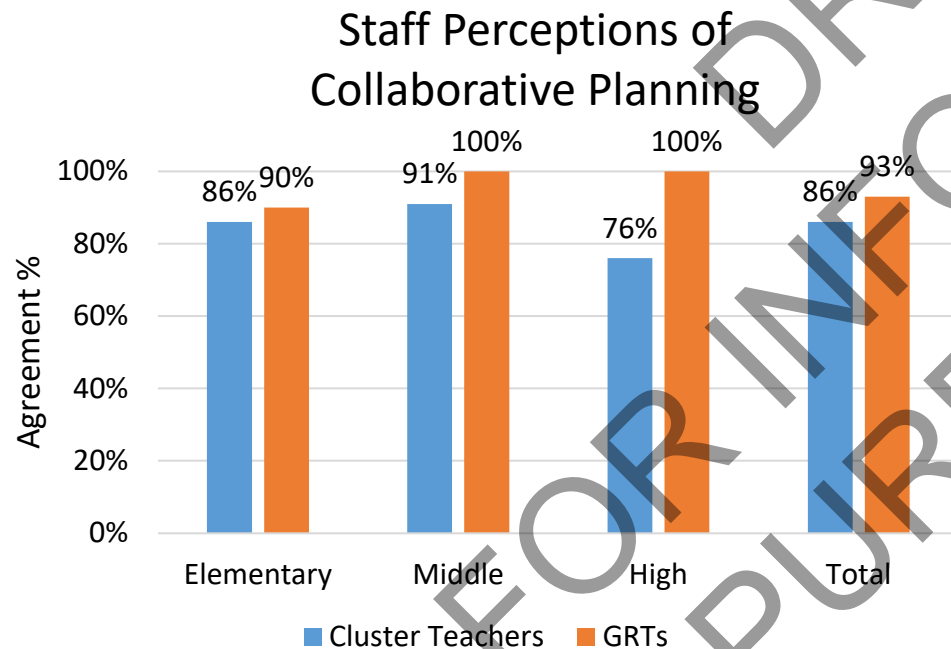
- Parents (83%-87%) agreed with items related to gifted referral and identification processes.

Staff Selection and Staff Characteristics

- Program implemented by GRTs and cluster teachers in schools
- Gifted Resource Teacher
 - Facilitator, coach, designer, trainer, and collaborator at each school site
 - Requirements include 3 years classroom experience and gifted endorsement by end of third year
 - Had average of 21 years experience, 70% had graduate degree, and 65% had gifted endorsement
- Cluster Teacher
 - Collaborate with GRT to differentiate curriculum and instruction for gifted learners
 - Had average of 14 years experience and 53% had graduate degree

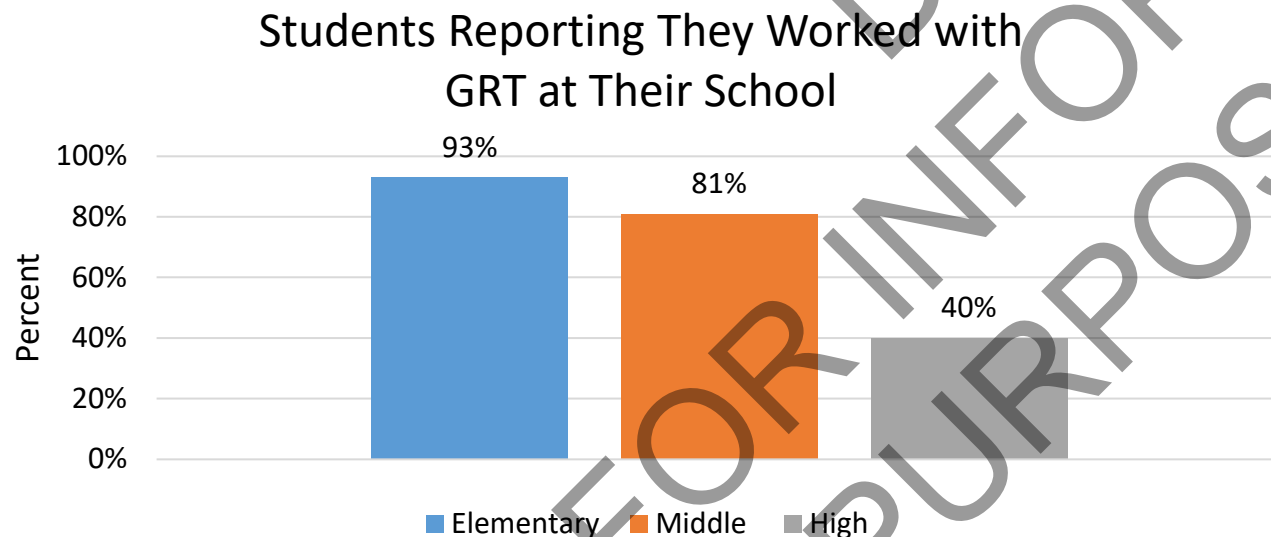
Professional Learning

- Relatively high percentages of program staff reported participating in various professional learning topics (GRTs: 88%-98%, cluster teachers: 73%-79%).
 - Administrators reported lower levels of participation (53%-71%).
- At least 92% of participants indicated professional learning on all topics was very or somewhat effective.



Components of the Gifted Resource-Cluster Program

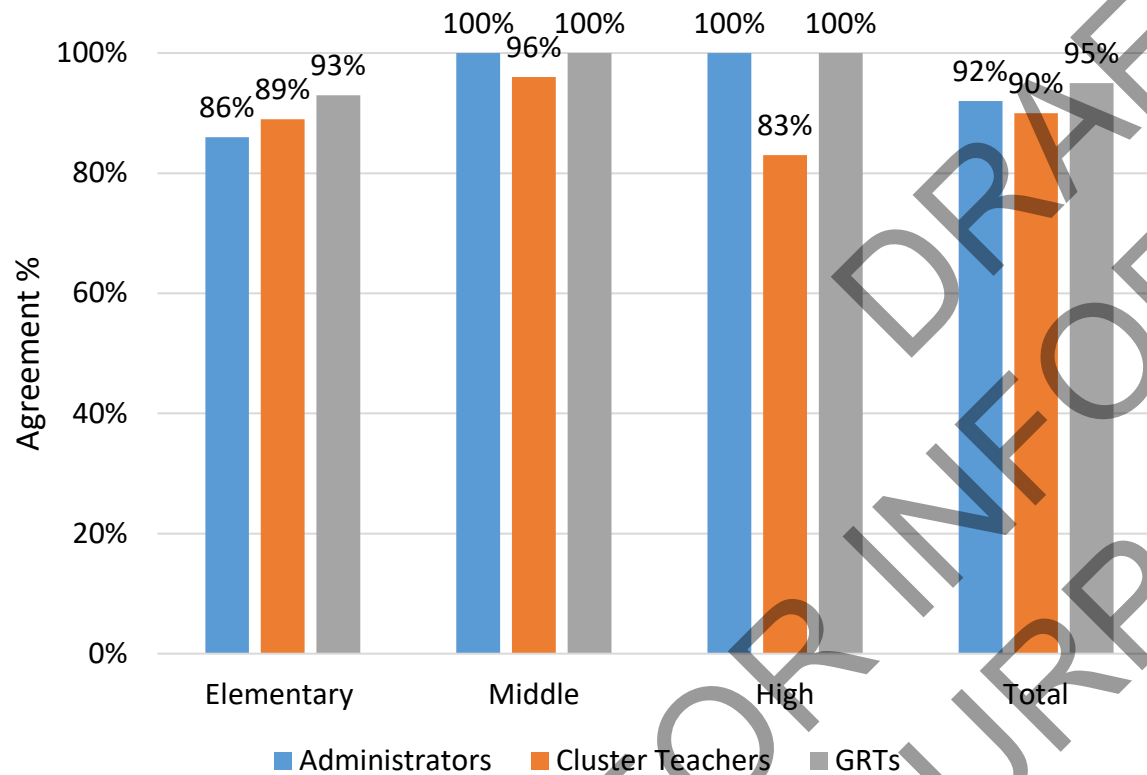
- GRTs reported *most* time spent on:
 - Planning collaboratively with classroom teachers
 - Assisting teachers in providing differentiated instruction
- GRTs reported *least* time spent on:
 - Developing and managing program communication
 - Planning and conducting staff development activities
 - Working collaboratively with parents of gifted students



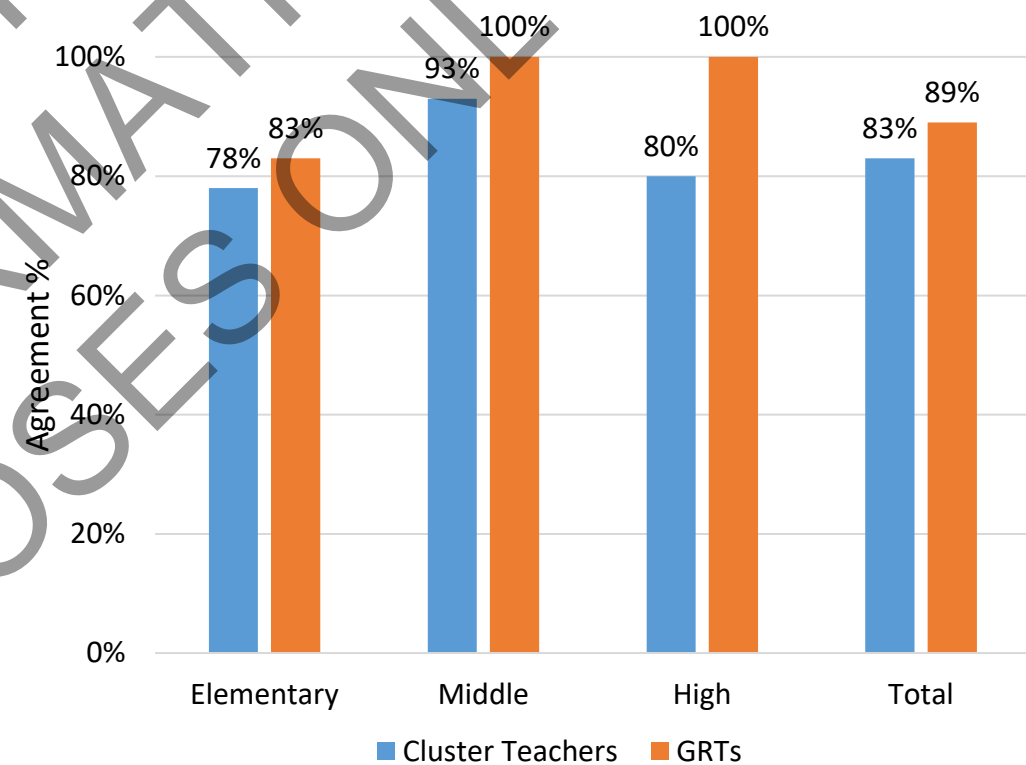
- Low student enrollment for high school gifted courses (Independent Study, Think Tank for Super Thinkers, SPARKs)

