



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Service

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District 2

Jennifer S. Franklin, Vice Chair
District 2 – Kempsville

Beverly M. Anderson
At-Large

Kathleen J. Brown
District 10

Michael R. Callan
District 6

David Culpepper
District 8

Victoria C. Manning
At-Large

Staci R. Martin
District 4

Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
District 9

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

School Board Mini-Retreat/ Regular Meeting Proposed Agenda **Tuesday, January 23, 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 VBT Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_eRrZ2NcnSnWh9cBx_x0dQA Call-in (301) 715-8592 ID 867 6224 8568

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@VBSPSboard.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.

School Board Mini-Retreat **Tuesday, January 23, 2024** **Location – School Administration Building #6 – School Board Room**

Time	Activity	Lead(s)
11:30 a.m. – 12:00 p.m.	Arrival / Lunch	
12:00 p.m. – 12:05 p.m.	Review of Agenda	Kimberly Melnyk <i>School Board Chair</i>
12:05 p.m. – 1:30 p.m.	2024-25 ODS Selection Process	<i>Department of Teaching and Learning</i>
1:30 p.m. – 1:45 p.m.	BREAK	
1:45 p.m. – 2:00 p.m.	Preview of Process and Timeline for the development of the 2025-2030 Gifted Education Plan	<i>Department of Teaching and Learning</i>
2:00 p.m. – 2:20 p.m.* (*time approximate)	Discussion on School Board summer retreat topics	Kimberly Melnyk <i>School Board Chair</i>
2:20 p.m. – 2:30 p.m.* (*time approximate)	Closing	Kimberly Melnyk <i>School Board Chair</i>
<i>As needed</i>	CLOSED SESSION	
3:00 p.m. – 3:10 p.m.* (*time approximate)	BREAK/Prepare for School Board Workshop	



School Board Regular Meeting Proposed Agenda
Tuesday, January 23, 2024

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

- 1. Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 3:15 p.m.**
 - A. School Board Administrative Matters and Reports
 1. School Board Committee Assignment Modifications for term ending June 30, 2024
 - B. Preliminary Operating Budget Presentation **Added PowerPoint 01/22/2024**
 - C. Compensation Study Phase II
 - D. PPEA Cost, Financing and Staff Recommendations **Additional PowerPoint slides added 01/22/2024**
- 2. Closed Session (as needed)**
- 3. School Board Recess 5:30 p.m.**
- 4. Formal Meeting (School Administration Building #6 – School Board Room) 6:00 p.m.**
- 5. Call to Order and Roll Call**
- 6. Moment of Silence followed by the Pledge of Allegiance**
- 7. Student, Employee and Public Awards and Recognition**
 - A. Virginia Art Education Association Middle School Art Educator of the Year – Virginia Beach Middle School
 - B. SHAPE America Southern District Elementary Physical Education Teacher of the Year – Corporate Landing Elementary School
 - C. VBCPS Citywide Teacher of the Year – W.T. Cooke Elementary School
- 8. Adoption of the Agenda**
- 9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**
- 10. Approval of Meeting Minutes**
 - A. January 9, 2024 Organizational/Regular School Board Meeting **Added 01/22/2024**
- 11. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the January 23, 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 23, 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 23, 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.
- 12. Information**
 - A. Annual Comprehensive Finance Report (ACFR) – FY23 External Audit Review
 - B. Interim Financial Statements – November/December 2023
 - C. 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
- D. Gifted Resource Cluster Program – Comprehensive Evaluation
- E. Textbook Adoptions:
 - 1. AP Japanese
 - 2. K-3 Elementary Language Arts
- F. Calendar Recommendation for 2024-2025
- G. College Coursework and Readiness Assessments

13. *Return to public comments if needed*

14. *Consent Agenda*

- A. Resolutions:
 - 1. African American History Month
 - 2. Career and Technical Education Month
 - 3. National School Counseling Week
 - 4. School Crossing Guard Appreciation Day
- B. Religious Exemption(s)

15. *Action*

- A. Personnel Report / Administrative Appointments Updated 01/26/2024

16. *Committee, Organization or Board Reports*

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

18. *Adjournment*



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

Section: Closed Session **Date:** Jan. 23, 2024

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph, 1, 2, 3, 7, and 8 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system.
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. Superintendent Search: Discussion regarding Superintendent Contract and related matters
- B. Discussion with staff regarding status of certain matters related to real property related to educational services
- C. Status of certain student related investigations and related matters
- D. Status of pending litigation or administrative cases.
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

N/A



Subject: Preliminary Operating Budget Presentation **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** Jan. 23, 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 a Preliminary Operating Budget presentation so any questions or concerns regarding FY 2024/25 School Operating Budge and FY 2024/25 – FY 2029/30 Capital Improvement Program (CIP) can be addressed by the Budget Development Office.

Background Summary:

N/A

Source:

N/A

Budget Impact:

To be determined.



Preliminary Operating Budget Presentation

Crystal Pate, Chief Financial Officer

January 23, 2024

Agenda

1. Update on work completed since January 9
2. Impact of ESSER and outside-the-base requests
3. Department reductions
4. Budget balancing
5. Revenue Sharing Formula (RSF) scenarios
6. Next steps

Revenue Comparison

REVENUE SOURCE	ADOPTED FY 2023/24	AMENDED FY 2023/24	PROJECTED FY 2024/25	VARIANCE FROM AMENDED FY 2023/24
Federal	\$13,500,000	\$13,500,000	\$14,744,107	\$1,244,107
State	\$356,416,372	\$359,824,438	\$364,283,405	\$4,458,967
State Sales Tax	\$95,578,220	\$95,578,220	\$91,663,766	(\$3,914,454)
Revenue Sharing Formula	\$460,878,504	\$460,878,504	\$479,358,446	\$18,479,942
Other Local	\$3,968,341	\$3,968,341	\$4,457,538	\$489,197
School Reserve	\$333,591	\$333,591	\$0	(\$333,591)
	\$930,675,028	\$934,083,094	\$954,507,262	\$20,424,168

Actions taken since January 9

- All outside the base (new) budget requests continue to be reviewed.
- All Chief Officers have reviewed their budgets for personnel and non-personnel line items and provided information to the Superintendent and CFO of areas and/or positions that could be reduced or put on hold.
- All positions and other items previously funded with ESSER have been reviewed and decisions have been made on elimination of the expenditure or moving to the operating budget.
- All central office vacancies, Coordinator and below, are being reviewed and may be frozen unless the position is deemed a top priority for operations of the department.
- Items/areas are being identified and costed out for consideration as possible budget cuts for the seven scenarios related to the potential reduction of the real estate tax rate by City Council.



ESSER – The Path Forward

ESSER Positions

Position	CURRENT FISCAL YEAR			FY 2024/25 PROPOSED	
	Authorized	Assigned	Vacancy	Requested	Approved
Behavior Intervention Teacher (BASE)	2.00	-	2.00	2.00	0.00
Coord Virtual Learning for VLC	1.00	1.00	-	1.00	1.00
English Second Language	2.00	2.00	-	2.00	2.00
Family Outreach Representative	2.00	2.00	-	2.00	1.00
General Asst (BASE)	2.00	-	2.00	2.00	0.00
Graduation Coach for VLC	2.00	2.00	-	1.00	0.00
Instructional Tech Specialist for VLC	1.00	1.00	-	1.00	0.00
Math Coach	9.00	8.50	0.50	9.00	7.00
Office Associate II 12-mo (Welcome Center)	1.00	1.00	-	1.00	0.00
School Counselor	2.00	2.00	-	1.00	0.00
School Office Assoc II 12-mo (VLC)	2.00	1.00	1.00	1.00	0.00
Teacher Induction Specialist	3.00	3.00	-	3.00	0.00
	29.00	23.50	5.50	26.00	11.00

Other ESSER Items

Description	Requested	Approved	Variance	Notes
CHKD Bridge program services	\$ 300,000.00	\$ 200,000.00	\$ (100,000.00)	
Coaches pay to support professional learning	\$ 226,926.00	\$ 113,463.00	\$ (113,463.00)	
Concurrent stipends	\$ 81,814.00	\$ 81,814.00	\$ -	
Contracted services to provide secondary tutors	\$ 6,000,000.00	\$ 1,000,000.00	\$ (5,000,000.00)	
Contracted services with Communities in Schools	\$ 132,880.00	\$ 132,880.00	\$ -	
Expanded summer learning opportunities	\$ 1,408,212.00	\$ 1,408,212.00	\$ -	Will fund with ALL in VA
FEV online tutoring platform	\$ 450,000.00	\$ 450,000.00	\$ -	
Google workspace	\$ 278,162.00	\$ 278,162.00	\$ -	
Newsela software	\$ 284,900.00	\$ 284,900.00	\$ -	Will fund with the textbook fund
Numeracy tutors	\$ 566,438.00	\$ -	\$ (566,438.00)	
Secondary summer performing arts camps	\$ 3,203.00	\$ 3,203.00	\$ -	
TEA - English as a Second Language	\$ 43,706.00	\$ 21,853.00	\$ (21,853.00)	
Translation and interpretation services	\$ 110,000.00	\$ 110,000.00	\$ -	
Virtual VA tuition	\$ 1,000,000.00	\$ 1,000,000.00	\$ -	
Zoom - division license	\$ 100,590.00	\$ -	\$ (100,590.00)	
	\$ 10,986,831.00	\$ 5,084,487.00	\$ (5,902,344.00)	

Outside the Base Requests

FOR INFORMATIONAL
PURPOSES ONLY

Proposal	ORIGINAL APPROVAL		REVISED APPROVAL		VARIANCE	
	FTE	Dollar Amount	FTE	Dollar Amount	FTE	Dollar Amount
Increase local match for VPI grant based on calc tool	-	\$ 621,772.00	-	\$ 621,772.00	-	\$ -
Increase local match for Algebra Readiness grant based on calc tool	-	\$ 4,557.00	-	\$ 4,557.00	-	\$ -
Increase transfer to Green Run Collegiate	-	\$ 509,322.00	-	\$ 509,322.00	-	\$ -
Increase transfer to Athletics fund	-	\$ 796,992.00	-	\$ 702,992.00	-	\$ (94,000.00)
Elementary ESL TEA (8104) from ESSER	-	\$ 21,853.00	-	\$ 21,853.00	-	\$ -
ESL Teachers (8104 & 8106) 2 from ESSER	4.00	\$ 381,409.00	4.00	\$ 381,409.00	-	\$ -
Math Coaches (8104, & 8118) 7 from ESSER and 3 new	10.00	\$ 954,642.00	8.00	\$ 753,793.00	(2.00)	\$ (200,849.00)
Behavior Intervention Teacher/BASE Program (8104) from ESSER	1.00	\$ 90,702.00	-	\$ -	(1.00)	\$ (90,702.00)
Teacher Assistant/BASE Program (8104) from ESSER	1.00	\$ 43,907.00	-	\$ -	(1.00)	\$ (43,907.00)
Sustainability Schools Liaison stipend (\$500/school) (8104, 8106 & 8108)	-	\$ 46,290.00	-	\$ -	-	\$ (46,290.00)
Secondary Summer Performing Arts Camps TEA (8106) from ESSER	-	\$ 3,203.00	-	\$ 3,203.00	-	\$ -
Increase the additional class allowance to \$8,500 from \$5,600 (8106 & 8108)	-	\$ 183,254.00	-	\$ 183,254.00	-	\$ -
Increase AVID instructor allocation at Bayside 6 from 0.2 to 0.7 (8106)	0.50	\$ 45,638.00	0.50	\$ 45,638.00	-	\$ -
Increase AVID instructor allocation at Bayside MS from 0.8 to 1.0 (8106)	0.20	\$ 18,254.00	0.20	\$ 18,254.00	-	\$ -
Instructional Supplies for An Achievable Dream Academy (8108)	-	\$ 10,031.00	-	\$ 10,031.00	-	\$ -
Distance Learning Teacher (8108)	1.00	\$ 93,490.00	1.00	\$ 93,490.00	-	\$ -
Graduation Coaches (8108)	3.00	\$ 280,485.00	3.00	\$ 280,485.00	-	\$ -
ESL Coach (8108)	1.00	\$ 93,494.00	1.00	\$ 93,494.00	-	\$ -
Increase contract for Driver's Ed Teacher position from 10 to 11 month (8108)	-	\$ 8,289.00	-	\$ 8,289.00	-	\$ -
Increase for extended school year personnel (e.g., teachers, interpreters, nurses, teacher assistants, office associates, security assistants, etc.) (8110)	-	\$ 929,265.00	-	\$ 929,265.00	-	\$ -
Increase contract for SECEP tuition (8110)	-	\$ 690,378.00	-	\$ 690,378.00	-	\$ -
Increase contract for student transportation to private day facilities (8110)	-	\$ 667,650.00	-	\$ 667,650.00	-	\$ -
Increase contract for speech language therapy services (8110)	-	\$ 440,160.00	-	\$ 440,160.00	-	\$ -
Increase contract for occupational therapy (8110)	-	\$ 331,200.00	-	\$ 331,200.00	-	\$ -
Assistive technology and visual equipment to meet student IEP needs (8110)	-	\$ 22,893.00	-	\$ 22,893.00	-	\$ -
Concurrent Stipends from ESSER (8110)	-	\$ 81,814.00	-	\$ 81,814.00	-	\$ -
Convert Special Ed Assistant TEAs to FTEs (ES, MS & HS) (8110)	21.00	\$ 921,545.00	-	\$ -	(21.00)	\$ (921,545.00)
Software for the IB Middle Years Program (8114)	-	\$ 12,000.00	-	\$ 12,000.00	-	\$ -
Contracted services to provide secondary tutors (8118) from ESSER	-	\$ 6,000,000.00	-	\$ 1,000,000.00	-	\$ (5,000,000.00)
Contracted services with FEV Tutoring (8118) from ESSER	-	\$ 450,000.00	-	\$ 450,000.00	-	\$ -

Proposal	ORIGINAL APPROVAL		REVISED APPROVAL		VARIANCE	
	FTE	Dollar Amount	FTE	Dollar Amount	FTE	Dollar Amount
Additional middle school Reading Teachers/Specialists (8118)	14.00	\$ 1,392,085.00	14.00	\$ 1,392,085.00	-	\$ -
ALC General Assistant (8124)	2.00	\$ 109,665.00	-	\$ -	(2.00)	\$ (109,665.00)
ALC Teacher 158-day (8124)	1.00	\$ 54,833.00	-	\$ -	(1.00)	\$ (54,833.00)
ALC Admin Office Assoc II (8124)	0.80	\$ 61,856.00	-	\$ -	(0.80)	\$ (61,856.00)
ALC Admin Office Assoc II Data Processing Specialist (8124)	0.80	\$ 61,856.00	-	\$ -	(0.80)	\$ (61,856.00)
ALC Media Lab Facilitator Tutor (8124)	1.00	\$ 54,833.00	-	\$ -	(1.00)	\$ (54,833.00)
ALC ESL Teacher Acquisition teacher (8124)	1.00	\$ 54,833.00	-	\$ -	(1.00)	\$ (54,833.00)
Additional 10-month extended School Counselor at Green Run HS (8135)	1.00	\$ 89,640.00	1.00	\$ 89,640.00	-	\$ -
Increase school counselor allocation for Plaza MS from 2.5 to 3.0 (8135)	0.50	\$ 46,100.00	-	\$ -	(0.50)	\$ (46,100.00)
Instructional supplies, technology supplies and equipment for Section 504 (8136)	-	\$ 10,000.00	-	\$ 10,000.00	-	\$ -
Increase costs for homeless education taxi expenses-McKinney Vento (8137)	-	\$ 600,000.00	-	\$ 600,000.00	-	\$ -
Coaches pay (reading specialists, math coaches, library media specialists, gifted resource teachers for ES, MS, and HS) to support professional learning and planning in building prior to the beginning of the year (8145) from ESSER	-	\$ 113,463.00	-	\$ 113,463.00	-	\$ -
Translation and Interpretation Services (8145) from ESSER	-	\$ 110,000.00	-	\$ 110,000.00	-	\$ -
Family Outreach Representative for the Welcome Center (8145) from ESSER	1.00	\$ 102,913.00	1.00	\$ 102,913.00	-	\$ -
Panorama SEL student survey (8145)	1.00	\$ 106,000.00	1.00	\$ 106,000.00	-	\$ -
Convert Instructional Specialist 11-month to 12-month (8145 & 8157)	-	\$ 253,352.00	-	\$ -	-	\$ (253,352.00)
Increased costs for student address verification software (8151)	-	\$ 2,554.00	-	\$ 2,554.00	-	\$ -
Increased costs for TRAEP	-	\$ 138,850.00	-	\$ 138,850.00	-	\$ -
Guidance Rep, Hearing Officers, Title IX Decision Maker TEAs (8151)	-	\$ 174,393.00	-	\$ 174,393.00	-	\$ -
Online substance abuse intervention program (SAIP) (8151)	-	\$ 6,000.00	-	\$ 6,000.00	-	\$ -
Additional computer supplies cost due to increased hearing cases (8151)	-	\$ 4,200.00	-	\$ 4,200.00	-	\$ -
Admin Office Assoc I (8151) to help with hearings	0.50	\$ 35,405.00	0.50	\$ 35,405.00	-	\$ -
Admin Office Assoc I (8151) <i>converted 2 TEAs</i>	1.00	\$ 70,810.00	-	\$ -	(1.00)	\$ (70,810.00)
Contract: Community in Schools in Hampton Roads from ESSER (8153)	-	\$ 132,880.00	-	\$ 132,880.00	-	\$ -
Work-based Learning Specialist (8159) from Carl Perkins grant	1.00	\$ 95,095.00	1.00	\$ 95,095.00	-	\$ -
Increased costs for NNAT and CogAT gifted assessments (8161)	-	\$ 74,000.00	-	\$ 74,000.00	-	\$ -
Instructional Specialist to support elementary schools (8163)	1.00	\$ 103,734.00	1.00	\$ 103,734.00	-	\$ -
Admin Assistant for Princess Anne HS (8179)	1.00	\$ 92,463.00	-	\$ -	(1.00)	\$ (92,463.00)
Increased costs for WHRO (8190)	-	\$ 54,669.00	-	\$ 54,669.00	-	\$ -
Virtual VA tuition (8190) from ESSER	-	\$ 1,000,000.00	-	\$ 1,000,000.00	-	\$ -

Proposal	ORIGINAL APPROVAL		REVISED APPROVAL		VARIANCE	
	FTE	Dollar Amount	FTE	Dollar Amount	FTE	Dollar Amount
Instructional Technology Specialist at ATC (8190)	0.50	\$ 47,319.00	0.50	\$ 47,319.00	-	\$ -
Coordinator Virtual Learning (8190) <i>from ESSER</i>	1.00	\$ 150,905.00	1.00	\$ 150,905.00	-	\$ -
Increased costs for outside legal counsel and litigation (8203)	-	\$ 110,000.00	-	\$ 110,000.00	-	\$ -
Increased costs for legal office supplies (8203)	-	\$ 10,000.00	-	\$ -	-	\$ (10,000.00)
Increase Family Outreach Representative from 0.6 to 0.8 (8206)	0.20	\$ 22,967.00	0.20	\$ 22,967.00	-	\$ -
Add an additional Family Outreach Representative (8206)	1.00	\$ 114,836.00	1.00	\$ 114,836.00	-	\$ -
Teacher Induction Specialists (8210) <i>from ESSER</i>	2.00	\$ 265,970.00	-	\$ -	(2.00)	\$ (265,970.00)
Professional development for auditors (8220)	-	\$ 5,467.00	-	\$ 5,467.00	-	\$ -
AED batteries, pads, and cabinet replacements (8250)	-	\$ 44,900.00	-	\$ 44,900.00	-	\$ -
Resource Nurse Supplement (\$1,650 for each resource nurse) (8250)	-	\$ 10,658.00	-	\$ 10,658.00	-	\$ -
Additional Clinic Assistant at Larkspur MS (8250)	0.50	\$ 21,922.00	0.50	\$ 21,922.00	-	\$ -
Additional Clinic Assistant at Kempsville HS (8250)	0.50	\$ 21,922.00	0.50	\$ 21,922.00	-	\$ -
CHKD Bridge program services (8252) <i>from ESSER</i>	-	\$ 200,000.00	-	\$ 200,000.00	-	\$ -
Care Solace Contract (8252)	-	\$ 260,000.00	-	\$ 260,000.00	-	\$ -
Psychometrists (8252)	4.00	\$ 357,170.00	-	\$ -	(4.00)	\$ (357,170.00)
Bus Drivers-Regular & Special Ed (8304 & 8306)	15.00	\$ 826,248.00	-	\$ -	(15.00)	\$ (826,248.00)
Additional Bus Assistants (8308)	16.00	\$ 609,008.00	-	\$ -	(16.00)	\$ (609,008.00)
Increased costs for architectural and engineering services (8404.8004)	-	\$ 25,000.00	-	\$ 25,000.00	-	\$ -
Increase to general maintenance line item (8404)	-	\$ 1,000,000.00	-	\$ 600,000.00	-	\$ (400,000.00)
Increased costs for parts and supplies to Maintenance Services (8404)	-	\$ 800,000.00	-	\$ 400,000.00	-	\$ (400,000.00)
Pest Control Technician (8404)	1.00	\$ 87,728.00	-	\$ -	(1.00)	\$ (87,728.00)
Increased costs for custodial supplies (8406)	-	\$ 400,000.00	-	\$ 350,000.00	-	\$ (50,000.00)
Increased costs for Grounds Services (8408)	-	\$ 478,571.00	-	\$ 478,571.00	-	\$ -
Computer replacements/upgrades for security (8412)	-	\$ 95,130.00	-	\$ 95,130.00	-	\$ -
Additional elementary Security Assistants (year 3) (8412)	30.00	\$ 1,391,910.00	15.00	\$ 695,955.00	(15.00)	\$ (695,955.00)
Increased costs for physical network fiber maintenance (8416 & 8435)	-	\$ 80,000.00	-	\$ 80,000.00	-	\$ -
Increased costs for network security devices-Fortinet/Fortinac (8435)	-	\$ 200,000.00	-	\$ 200,000.00	-	\$ -
Google Workspace (8435) <i>from ESSER</i>	-	\$ 278,162.00	-	\$ 278,162.00	-	\$ -
Increased costs for Edupoint Synergy (8435)	-	\$ 120,000.00	-	\$ 120,000.00	-	\$ -
Total 115 Fund	143.00	\$ 27,996,764.00	57.90	\$ 17,171,400.00	(85.10)	\$ (10,825,364.00)