Components of the Gifted Resource-Cluster Program

Clustering Assists in Differentiating Curriculum and Instruction

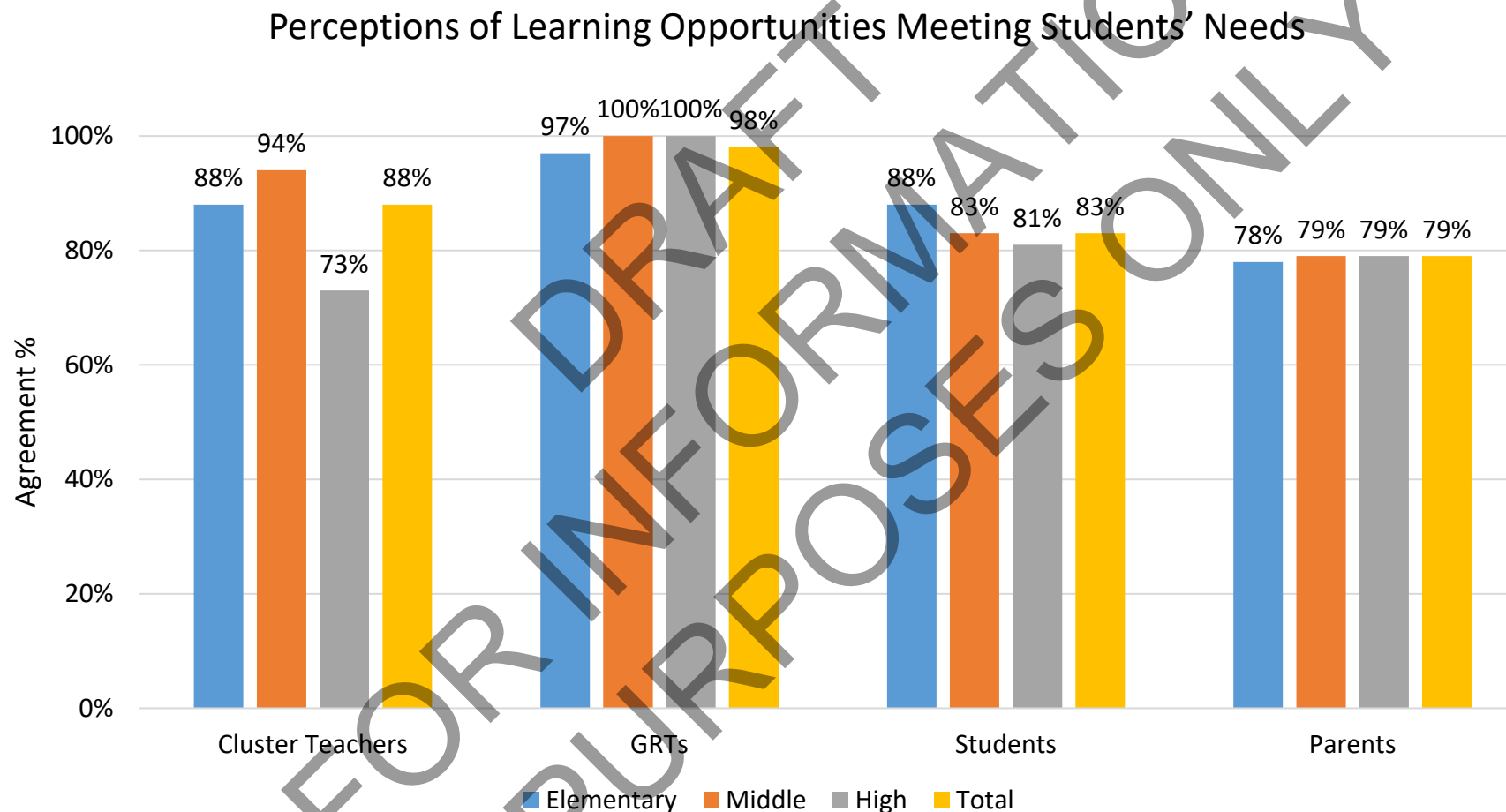


Clustering Provides a Range of Learners Manageable for Teachers

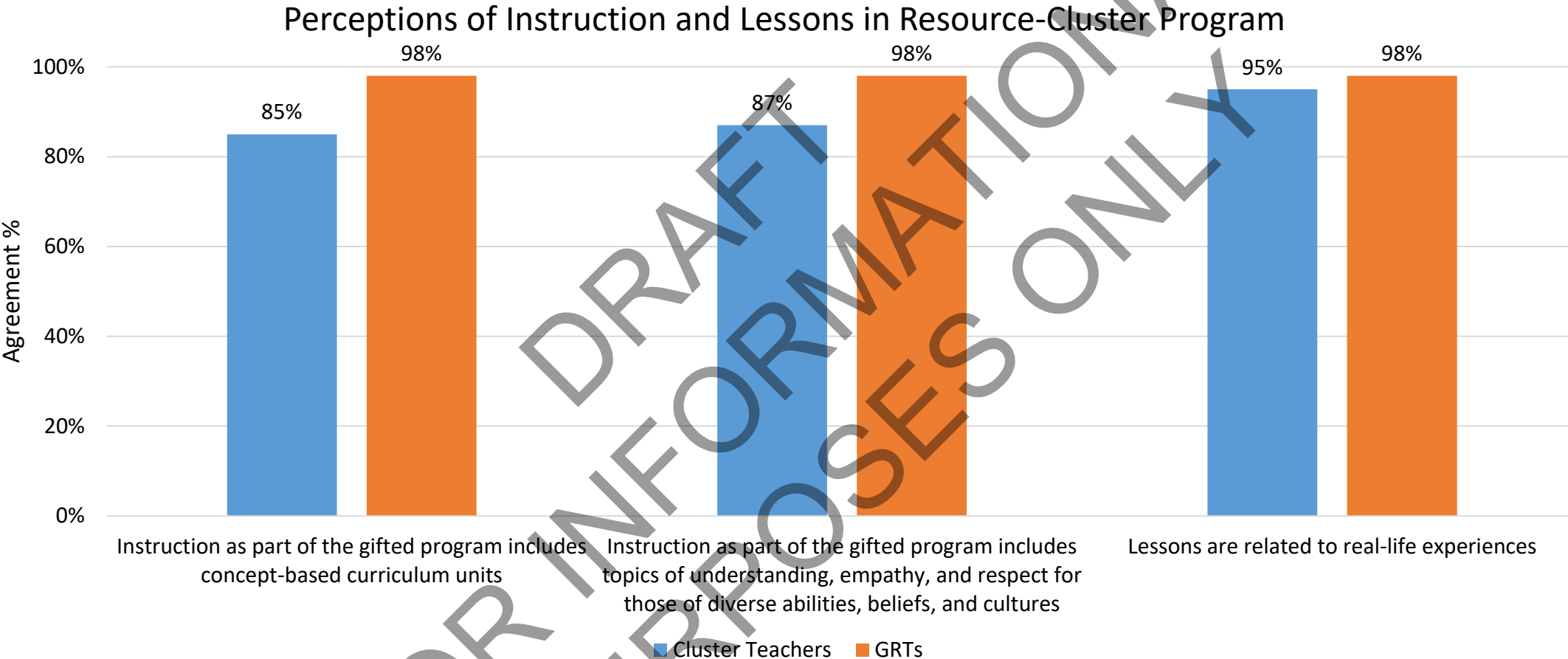


Components of the Gifted Resource-Cluster Program

- 95% of cluster teachers and 80% of GRTs agreed teachers of gifted students differentiated instruction through a variety of ways.



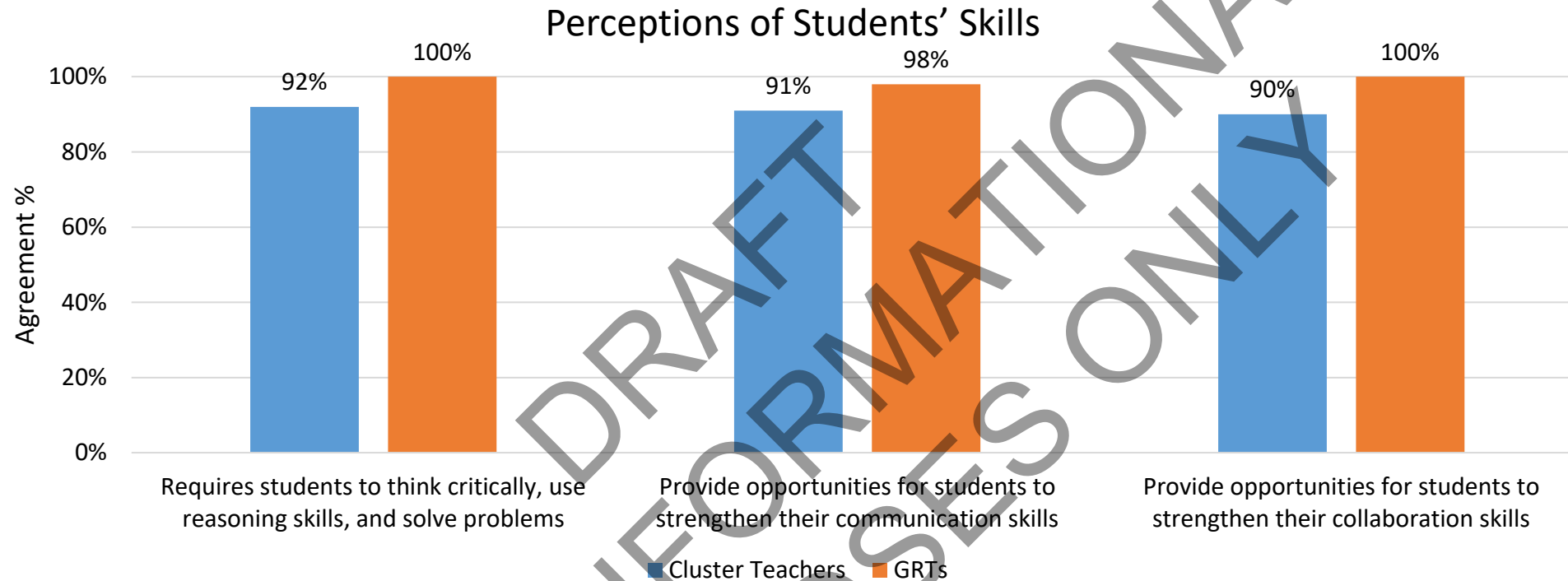
Components of the Gifted Resource-Cluster Program



- 73% of students agreed their school provided them with real-world learning experiences.

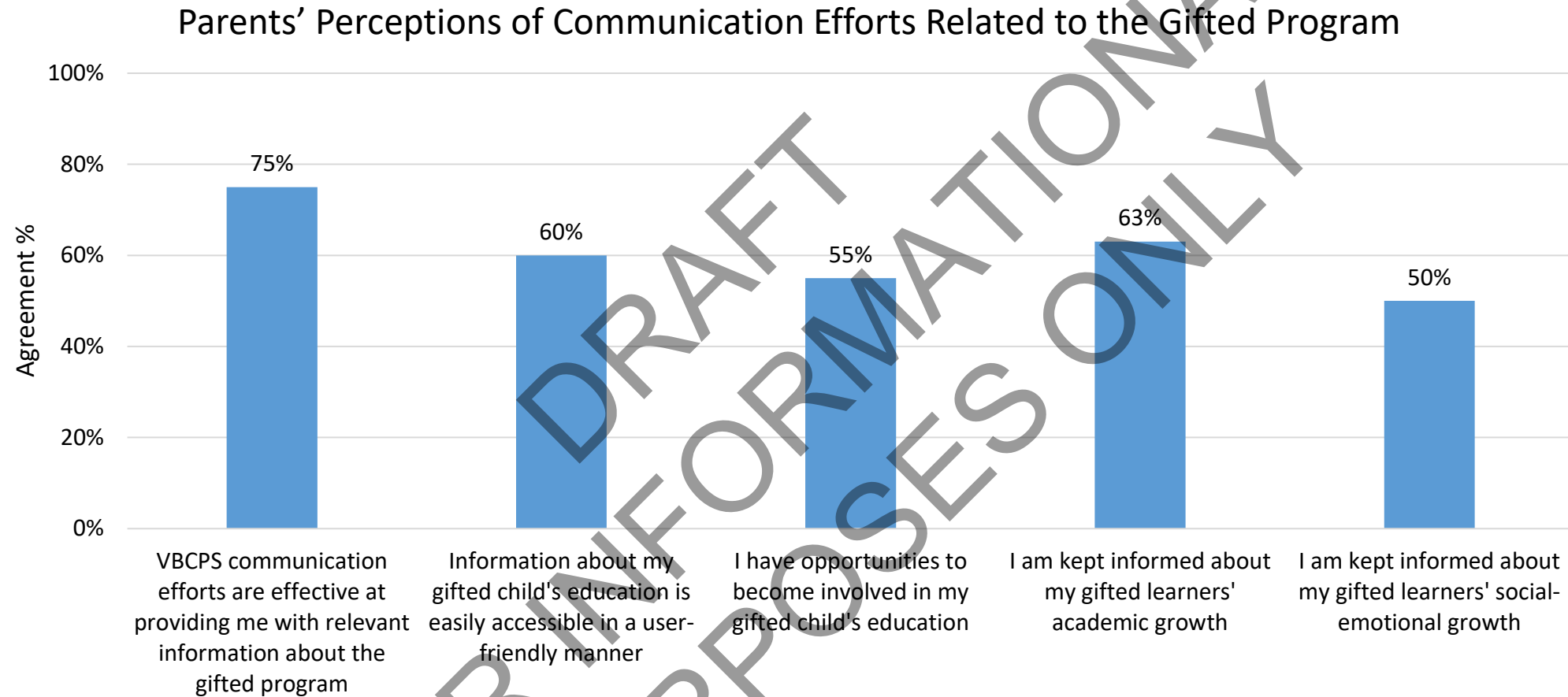
Components of the Gifted Resource-Cluster Program

12



- Students agreed they were able to strengthen communication (80%), collaboration (84%), and critical thinking (89%) skills.
- 77% of cluster teachers and 77% of GRTs agreed students had access to high-quality, authentic assessments.
- 80% of cluster teachers and 57% of GRTs agreed gifted students had feedback about their performance related to gifted curriculum goals and benchmarks.

Family Involvement and Collaboration

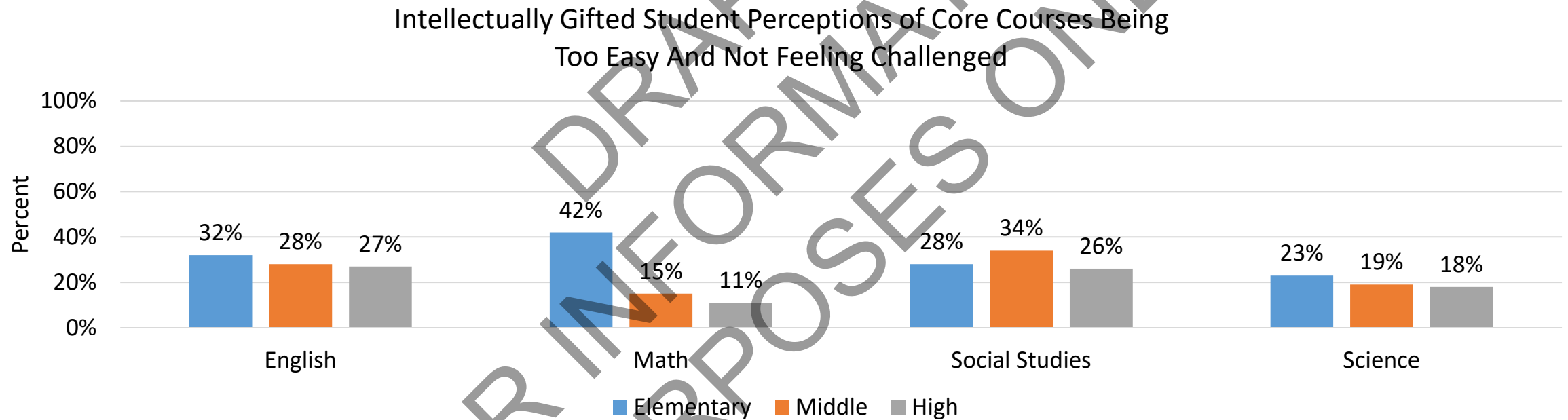


- 74% of parents agreed they had opportunities to participate in workshops or access resources to enhance their gifted child's learning.
- 86% of parents agreed workshops/resources were effective at increasing their knowledge.

Student Outcome Goals: Goal 1 Challenge and Engagement

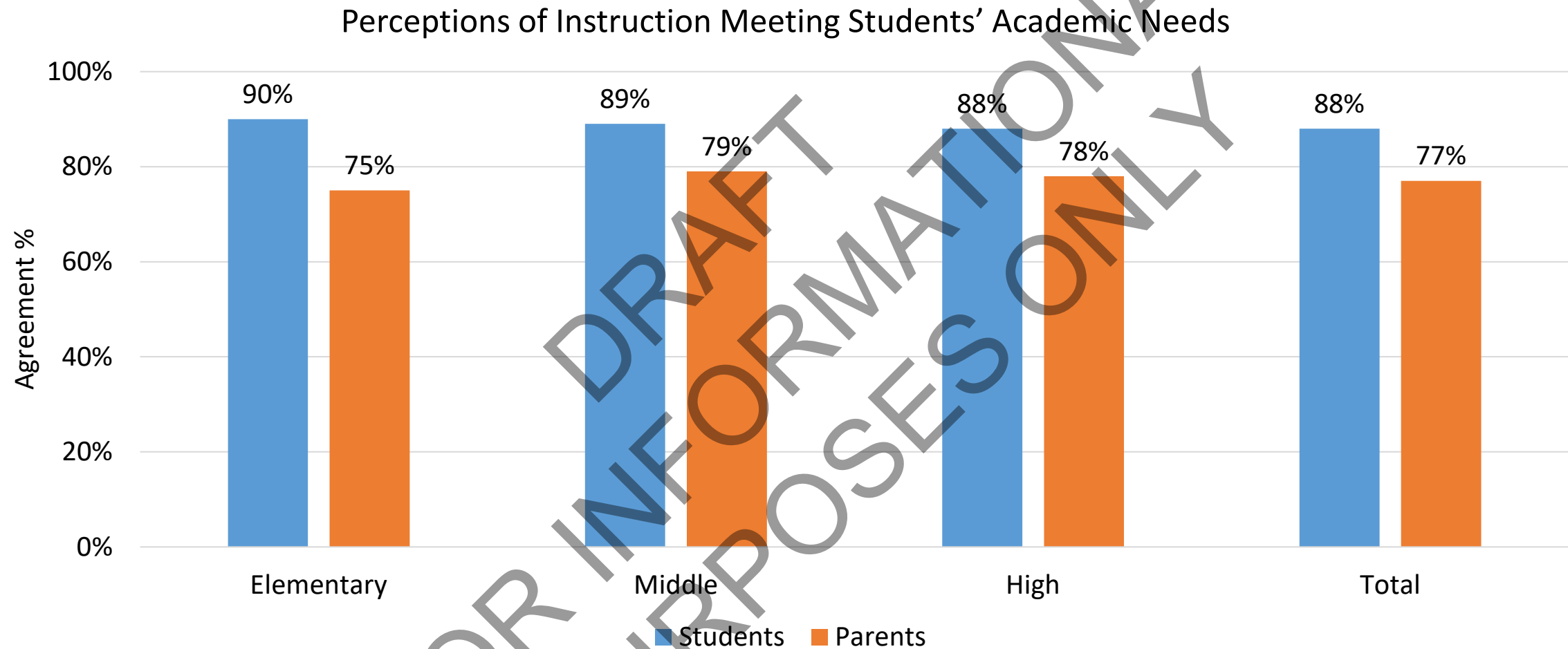
14

- Majority of students across levels and subject areas (53%-71%) indicated work was challenging but they could understand if they tried.
- Varying percentages of students indicated work was too easy.



- 88% of students agreed they were engaged in classroom lessons.