Proposal	ORIGINAL APPROVAL		REVISED APPROVAL		VARIANCE	
	FTE	Dollar Amount	FTE	Dollar Amount	FTE	Dollar Amount
All coaching supplements	-	\$ 172,240.00	-	\$ 172,240.00	-	\$ -
Athletic Trainers	-	\$ 150,000.00	-	\$ 150,000.00	-	\$ -
Tournaments	-	\$ 130,000.00	-	\$ 130,000.00	-	\$ -
Police-High School	-	\$ 90,000.00	-	\$ 90,000.00	-	\$ -
Tournaments (meal cost)	-	\$ 20,500.00	-	\$ 20,500.00	-	\$ -
Officials	-	\$ 40,000.00	-	\$ 40,000.00	-	\$ -
Non-Employee Support (Ambulance Service)	-	\$ 26,000.00	-	\$ 26,000.00	-	\$ -
Middle School Instruction Supplies	-	\$ 55,000.00	-	\$ -	-	\$ (55,000.00)
High School Instruction Supplies	-	\$ 39,000.00	-	\$ -	-	\$ (39,000.00)
Insurance	-	\$ 20,000.00	-	\$ 20,000.00	-	\$ -
Support Workers	-	\$ 16,418.00	-	\$ 16,418.00	-	\$ -
Security Assistants	-	\$ 21,530.00	-	\$ 21,530.00	-	\$ -
Assistant Student Activity Coordinator stipend increase	-	\$ 106,574.00	-	\$ 106,574.00	-	\$ -
Total 204 Fund	-	\$ 887,262.00	-	\$ 793,262.00	-	\$ (94,000.00)
Additional Baker/Cook positions	25.00	\$ 908,718.00	25.00	\$ 908,718.00	-	\$ -
Culinary club lead stipend for Achievable Dream Academy	1.00	\$ 1,077.00	1.00	\$ 1,077.00	-	\$ -
Total 213 Fund	26.00	\$ 909,795.00	26.00	\$ 909,795.00	-	\$ -
Construction Inspectors	1.00	\$ 119,480.00	1.00	\$ 119,480.00	-	\$ -
Total 480 Fund	1.00	\$ 119,480.00	1.00	\$ 119,480.00	-	\$ -

Department Reductions from 2023-2024

\$1,482,329

Budget Balancing

The current deficit is \$3,062,366

What is included in the budget?

- 2.0% compensation increase that was effective January 1, 2024
- Step increase to the teacher pay scale
- Step increase to the unified pay scale
- Change to minimum wage for the lowest wage employees to \$15.00
- Change to VRS Hybrid voluntary contributions
- Previously identified approved outside-the-base requests
- Increased staffing ratio from 21.25:1 to 21.75:1 for middle and high school

RSF Scenarios Considerations

1¢

- Additional cuts to resources
- Additional cuts to programs

2¢

- Additional cuts to resources
- Additional cuts to programs
- Change the middle school schedule

3¢

- Additional cuts to resources
- Additional cuts to programs
- Reduce the number of middle school sports
- Pay to play fee for all secondary sports

Next Steps



School Board input on or before Sunday, January 28



January 31 deadline to draft SEON for February 6 presentation



Note 3 upcoming February Budget Workshops in advance of Budget approval on March 5

Questions/Discussion

FOR DRAFT
INFORMATIONAL
PURPOSES ONLY





Subject: Compensation Study Phase II **Item Number:** 1C

Section: Administrative, Informal, and Workshop **Date:** Jan. 23, 2024

Senior Staff: Cheryl R. Woodhouse, Chief Human Resources Officer,

Prepared by: Segal

Presenter(s): Segal (Paula Singer, Ph.D., Vice-President, and Associate Consultant)

Recommendation:

That the School Board receive recommendations for phase II of the 2022 Compensation Study for the Unified Experience-based Step Pay Scale adjustments, and recommendations for the Instructional Experience-based Step Pay Scale.

Background Summary:

In keeping with Goal 4 of VBCPS Compass to 2025 Strategic Plan, "...placing a priority on recruiting, retaining, and promoting a workforce representative of our diverse student population." and the revised Compensation Philosophy, the school division, with the full support of the School Board, worked with a consultant to conduct a comprehensive market study of the division's unified and instructional pay scales during the 2022-23 school year. The review included comparisons between local and northern Virginia school divisions and recommendations for budgetary considerations for the 2023-24 school year.

As a result of the study, the division implemented 1.50% between steps on the Instructional Experience-based Step Pay Scale. However, due to a lack of funding, the decision was made to implement adjustments to the Unified Experience-based Step Pay Scale in phases. Currently, the percentage between steps is 1% for steps 0-14 and 1.5% for steps 15 and above. The presentation will provide strategies to complete phase II of the study as well as other recommendations for consideration.

Source:

2022-2023 Compensation Study and data collected from a wide variety of sources including public and private organizations, and peer school divisions.

Budget Impact:

Salary and benefits comprise the major component of the School Board's Annual Budget. Combined, they are the largest expenditures for the division.



Subject: PPEA Cost, Financing and Staff Recommendations **Item Number:** 1D

Section: Administrative, Informal, and Workshop **Date:** Jan. 23, 2024

Senior Staff: Jack Freeman, Chief Operations Officer
Crystal M. Pate, Chief Financial Officer

Prepared by: Jack Freeman, Chief Operations Officer
Crystal M. Pate, Chief Financial Officer

Presenter(s): Jack Freeman, Chief Operations Officer
Crystal M. Pate, Chief Financial Officer
Representative from S. B. Ballard Construction Company

Recommendation:

That the school board receive information on the Guaranteed Maximum Price (GMP) for the Public-Private Education Facilities and Infrastructure Act (PPEA) project to replace three schools.

Background Summary:

The school board was last updated on the Public-Private Education Facilities and Infrastructure Act (PPEA) proposed project Jan. 9, 2024.

Source:

School Board Policy 3-71

Budget Impact:

TBD



PPEA Cost, Financing and Staff Recommendation

January 23, 2024

Department of School Division Services
Department of Budget and Finance

GUARANTEED MAXIMUM PRICE (GMP)

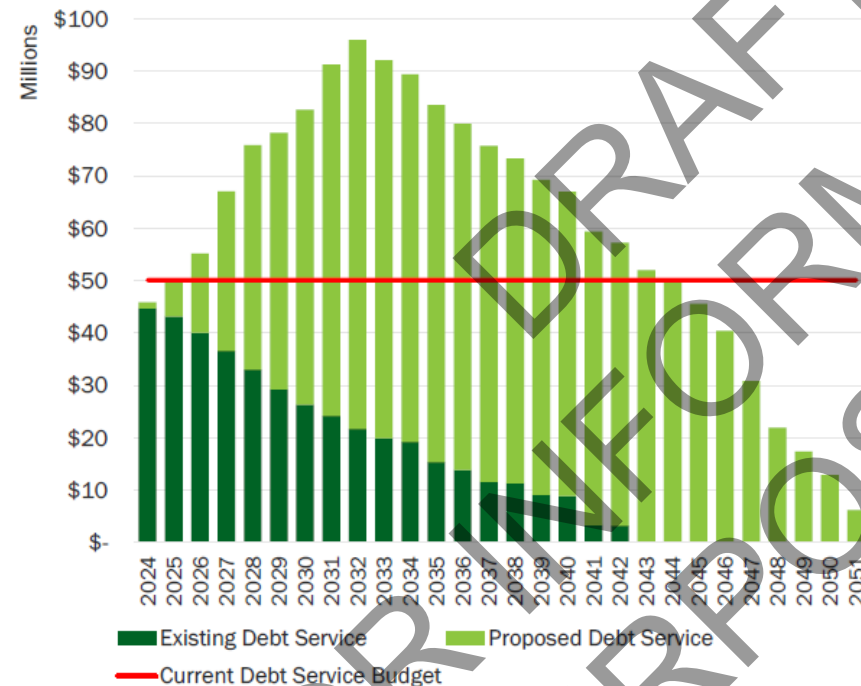
\$659,013,521

Princess Anne HS	\$239,633,349		
B. F. Williams/Bayside 6	\$112,557,208	Interim Agreement	\$15,404,544
Bayside HS	\$258,093,381	HRA Renovation	\$28,511,021
		Bayside 6 - Demo & Stormwater Park	\$ 4,814,019

Debt Affordability Impact | PPEA Construction Project



- The graph below reflects the estimated annual debt service payments assuming the debt issuances outlined on the previous page to support the PPEA Construction Project as well as general CIP Maintenance projects.



Observations

- Maximum Annual Debt Service is equal to approximately \$96 million in FY 2032.
- Maximum Annual Debt Service is approximately **\$46 million** above the current debt service budget.
- Requires an average annual increase in the debt service budget for seven consecutive years beginning in FY 2026 of **\$6.5 million**, which equates to roughly:
 - The equivalent of 0.67% increase annually in the School Operating Fund Budget⁽¹⁾ for seven consecutive years.

PPEA – GMP & COST OVERVIEW

\$15,000,000

Interim Agreement (75% complete)

\$29,000,000

Holland Road Annex Renovation / Upgrades to accommodate PAHS & BHS temporary relocation

\$240,000,000

Princess Anne High School Replacement

\$118,000,000

Bettie F. Williams (Bettie F. Williams & Bayside 6th Grade Campus Replacement, includes Aragona Stormwater Park)

\$258,000,000

Bayside High School

\$659,000,000

PPEA TOTAL (\$100,000,000 savings +/- based on Future CIP projections)

* Costs above include 3.5% for escalation based on Interim Agreement / GMP Schedule

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Time & Cost Savings with PPEA / per Interim Agreement GMP

PPEA Design-Build vs. Future Estimated CIP Projections

Contractor and A&E working as a Team
Guaranteed Maximum Price (GMP)

School Name	PPEA Design-Build	Future CIP	Total Time Savings
Princess Anne High School	FY28 complete	FY29 complete	1 year early
Bettie F. Williams/Bayside 6th	FY27 complete	FY31 complete	4 years early
Bayside High School	FY31 complete	FY39 complete	8 years early
Total Savings from Future CIP projections			\$ 98,986,479

Potential Cost of Waiting, assuming 3.5% annual escalation:

5 years:	\$779,810,112
10 years:	\$923,278,569
20 years:	\$1,296,050,519
30 years:	\$1,821,882,169

Monthly/Annual total escalation:

Monthly:	\$1,450,347
Yearly:	\$117,404,165

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Cost Savings with PPEA/Interim Agreement GMP

Price Per SQ FT per RFP/GMP/Ed Spec/Interim Agreement

JR Tucker HS:
133 SF/Pupil
274,480 SF

Stafford HS:
139 SF/Pupil
299,192 SF

School Name (Building Only)	Cost per SF	Difference from JR Tucker HS	Difference from Stafford HS
Princess Anne High School	\$529.39	TBA	TBA
Bayside High School	\$554.81	TBA	TBA
Kellam High School	\$182.84	TBA	TBA
Kellam (with 2025 unit cost applied)	\$529.39	TBA	TBA

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CIP Impact of Delaying Bayside High School

**SBGCC includes
3.5% in GMP**

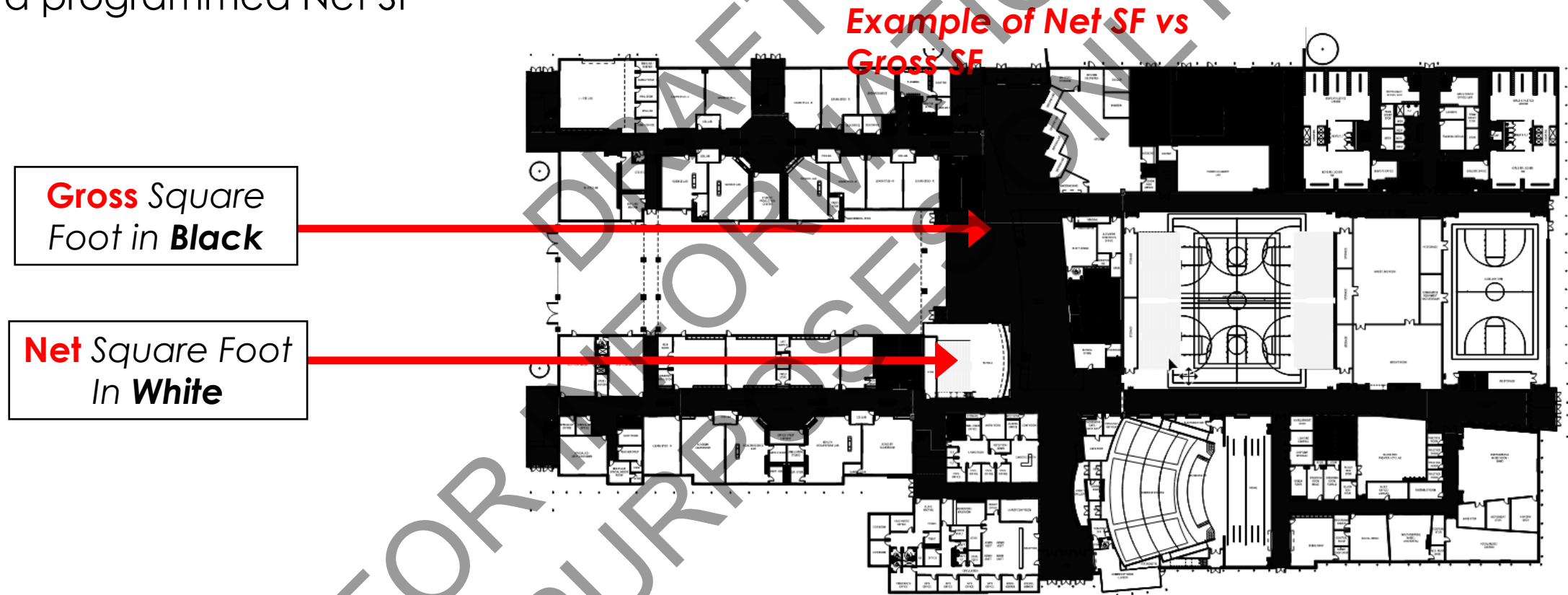
	PPEA PROPOSED GMP (at 3.5%)	@ 2.5% Escalation	Added Cost if Delayed at 2.5% Escalation	@ 3.5% Escalation	Added Cost if Delayed at 3.5% Escalation	@ 7.0% Escalation	Added Cost if Delayed at 7% Escalation
Wait 10 years - 2039 start	\$258,093,381	\$336,160,022	\$83,064,641	\$370,437,362	\$117,338,981	\$516,593,648	\$263,495,267
Wait 20 years – 2049 start	\$258,093,381	\$430,317,088	\$177,218,707	\$522,538,484	\$269,440,103	\$1,016,217,895	\$763,119,514
Wait 30 years – 2059 start	\$258,093,381	\$550,842,254	\$297,743,873	\$737,092,137	\$483,993,756	\$1,999,054,412	\$1,745,956,03

**Actual Kellam HS 2011 Compared to PAHS 2025 (Average Escalation Rate
Compounded 7.89%) *includes COVID**

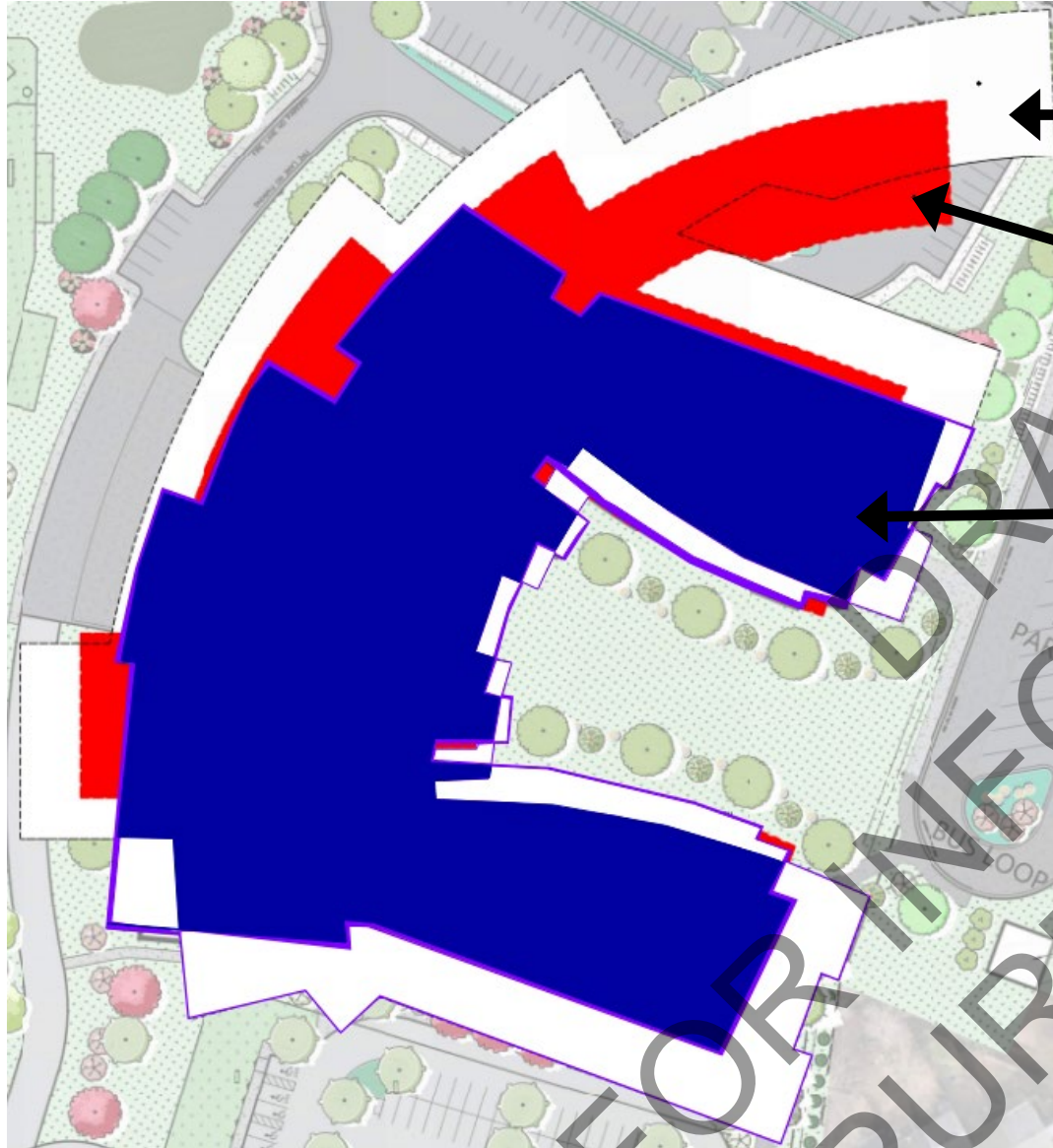
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Right-Sizing – 29% Back of House Space

- **Net Square Foot (Net SF)** – SF inside rooms from wall surface to wall surface
- **Gross Square Foot (Gross SF)** – the Net SF + everything else (wall thickness, corridors, mechanical rooms, etc.) **29% of total SF included in the GMP**
- **Grossing Factor** – numeric multiplier used to estimate what the Gross SF should be based on a programmed Net SF



Right-Sizing – B.F. Williams/Bayside 6 Example



INITIAL PROGRAM INPUT FROM
VBCPS & COMMUNITY
221,257 SF

06/29/23 - EDUCATIONAL
SPECIFICATIONS

09/29/23 - 30%
DRAWINGS
180,204 SF

Total SF Reduction Through Ed Spec & Design Process

	Initial Input SF	Final Design SF	DIFFERENCE
Bettie F Williams & Bayside 6	221,257 SF	180,204 SF	41,053 SF
Princess Anne High School	426,000 SF	337,118 SF	88,882 SF
Bayside High School	420,107 SF	341,247 SF	78,860 SF

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Guaranteed Maximum Price (GMP) Example

Throughout construction, any unused contingency, allowance, or budget can be rolled over and used on another school with Owner and Contractor approval.

Example GMP Scenario	Example GMP Project Cost	Escalation/Contingency included in GMP	Escalation/Contingency Spent per Project
Princess Anne High School	\$100,000	\$8,500	\$6,500
Bettie F. Williams/Bayside 6	\$90,000	\$7,650 (+ \$2,000)	\$6,000
Bayside High School	\$110,000	\$9,350 (+ \$3,650)	\$10,000
Total GMP	\$300,000	\$25,500	\$22,500
		Escalation & Contingency Remaining:	\$3,000

\$2,000 contingency remaining from PAHS, rolls over to BFW/B6

\$3,650 contingency remaining from BFWES/B6, rolls over to BHS

Unused Escalation & Contingency Amount

SBBCC Team at risk for any cost overruns

Any costs incurred over GMP with Escalation & Allowance

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PPEA Project Team

688

State-Certified, Local (Hampton Roads) SWaM-Certified Construction Firms Invited to Bid

99

Local (Hampton Roads) SWaM-Certified Construction Firms Attended PPEA Open House

71% of the Design Team are SWaM-Certified

FIRM	CERTIFICATION
SBBCC	SWaM Certified - Small #724450
HBA	SWaM Certified - Small #651684
RRMM	SWaM Certified - Small #652673
LIVAS	SWaM Certified - Small #723155 Micro/MBE Certified
SMF	SWaM Certified - Small #651486
MJI	SWaM Certified - Small #9473
LYNCH MYKINS	SWaM Certified - Woman #725989 DBE/WBE Certified
GET	SWaM Certified - Small #656305
GER	SWaM Certified - Small #9548 Micro Certified
WPL	SWaM Certified - Small #672211
The Miles Agency	SWaM Certified - Woman #776 WBE/MBE Certified
Convert Solar	SWaM Certified - Small #819447

DRAFT

Questions



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

Department of School Division Services
Jack Freeman, Chief Operations Officer

Department of Budget and Finance
Crystal M. Pate, Chief Financial Officer

CONSIDERATIONS

- \$900 million loss in buying power (half new construction, half maintenance projects)
- Maintenance projects (HVAC, roofs, foundations, etc.)
 - 10-year recovery plan in development (HVAC, roofs)
- Bayside HS
 - Mathematically impossible to achieve full funding
- Proposed CIP
 - More than half of annual allocations will be for maintenance
 - Bayside HS appropriations to date moved to support HVAC and roof replacements
- New construction projects will be delayed (less allocations for new construction)
 - PAHS – every year of delay results in roughly \$15 million increase in cost due to inflation
- Debt Service limit is currently \$50 million and level across 6-year CIP

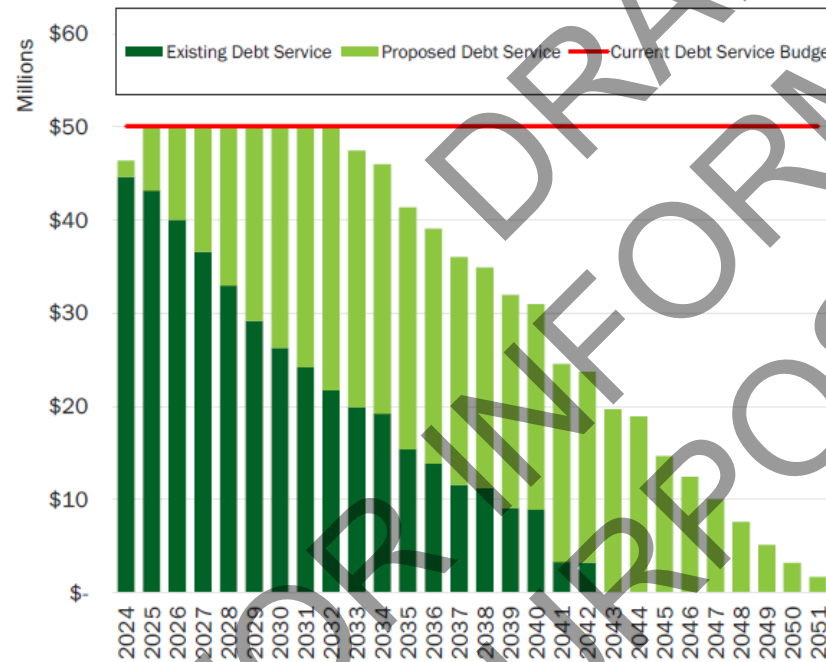


Debt Service

Maximum Affordability within Current Debt Service Budget



- Under this analysis, VBCPS could afford to borrow in the range of **\$315 million** over the FY 2024 – 2031 time frame without increasing the current debt service budget.
- These estimates assume 20 year level principal repayment (as per typical City debt structure) at a 5.0% planning interest rate.



Debt Issuances (in Millions)	
FY	
Total	\$ 314.7
2024	69.1
2025	32.9
2026	37.2
2027	39.6
2028	42.4
2029	34.3
2030	27.4
2031	31.9

Virginia Beach City Public Schools
FY 2023/24 - FY 2028/29 Capital Improvement Program (CIP)
Superintendent's Proposed - February 7, 2023
Alternative A

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

School Board Funding Summary
Virginia Beach City Public Schools
FY 2023/24 - FY 2028/29 Capital Improvement Program (CIP)
Superintendent's Proposed - February 7, 2023
Alternative A

CIP #	Project Category	Total Project Cost	Six Year Appropriations	Appropriations to Date	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028	Year 6 2028-2029
1-001	Renovations and Replacements - Energy Management/Sustainability	32,325,000	32,325,000	13,175,000	2,150,000	2,500,000	2,900,000	3,400,000	4,000,000	4,200,000
1-002	Tennis Court Renovations - Phase II	3,075,000	3,075,000	1,800,000	200,000	200,000	200,000	200,000	225,000	250,000
1-015	Princess Anne High School Replacement	247,176,536	247,176,536	133,609,497	23,300,000	28,800,000	24,200,000	24,428,093	12,838,946	0
1-016	Energy Performance Contracts - Phase II	46,500,000	46,500,000	32,500,000	2,500,000	2,500,000	2,500,000	2,500,000	2,000,000	2,000,000
1-017	Renovations and Replacements - Grounds - Phase III	29,337,886	29,337,886	16,437,886	1,900,000	2,000,000	2,100,000	2,200,000	2,300,000	2,400,000
1-018	Renovations and Replacements - HVAC - Phase III	113,108,316	113,108,316	39,708,316	14,400,000	10,000,000	10,900,000	11,900,000	13,000,000	13,200,000
1-019	Renovations and Replacements - Reroofing - Phase III	71,000,000	71,000,000	22,150,000	8,800,000	6,600,000	7,250,000	8,000,000	9,000,000	9,200,000
1-020	Renovations and Replacements - Various - Phase III	39,575,000	39,575,000	16,125,000	5,600,000	2,850,000	3,200,000	3,600,000	4,000,000	4,200,000
1-022	Elementary School Playground Equipment Replacement	4,084,737	4,084,737	2,584,737	250,000	250,000	250,000	250,000	250,000	250,000
1-026	Achievable Dream at Lynnhaven Middle School	14,250,000	14,250,000	14,250,000	0	0	0	0	0	0
1-027	Renovations and Replacements - Safe School Improvements	1,800,000	1,800,000	600,000	200,000	200,000	200,000	200,000	200,000	200,000
1-028	B.F. Williams/Bayside 6th (Grades 4-6) Replacement	81,845,143	81,845,143	26,547,220	2,000,000	6,500,000	5,900,000	3,400,000	12,886,054	24,611,869
1-029	Bayside High School Replacement	385,008,854	28,986,813	20,276,775	1,500,000	1,400,000	1,700,000	1,721,907	1,100,000	1,288,131
1-030	Payroll System Replacement	7,382,407	7,382,407	7,382,407	0	0	0	0	0	0
1-031	School Bus & White Fleet Replacement	7,713,000	7,713,000	7,713,000	0	0	0	0	0	0
1-032	Telephone System Replacement	7,266,223	7,266,223	7,266,223	0	0	0	0	0	0
Total Project Cost		1,091,448,102	735,426,061	362,126,061	62,800,000	63,800,000	61,300,000	61,800,000	61,800,000	61,800,000
GRAND TOTAL (all projects)					62,800,000	63,800,000	61,300,000	61,800,000	61,800,000	61,800,000
TARGETS										
DIFFERENCE					0	0	0	0	0	0

School Board Funding Summary
Virginia Beach City Public Schools
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1-001	Renovations and Replacements - Energy Management/Sustainability	32,325,000	32,325,000	13,175,000	2,150,000	2,500,000	2,900,000	3,400,000	4,000,000	4,200,000
1-002	Tennis Court Renovations - Phase II	3,075,000	3,075,000	1,800,000	200,000	200,000	200,000	200,000	225,000	250,000
1-015	Princess Anne High School Replacement	247,176,536	247,176,536	133,609,497	23,300,000	28,800,000	24,200,000	24,428,093	12,838,946	0
1-016	Energy Performance Contracts - Phase II	46,500,000	46,500,000	32,500,000	2,500,000	2,500,000	2,500,000	2,500,000	2,000,000	2,000,000
1-017	Renovations and Replacements - Grounds - Phase III	29,337,886	29,337,886	16,437,886	1,900,000	2,000,000	2,100,000	2,200,000	2,300,000	2,400,000
1-018	Renovations and Replacements - HVAC - Phase III	113,108,316	113,108,316	39,708,316	14,400,000	10,000,000	10,900,000	11,900,000	13,000,000	13,200,000
1-019	Renovations and Replacements - Reroofing - Phase III	71,000,000	71,000,000	22,150,000	8,800,000	6,600,000	7,250,000	8,000,000	9,000,000	9,200,000
1-020	Renovations and Replacements - Various - Phase III	39,575,000	39,575,000	16,125,000	5,600,000	2,850,000	3,200,000	3,600,000	4,000,000	4,200,000
1-022	Elementary School Playground Equipment Replacement	4,084,737	4,084,737	2,584,737	250,000	250,000	250,000	250,000	250,000	250,000
1-026	Achievable Dream at Lynnhaven Middle School	14,250,000	14,250,000	14,250,000	0	0	0	0	0	0
1-027	Renovations and Replacements - Safe School Improvements	1,800,000	1,800,000	600,000	200,000	200,000	200,000	200,000	200,000	200,000
1-028	B.F. Williams/Bayside 6th (Grades 4-6) Replacement	81,845,143	81,845,143	26,547,220	2,000,000	6,500,000	5,900,000	3,400,000	12,886,054	24,611,869
1-029	Bayside High School Replacement	385,008,854	28,986,813	20,276,775	1,500,000	1,400,000	1,700,000	1,721,907	1,100,000	1,288,131
1-030	Payroll System Replacement	7,382,407	7,382,407	7,382,407	0	0	0	0	0	0
1-031	School Bus & White Fleet Replacement	7,713,000	7,713,000	7,713,000	0	0	0	0	0	0
1-032	Telephone System Replacement	7,266,223	7,266,223	7,266,223	0	0	0	0	0	0
Total Project Cost		1,091,448,102	735,426,061	362,126,061	62,800,000	63,800,000	61,300,000	61,800,000	61,800,000	61,800,000
GRAND TOTAL (all projects)					62,800,000	63,800,000	61,300,000	61,800,000	61,800,000	61,800,000
TARGETS					62,800,000	63,800,000	61,300,000	61,800,000	61,800,000	61,800,000
DIFFERENCE					0	0	0	0	0	0

School Board Funding Summary
Virginia Beach City Public Schools
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Alternative A

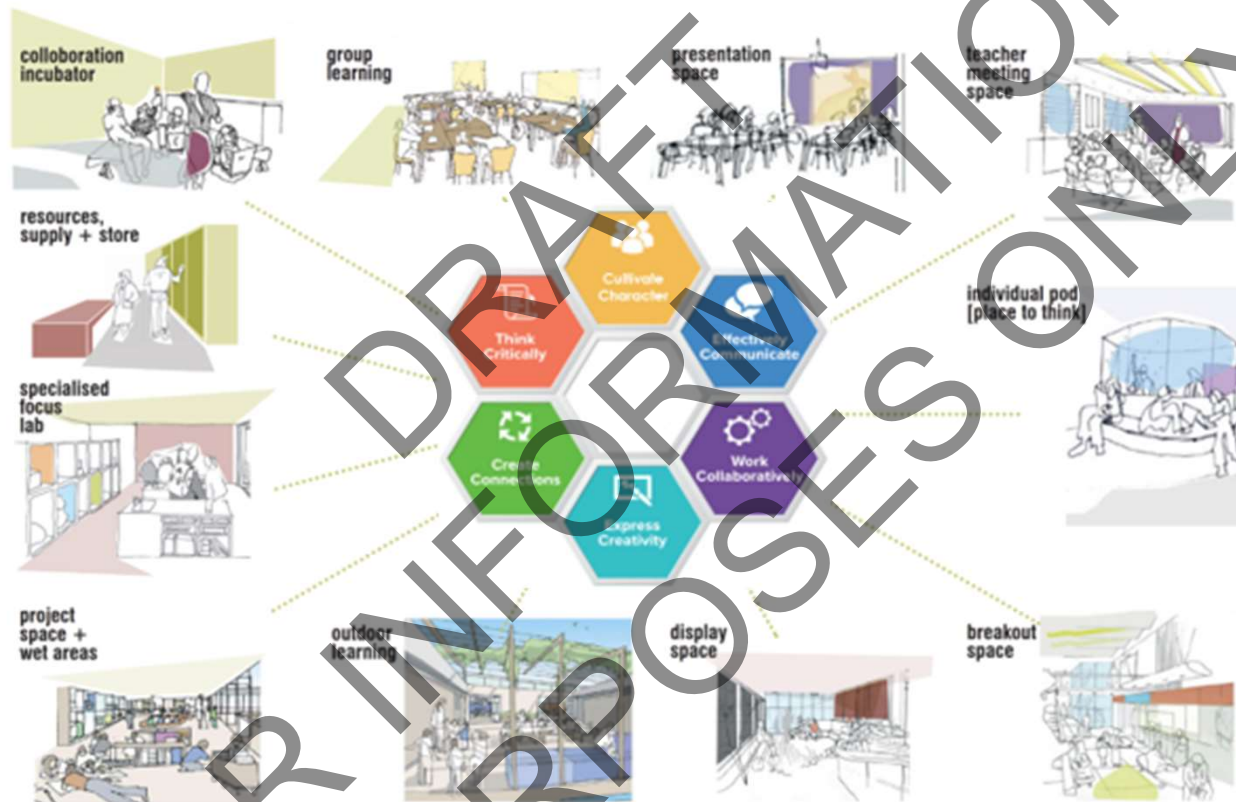
CIP #	Project Category	Total Project Cost	Six Year Appropriations	Appropriations to Date	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028	Year 6 2028-2029
1-001	Renovations and Replacements - Energy Management/Sustainability	32,325,000	32,325,000	13,175,000	2,150,000	2,500,000	2,900,000	3,400,000	4,000,000	4,200,000
1-002	Tennis Court Renovations - Phase II	3,075,000	3,075,000	1,800,000	200,000	200,000	200,000	200,000	225,000	250,000
1-015	Princess Anne High School Replacement	247,176,536	247,176,536	133,609,497	23,300,000	28,800,000	24,200,000	24,428,093	12,838,946	0
1-016	Energy Performance Contracts - Phase II	46,500,000	46,500,000	32,500,000	2,500,000	2,500,000	2,500,000	2,500,000	2,000,000	2,000,000
1-017	Renovations and Replacements - Grounds - Phase III	29,337,886	29,337,886	16,437,886	1,900,000	2,000,000	2,100,000	2,200,000	2,300,000	2,400,000
1-018	Renovations and Replacements - HVAC - Phase III	113,108,316	113,108,316	39,708,316	14,400,000	10,000,000	10,900,000	11,900,000	13,000,000	13,200,000
1-019	Renovations and Replacements - Reroofing - Phase III	71,000,000	71,000,000	22,150,000	8,800,000	6,600,000	7,250,000	8,000,000	9,000,000	9,200,000
1-020	Renovations and Replacements - Various - Phase III	39,575,000	39,575,000	16,125,000	5,600,000	2,850,000	3,200,000	3,600,000	4,000,000	4,200,000
1-022	Elementary School Playground Equipment Replacement	4,084,737	4,084,737	2,584,737	250,000	250,000	250,000	250,000	250,000	250,000
1-026	Achievable Dream at Lynnhaven Middle School	14,250,000	14,250,000	14,250,000	0	0	0	0	0	0
1-027	Renovations and Replacements - Safe School Improvements	1,800,000	1,800,000	600,000	200,000	200,000	200,000	200,000	200,000	200,000
1-028	B.F. Williams/Bayside 6th (Grades 4-6) Replacement	81,845,143	81,845,143	26,547,220	2,000,000	6,500,000	5,900,000	3,400,000	12,886,054	24,611,869
1-029	Bayside High School Replacement	385,008,854	28,986,813	20,276,775	1,500,000	1,400,000	1,700,000	1,721,907	1,100,000	1,288,131
1-030	Payroll System Replacement	7,382,407	7,382,407	7,382,407	0	0	0	0	0	0
1-031	School Bus & White Fleet Replacement	7,713,000	7,713,000	7,713,000	0	0	0	0	0	0
1-032	Telephone System Replacement	7,266,223	7,266,223	7,266,223	0	0	0	0	0	0
		Total Project Cost	Six Year Appropriations	Appropriations to Date	Year 1 2023-2024	Year 2 2024-2025	Year 3 2025-2026	Year 4 2026-2027	Year 5 2027-2028	Year 6 2028-2029
GRAND TOTAL (all projects)		1,091,448,102	735,426,061	362,126,061	62,800,000	63,800,000	61,300,000	61,800,000	61,800,000	61,800,000
TARGETS					62,800,000	63,800,000	61,300,000	61,800,000	61,800,000	61,800,000
DIFFERENCE					0	0	0	0	0	0

REQUEST GUIDANCE

- Remove Bayside High School Project from CIP
- Current new construction priority order
 - Princess Anne High School
 - B. F. Williams ES / Bayside 6th Grade Campus

General Definitions

- **Educational Specifications** – refer to the process and tools used to define net space requirements for a school building; results in a program recommendation



General Definitions

Guaranteed Maximum Price (GMP) – Not-to-exceed price for construction. The Owner pays no additional money above the GMP, unless additional scope is added.



GUARANTEED MAXIMUM PRICE (GMP)

- If actual total costs at the end of the job are **lower** than the GMP, the Owner keeps the savings
- If actual total costs at the end of the job are **higher** than the GMP, the Contractor must pay the difference
- Throughout construction, any unused contingency, allowance, or budget can be rolled over and used on another school with Owner and Contractor approval

General Definitions

Allowance – dollar amount included in the GMP to cover the cost of specific items that the contractor cannot determine with certainty the total cost until later (or until the actual cost is incurred by the contractor)

Example of Allowance - Dominion Power Allowance

- At Bettie F. Williams, a Dominion Power Allowance of \$392,403 was included to cover utilities (i.e., electric/gas/fiber relocations and new services)
 - If this costs less than \$392,403, the Owner gets the savings
 - If this costs more than \$392,403, then the Owner & the Design Team shall revise the GMP design to meet the allowance without changing the program

Example - Design Savings

- Example of savings through design could be original allowance of \$600,000 for sound panels, reduced to \$400,000 without changing the program

Guaranteed Maximum Price (GMP) Example

Throughout construction, any unused contingency, allowance, or budget can be rolled over and used on another school with Owner and Contractor approval.