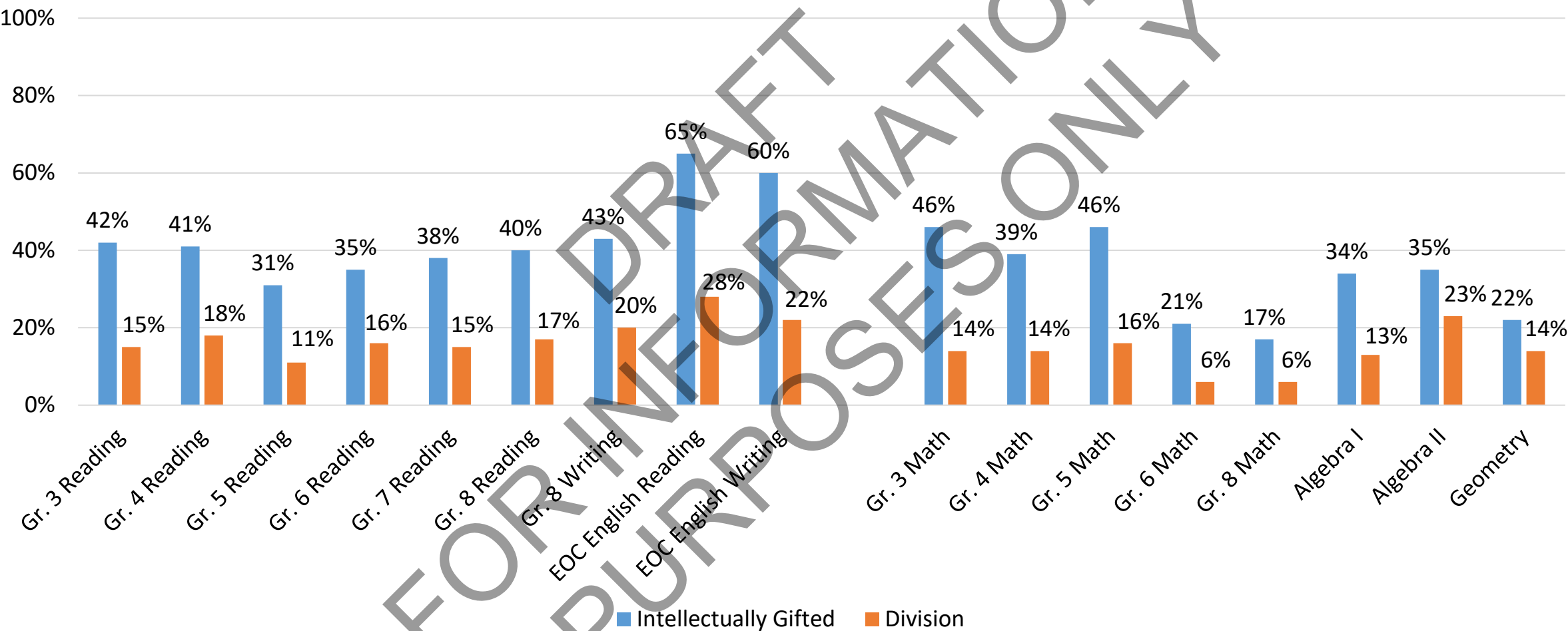
Student Outcome Goals: Goal 1 Challenge and Engagement



- Student agreement about instruction meeting academic needs was high across all student groups (at least 87%).

Student Outcome Goals: Goal 2 Scholars and Leaders

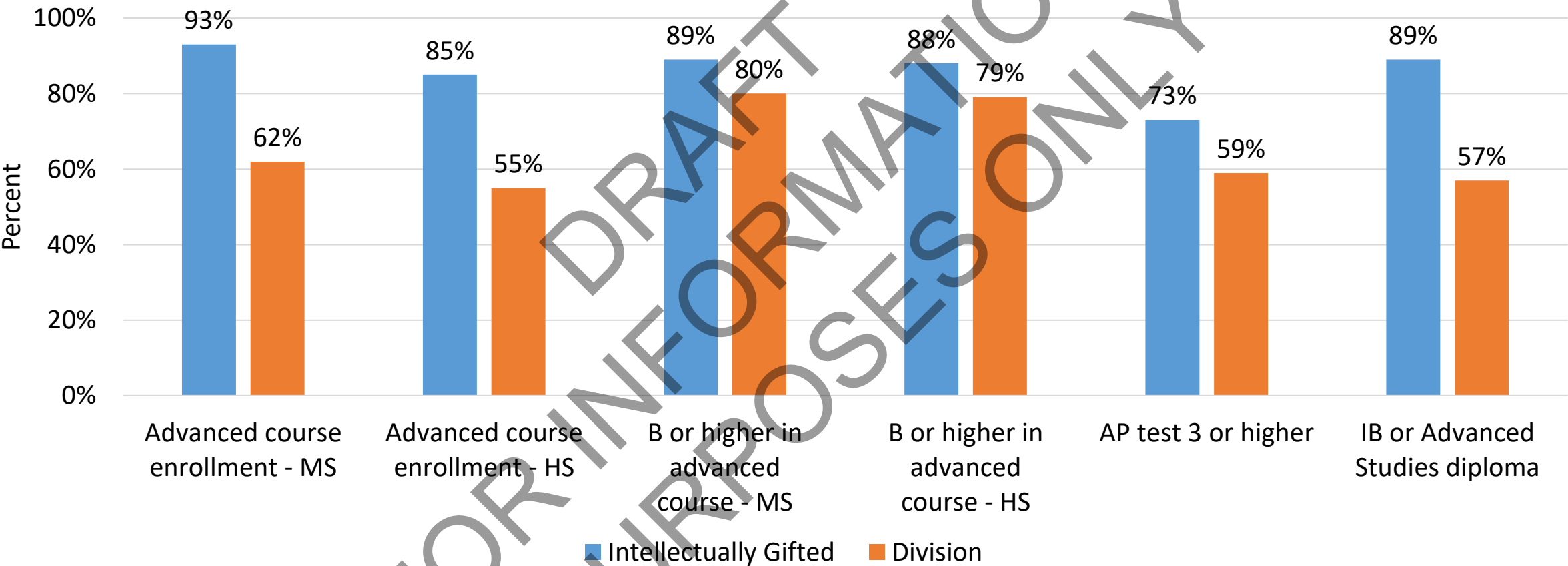
Percentage of Intellectually Gifted Students in Resource-Cluster Program
Scoring Pass Advanced on SOL Tests



Note: Includes only SOL tests with at least 50 intellectually gifted student test takers.

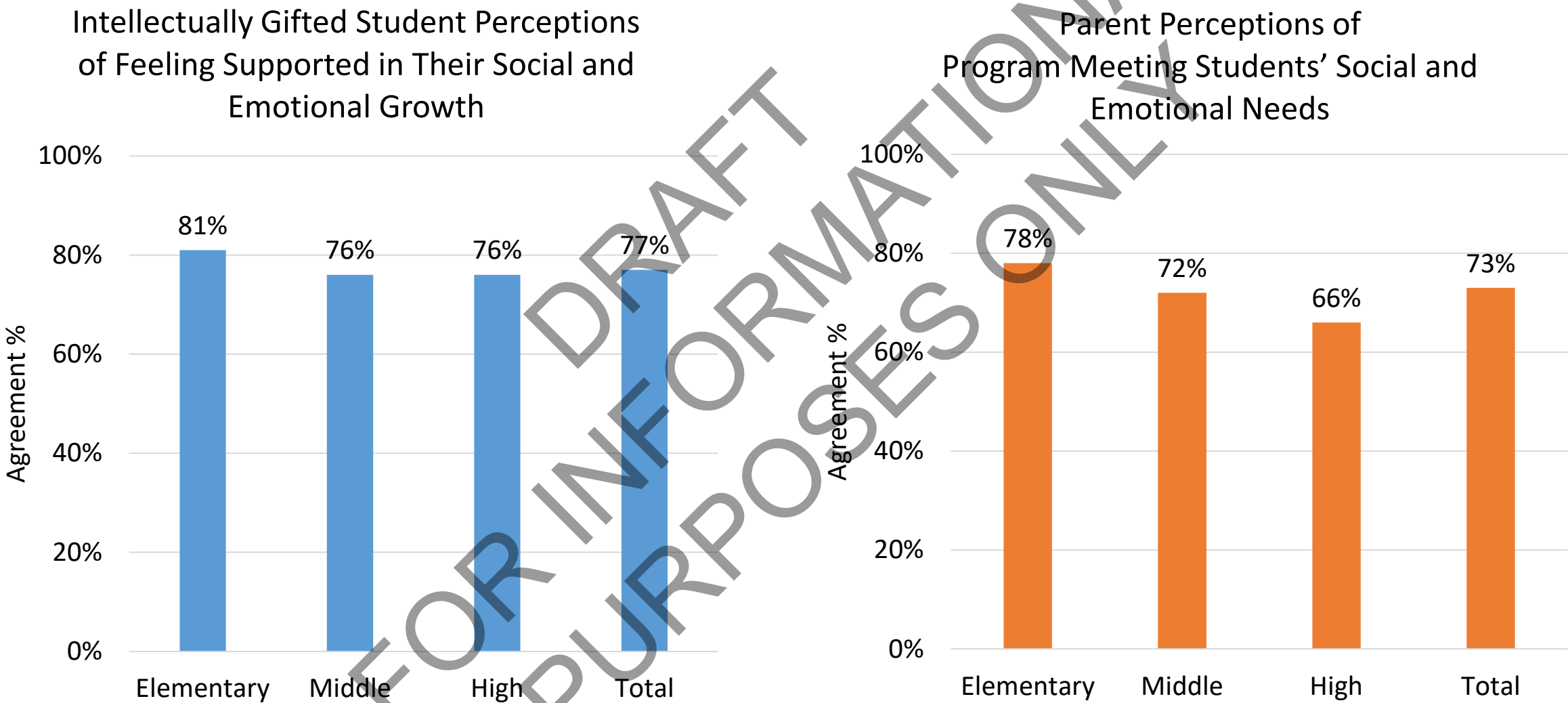
Student Outcome Goals: Goal 2 Scholars and Leaders

Scholarship and Leadership Measures for Intellectually Gifted Students in the Resource-Cluster Program



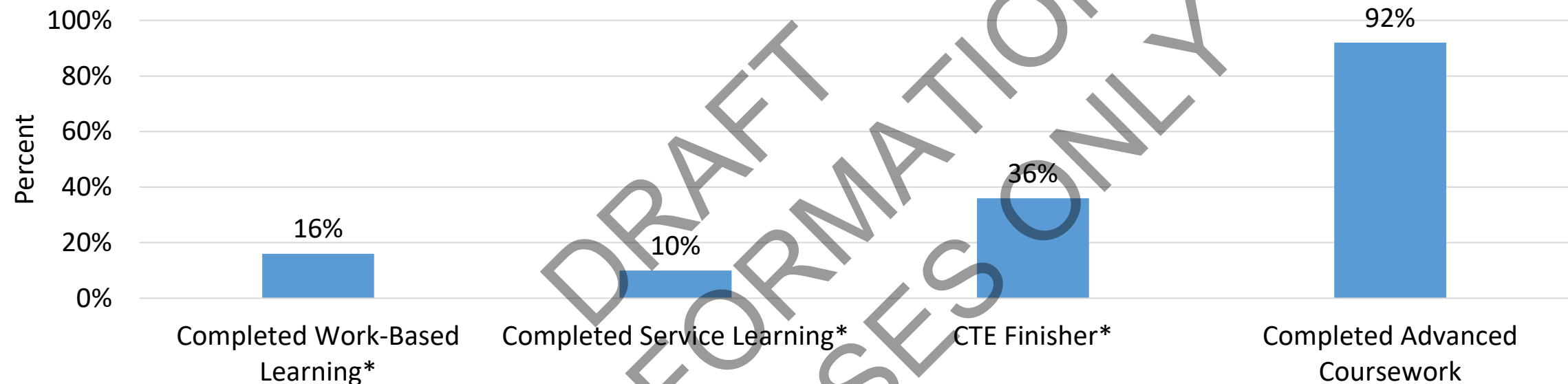
- 67% of students agreed they served in a leadership role (71% at HS).