Example GMP Scenario	Example GMP Project Cost	Escalation/Contingency included in GMP	Escalation/Contingency Spent per Project
Princess Anne High School	\$100,000	\$8,500	\$6,500
Bettie F. Williams/Bayside 6	\$90,000	\$7,650 (+ \$2,000)	\$6,000
Bayside High School	\$110,000	\$9,350 (+ \$3,650)	\$10,000
Total GMP	\$300,000	\$25,500	\$22,500
		Escalation & Contingency Remaining:	\$3,000

\$2,000 contingency remaining from PAHS, rolls over to BFW/B6

\$3,650 contingency remaining from BFWES/B6, rolls over to BHS

Unused Escalation & Contingency Amount Returned to VBCPS

Any costs incurred over GMP with Escalation & Allowance

SBBCC Team at risk for any cost overruns



General Definitions

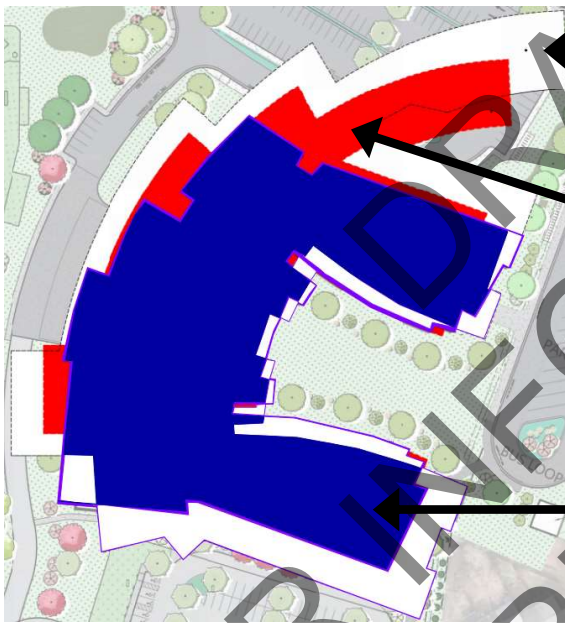
- **Inflation** - a general increase in the cost of everything and a fall of purchasing value of money; a rise in prices that leads to a decrease in purchasing power over time
 - The SBBCC GMP includes a contingency for 3.5% escalation, based on the construction start dates in the GMP Schedule
- **Escalation** - increases in the cost or price of specific goods/services that is more market-specific than inflation. Used to estimate the future cost of a project based on increases in the cost of labor, equipment, or material due to continuing price changes over time

General Definitions

- **Holland Road Annex** – the former Kellam High School, will serve as a “Swing-Space” for the students during the construction period; first for Princess Anne High School and then Bayside High School. Holland Road Annex will receive cosmetic improvements to match each specific school's branding before students are temporarily moved to the swing space.
- **Swing-Space** – a temporary space used for the students during the construction period. Before the demo/construction process can start at Princess Anne High School, students will temporarily relocate into Holland Road Annex Swing Space for the duration of construction. Once construction is complete, students will move out of Holland Road Annex and into the new Princess Anne High School.
 - Immediately after students move back into the new PAHS, students from Bayside High School will relocate into the Holland Road Annex Swing Space for the duration of demolition and construction of the new school.
 - Once construction is complete, students will move out of Holland Road Annex and into the new Bayside High School.

General Definitions

Efficiencies – strategies considered and employed to reduce the physical size of a space and/or building component while maintaining its functionality/without adversely affecting educational programs, operational efficiency, learner supports, or community engagement



**INITIAL PROGRAM INPUT FROM
VBCPS & COMMUNITY
221,257 SF**

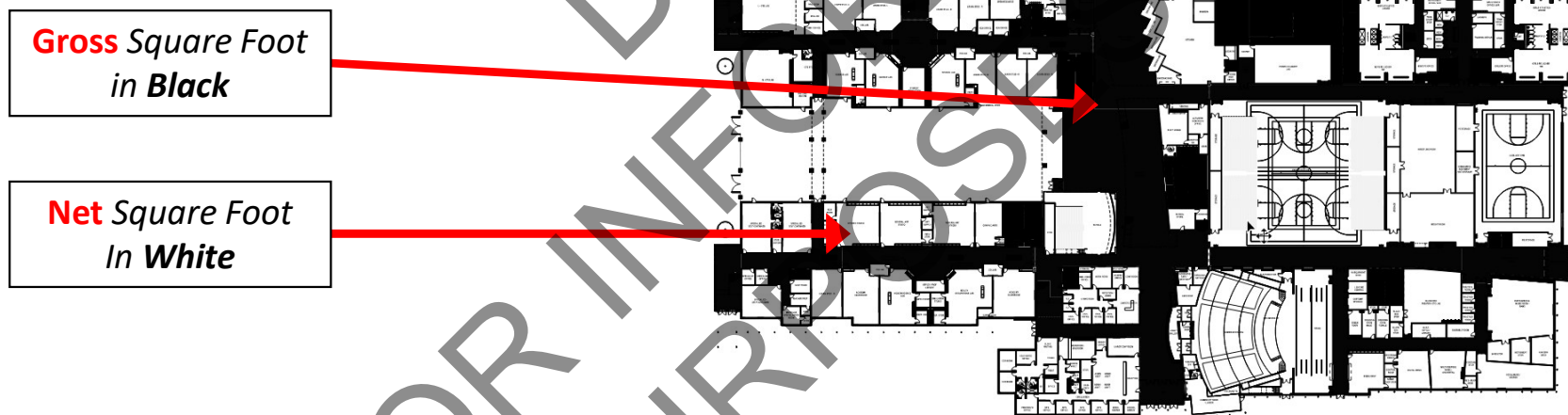
**06/29/23 - EDUCATIONAL
SPECIFICATIONS AND EFFICIENCY
SPACE REDUCTIONS (8/1/23)**

**09/29/23 - 30% DRAWINGS WITH
ADDITIONAL EFFICIENCIES
ACHIEVED THROUGH DESIGN
180,204 SF**

General Definitions

- **Educational Program vs. Space Allocation Program**
 - Educational program (curriculum) defines the space allocation program which dictates the space requirements (room sizes, layouts, etc.) used in design
- **Net Square Foot (Net SF)** – SF inside rooms from wall surface to wall surface
- **Gross Square Foot (Gross SF)** – the Net SF + everything else (wall thickness, corridors, mechanical rooms, etc) **29% of total SF included in the GMP**
- **Grossing Factor** – numeric multiplier used to estimate what the Gross SF should be based on a programmed Net SF

Example of Net SF vs Gross SF

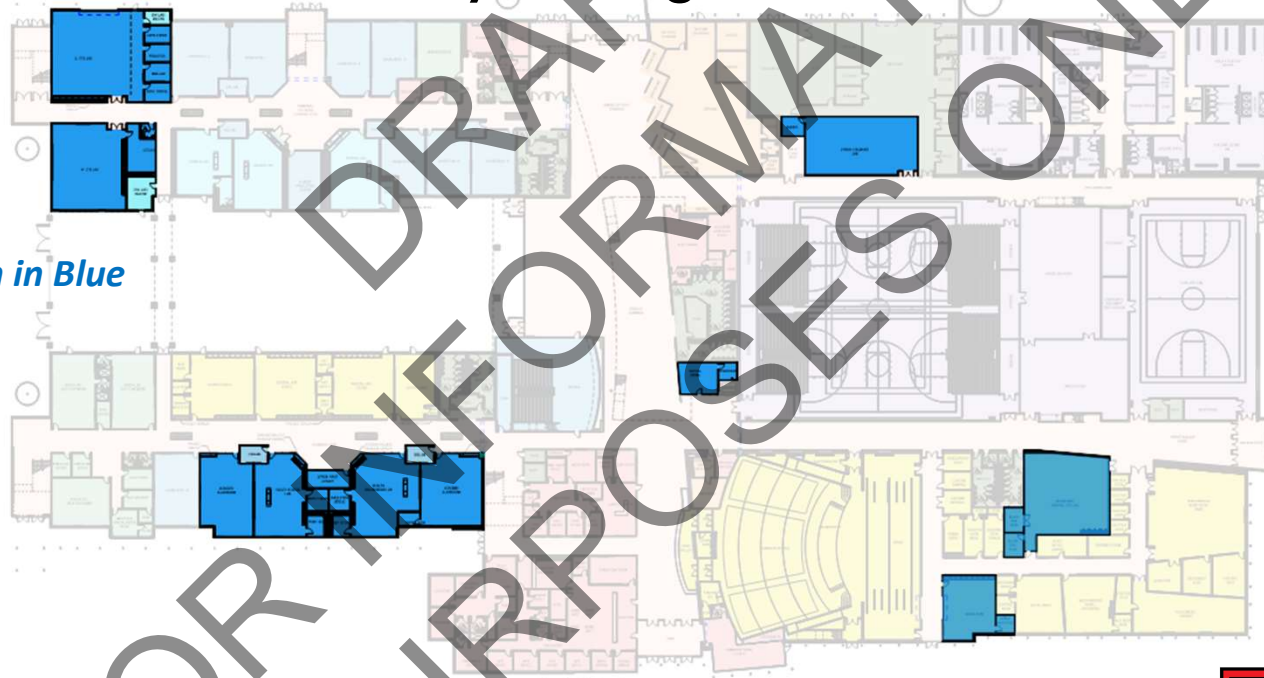


General Definitions

Career and Technical Education (CTE) - programs that offer cutting-edge career and technical experiences for students to explore a wide range of high-wage, high-skill, high-demand career pathways

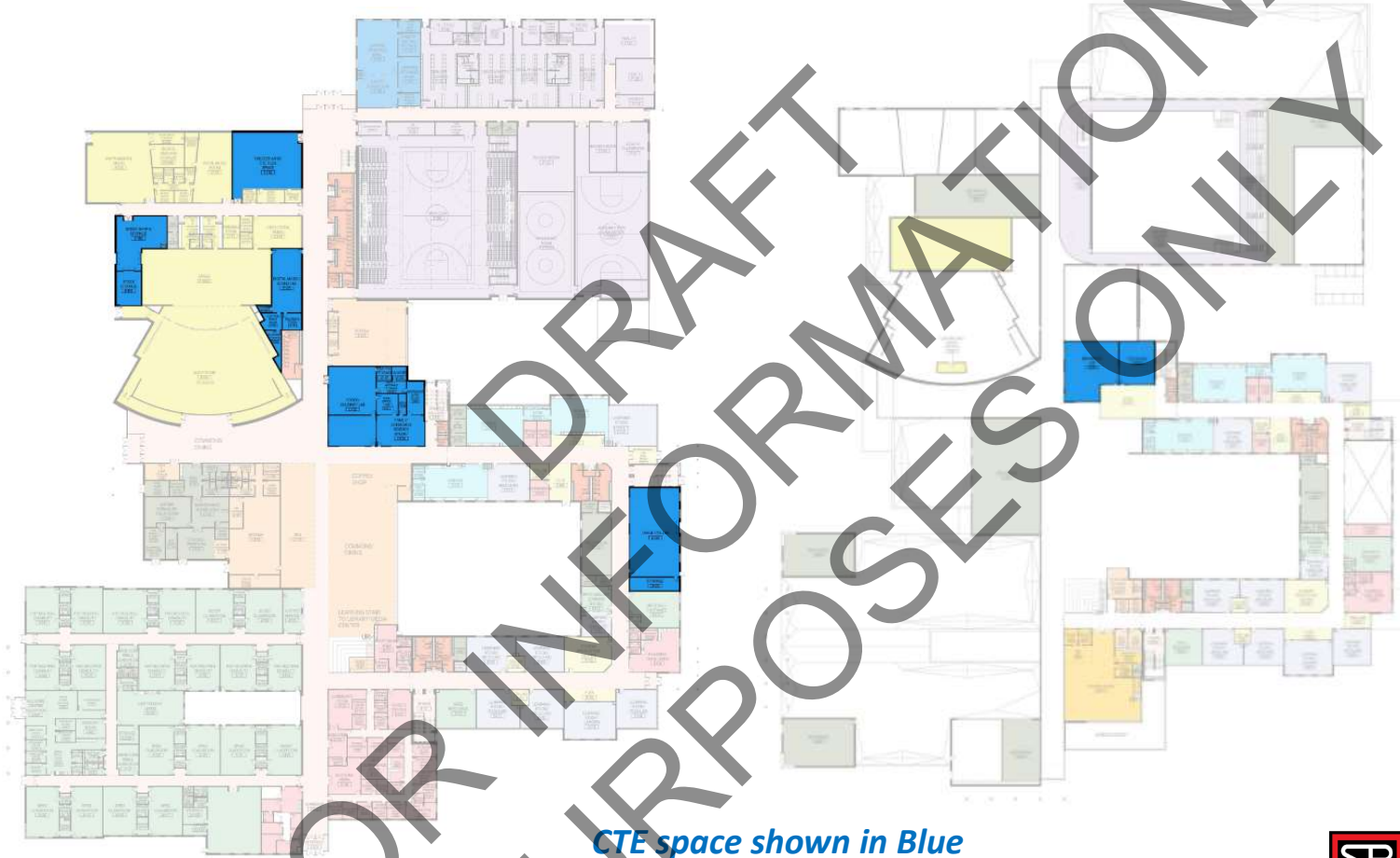
Bayside High School

CTE space shown in Blue



General Definitions

Princess Anne High School – CTE Spaces



CTE space shown in Blue

Princess Anne High School

Aspirational Rendering – 30%



VIRGINIA BEACH CITY PUBLIC SCHOOLS



Princess Anne High School

Aspirational Rendering – 30%



VIRGINIA BEACH CITY PUBLIC SCHOOLS



Princess Anne High School

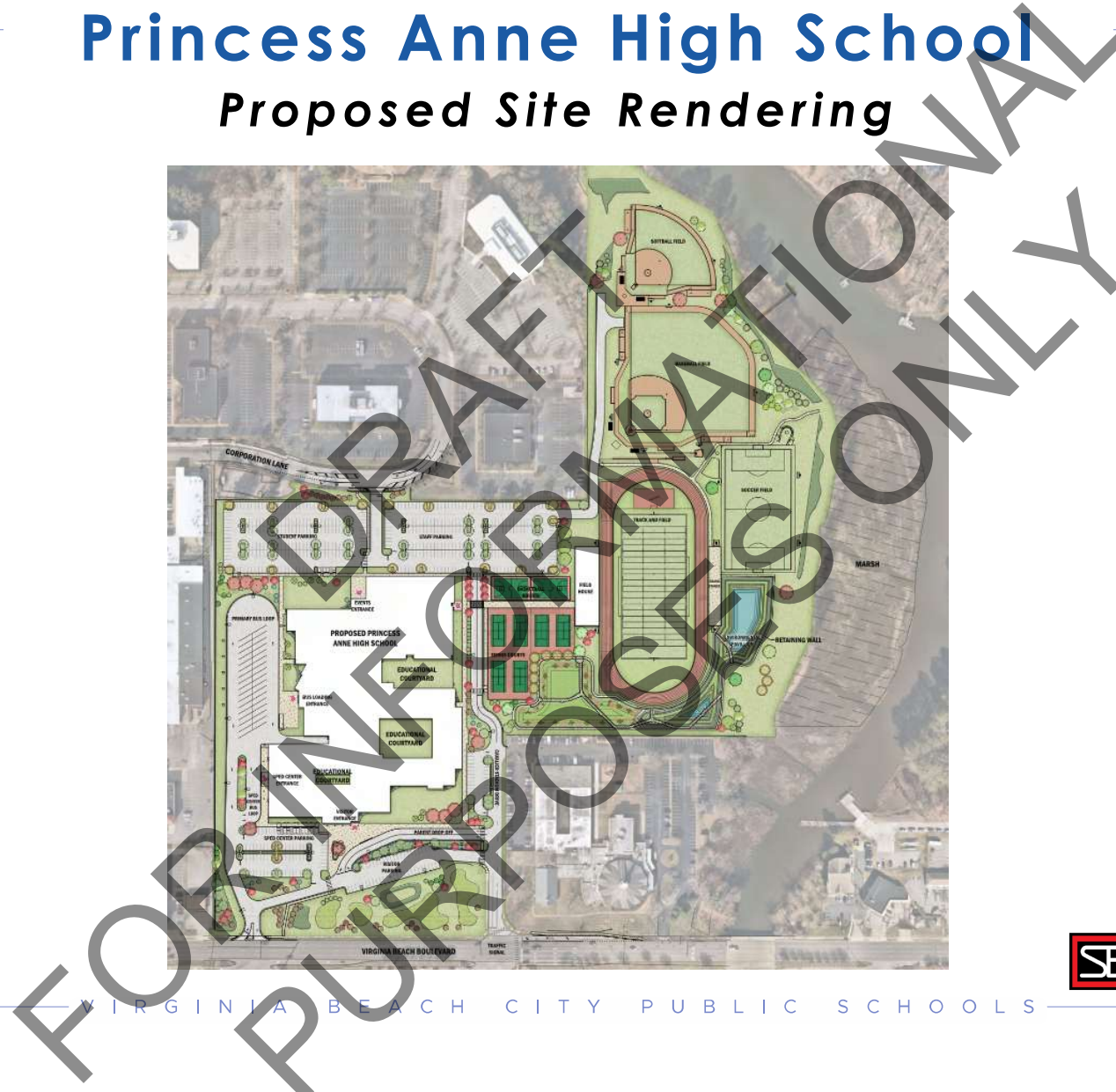
Proposed Site Rendering

The rendering provides a detailed aerial view of the proposed school site. Key features include:

- School Building:** A large, multi-winged structure with a central entrance and various classroom wings.
- Parking:** Multiple parking areas, including a large lot for students and a smaller lot for staff.
- Sports Facilities:** A baseball field, softball field, soccer field, and a track and field area.
- Landscaping:** Extensive green spaces, trees, and walkways throughout the campus.
- Surroundings:** The site is bordered by Corporation Lake to the north and Virginia Beach Boulevard to the south.

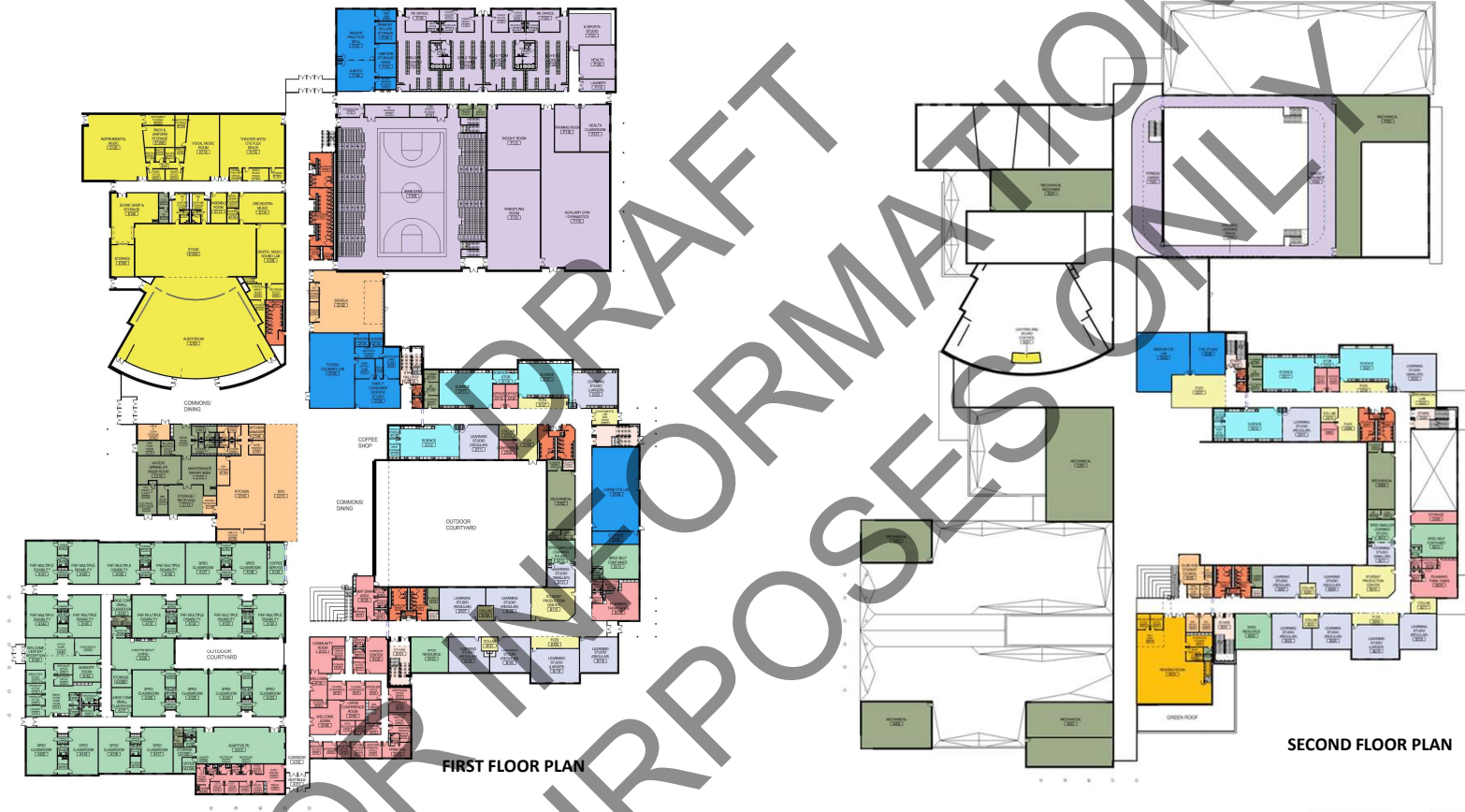
DRAFT FOR INFORMATION ONLY

VIRGINIA BEACH CITY PUBLIC SCHOOLS



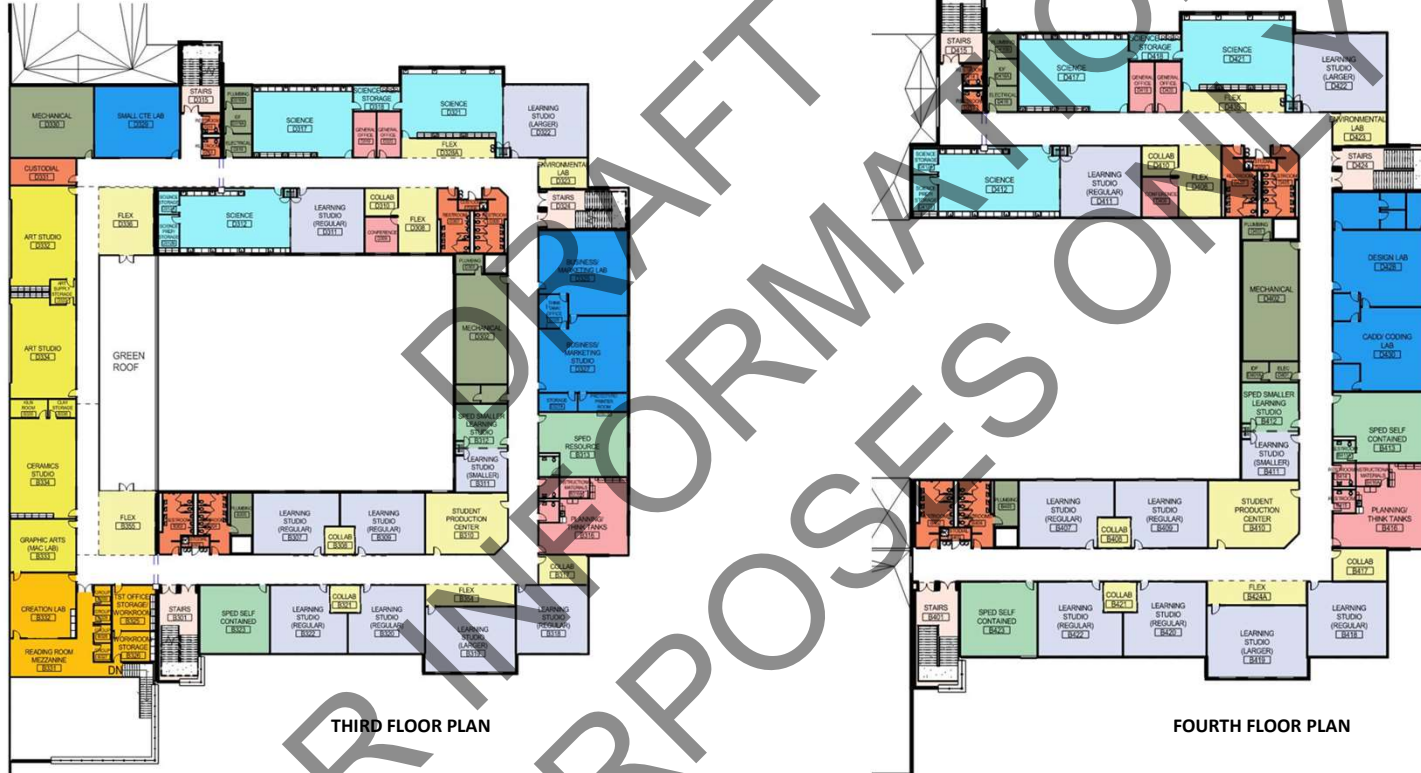
Princess Anne High School

Proposed 30% Drawings Floor Plans



VIRGINIA BEACH CITY PUBLIC SCHOOLS

Proposed 30% Drawings Floor Plans



Bayside High School

Aspirational Rendering – 30%



VIRGINIA BEACH CITY PUBLIC SCHOOLS



Bayside High School

Aspirational Rendering – 30%

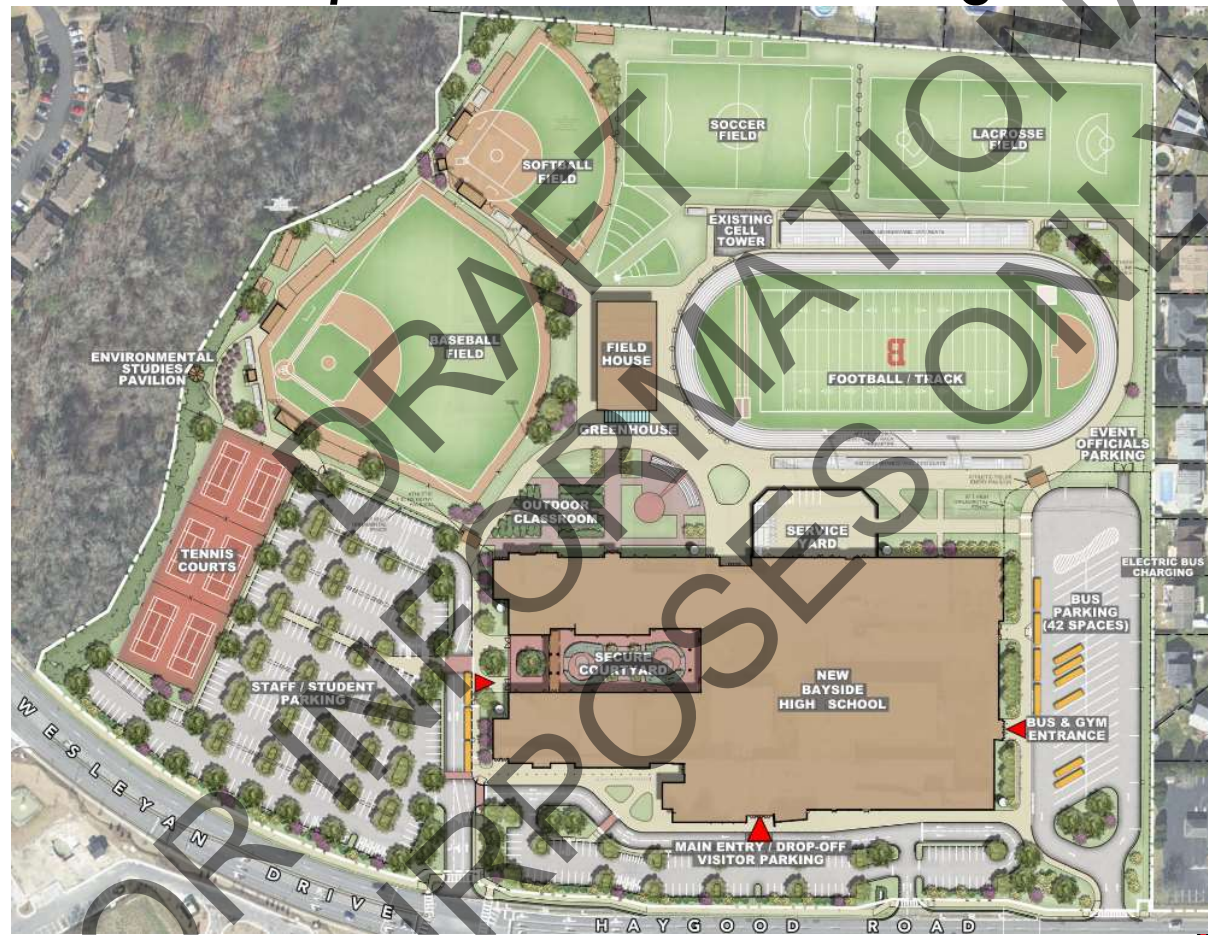


VIRGINIA BEACH CITY PUBLIC SCHOOLS



Bayside High School

Proposed Site Rendering

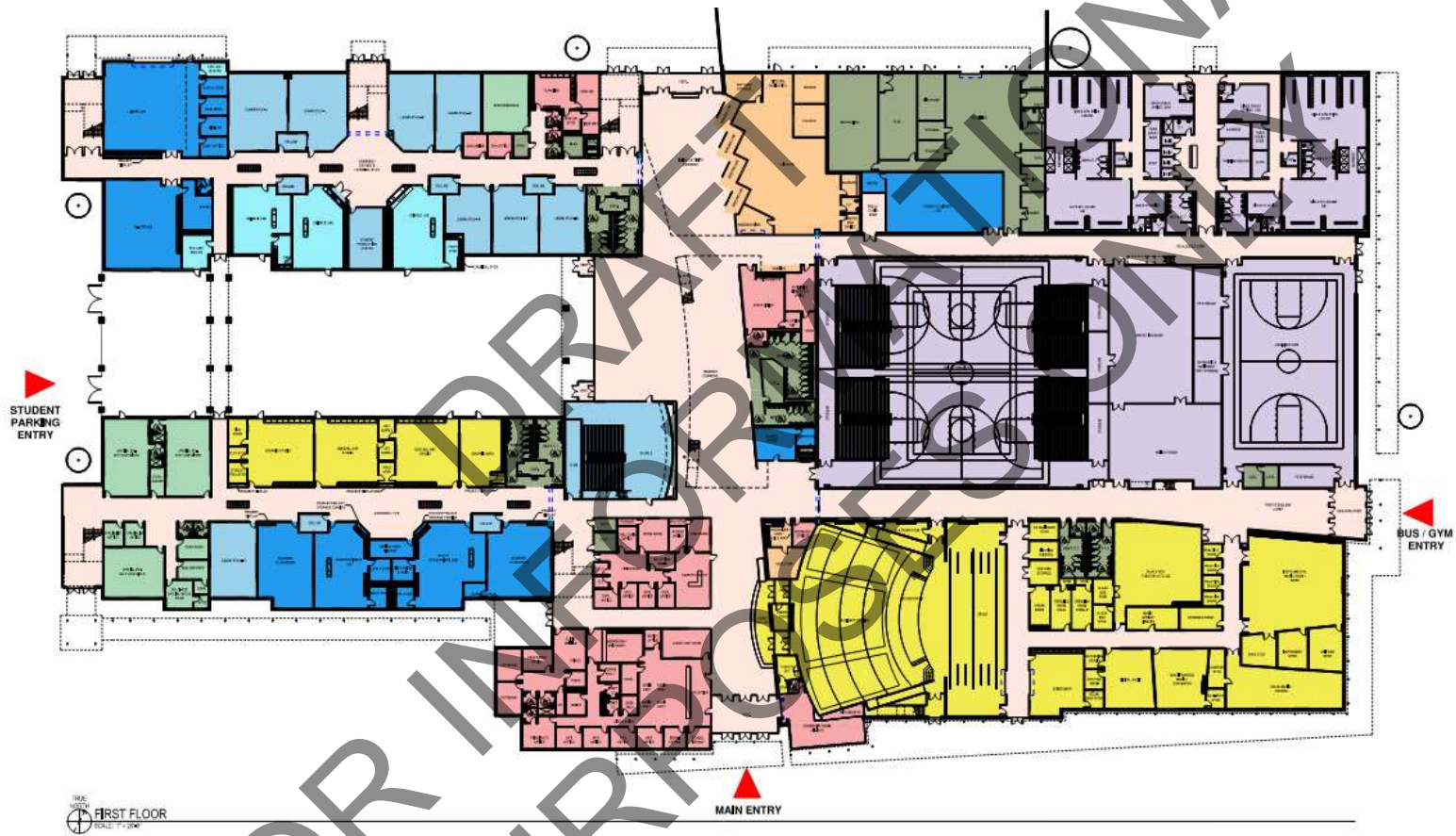


VIRGINIA BEACH CITY PUBLIC SCHOOLS



Bayside High School

Proposed 30% Drawings Floor Plans

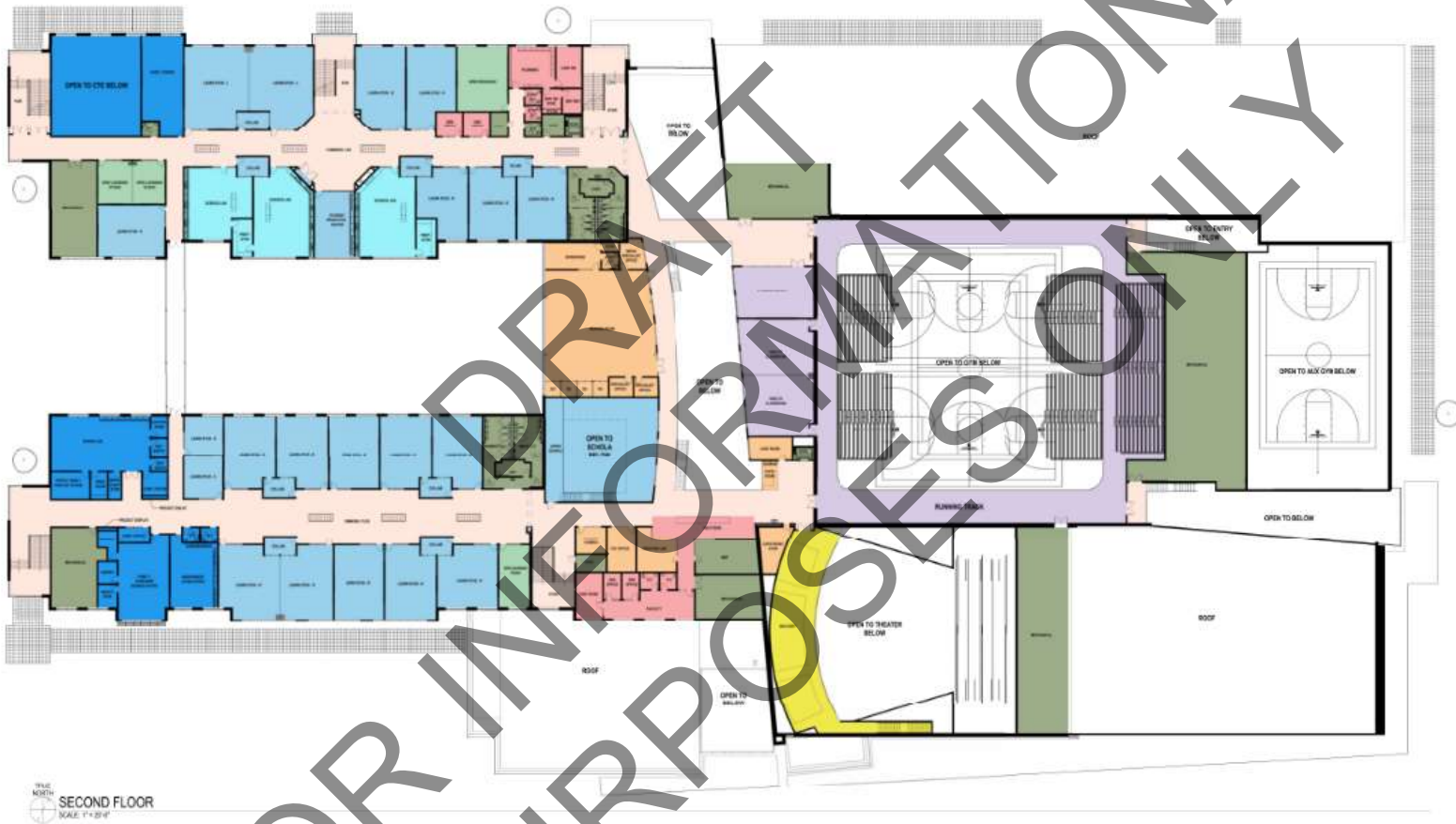


VIRGINIA BEACH CITY PUBLIC SCHOOLS



Bayside High School

Proposed 30% Drawings Floor Plans



Bayside High School

Proposed 30% Drawings Floor Plans



Bettie F. Williams / Bayside 6

Aspirational Rendering – 30%



VIRGINIA BEACH CITY PUBLIC SCHOOLS



Bettie F. Williams / Bayside 6

Aspirational Rendering – 30%



VIRGINIA BEACH CITY PUBLIC SCHOOLS



Bettie F. Williams / Bayside 6

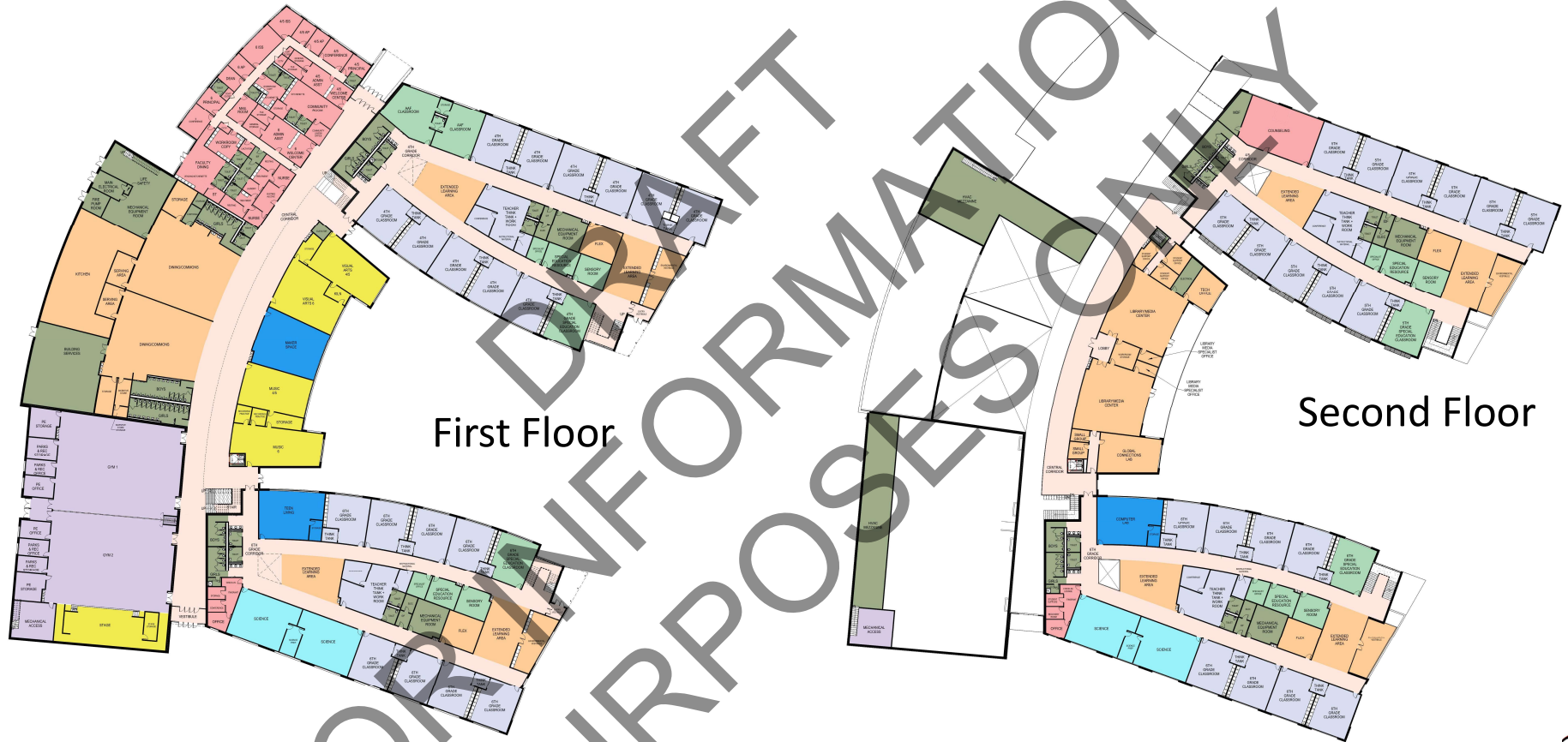
Proposed Site Rendering



VIRGINIA BEACH CITY PUBLIC SCHOOLS

Bettie F. Williams / Bayside 6

Proposed 30% Drawings Floor Plans





Subject: School Board Recognitions **Item Number:** 7A-C

Section: Student, Employee and Public Awards and Recognitions **Date:** Jan. 23, 2024

Senior Staff: Nicole Livas, Chief Communications and Community Engagement Officer

Prepared by: David Schleck, Public Relations Coordinator

Presenter(s): Jennifer S. Franklin, Vice Chair

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the Jan. 23, 2024, School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

1. Virginia Art Education Association Middle School Art Educator of the Year – Virginia Beach Middle School
2. SHAPE America Southern District Elementary Physical Education Teacher of the Year – Corporate Landing Elementary School
3. VBCPS Citywide Teacher of the Year – W.T. Cooke Elementary School

Background Summary:

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

Recognition Criteria:

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

Source:

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

Budget Impact:

None.