Student Outcome Goals: Goal 3 Social Emotional Development



Student Outcome Goals: Goal 4 Future Ready

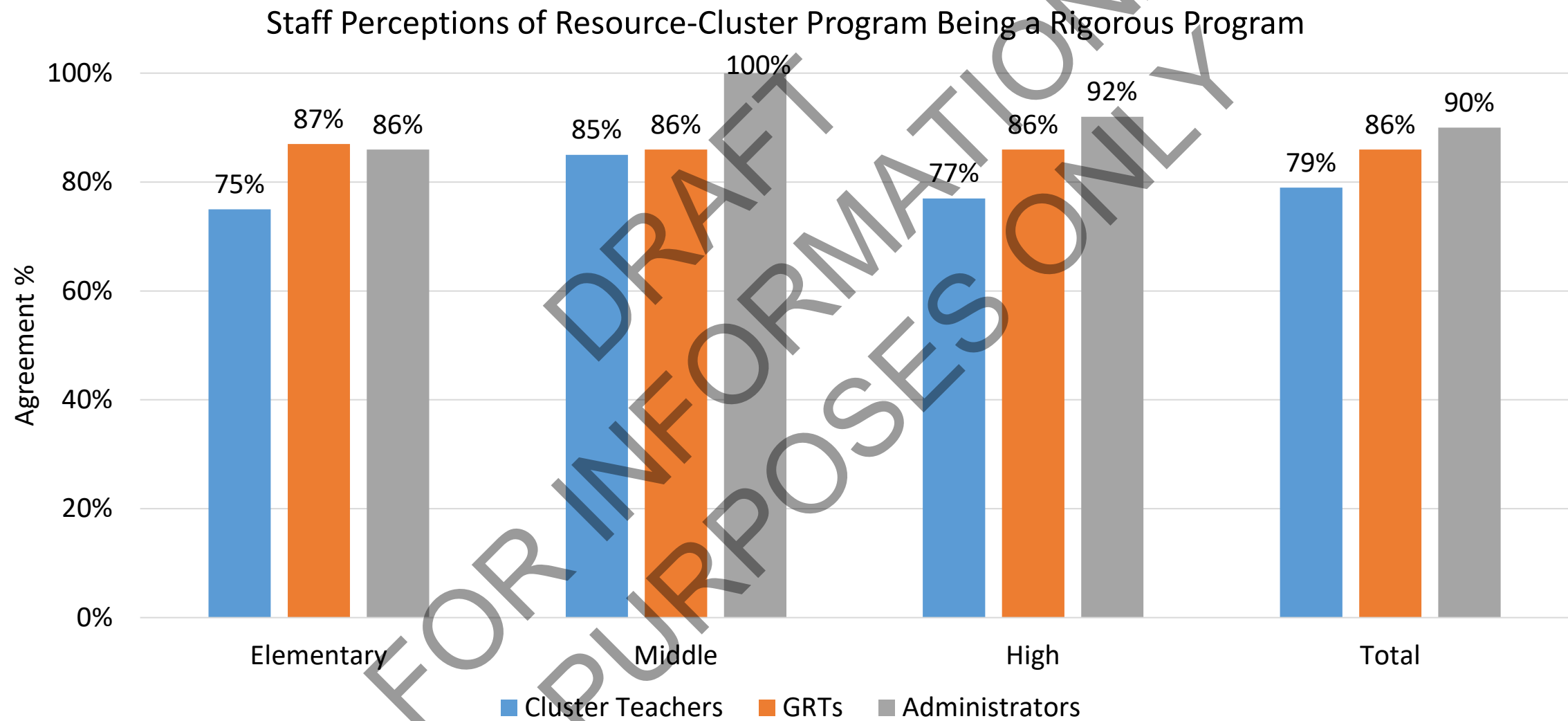
2023 Cohort - Intellectually Gifted Graduates



*Percentages lower than all 2023 cohort graduates.

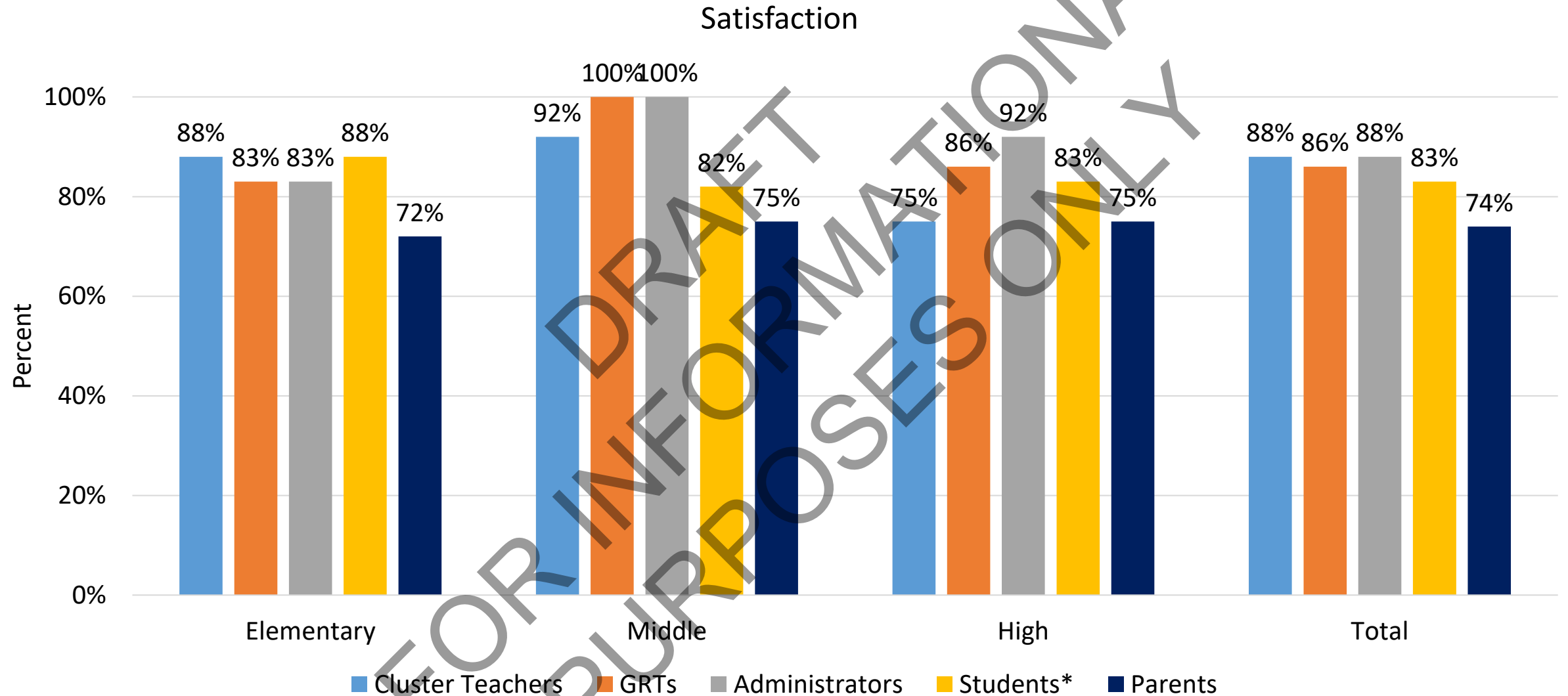
- 94% of intellectually gifted seniors reported their plan was to continue their education.
 - 81% of intellectually gifted seniors reported their plan was to pursue enrollment in a four-year college.

Stakeholders' Overall Perceptions



Stakeholders' Overall Perceptions

21



*Satisfaction with educational experience

Recommendations

- *Recommendation #1:* Continue Gifted Resource-Cluster Program with modifications noted in recommendations 2 through 8.
- *Recommendation #2:* Examine the resource-cluster program to determine where curriculum can provide more challenge for gifted students, including providing access to high-quality authentic assessments that would allow for feedback about the gifted curriculum goals and benchmarks.

Recommendations

- *Recommendation #3:* Develop a variety of program options to provide high school students the opportunity to work with the GRT to meet students' needs, especially related to their social and emotional growth.
- *Recommendation #4:* Encourage gifted students to participate in authentic experiences, such as work-based learning and service learning experiences.

Recommendations

- *Recommendation #5:* Encourage building administrators to participate in professional learning related to the Gifted Education Program and specifically, the resource-cluster program in their schools.
- *Recommendation #6:* Develop and implement a communication plan for families of gifted students to provide parents information about their gifted child's education, including opportunities for involvement in their gifted child's education and information about their gifted child's academic and social-emotional growth as part of the program.

Recommendations

- *Recommendation #7:* Continue implementing strategies related to the referral and identification processes to increase opportunities for students in underrepresented groups to be identified for gifted services in the resource-cluster program.
- *Recommendation #8:* Conduct an evaluation update during the 2025-2026 school year focused on progress related to the recommendations from the program evaluation.

Administration's Response

- Administration concurs with the recommendations from the program evaluation.
- Continue to implement Gifted Resource-Cluster Program.
- Department of Teaching and Learning will review and address the recommendations through the next Local Plan for the Education of the Gifted.



Gifted Resource-Cluster Program: Comprehensive Evaluation

Planning, Innovation, and Accountability
Office of Research and Evaluation

Questions?



Subject: Textbook Adoption: AP Japanese Item Number: 13C1

Section: Information Date: Jan. 9, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Crystal L. Wilkerson, Ph.D., Director of K-12 and Gifted Programs

Kelly F. Arble, K-12 World Languages Coordinator

Presenter(s): Crystal L. Wilkerson, Ph.D., Director of K-12 and Gifted Programs

Recommendation:

That the School Board receive information regarding the following high school textbooks as recommended by the Japanese Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
AP Japanese	<i>Dekiru! An Ap Japanese Preparation Course (1st Ed.)</i>	Cheng & Tsui	2021

Background Summary:

The members of the Japanese Textbook Adoption Committee reviewed textbooks and materials sent by publishers. The committee evaluated the textbooks based on their alignment to the College Board Advanced Placement framework and the digital resources it provides for students and teachers. The textbooks were reviewed by teachers, parents, and student representatives. The textbooks were available for public comment and review at the Holland Road Annex/School Administration Building and two Virginia Beach Public Libraries. After reviewing the textbooks, the Japanese Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2024.

The proposed textbooks will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
AP Japanese	<i>Adventures in Japanese 3, 4th Edition, Cheng & Tsui</i>	2014	7

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
AP Japanese	\$2,430.12	\$270.19

**World Languages: AP Japanese
Textbook Adoption
Implementation for Fall 2024**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (3%/yr.)	Total Implementation Cost
AP Japanese	First Choice: <i>Dekiru! An Ap Japanese Preparation Course (1st Ed.)</i> , Cheng & Tsui Publishers	5	\$2,114.89	\$315.23	\$2,430.12
	Second Choice: <i>Compass Japanese Intermediate Interactive Workbook (1st Ed.)</i> , Kurosio Publishers	5	\$234.95	\$35.24	\$270.19

TEXTBOOK ADOPTION RECOMMENDATION

WORLD LANGUAGES AP Japanese

January 9, 2024

*Department of Teaching and Learning
Office of K-12 and Gifted Programs*

WORLD LANGUAGES
AP Japanese
TEXTBOOK ADOPTION TIMELINE

June 2023	All Japanese teachers were invited to serve on the Textbook Adoption Committee. Four teachers accepted the invitation to serve on the committee.
Summer 2023	<p>Quotes and sample materials were requested from two vendors. An RFP was not required since the purchase is under \$100,000.</p> <p>Teachers were given textbooks and associated materials including online access to review and evaluate.</p>
September 2023	The Textbook Adoption Committee met to discuss the textbooks. Prior to the meeting, each committee member completed an evaluation form for each textbook. The team discussed their individual evaluations, built consensus, and determined which textbooks were their first and second recommendation.
October 2023	An announcement calling for public review of the textbook materials was made through the Call-to-Action Page on the VBSchools website. The recommended textbooks and QR code link to evaluation forms were made available at the Holland Road Annex/School Administration Building, and the Central and Princess Anne Branches of the Virginia Beach Public Library to allow for public comments. No public comments were received.
December 2023	The K-12 World Languages coordinator used the recommendations from the committee to prepare the report for the School Board.

WORLD LANGUAGES
AP Japanese
TEXTBOOK ADOPTION COMMITTEE

City-Wide Representative

Kelly Arble, K-12 World Languages Coordinator

Instructor Representatives

Nora Benedict, Salem High School

Sanae Kenner, Bayside High School

Hiromi Lamberson, Kempsville High School

Shigemi Oikawa, Ocean Lakes High School

Parent Representative

Laurn Beales

Barbara Brown

Beth Von St. Paul

Karla Weeks

Student Representatives

Japanese students from Tallwood High School

WORLD LANGUAGES TEXTBOOK ADOPTION
AP Japanese
FIRST-CHOICE RECOMMENDATION

The Japanese Textbook Adoption Committee recommends the following textbooks as its first choice for adoption by Virginia Beach City Public Schools:

Dekiru! An Ap Japanese Preparation Course (1st Ed.), Cheng & Tsui Publishers

The recommended textbooks display the following strengths:

- Aligns to the thematic course content and skills outlined in the AP Japanese language and culture curriculum framework set forth by the College Board.
- Includes ample opportunities to develop interpretive, interpersonal and presentational communication skills.
- Promotes cultural awareness through an emphasis on authentic, real-world tasks and connections to cultural products, practices perspectives.
- Provides numerous activities in the same format and layout as the AP exam and includes an emphasis on all the components of the exam.
- Online learning site provides access to the full text in addition to supplementary audio, video, reference tools, activities, assignments and features for teacher-student communication.

FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
Dekiru! An Ap Japanese Preparation Course (1st Ed.)

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%/yr.)	Total Implementation
<i>Dekiru</i> FluencyLink Student Digital Access (6yr.)	One per student	\$249.99	5	\$1,249.95	\$185.49	\$1,435.44
<i>Dekiru</i> FluencyLink Teacher Digital Access (6yr.)	One per teacher	\$459.99	1	\$459.99	\$69.00	\$528.99
<i>Dekiru! An AP Japanese Preparation Course</i> Print Book	One per student	\$80.99	5	\$404.95	\$60.74	\$465.69
Total Implementation Cost				\$2,114.89	\$315.23	\$2,430.12

WORLD LANGUAGES TEXTBOOK ADOPTION
AP Japanese
SECOND-CHOICE RECOMMENDATION

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

Compass Japanese Intermediate Interactive Workbook (1st Ed.), Kurosio Publishers

The recommended textbook displays the following strengths:

- Well-organized and includes can-do lists at the beginning of each chapter.
- Is consistent with a proficiency-oriented approach to Japanese language learning that allows students to build competency in the four communicative skills, listening, speaking, reading, and writing.

The recommended textbook displays the following limitations:

- Does not provide online resources or teacher materials.
- Content is not directly aligned with the AP Japanese Language and Culture curriculum framework.

SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR

Compass Japanese Intermediate Interactive Workbook (1st Ed.), Kurosio Publishers

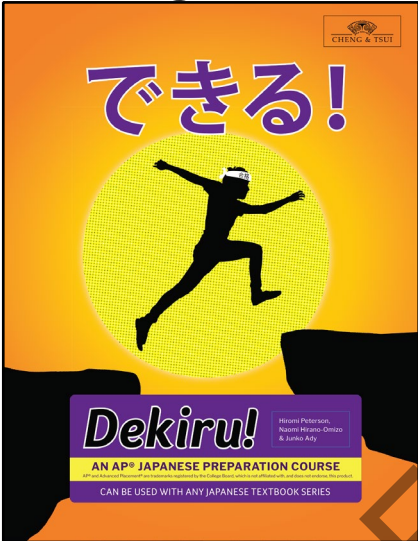
Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%/yr.)	Total Implementation
<i>Compass Japanese Intermediate Interactive Workbook</i>	One per student	\$46.99	5	\$234.95	\$35.24	\$270.19
Total Implementation Cost				\$234.95	\$35.24	\$270.19



Textbook Adoption: AP Japanese

Department of Teaching and Learning
Tuesday, January 9, 2024

Textbook Recommendation:

Course/ <i>Text</i>	Rationale
<p><i>AP Japanese Dekiru! An AP Japanese Preparation Course (1st Ed.),</i> Cheng & Tsui</p> 	<ul style="list-style-type: none"> Aligns to the thematic course content and skills outlined in the AP Japanese language and culture curriculum framework set forth by the College Board. Includes ample opportunities to develop interpretive, interpersonal and presentational communication skills. Promotes cultural awareness through an emphasis on authentic, real-world tasks and connections to cultural products, practices perspectives. Provides numerous activities in the same format and layout as the AP exam and includes an emphasis on all the components of the exam. Online learning site provides access to the full text in addition to supplementary audio, video, reference tools, activities, assignments and features for teacher-student communication.

Implementation Costs

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (3%/yr.)	
AP Japanese	<i>Dekiru! An AP Japanese Preparation Course (1st Ed.),</i> Cheng & Tsui	5	\$2,114.89	\$315.23	\$2,430.12



Textbook Adoption: AP Japanese Questions

Department of Teaching and Learning
Tuesday, January 9, 2024



Subject: Textbook Adoption: K-3 Elementary Language Arts **Item Number:** 13C2

Section: Information **Date:** Jan. 9, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning
Cari Hall, Elementary English Language Arts Coordinator

Presenter(s): Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

Recommendation:

That the School Board receive information regarding the following elementary language arts textbook for grades kindergarten through third as recommended by the Elementary Language Arts Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
Language Arts K-3	<i>Into Reading</i>	<i>Houghton Mifflin Harcourt</i>	2020

Background Summary:

The members of the Elementary Language Arts Textbook Adoption Committee reviewed textbooks included on the state approved list for K-3. The Virginia Literacy Act (VLA) requires all divisions adopt and implement a core instructional program from the state approved list. The committee evaluated the textbooks based on their alignment to the standards and the digital resources they provide for students and teachers. Teachers, professors, parents, students and administrator representatives reviewed the textbooks. The recommended textbooks were available for public comment and review at the School Administration Building and the Meyera E. Oberndorf Central Library. After reviewing the textbooks, the Elementary Language Arts Textbook Adoption Committee recommends HMH Into Reading as their first-choice for implementation in the fall of 2024.

A negotiation team, including the executive director of elementary teaching and learning, the coordinator for elementary language arts, and representatives from the Office of Procurement Services, communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle, pending approval by the School Board.

The proposed textbook will replace the current VBCPS curriculum resources.

Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
K-3 Elementary English Language Arts	<i>HMH Into Reading</i> - \$2,620,811.96	<i>Benchmark Advance</i> - \$3,575,945.00

**English Language Arts
Textbook Adoption
Implementation for Fall 2024**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Three Year Additional Costs (3%/yr.)	Total Implementation Cost
K-3 ELA	First Choice: <i>HMH Into Reading</i>	18,755	\$2,620,811.96	\$235,800.00	\$2,856,611.96
	Second Choice: <i>Benchmark Advance</i>	18,755	\$3,575,945.00	\$321,900.00	\$3,897,845.00

TEXTBOOK ADOPTION RECOMMENDATION

ELEMENTARY ENGLISH LANGUAGE ARTS KINDERGARTEN-THIRD GRADE

January 9, 2024

*Department of Teaching and Learning
Office of Elementary Teaching and Learning*

**ELEMENTARY ENGLISH LANGUAGE ARTS
KINDERGARTEN-THIRD GRADE
TEXTBOOK ADOPTION TIMELINE**

June 2023	The Virginia Department of Education released the list of approved core instructional programs.
October 2023	All educators on the curriculum writing committee were invited to participate on the Elementary Language Arts Textbook Adoption Committee. Sixteen teachers/specialists accepted the invitation to serve on the committee.
October 2023	The committee members were given online access to review and evaluate the six approved K-3 textbooks.
November 2023	Each committee member completed an evaluation form for each textbook. The team reviewed their individual evaluations and determined which textbooks were the top two recommendations.
November 2023	An announcement calling for public review of the textbook materials was made through the Call-to-Action Page on the VBSchools website. The recommended textbooks and evaluation forms were made available at the School Administration Building and the Meyera E. Oberndorf Central Library to allow for public comments for 30 days.
December 2023	Negotiations were conducted with the executive director of elementary teaching and Learning, the coordinator for elementary language arts, representatives from the Office of Procurement Services, and publishing companies.
December 2023	The Elementary Language Arts Textbook Adoption Committee reviewed the summary of public comment, and the elementary language arts coordinator used the recommendation from the committee to prepare the report for the School Board.