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

Section: Approval of Meeting Minutes **Date:** Jan. 23, 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. January 9, 2024 Organizational/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 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 MINUTES
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

Closed Session: Chair Riggs convened the Closed Session at 3:01 p.m. on the 9th day of January 2024 at the School Administration Building #6, School Board Chamber. At 3:02 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, 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.

Chair Riggs called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to recess into Closed Session: Chair Riggs, Vice Chair Weems, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk. The motion passed, 9-0-0.

The School Board recessed into Closed Session at 3:04 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. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; Jack Freeman, Chief Operations Officer; Melisa Ingram, Executive Director, Office of Facilities

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Services; James Noel, Senior Vice President/General Counsel, The Franklin Johnston Group ("TFJG"); Carol Hahn, Real Estate Attorney; and Regina M. Toneatto, School Board Clerk.

School Board member, Ms. Anderson joined the Closed Session at 3:12 p.m. School Board member, Ms. Owens joined the Closed Session at 3:14 p.m.

Mr. James Noel, from The Franklin Johnston Group ("TFJG") left the Closed Session at 3:24 p.m. At 3:34 p.m. the following people left the Closed Session: Jack Freeman, Chief Operations Officer; Melisa Ingram, Executive Director, Office of Facilities Services; and Carol Hahn, Real Estate Attorney.

- B. Status of pending litigation or administrative cases; and
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; and Regina M. Toneatto, School Board Clerk.

The School Board reconvened at 3:44 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.

Ms. Melnyk made the motion, seconded by Ms. Brown. Chair Riggs called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion for Certification of Closed Session. The motion passed unanimously, 11-0-0.

1. **Administrative, Informal, and Workshop:** Chair Riggs convened the Administrative, Informal, and Workshop session at 3:47 p.m. on the 9th day of January 2024 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.

Chair Riggs made the following statement: Due to the current weather conditions, the decision has been made to shorten tonight's meeting. Accordingly, the formal meeting agenda will be modified to remove public comments and information items. The School Board agenda will continue with scheduled afternoon workshops, the annual meeting elections, appointments and adoption of meeting schedule, consent and action items. All other matters will be moved to a future agenda. This decision has been made for safety purposes and we apologize for any inconvenience. Please be safe tonight. Also, as a brief update on the superintendent search process, the School Board has been conducting interviews of candidates since January 5 and will continue with interviews through this week and possibly the following weeks. Updates on the progress of the superintendent search will be provided at the next regularly scheduled School Board meeting.



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School Administration Building #6, Municipal Center
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- A. Budget Process Overview: Crystal Pate, Chief Financial Officer, presented the School Board policies and procedures on how the budget is developed by the Office of Budget Development; reviewed the presentation agenda: budget calendar, school funding revenue sources, VBCPS internal budget work, State budget calendar and process, and process for handling School Board member questions; reviewed budget calendar and current timeline; January 2 – 17: budget requests are reviewed, refined, and summarized by the Office of Budget Development, end of January: the proposed School Operating Budget and Capital Improvement Program Budget presented to the Superintendent for review, February 6: the Superintendent's Estimate of Needs and the Capital Improvement Program are presented to the School Board; school funding revenue sources – an overall increase in revenue of approximately \$20.4 million, with the majority of the increase coming from the City; small increase in State revenue of \$4.5 million, offsetting decrease in State sales tax of \$3.9 million; shared approximate reductions in the real estate tax rate, ranging from a one cent reduction to seven cent reduction with corresponding reductions in funding of \$3.7 million up to \$25.9 million; VBCPS internal budget work – review of personnel and fringe benefit costs, shared a sample of staffing standards; budgeting for non-FTE and other expenses – senior staff members and/or budget manager receives a baseline budget for non-FTE personnel and other expenses, budget requests are compiled and reviewed by the budget office, senior staff, and superintendent to determine if they should be included in the SEON (Superintendent's Estimate of Needs); shared sample of the new budget request form, requests need to be tied to the Strategic Plan and have additional information to support the financial justification of the request; the budget team continues to: review of ESSER funded resources, creation of "saving buckets" to address shortfalls, weekly meeting of senior leadership; shared informational slide of the State budget process; key budget dates: January 10, 2024 – General Assembly convenes, February 4, 2024 – budget bill crossover occurs, March 9, 2024 – General Assembly adjourns, April 10, 2024 – reconvened General Assembly session occurs.
- Standards of Quality – 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, set the minimum educational program school divisions must provide; overview of the re-benchmarking process – updates both the state and local costs in public education for the biennial budget, over 90% of state K-12 funding is budgeted for SOQ programs; Local Composite Index (LCI) – a state formula that outlines the ability of each locality to pay for public education, as the LCI decreases, State funding increases; student enrollment – while total enrollment for VBCPS declined over the last six years, the proportion of students requiring additional supports continues to increase; projected student enrollment for FY2024-2025: approximately 62,000 students; reviewed highlights of the Governor's proposed budget for the 2024-2026 biennium: re-benchmark 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 for 550 students in grades 4-5 and one reading specialist position per 1,100 students in grades 6-8, support attainment of industry recognized credentials; 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.
- The presentation continued with questions and comments regarding projected revenues; a 3% raise is approximately \$20 million; real estate tax rates; budget categories of must have and nice to have; City Council raises; percentage of raises; funding formula for education; student challenges – learning loss, mental health, special education, ESL students; guidance from School Board on compensation; possibility of losing staff; tax payer dollars; reviewing positions and programs; importance of schools and the local economy; February 6 SEON based on current information; compression issue with salaries; city funding and state funding; and SOQ.
- B. PPEA and School Design Update: Jack Freeman, Chief Operations Officer; Michael Ross, AIA, President Emeritus, HBA Architecture & Interior Design, Inc.; and Amy Yurko, AIA, Principal Educational Facility Planner, BrainSpaces, Inc. presented the School Board 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; Mr. Freeman began the presentation and provided background information on guest presenters; reviewed historic and projected inflation rates; 6-year projected funding compared to inflation, funding is relatively consistent while there is an increase with inflation; reviewed data regarding loss of buying power since 2009, FY09/10 – FY28/29 estimated cumulative buying power loss approximately \$900 million; 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; design process – experts informing experts, inclusive and participatory process, addressing shifts in

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education in VBCPS; VBCPS values and priorities: School Board policies, core values, strategic plan, input/collaboration, equity, other considerations (i.e., available resources, right-sized schools, career and technical education expansion, students with disabilities, energy efficiency, school safety and security); reviewed history of designing building in VBCPS; educational specification input process – April 26 – October 26, 2023: 29 public input meetings, 4 student focus group meetings, 80+ interviews with various stakeholders knowledgeable about curriculum needs, online surveys; August 1, 2023: design efficiencies meeting to eliminate everything other than necessary spaces (Senior Staff, VBCPS program experts, principals); VBCPS priorities that have space implications: robust career pathways & technical education programs (CTE) within comprehensive high schools, collaborative, hands-on learning. Ms. Amy Yurko continued the presentation; reviewed educational specifications, key steps to define space needs for your schools, Why-What-How-Who, define building to support what's important; Princess Anne High School: maximum operating capacity 1,700 students, unique programs & functions: International Baccalaureate (IB) curriculum, Special Education Center, NJROTC program (PAHS & BHS); Williams Elementary School & Bayside 6th Grade Campus: maximum operating capacity 850 students, unique programs & functions: replacement of 2 stand-alone schools, Bayside 6th Grade Campus earned distinction as a 2022-23 National ESEA Distinguished School; Bayside High School: maximum operating capacity 1,900 students, unique programs & functions: Health Sciences Academy, hybrid schedule, prototype design for future schools; listening for what's important to VBCPS: security, student-focused, flexibility/adaptability, teacher retention, professional futures, flow, the basics (storage, rest rooms, etc.); comparisons of old school facility planning verses new learning environment design; planning process in VBCPS is participatory and inclusive; old schooling verses new learning; facilities must also change to support current and future needs for teaching and learning; reviewed how space needs were determined – information-gathering: wish list of space needs; experts advising experts: explore multi-use spaces, eliminate redundancies, right-size spaces, durability; final ed spec: needs, no more than needed and all programs covered; shared example of right-sizing process (gym, fitness, and wrestling), space needs, prototype high school; spatial implications of 21st century shifts in education: learning is active and applied, learning is individualized, learning is future-focused, all learners are supported, environments are accessible and secure, student participation is encouraged.

Mr. Michael Ross continued the presentation; right-sizing VBCPS school facilities: core learning communities, support spaces, instructional activities, other spaces; reviewed data regarding Bayside High School: originally constructed in 1964, industrial-model floor plan, currently over-crowded, current +/- 200,816 gross square feet, proposed area is approximately 336,250 gross square feet; compared student capacity and SF/Pupil of other schools in the state; compared space types of schools; core classroom square footage compared to CTE Lab; CTE labs require more space per student; comparisons of spaces – learning communities, career/technical education, PE/athletics, building services and custodial; school facilities are planned and sized to meet specific educational program needs of their respective communities; Mr. Freeman continued the presentation and provided a summary: roughly \$900 million loss in CIP buying power since SY2009/10, PPEA has potential to do more with less money, VBCPS values and priorities have guided development of school designs, and staff have been responsive to direction provided by the Board. The presentation continued with questions and comments regarding flex spaces; resource spaces; half classroom size; small group spaces (think tanks); cost of building a building; increase costs of materials and supplies; community involvement; how to pay for buildings; being transparent in the process; gross area verses net area; future-ready students – is the building the source or the curriculum; right size of building; redundant space uses, shared use of space, reducing, eliminating; liked community input; educational specifications; CTE in schools, do not have to travel to another school, maximize opportunity; and types of additional programs.

2. **Closed Session:** None during the Administrative, Informal, and Workshop session. See agenda item: Pre-Meeting Closed Session.
3. **School Board Recess:** Chair Riggs adjourned the Administrative, Informal and Workshop session at 5:37 p.m.
4. **Formal Meeting (School Administration Building #6 – School Board Room) 6:00 p.m.**
5. **Call to Order and Roll Call:** Acting Superintendent, Donald E. Robertson, Ph.D., serving as Chair pro-tem called the School Board Annual Organizational meeting to order at 6:00 p.m. on the 9th day of January 2024. The following School Board members were present in the School Administration Building #6, School Board Chamber: Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, Ms. Owens, Ms. Riggs, and Ms. Weems.
6. **Moment of Silence followed by the Pledge of Allegiance**

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School Administration Building #6, Municipal Center
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Tuesday, January 9, 2024
School Board Organizational/Regular Meeting
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- 7. School Board Organizational Matters:** After reviewing the nomination and voting procedures to be used for the election of School Board Chair and Vice Chair, and without any objections, motions, or questions, Acting Superintendent, Dr. Robertson called for nominations in the election of School Board Chair.
- A. Election of School Board Chair: Mr. Callan nominated Ms. Carolyn Weems for School Board Chair. Ms. Owens nominated Ms. Kimberly Melnyk for School Board Chair. There being no other nominations for School Board Chair, votes were cast with the following results: Ms. Weems received five (5) votes: Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, and Ms. Weems. Ms. Melnyk received six (6) votes: Ms. Anderson, Ms. Franklin, Ms. Martin, Ms. Melnyk, Ms. Owens, and Ms. Riggs. The School Board Clerk announced Ms. Kimberly Melnyk was elected Chair by majority vote and declared the School Board Chair for the 2024 calendar year. Acting Superintendent, Dr. Robertson passed the gavel to Chair Melnyk to proceed with the meeting.
- B. Election of School Board Vice Chair: Chair Melnyk called for nominations for School Board Vice Chair. Ms. Owens nominated Ms. Jennifer Franklin for School Board Vice Chair. Mr. Culpepper nominated Ms. Kathleen Brown for School Board Vice Chair. There being no other nominations for School Board Vice Chair, votes were cast with the following results: Ms. Franklin received six (6) votes: Ms. Anderson, Ms. Franklin, Ms. Martin, Ms. Melnyk, Ms. Owens, and Ms. Riggs. Ms. Brown received five (5) votes: Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, and Ms. Weems. The School Board Clerk announced Ms. Jennifer Franklin was elected Vice Chair by majority vote and declared the School Board Vice Chair for the 2024 calendar year.
- C. Appointment of Clerk and Deputy Clerk: Chair Melnyk called for a motion to approve the Acting Superintendent's recommendations for appointment of Clerk (Regina M. Toneatto) and Deputy Clerk (Susan L. Keipe). Ms. Owens made the motion, seconded by Ms. Brown. Without discussion, Chair Melnyk called for a vote to approve the appointment of the Clerk and Deputy Clerk. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Acting Superintendent's recommendations for appointment of Clerk and Deputy Clerk. The motion passed unanimously, 11-0-0.
- D. Schedule of Meetings: January 2024 through June 2025: Chair Melnyk called for a motion to approve the schedule of School Board meetings through June 30, 2025 as presented. Ms. Anderson made the motion, seconded by Mr. Callan. Mr. Culpepper mentioned for the meetings scheduled in February each week, he may not be able to make all the meetings. Without further discussion, Chair Melnyk called for a vote to approve the schedule of School Board meeting through June 30, 2025 as presented. The School Board Clerk announced there were eleven (11) ayes in favor of motion to approve the schedule of School Board meetings through June 30, 2025 as presented. The motion passed unanimously, 11-0-0.
- 8. Student, Employee and Public Awards and Recognition:** There were no student, employee, or public awards presented at the meeting.
- 9. Adoption of the Agenda:** Chair Melnyk called for a motion to approve the amended agenda. Chair Melnyk made the following statement, due to current weather conditions, the decision has been made to shorten tonight's meeting. Accordingly, the formal meeting agenda will be modified to remove public comments and information items. The School Board agenda will continue with the scheduled afternoon workshops, the annual meeting elections, appointments and adoption of meeting schedule, consent and action items. All other matters will be moved to a future agenda. This decision has been made for safety purposes and we apologized for any inconvenience. Please be safe tonight.
- Chair Melnyk called for any other modifications to the agenda; there was a clarifying question regarding the consent agenda; Chair Melnyk reviewed the amended agenda; removing the following agenda items: item #10 – Superintendent's Report, item #12 – Public Comments, item #13 – Information (all items under A, B, and C), and item #14 – Return to Public Comments if needed. Chair Melnyk called for a motion to approve the agenda as modified. Ms. Owens made the motion, seconded by Ms. Anderson. There was a discussion regarding the amended agenda; consent agenda item; items the public want to speak on; concerns about removing public comments from the agenda; safety concerns; cannot support agenda as modified; Bylaw 1-38; importance of public comments; voting for personnel report and keeping positions staffed; making the School Board aware of decisions; need to move forward with the item on the consent agenda; Ms. Riggs shared information regarding the decision to modify the agenda, speakers were contacted regarding the change to public comments, departments contacted regarding agenda and need to proceed or postpone topics presented, discussions with Acting Superintendent and School Board Attorney regarding the changes to the agenda, contacted the Vice Chair via text message.

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Without further discussion, Chair Melnyk called for a vote to approve the agenda as amended. The School Board Clerk announced there were six (6) ayes in favor of the motion to approve the agenda as amended: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Martin, Ms. Owens, and Ms. Riggs. There were five (5) nays opposed to the motion to approve the agenda as amended: Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, and Ms. Weems. The motion passed, 6-5-0.

- 10. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings):** Note: item was removed from the agenda. See agenda item #8 – Adoption of the Agenda.

11. Approval of Meeting Minutes

- A. December 12, 2023 Regular School Board Meeting: Chair Melnyk called for any modifications to the December 12, 2023 regular School Board meeting minutes as presented. Hearing none, Chair Melnyk called for a motion to approve the December 12, 2023 minutes as presented. Ms. Riggs made the motion, seconded by Ms. Weems. Without discussion, Chair Melnyk called for a vote to approve the December 12, 2023 minutes as presented. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the December 12, 2023 minutes as presented. The motion passed unanimously, 11-0-0.

- 12. Public Comments (until 8:00 p.m.):** Note: item was removed from the agenda. See agenda item #8 – Adoption of the Agenda.

- 13. Information:** Note: all information items were removed from the agenda. See agenda item #8 – Adoption of the Agenda.

- 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:** Note: item was removed from the agenda. See agenda item #8 – Adoption of the Agenda.

15. Consent Agenda: Chair Melnyk read the following item on the Consent Agenda:

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

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Chair Melnyk called for a motion to approve the Consent Agenda. Ms. Martin made the motion, seconded by Ms. Weems. Chair Melnyk 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 Melnyk called for a motion to approve the January 9, 2024 personnel report and administrative appointments. Ms. Anderson made the motion, seconded by Ms. Owens that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the January 9, 2024 personnel report along with the administrative appointments as recommended by the Acting Superintendent. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the January 9, 2024 personnel report and administrative appointments. The motion passed unanimously, 11-0-0.

Donald E. Robertson, Ph.D., Acting Superintendent, mentioned the following: Thomas W. Quinn, Principal, Great Neck Middle School as Executive Director, Secondary Teaching and Learning, Department of Teaching and Learning.

17. Committee, Organization or Board Reports: Ms. Weems met with the Workforce Development Committee, have had eight meetings, finalizing recommendations to the School Board, recommendations to be presented to the School Board in March, mentioned the City Council member on the committee is Ms. Rosemary Wilson.

18. Return to Administrative, Informal, Workshop or Closed Session matters: None.

19. Adjournment: Chair Melnyk adjourned the meeting at 6:38 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Kimberly A. Melnyk, School Board Chair



Subject: Annual Comprehensive Financial Report (ACFR) FY23 **Item Number:** 12A

Section: Information **Date:** Jan. 23, 2024

Senior Staff: Crystal M. Pate, Chief Financial Officer

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

Presenter(s): Daniel G. Hopkins, Director of Business Services and External Auditor

Recommendations:

That the School Board receive highlights of the Annual Comprehensive Financial Report Audit (ACFR) for the fiscal year ended June 30, 2023.

Background Summary:

The Annual Comprehensive Financial Report (ACFR) is produced annually by VBCPS finance/accounting staff. External auditors audit the records/transactions contained in the Annual Comprehensive Financial Report (ACFR) and render an opinion.

Source:

None

Budget Impact:

None



Subject: Interim Financial Statements – November and December 2023 **Item Number:** 12B

Section: Information **Date:** Jan. 23, 2024

Senior Staff: Crystal M. Pate, Chief Financial Officer

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

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

Recommendations:

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

Background Summary:

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

Source:

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

Budget Impact:

None



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2023-2024
NOVEMBER 2023

The financial statements include the following:

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

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

School Operating Fund

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

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

Revenues realized this month totaled **\$84.0 million**. Of the amount realized for the month, **\$42.6 million** was realized from the City, **\$7.8 million** was received in state sales tax, and **\$26.9 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. Funds from the Federal Government this month totaled **\$6.5 million** for Impact Aid.