TEXTBOOK ADOPTION TIMELINE

Elementary Language Arts K-3

Instructor Representatives for Elementary Language Arts K-3

Taryn Bailey - Thalia Elementary
Jeanelle Paden - Providence Elementary
Mariah Tracy - Christopher Farms Elementary
Lacey Kaden - Alanton Elementary
Kasey Haddock – King’s Grant Elementary
Denise Thornton - Shelton Park Elementary
Raye Jean VanNostrand - North Landing Elementary
Kimberly Ellis - College Park Elementary
Bridget Buchinger - Malibu Elementary
Brittany Brunelle - Parkway Elementary
Leyla Caralivanos - John B. Dey Elementary
Elaine Shindelar - White Oaks Elementary
Amy Paulson - Pembroke Elementary
Lynn Lear - Alanton Elementary
Alisa Williams - Shelton Park Elementary
Analiese Smith - Corporate Landing Elementary

Parent Representative

Alicia Broadwater, Holland Road Elementary
Jessica Kelly, Rosemont Elementary
Katie Abramson, Old Donation Center

Administrator Representatives

Greg Furlich, John B. Dey Elementary
Brandon Lugo, Diamond Springs Elementary
Tashenna Wiggins, Lynnhaven Elementary
Jennifer Haws, Corporate Landing Elementary

Student Representatives

Students from Salem ES, Rosemont ES, and Thoroughgood ES

Professor Representative

Rebecca John, University Professor

**ELEMENTARY ENGLISH LANGUAGE ARTS
KINDERGARTEN-THIRD GRADE
TEXTBOOK ADOPTION TIMELINE**

The Elementary Language Arts Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Elementary Language Arts K-3: *HMH Into Reading*

The recommended textbook displays the following **strengths**:

- The program resources are teacher friendly and provide a Structured Literacy Teacher's Guide.
- The program provides explicit writing instruction.
- The characters represent diverse cultures and content is age appropriate.
- The textbook provides meaningful information to differentiate in small groups and individually.
- The program includes home-to-school connections.

Elementary Language Arts K-3: *HMH Into Reading*

The recommended textbook displays the following **limitations**:

- Decodable texts and other supplemental materials may need to be printed.
- Although the program provides lessons for differentiated instruction, responses indicated consideration for additional supplemental resources.

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
Elementary English Language Arts**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Three-Year Projected Costs (3%/yr.)	Total Implementation
HMH Into Reading	Kindergarten – 3 2020 Virginia Into Reading Package with 3 years digital	\$108.30 K-2 nd \$98.30 3 rd	18,755 (student)	\$2,620,81.96	\$235,800.00	\$2,856,611.96
Total Implementation Cost				\$2,620,811.96	\$235,800.00	\$2,856,611.96

**ELEMENTARY ENGLISH LANGUAGE ARTS
KINDERGARTEN-THIRD GRADE
TEXTBOOK ADOPTION TIMELINE**

The Elementary English Language Arts Textbook Adoption Committees recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

Elementary Language Arts: *Benchmark Advance*

The recommended second choice textbook displays the following **strengths**:

- The program provides strong levels of support for teachers.
- The online portal is easy to navigate and includes videos and resources to support implementation.
- The program connects assessment and instruction.
- The program unit themes promote content integration while building student background knowledge.

The recommended second choice textbook displays the following **limitations**:

- The textbook provides a stronger emphasis on knowledge building rather than foundational literacy skills.
- The program uses text developed solely by Benchmark developers.

**SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
Elementary Language Arts**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Three-Year Projected Costs (3%/yr.)	Total Implementation
Benchmark Advance Print Books Bundled with Digital Access	Kindergarten -3	\$4080.00 K-1	319	\$3,575,945.00	\$321,900.00	\$3,897,845.00
	Benchmark Advance Package with 3 years digital	\$4,675.00 2 -3	541 (class)			
Total Implementation Cost				\$3,575,945.00	\$321,900.00	\$3,897,845.00



Textbook Adoption: Elementary English Language Arts K-3

Department of Teaching and Learning
Tuesday, January 9, 2024

Background on the Virginia Literacy Act (VLA)

2

- Every **student** in grades kindergarten through eight will receive evidenced-based literacy instruction (EBLI).
- Every **reading specialist, teacher** and **principal** will participate in EBLI professional learning (PL).



Background on the Virginia Literacy Act (VLA)

3

- Every **reading specialist**, in consultation with classroom teachers, will coordinate and monitor interventions.
- Every **division** will develop a literacy plan.
- Every **family** will have access to resources to support literacy development.



Virginia Literacy Act (VLA) Impact - In Place

4

- VBCPS curriculum resources are consistent with EBLI.
- VBCPS literacy leaders have been trained to support and coach EBLI.
- VBCPS participated in the VALLS soft launch.
- Families have access to resources.
- VBCPS has provided professional learning in EBLI.
- VBCPS staffs elementary reading specialists.
- VBCPS student response team (SRT) process addresses intervention plans.

Virginia Literacy Act (VLA) Impact - Additional Requirements

- New elementary core textbook and PL to implement
- State approved reading specialist, teacher and principal EBLI professional learning
- New staffing requirement for middle schools reading specialists
- PL on VDOE required student individualized reading plans for students performing below benchmark
- Develop new divisionwide literacy plan

Elementary English Language Arts (ELA) K-3

Virginia Literacy Act (VLA) requires all divisions to implement by the 2024-2025 school year a program from the state approved list for core, supplemental, and intervention instruction.



K-3 ELA Core Textbook Adoption Process

7

First

Textbook committee reviewed all K-3 state approved core textbooks

Then

Top two choices determined by textbook committee

Top two choices displayed for 30 days

Next

Public comment summary provided to textbook committee

Final recommendation prepared for School Board


Last


Top choices presented as information to School Board

Consent requested from School Board

Top Two Recommendations



Course/ <i>Text</i>	Strengths
<p data-bbox="491 325 578 375">K-3</p> <p data-bbox="389 475 680 604"><i>Benchmark Advance</i></p> 	<ul style="list-style-type: none"> <li data-bbox="1075 358 2257 496">● The program provides strong levels of support for teachers. <li data-bbox="1075 511 2351 725">● The online portal is easy to navigate and includes videos and resources to support implementation. <li data-bbox="1075 739 2308 878">● The program connects assessment and instruction. <li data-bbox="1075 892 2125 1120">● The unit themes promote content integration while building student background knowledge.

Course/ <i>Text</i>	Strengths
<p data-bbox="428 411 517 461">K-3</p> <p data-bbox="234 562 708 618"><i>HMH Into Reading</i></p> 	<ul style="list-style-type: none">● The program resources are teacher friendly and provide a Structured Literacy Teacher's Guide.● The program provides explicit writing instruction.● The characters represent diverse cultures and content is age appropriate.● The textbook provides meaningful information to differentiate in small groups and individually.● The program includes home-to-school connections.

Committee Feedback on Differences

11

Benchmark Advance	HMH Into Reading
Benchmark author created texts	Read aloud anthology texts from a variety of well-known authors
75 professional development days to be used over 3 years	20 live coaching days and OnDemand digital professional development over 3 years
Writing in response to text	Writers workshop teacher's guide with support for grammar instruction
Optional take home readers	Optional take home readers (require printing)

Implementation Costs

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Three Year Additional Costs (3%/yr.)	Total Implementation Cost
K-3 LA	<i>Benchmark Advance</i>	18,755	\$3,575,945.00	\$321,900.00	\$3,897,845.00

Implementation Costs

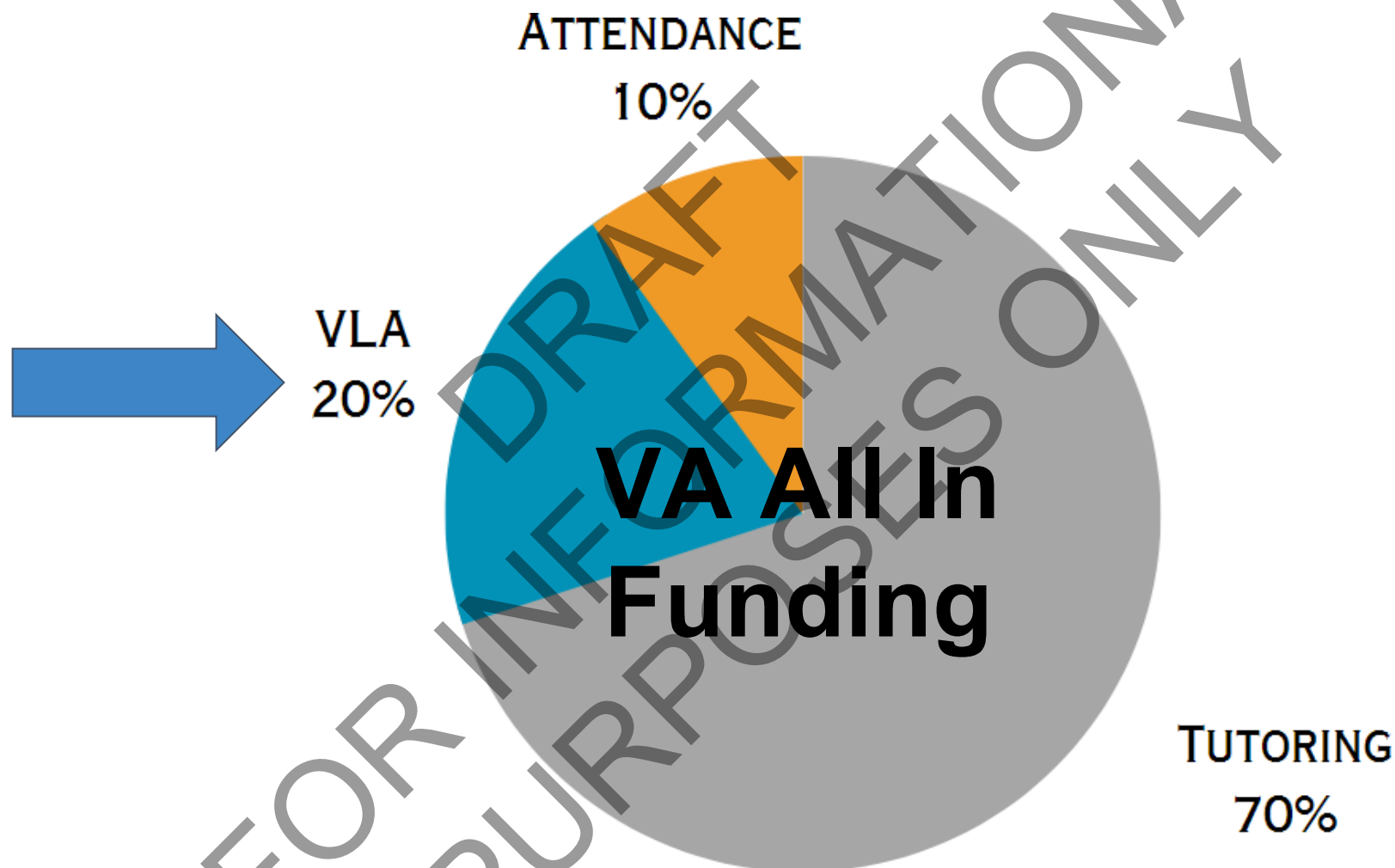
Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Three Year Additional Costs (3%/yr.)	Total Implementation Cost
K-3 LA	<i>HMH Into Reading</i>	18,755	\$2,620,811.96	\$235,800.00	\$2,856,611.96

Final Recommendation



Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Three Year Additional Costs (3%/yr.)	Total Implementation Cost
K-3 LA	<i>HMH Into Reading</i>	18,755	\$2,620,811.96	\$235,800.00	\$2,856,611.96

Elementary Language Arts Textbook Funding





Questions

Department of Teaching and Learning
Tuesday, January 9, 2024



Subject: Recommendation for General Contract: Green Run HS Fire Alarm Replacement **Item Number:** 15A

Section: Consent **Date:** Jan. 9, 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 approve a motion authorizing the Superintendent to execute a contract with E&P Electrical Contracting Co., Inc. for the Green Run High School Fire Alarm Replacement in the amount of \$943,350.

Background Summary:

Project Architect:	Dills Architects
Contractor:	E&P Electrical Contracting Co.,
Contract Amount:	\$943,350
Construction Budget:	\$813,120
Number of Responsive Bidders:	2
Average Bid Amount:	\$1,003,850
High Bid:	\$1,053,200

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-020 Renovations and Replacements – Various – Phase III



Subject: Personnel Report **Item Number:** 16A

Section: Action **Date:** Jan. 9, 2024

Senior Staff: Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

Prepared by: Cheryl R. Woodhouse, Chief Human Resources Officer

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 January 9, 2024, 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
January 9, 2024
2023-2024

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	12/11/2023	Abdelaziz Bel Moumen	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	12/13/2023	Alora E Dozier	Physical Education Assistant, -500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	12/20/2023	Tanyika Carter	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	12/6/2023	Ashia Lee	Physical Education Assistant	SUNY College Tech Delhi, NY	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	1/2/2024	William E Jones	Custodian I	Indiana Univ of Pennsylvania, PA	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	1/2/2024	Trenton A Cox-Werbinski	Custodian III Head Day	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	1/2/2024	Gloria L Massengill	Cafeteria Manager I	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	12/13/2023	Marissa Farias	Special Education Assistant	Ashford University, IA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	12/20/2023	Natasha C Black	Physical Education Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	12/20/2023	Jennifer Conway	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	1/2/2024	Tyler S Peterson	Physical Education Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	1/2/2024	Mary I Wilson	Custodian II Head Night	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	1/2/2024	Trina N Roper	Physical Education Assistant	Barber-Scotia College, NC	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	12/11/2023	Mary A Doshier	Baker/Cook	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	12/18/2023	Marshawna C Cuffee	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	12/19/2023	Elizabeth K Petty	School Nurse	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	12/18/2023	Emilee J Schroeder	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	12/6/2023	Wanda S Howell	Custodian I	Not Applicable	Chesapeake PS, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	12/20/2023	Alainea Carter	Special Education Assistant	Not Applicable	Elkhart Community Schools, IN
Assigned to Unified Salary Scale	Appointments - Elementary School	Salem	12/6/2023	Samuel Lister	Technology Support Technician	George Mason University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thalia	1/10/2024	Marichu C Bellamy	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	12/6/2023	Kristen Sarvis	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	12/6/2023	Joseph Salvato	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	12/20/2023	Lindsay Wellman	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	1/2/2024	Dietrick B Moody	Custodian IV Head Day	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	1/2/2024	Jermaine E Robinson	Security Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	1/2/2024	Audrey D Ramseur	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	1/8/2024	Kobe G To	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	12/6/2023	Sandra W Walton	Cafeteria Assistant, 6.0 Hours	Not Applicable	Harris Teeter, VA
Assigned to Unified Salary Scale	Appointments - High School	Cox	12/13/2023	Mesha K Jordan	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Cox	12/20/2023	Suzanne M Satsatin	School Office Associate II	Not Applicable	Atlantic Union Bank, VA
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	12/13/2023	Nathaniel Vigil	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	12/6/2023	Jorge A Otero	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	12/18/2023	David A McCoy	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	1/2/2024	Cedric Jackson	Cafeteria Manager III	ECPI College of Tech, VA	Culinary Services Bd of HRC VB, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Budget & Finance	12/18/2023	Kevin S Hanson	Accountant - Principal	Averett University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Communications & Community Engagement	12/18/2023	Tracey M Love	Executive Office Associate I	Tidewater Community College, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Human Resources	1/2/2024	Michelle S Horn	Human Resources Systems Specialist	Old Dominion University, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	12/14/2023	Emily Cromwell	Administrative Office Associate II	Old Dominion University, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	12/14/2023	Anthony W Holub	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	12/18/2023	Karen A Magyar	Administrative Office Associate I	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Consolidated Benefits	1/15/2024	Jasmine L Speller	Benefits Specialist I	Virginia Commonwealth Univ, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial and Distribution Services	12/13/2023	Jevon Johnson	Distribution Driver	Not Applicable	PET Dairy, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	12/7/2023	Jessica L Guiles	General Assistant	Not Applicable	Oceana CDC, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	12/18/2023	Kim M Hayes	General Assistant	Lenoir-Rhyne College, NC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/13/2023	Vivian B Bryant	Bus Assistant, 6.5 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/13/2023	Nisserine Diki	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/13/2023	Lanyia Francois	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/13/2023	Ashley A Kent	Bus Driver - Special Ed, 6.5 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/13/2023	KeAsia Whaley	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/20/2023	Feliciano E Alop	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/20/2023	Paul D Guldenschuh	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/20/2023	Deborah L Mason	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/2/2024	Jonathan Montney	Fleet Technician I	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Technical And Career Education Center	1/2/2024	Patricia S Boyer	School Nurse	Villa Maria College, PA	USN
Assigned to Unified Salary Scale	Resignations - Elementary School	College Park	1/2/2024	Heather P Rice	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Creeds	12/15/2023	Michelle Combs	Cafeteria Assistant, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	12/4/2023	Malathi Deepak	Kindergarten Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	12/14/2023	Marissa Farias	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Glenwood	12/1/2023	Stefanie M Gustafson	General Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Green Run	12/15/2023	Rachazman A Williams	Technology Support Technician (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	John B. Dey	12/11/2023	Leah C Renwick	Special Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	John B. Dey	12/11/2023	Elizabeth T Williams	Special Education Assistant (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Malibu	1/12/2024	Maria Lourdes L Barrios	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	12/21/2023	Bobbi R Freeman-Hill	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Shelton Park	11/30/2023	Elizabeth S Cipolla	School Office Associate II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Trantwood	12/8/2023	Donna A Fiamand	School Office Associate II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	12/15/2023	China X Evins	School Office Associate II (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	1/2/2024	Noemi Garcia-Morales	Custodian II Head Night (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	12/21/2023	Constant Hagan	Cafeteria Assistant, 6.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	12/21/2023	Donna L Hatchett	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	10/25/2023	Wanda D Price	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	12/1/2023	Mary Gemma M Villaluna	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	12/8/2023	Shannell C Elliott	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	12/5/2023	Stephanie D Gilchrist	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Technology	12/2023	Shannon Hembrey	Customer Support Technician I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Custodial and Distribution Services	12/19/2023	Charisse R Tripp	Custodian I (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	1/12/2024	Amanda N Shorter	Occupational Therapist (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	12/6/2023	Lyndsey A McIntosh	Behavior Intervention Specialist (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/4/2023	Petra W Bosma	Bus Driver - Special Ed, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/21/2023	Henry Rodriguez	Bus Driver, 6.5 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	1/19/2024	Valerie T Grissom	Bus Driver, 6.5 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Communications & Community Engagement	11/30/2023	Spencer Joyner	Custodian III	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Arrowhead	12/18/2023	Mackenzie L Blackwell	Fourth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	12/13/2023	Megan R O'Donnell	Third Grade Teacher	Grand Canyon University, AZ	VBPCS

Personnel Report
Virginia Beach City Public Schools
January 9, 2024
2023-2024

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	12/18/2023	Denzly S Johnson	School Counselor	Norfolk State University, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	12/20/2023	Emily M Yaeger	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Christopher Farms	12/18/2023	Amy R Martinez	Special Education Teacher	Cal State Univ San Bernardino, CA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	12/20/2023	Teri A Carhart	Physical Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	1/2/2024	Maryann Pavlik	Fifth Grade Teacher	Millersville Univ Pennsylvania, PA	Escambia County School District, FL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	12/18/2023	Brooklyn N McKenzie	Third Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Linkhorn Park	12/18/2023	Kaya Boyd	Second Grade Teacher	Longwood University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Lynnhaven	12/20/2023	Danielle K Morton	Kindergarten Teacher	College of St Rose, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Lynnhaven	1/2/2024	Alisse B Owens	Special Education Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Malibu	12/20/2023	Briauna J Mancuso	Fifth Grade Teacher	Longwood University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	1/2/2024	Sara A Gillispie	Fifth Grade Teacher	Western Governors University, UT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	1/2/2024	Danielle L Majewski	Third Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	12/18/2023	Kelly L Tavares	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	12/18/2023	Shonna M Roberts	Fifth Grade Teacher	Old Dominion University, VA	Military
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	12/13/2023	Nadia E McKee	Second Grade Teacher	University of Phoenix, AZ	Okaloosa County School District, FL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Woods	12/21/2023	Jeryl H Armstrong	Special Education Teacher	Mary Baldwin College, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	12/13/2023	Tangela L Clayton	AVID Instructor	Liberty University, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	1/2/2024	Logan T Newman	Seventh Grade Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	12/20/2023	Michael J Alfier	Special Education Teacher	George Mason University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	1/2/2024	Rebekah A Temple	Eighth Grade Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run Collegiate	12/20/2023	Ashley N Henry	Art Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	12/13/2023	Gabrielle J Ferran	Mathematics Teacher	University of Virginia, VA	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	College Park	12/21/2023	Fran Pearce-Taylor	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Green Run	12/21/2023	Kingsley A Sdankus	First Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville Meadows	1/5/2024	Tanesha D McFadden	Third Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Malibu	12/21/2023	Katie Reyes	Fifth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Shelton Park	12/6/2023	Ashley Boone	Second Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Virginia Beach	3/1/2024	Brittney K Harvey	Sixth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kellam	12/8/2023	Anthony S Jones Jr	Mathematics Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	12/21/2023	MaryAnn Lynch	Mathematics Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	1/19/2024	Bamidele R Oluwalana	Social Studies Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	12/19/2023	Nigel R Kher	Music/Instrumental Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	1/5/2024	Jordan L Martin	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	12/21/2023	Jonathan D Tomlin	Speech/Language Pathologist (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Three Oaks	1/31/2024	Nancy L French	First Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Independence	12/31/2023	Nova Jean Corillo	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Landstown	1/26/2024	Allen M Bostian	Health & Physical Education Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Miscellaneous	Department of Teaching and Learning	TBD	Thomas W Quinn	Executive Director Secondary Teaching & Learning	Old Dominion University, VA	VBPCS

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 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.