School Operating Fund Expenditures (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **36.91%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2023 was **37.57%**, and FY 2022 was **38.17%**. Please note that **\$15,955,706** of the current year budget is funded by the prior year fund balance for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. This fund has realized **\$88,772** (includes **\$41,535** in football receipts and **\$33,200** in middle school receipts) this month or **95.6%** of the estimated revenue for the current fiscal year compared to **91.0%** of FY 23 actual. Expenditures totaled **\$524,395** for this month. This fund has incurred expenditures and encumbrances of **41.2%** of the current fiscal year budget compared to **46.2%** of the FY 23 actual. Please note that **\$58,851** of the current year budget is funded by the prior year fund balance for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$1,020,172** (includes **\$785,610** for service charges and **\$99,667** for Child and Adult Card Food Program) this month or **15.2%** of the estimated revenue for the current fiscal year compared to **22.9%** of the FY 23 actual. Expenditures totaled **\$3,487,577** for this month. This fund has incurred expenditures and encumbrances of **24.8%** of the current fiscal year budget compared to **22.8%** of the FY 23 actual. Please note that **\$7,960,784** of the current year budget is funded by the prior year fund balance (**\$6,901,953**) and prior year fund balance for encumbrances (**\$1,058,831**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$430,222** (includes **\$414,352** from the Department of Education) this month or **42.9%** of the estimated revenue for the current fiscal year compared to the **41.6%** of the FY 23 actual. Expenditures totaled **\$171,540** for this month. This fund has incurred expenditures and encumbrances of **71.4%** of the budget for the current fiscal year compared to **89.6%** of the FY 23 actual. Please note that **\$1,792,814** of the current year budget is funded by the prior year fund balance (**\$1,572,037**) and prior year fund balance for encumbrances (**\$220,777**).

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$88,437** in revenue (includes **\$86,652** in interest) this month. Expenses for this month totaled **\$289,005** (includes **\$175,471** in Worker's Compensation payments and **\$3,092** in Fire, Property, and General Liability insurance premiums).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$31,824** in revenue (includes **\$3,660** in tower rent-Cox High, **\$6,544** in tower rent-Tech Center, and **\$1,185** in tower rent-Woodstock Elementary) this month or **61.0%** of the estimated revenue for the current fiscal year compared to **48.0%** of FY 23 actual. Expenditures total **\$40,000** for the current fiscal year. Please note that **\$324,000** of the current year budget is funded by the prior year fund balance (**\$284,000**) and prior year fund balance for encumbrances (**\$40,000**).

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$8,159,154** in expenditures was incurred for various grants this month.

Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$14,283,441** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$10,331,882**. This includes medical and prescription drug claim payments for City and School Board employees.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$2,703** in revenue (interest) has been realized this month or **22.2%** of the estimated revenue for the current fiscal year compared to **21.9%** of FY 23 actual. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$93,357** in revenue (interest) this month. Please note that the current year budget is funded by the prior year fund balance **(\$560,840)**.

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$2,148** in revenue (interest) this month. Expenses for the month totaled **\$45,399**. Please note that **\$497,774** of the current year budget is funded by the prior year fund balance **(\$327,651)** and prior year fund balance for encumbrances **(\$170,123)**.

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$1,790,124** in expenditures was incurred for various school capital projects this month. This includes **\$138,763** for Princess Anne High School Replacement project, **\$151,646** for Lynnhaven Middle School Expansion project, **\$118,872** for Bayside High School Replacement project, **\$355,515** for the School Bus and Fleet Replacement project, **\$319,299** for the Grounds Phase III Renovation and Replacement project, and **\$271,827** for the Phone System Replacement project.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$4,363,929** in revenue for the current fiscal year (from School Operating Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **33.1%** of the current year fiscal year budget compared to **30.1%** of FY 23. Please note that **\$28** of the current year budget is funded by the prior year fund balance for encumbrances.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
November 1, 2023 through November 30, 2023

5

Batch Entry Name	Description		Account From		Account To	Transfer Amount	Name
24-11-01	To cover food for TIDE Coalition students for monthly meetings.	FROM	Diversity, Equity and Inclusion Travel/Professional Development Travel	TO	Diversity, Equity and Inclusion Food Services	\$ 20,000	Carey
24-11-01	To cover stipends given to TIDE Opportunity Champions.	FROM	Diversity, Equity and Inclusion Travel/Professional Development Travel	TO	Diversity, Equity and Inclusion Stipends	\$ 36,000	Carey
24-11-03	To cover the reallocation of an FTE position	FROM	Consolidated Benefits Other Purchased Services Part time or Temp Noninstructional	TO	Consolidated Benefits Supervisors and Other Professionals Noninstructional	\$ 28,455	Andrea

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

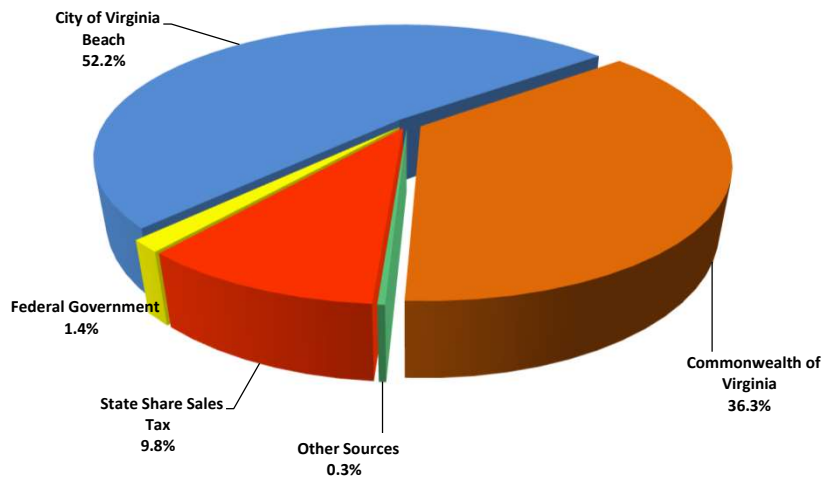
REVENUES

NOVEMBER 2023

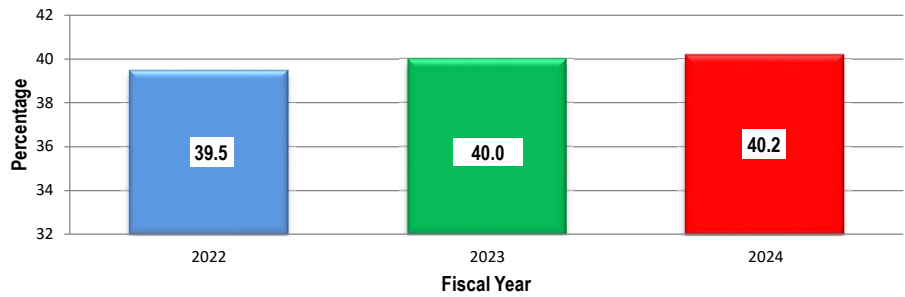
<i>BY MAJOR SOURCE</i>	<i>FISCAL YEAR</i>	<i>(1) BUDGET</i>	<i>(2) ACTUAL THROUGH JUNE</i>	<i>(3) ACTUAL THROUGH MONTH</i>	<i>% OF (3) TO (1)</i>	<i>TREND *</i>
COMMONWEALTH OF VIRGINIA	2024	356,416,372	<-----	134,361,353	37.70%	A
	2023	334,908,997	325,809,562	125,171,092	37.37%	
	2022	317,437,827	296,840,759	113,450,840	35.74%	
STATE SALES TAX	2024	95,578,220	<-----	30,396,403	31.80%	A
	2023	91,767,957	98,633,260	34,882,330	38.01%	
	2022	81,922,118	98,227,243	31,774,620	38.79%	
FEDERAL GOVERNMENT	2024	13,500,000	<-----	14,803,831	109.66%	F
	2023	13,500,000	18,437,704	10,508,851	77.84%	
	2022	13,500,000	17,115,879	10,462,903	77.50%	
CITY OF VIRGINIA BEACH	2024	512,019,244	<-----	213,034,877	41.61%	A
	2023	484,473,810	484,473,810	198,713,881	41.02%	
	2022	467,563,377	467,563,377	191,661,038	40.99%	
OTHER SOURCES	2024	3,232,803	<-----	1,882,416	58.23%	A
	2023	3,182,803	4,886,555	1,718,846	54.00%	
	2022	3,132,803	4,747,277	1,498,123	47.82%	
SCHOOL OPERATING FUND TOTAL	2024	980,746,639	<-----	394,478,880	40.22%	
	2023	927,833,567	932,240,891	370,995,000	39.99%	
	2022	883,556,125	884,494,535	348,847,524	39.48%	

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

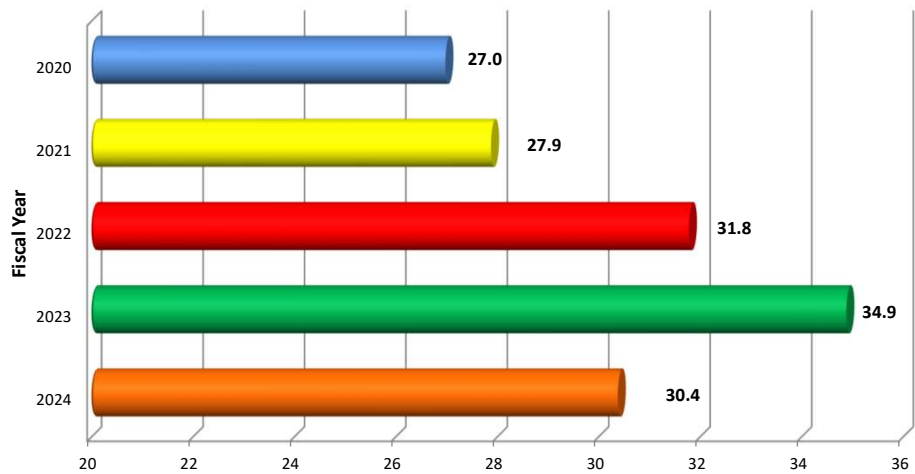
Fiscal Year 2024 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of November 30, 2023



State Sales Tax Revenue through November 30, 2023



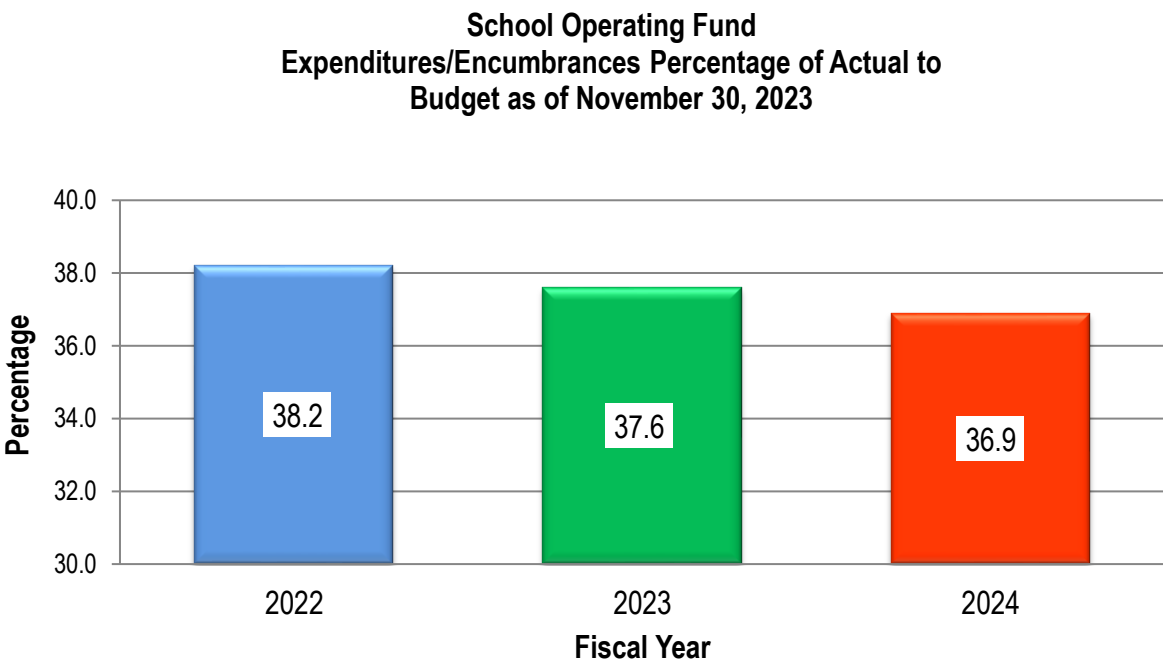
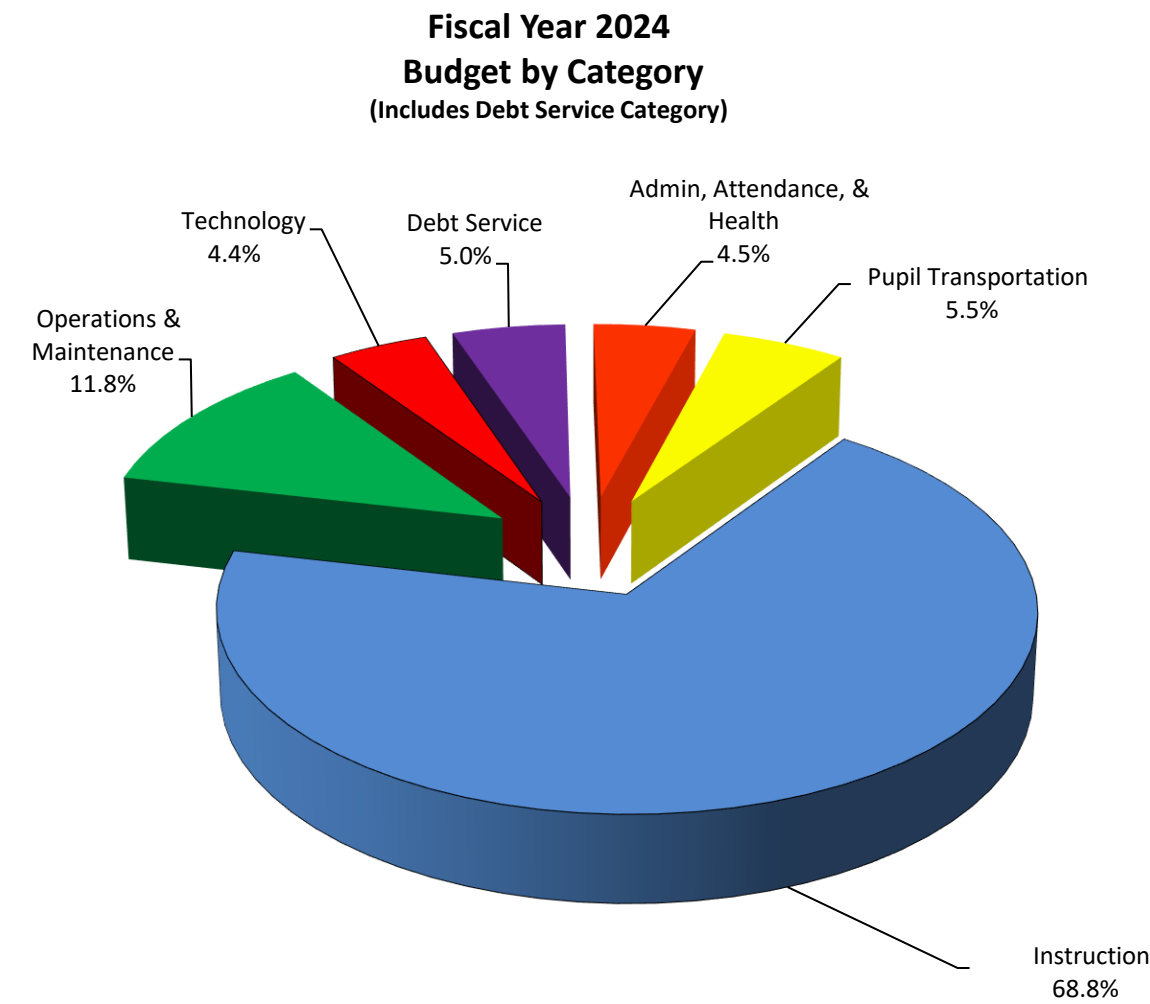
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

NOVEMBER 2023

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION	2024	685,176,216	<-----	235,240,018	34.33%	A
CATEGORY	2023	635,274,513	625,322,355	222,247,528	34.98%	
	2022	614,402,062	604,384,659	214,681,535	34.94%	
ADMINISTRATION,	2024	45,219,330	<-----	16,296,427	36.04%	A
ATTENDANCE & HEALTH	2023	43,371,357	39,297,434	15,360,704	35.42%	
CATEGORY	2022	39,967,923	37,191,274	14,111,994	35.31%	
PUPIL TRANSPORTATION	2024	54,715,880	<-----	22,959,960	41.96%	A
CATEGORY	2023	56,397,547	53,710,672	22,854,457	40.52%	
	2022	57,952,661	56,231,592	32,781,032	56.57%	
OPERATIONS AND	2024	118,010,762	<-----	51,610,821	43.73%	A
MAINTENANCE	2023	117,860,247	114,588,676	51,362,349	43.58%	
CATEGORY	2022	111,720,045	109,086,784	47,318,979	42.35%	
TECHNOLOGY	2024	43,508,546	<-----	23,338,224	53.64%	A
CATEGORY	2023	50,387,282	49,479,819	27,524,808	54.63%	
	2022	45,370,400	45,104,048	22,956,583	50.60%	
SCHOOL OPERATING FUND	2024	946,630,734	<-----	349,445,450	36.91%	A
TOTAL	2023	903,290,946	882,398,956	339,349,846	37.57%	
(EXCLUDING DEBT SERVICE)	2022	869,413,091	851,998,357	331,850,123	38.17%	
DEBT SERVICE	2024	50,071,611	<-----	22,219,619	44.38%	A
CATEGORY	2023	50,133,654	46,171,521	23,534,142	46.94%	
	2022	49,442,812	45,696,047	20,286,228	41.03%	

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

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	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
INSTRUCTION CATEGORY:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
ELEMENTARY CLASSROOM	193,138,216	18,247,756	59,839,340	64,425	133,234,451	31.0%
MIDDLE CLASSROOM	70,474,767	6,754,978	20,853,549	2,811,886	46,809,332	33.6%
HIGH CLASSROOM	96,487,062	9,253,763	28,254,776	142,266	68,090,020	29.4%
SPECIAL ED CLASSROOM	113,108,578	10,307,744	37,540,884	738,085	74,829,609	33.8%
TECH AND CAREER ED CLASSROOM	20,029,692	1,914,515	6,366,363	37,886	13,625,443	32.0%
GIFTED CLASSROOM	17,683,117	1,730,843	5,918,251	10,237	11,754,629	33.5%
ALTERNATIVE EDUCATION CLASSROOM	6,735,090	644,613	2,001,600	346	4,733,144	29.7%
REMEDIAL ED CLASSROOM	11,393,754	1,018,021	3,431,928		7,961,826	30.1%
SUMMER SCHOOL CC	1,600,057	248	1,174,002		426,055	73.4%
SUMMER SLIDE	268,626		344		268,282	0.1%
ADULT ED	2,360,202	186,956	863,042	4,739	1,492,421	36.8%
GUIDANCE	23,688,163	2,183,727	8,195,831	632	15,491,700	34.6%
STUDENT SERVICES	850,837	73,306	348,988		501,849	41.0%
SOCIAL WORKERS SCHOOL	4,811,332	363,981	1,459,134	716,212	2,635,986	45.2%
HOMEBOUND	286,120	15,016	43,815		242,305	15.3%
TEACHING AND LEARNING	18,887,783	829,402	11,760,949	349,446	6,777,388	64.1%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,330,830	87,965	621,473	30,000	679,357	49.0%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	567,050	46,450	292,561		274,489	51.6%
STUDENT LEADERSHIP	1,981,064	122,728	787,973	123	1,192,968	39.8%
SCHOOL LEADERSHIP	2,302,635	166,649	807,659	15,008	1,479,968	35.7%
STUDENT ACTIVITIES	9,494,451	340,003	6,719,190	1,240	2,774,021	70.8%
SPECIAL ED SUPPORT	5,112,653	456,960	2,022,505	1,447	3,088,701	39.6%
TECH AND CAREER ED SUPPORT	1,271,463	106,322	501,837		769,626	39.5%
GIFTED ED SUPPORT	2,825,726	229,570	1,028,601	180	1,796,945	36.4%
ALTERNATIVE ED SUPPORT	3,019,200	243,850	1,050,377	9,150	1,959,673	35.1%
LIBRARY MEDIA SUPPORT	15,601,814	1,555,618	4,752,129	72,547	10,777,138	30.9%
OFFICE OF PRINCIPAL-ELEMENTARY	31,714,548	2,666,899	12,426,011	15,393	19,273,144	39.2%
OFFICE OF PRINCIPAL-MIDDLE	13,087,260	1,141,036	5,174,795	16,459	7,896,006	39.7%
OFFICE OF PRINCIPAL-HIGH	14,272,991	1,221,397	5,654,379	10,336	8,608,276	39.7%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	791,135	66,059	299,689		491,446	37.9%
TOTAL INSTRUCTION	685,176,216	61,976,375	230,191,975	5,048,043	449,936,198	34.3%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD AND GOVT SERVICES	442,516	40,391	211,665	59,821	171,030	61.4%
LEGAL SERVICES	1,482,772	85,838	568,471		914,301	38.3%
OFFICE OF SUPERINTENDENT	1,228,855	87,625	516,933	5,000	706,922	42.5%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	2,580,085	173,011	878,287	170	1,701,628	34.0%
HUMAN RESOURCES	6,090,997	460,925	2,219,056	169	3,871,772	36.4%
PROFESSIONAL GROWTH AND INNOVATION	1,137,689	92,490	446,537		691,152	39.2%
CONSOLIDATED BENEFITS	2,840,273	184,534	1,081,061	124	1,759,088	38.1%
PLANNING INNOVATION AND ACCOUNTABILITY	2,677,659	168,485	870,415	13,172	1,794,072	33.0%
BUDGET AND FINANCE	5,951,936	438,303	2,659,693	8,391	3,283,852	44.8%
INTERNAL AUDIT	580,707	43,993	225,364	37	355,306	38.8%
PROCUREMENT SERVICES	1,459,022	101,804	465,927	20,553	972,542	33.3%
HEALTH SERVICES	9,618,270	897,142	2,851,384	930	6,765,956	29.7%
PSYCHOLOGICAL SERVICES	8,593,410	699,188	2,963,108		5,630,302	34.5%
AUDIOLOGICAL SERVICES	535,139	54,259	222,238	7,921	304,980	43.0%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	45,219,330	3,527,988	16,180,139	116,288	28,922,903	36.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

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	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
TRANSPORTATION MANAGEMENT	3,214,890	295,363	1,370,525	418	1,843,947	42.6%
VEHICLE OPERATIONS	32,576,088	2,600,143	12,218,319	2,475,699	17,882,070	45.1%
VEHICLE OPERATIONS-SPECIAL ED	10,005,168	775,450	2,848,482	1,399,404	5,757,282	42.5%
MONITORING SERVICES-SPECIAL ED	4,181,110	349,825	1,025,830		3,155,280	24.5%
VEHICLE MAINTENANCE	4,738,624	349,553	1,621,283		3,117,341	34.2%
TOTAL PUPIL TRANSPORTATION	54,715,880	4,370,334	19,084,439	3,875,521	31,755,920	42.0%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	344,246	27,847	140,858		203,388	40.9%
FACILITIES AND MAINTENANCE SERVICES	56,980,925	4,426,606	25,115,229	4,559,554	27,306,142	52.1%
CUSTODIAL SERVICES	37,377,564	3,187,492	13,038,277	544,370	23,794,917	36.3%
GROUNDS SERVICES	5,444,060		1,361,015		4,083,045	25.0%
VEHICLE SERVICES	1,999,530	75,167	945,656	289,818	764,056	61.8%
SECURITY AND EMERGENCY MANAGEMENT	12,281,192	1,146,493	3,767,089		8,514,103	30.7%
DISTRIBUTION SERVICES	2,231,311	157,856	778,246	12,837	1,440,228	35.5%
TELECOMMUNICATIONS	1,351,934	28,037	849,702	208,170	294,062	78.2%
TOTAL OPERATIONS AND MAINTENANCE	118,010,762	9,049,498	45,996,072	5,614,749	66,399,941	43.7%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	191,933	14,520	86,130	100,723	5,080	97.4%
MIDDLE CLASSROOM	132,846	10,794	157,076	34,968	(59,198)	144.6%
HIGH CLASSROOM	181,054	5,458	118,993	51,700	10,361	94.3%
SPECIAL ED CLASSROOM	210,425	33,095	198,428	25,116	(13,119)	106.2%
TECH AND CAREER ED CLASSROOM	422,561	1,295	231,396	3,760	187,405	55.7%
GIFTED CLASSROOM	128,564	4,380	40,464	30,054	58,046	54.9%
ALTERNATIVE EDUCATION CLASSROOM				1,069	(1,069)	
REMEDIAL ED CLASSROOM	29,891		255,000	44	(225,153)	853.2%
SUMMER SCHOOL CC	10,527				10,527	
ADULT ED	68,499	4,701	20,224		48,275	29.5%
GUIDANCE	54,310	1,807	39,942		14,368	73.5%
STUDENT SERVICES	1,932				1,932	
SOCIAL WORKERS SCHOOL	8,054	610	985		7,069	12.2%
HOMEBOUND	107,465	2,220	15,357		92,108	14.3%
TEACHING AND LEARNING	184,886	1,155	409,802	19,089	(244,005)	232.0%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	34,000				34,000	
OFFICE OF DIVERSITY EQUITY AND INCLUSION	4,471		1,071		3,400	24.0%
STUDENT LEADERSHIP	2,362	198	3,475		(1,113)	147.1%
SCHOOL LEADERSHIP	57,722	311	35,469	118	22,135	61.7%
STUDENT ACTIVITIES	819	124	538		281	65.7%
SPECIAL ED SUPPORT	9,747	950	3,242	18	6,487	33.4%
TECH AND CAREER ED SUPPORT	3,195	1,887	3,673		(478)	115.0%
GIFTED ED SUPPORT	184,266	48,000	137,713	86,860	(40,307)	121.9%
ALTERNATIVE ED SUPPORT	172,335	1,283	30,812	42,450	99,073	42.5%
LIBRARY MEDIA SUPPORT	556,005	33,272	504,621	4,992	46,392	91.7%
OFFICE OF PRINCIPAL-ELEMENTARY	49,271	3,351	59,088	3,732	(13,549)	127.5%
OFFICE OF PRINCIPAL-MIDDLE	7,260	1,659	12,086	5,571	(10,397)	243.2%
OFFICE OF PRINCIPAL-HIGH	583	837	22,408	908	(22,733)	3999.3%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501				501	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

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TECHNOLOGY CATEGORY:	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
INSTRUCTIONAL TECHNOLOGY SUPPORT	17,398,202	1,228,255	6,258,136	215,829	10,924,237	37.2%
BOARD AND GOVT SERVICES	3,932	9,750	9,750		(5,818)	248.0%
LEGAL SERVICES	87,618	161	71,457		16,161	81.6%
OFFICE OF SUPERINTENDENT	12,056	840	4,427		7,629	36.7%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	439,904	414	348,714	6,083	85,107	80.7%
HUMAN RESOURCES	296,092	3,940	224,793		71,299	75.9%
PROFESSIONAL GROWTH AND INNOVATION	187,368	9,406	154,247	5,851	27,270	85.4%
CONSOLIDATED BENEFITS	188,259	1,060	87,523		100,736	46.5%
PLANNING INNOVATION AND ACCOUNTABILITY	428,666	1,509	247,084	102,647	78,935	81.6%
BUDGET AND FINANCE	275,148	2,425	36,919	44	238,185	13.4%
RISK MANAGEMENT			96		(96)	
INTERNAL AUDIT	4,035	144	2,021		2,014	50.1%
PROCUREMENT SERVICES	173,134	28,441	91,641	71,700	9,793	94.3%
OFFICE OF TECHNOLOGY	1,216,246	97,733	470,010		746,236	38.6%
HEALTH SERVICES	806	54	54		752	6.7%
PSYCHOLOGICAL SERVICES	37,800	821	31,149		6,651	82.4%
AUDIOLOGICAL SERVICES		1,199	1,399		(1,399)	
TRANSPORTATION MANAGEMENT	7,707	1,797	6,862		845	89.0%
VEHICLE OPERATIONS	337,529		81,427	212,852	43,250	87.2%
VEHICLE OPERATIONS-SPECIAL ED	106,381		25,714	67,032	13,635	87.2%
VEHICLE MAINTENANCE	28,471	1,298	3,458		25,013	12.1%
SCHOOL DIVISION SERVICES	3,842	13	3,643		199	94.8%
FACILITIES AND MAINTENANCE SERVICES	1,558,820	23,712	937,683	189,152	431,985	72.3%
CUSTODIAL SERVICES	24,417	113	10,395		14,022	42.6%
VEHICLE SERVICES	92,869		22,223	65,015	5,631	93.9%
SECURITY AND EMERGENCY MANAGEMENT	134,662	139	122,487		12,175	91.0%
DISTRIBUTION SERVICES	59,348	159	51,433		7,915	86.7%
TELECOMMUNICATIONS	10,008				10,008	
TECHNOLOGY MAINTENANCE	17,579,742	1,154,321	9,021,086	1,277,023	7,281,633	58.6%
TOTAL TECHNOLOGY	43,508,546	2,739,611	20,713,824	2,624,400	20,170,322	53.6%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	946,630,734	81,663,806	332,166,449	17,279,001	597,185,284	36.9%
DEBT SERVICE CATEGORY:	50,071,611	165,407	22,219,619		27,851,992	44.4%

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2023 through November 30, 2023

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Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	356,416,372	36.34%	134,361,353	(222,055,019)	37.70%
State Share Sales Tax	95,578,220	9.74%	30,396,403	(65,181,817)	31.80%
Federal Government	13,500,000	1.38%	14,803,831	1,303,831	109.66%
City of Virginia Beach	512,019,244	52.21%	213,034,877	(298,984,367)	41.61%
Other Sources	3,232,803	0.33%	1,882,416	(1,350,387)	58.23%
Total Revenues	980,746,639	100.0%	394,478,880	(586,267,759)	40.22%
Prior Year Local Contribution*	15,955,706				
	<u>996,702,345</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	685,176,216	68.74%	235,240,018	449,936,198	34.33%
Administration, Attendance and Health	45,219,330	4.54%	16,296,427	28,922,903	36.04%
Pupil Transportation	54,715,880	5.49%	22,959,960	31,755,920	41.96%
Operations and Maintenance	118,010,762	11.84%	51,610,821	66,399,941	43.73%
Technology	43,508,546	4.37%	23,338,224	20,170,322	53.64%
Debt Service	50,071,611	5.02%	22,219,619	27,851,992	44.38%
Total Expenditures/Encumbrances	996,702,345	100.00%	371,665,069	625,037,276	37.29%

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL OPERATING FUND
BALANCE SHEET
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

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ASSETS:

LIABILITIES:

CASH	655,911	CHECKS PAYABLE	1,167,523
ACCOUNTS RECEIVABLES	2,435	WIRES PAYABLE	165,407
DUE FROM GENERAL FUND	74,649,847	ACH PAYABLE	239,501
DUE FROM THE COMMONWEALTH	2,849,806	ACCOUNTS PAYABLE	297,004
PREPAID ITEM	9,228	ACCOUNTS PAYABLE-SCHOOLS	30,428
		SALARIES PAYABLE-OPTIONS	18,316,256
		SALARIES EMPLOYEE ESCROW	204,146
		FICA PAYABLE-OPTIONS	1,401,671
		TOTAL LIABILITIES	<u>21,821,936</u>
		FUND BALANCE	296,773
		ESTIMATED REVENUE	(980,746,639)
		APPROPRIATIONS	996,702,345
		ENCUMBRANCES	17,279,001
		RESERVE FOR ENCUMBRANCES	(17,279,001)
		EXPENDITURES	(354,386,068)
		REVENUES	<u>394,478,880</u>
		TOTAL FUND EQUITY	<u>56,345,291</u>
TOTAL ASSETS	<u>78,167,227</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>78,167,227</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

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	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
COMMONWEALTH VRS RETIREMENT	26,742,855	2,212,921	11,064,606	(15,678,249)	41.4%
SOCIAL SECURITY	11,455,858	948,395	4,741,974	(6,713,884)	41.4%
GROUP LIFE	826,324	65,731	328,652	(497,672)	39.8%
BASIC SCHOOL AID	194,581,743	16,118,115	80,590,574	(113,991,169)	41.4%
REMEDIAL SUMMER SCHOOL	259,522			(259,522)	
VOCATIONAL EDUCATION	2,178,491	181,541	907,705	(1,270,786)	41.7%
GIFTED EDUCATION	2,065,810	172,151	860,754	(1,205,056)	41.7%
SPECIAL EDUCATION	19,268,378	1,605,698	8,028,491	(11,239,887)	41.7%
PREVENTION, INTERVENTION AND REMEDIATION	4,845,265	403,772	2,018,860	(2,826,405)	41.7%
COMPENSATION SUPPLEMENT	32,345,532	2,226,050	11,130,251	(21,215,281)	34.4%
SPECIAL EDUCATION HOMEBOUND	58,168			(58,168)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	15,089,374			(15,089,374)	
FOSTER CARE	415,005			(415,005)	
SPECIAL ED-REGIONAL TUITION	5,249,475			(5,249,475)	
CAREER AND TECH ED-OCCUPATIONAL	376,114			(376,114)	
ENGLISH AS A SECOND LANGUAGE	2,236,894	186,408	932,039	(1,304,855)	41.7%
AT-RISK	10,222,748	848,072	4,240,361	(5,982,387)	41.5%
K-3 PRIMARY CLASS SIZE REDUCTION	5,357,810			(5,357,810)	
OTHER STATE FUNDS	22,841,006	1,903,417	9,517,086	(13,323,920)	41.7%
TOTAL FROM COMMONWEALTH OF VIRGINIA	356,416,372	26,872,271	134,361,353	(222,055,019)	37.7%
STATE SHARE SALES TAX	95,578,220	7,808,452	30,396,403	(65,181,817)	31.8%
TOTAL FROM STATE SHARE SALES TAX	95,578,220	7,808,452	30,396,403	(65,181,817)	31.8%
IMPACT AID PUBLIC LAW 874	9,935,191	5,886,652	7,877,125	(2,058,066)	79.3%
IMPACT AID SPECIAL ED		580,721	713,992	713,992	
IMPACT AID DEPT OF DEFENSE	1,500,000		3,385,722	1,885,722	225.7%
DEPT. OF THE NAVY NJROTC	100,000	43,439	43,439	(56,561)	43.4%
DEPT. OF DEFENSE SPECIAL ED			2,313,880	2,313,880	
MEDICAID REIMB-MEDICAL	1,964,809	1,472	425,406	(1,539,403)	21.7%
MEDICAID REIMB-TRANSPORTATION			43,998	43,998	
OTHER FEDERAL REVENUE		269	269	269	
TOTAL FROM FEDERAL GOVERNMENT	13,500,000	6,512,553	14,803,831	1,303,831	109.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

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	<u>FY 2024 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	511,685,653	42,579,176	212,895,881	(298,789,772)	41.6%
TRANSFER FROM SCHOOL RESERVE FUND	333,591	27,799	138,996	(194,595)	41.7%
TOTAL TRANSFERS	<u>512,019,244</u>	<u>42,606,975</u>	<u>213,034,877</u>	<u>(298,984,367)</u>	41.6%
RENT OF FACILITIES SCHOOLS	450,000	8,663	159,754	(290,246)	35.5%
REIM FOIA		35	343	343	
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000	18,462	23,385	(76,615)	23.4%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750		500	(169,250)	0.3%
TUITION LPN PROGRAM	25,575	600	600	(24,975)	2.3%
TUITION SUMMER SCHOOL	700,000		549,220	(150,780)	78.5%
TUITION DRIVERS ED	322,125	(1,449)	55,415	(266,710)	17.2%
COLLEGE NIGHT FEES		450	15,450	15,450	
VENDING OPERATING RECEIPTS		40	151	151	
STOP ARM ENFORCEMENT	450,000	124,073	419,342	(30,658)	93.2%
SALE OF SALVAGE MATERIALS	12,000	5,375	40,805	28,805	340.0%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000		34,122	19,122	227.5%
REIMB SYSTEM REPAIRS			2,565	2,565	
DAMAGED-TECHNOLOGY		4,082	213,227	213,227	
MISCELLANEOUS REVENUE	224,703		2,397	(222,306)	1.1%
INDIRECT COST-GRANTS	600,000	79,438	365,140	(234,860)	60.9%
TOTAL FROM OTHER SOURCES	<u>3,232,803</u>	<u>239,769</u>	<u>1,882,416</u>	<u>(1,350,387)</u>	58.2%
TOTAL SCHOOL OPERATING FUND	<u><u>980,746,639</u></u>	<u><u>84,040,020</u></u>	<u><u>394,478,880</u></u>	<u><u>(586,267,759)</u></u>	40.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 5

ASSETS:		LIABILITIES:	
CASH	3,187,893	CHECKS PAYABLE	765
		ACH PAYABLE	<u>4,827</u>
		TOTAL LIABILITIES	<u>5,592</u>
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,771,170)
		APPROPRIATIONS	5,830,021
		ENCUMBRANCES	4,308
		RESERVE FOR ENCUMBRANCES	(4,308)
		EXPENDITURES	(2,395,936)
		REVENUES	<u>5,519,386</u>
		TOTAL FUND EQUITY	<u>3,182,301</u>
TOTAL ASSETS	<u>3,187,893</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,187,893</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	14,037	43,250	38,250	865.0%	264.2%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000	41,535	229,119	(20,881)	91.6%	
GYMNASTICS	4,000			(4,000)		
LACROSSE	25,000			(25,000)		
SOCCER	42,000			(42,000)		
WRESTLING	13,000			(13,000)		
MIDDLE SCHOOL	65,000	33,200	33,200	(31,800)	51.1%	
TRANSFER FROM SCHOOL OPERATING	5,212,170		5,212,170		100.0%	100.0%
OTHER INCOME	<u>35,000</u>		<u>1,647</u>	<u>(33,353)</u>	4.7%	
TOTAL REVENUES	5,771,170	<u>88,772</u>	<u>5,519,386</u>	<u>(251,784)</u>	95.6%	91.0%
PYFB-ENCUMBRANCES	<u>58,851</u>					
TOTAL REVENUES AND PYFB	<u>5,830,021</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,874,786	331,058	1,161,830		1,712,956	40.4%	40.8%
FICA BENEFITS	219,918	25,474	89,029		130,889	40.5%	41.0%
PURCHASED SERVICES	1,461,425	87,615	415,169		1,046,256	28.4%	31.5%
VA HIGH SCHOOL LEAGUE DUES	51,250	658	23,305		27,945	45.5%	45.1%
ATHLETIC INSURANCE	200,000		187,881		12,119	93.9%	97.5%
MATERIALS AND SUPPLIES	833,651	79,590	508,783	4,308	320,560	61.5%	66.1%
CAPITAL OUTLAY	<u>188,991</u>		<u>9,939</u>		<u>179,052</u>	5.3%	43.4%
TOTAL	<u>5,830,021</u>	<u>524,395</u>	<u>2,395,936</u>	<u>4,308</u>	<u>3,429,777</u>	41.2%	46.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 6

ASSETS:		LIABILITIES:	
CASH	16,682,875	CHECKS PAYABLE	5,150
CASH WITH CAFETERIAS	15,879	ACH PAYABLE	317,348
SUPPLIES INVENTORY	176,277	SALARIES PAYABLE-OPTIONS	400,311
FOOD INVENTORY	376,898	FICA PAYABLE-OPTIONS	30,664
FOOD-USDA INVENTORY	172,861	UNEARNED REVENUE	630,206
		TOTAL LIABILITIES	<u>1,383,679</u>
		FUND EQUITY:	
		FUND BALANCE	13,574,655
		ESTIMATED REVENUE	(40,798,266)
		APPROPRIATIONS	48,759,050
		ENCUMBRANCES	405,223
		RESERVE FOR ENCUMBRANCES	(405,223)
		EXPENDITURES	(11,696,952)
		REVENUES	6,202,624
		TOTAL FUND EQUITY	<u>16,041,111</u>
TOTAL ASSETS	<u>17,424,790</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>17,424,790</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 23 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	75,000	70,059	286,303	211,303	381.7%	79.2%
SERVICE CHARGES	13,050,890	785,610	2,609,482	(10,441,408)	20.0%	19.6%
USDA REBATES FROM VENDORS	650,000	59,741	154,246	(495,754)	23.7%	12.1%
MISCELLANEOUS REVENUE			12,202	12,202		
TOTAL LOCAL REVENUE	<u>13,775,890</u>	<u>915,410</u>	<u>3,062,233</u>	<u>(10,713,657)</u>	22.2%	19.6%
SCHOOL BREAKFAST INITIATIVE	55,000	5,095	5,753	(49,247)	10.5%	
SCHOOL LUNCH	300,000		12,105	(287,895)	4.0%	
SCHOOL BREAKFAST	<u>250,000</u>		<u>4,078</u>	<u>(245,922)</u>	1.6%	
TOTAL REVENUE FROM COMMONWEALTH	<u>605,000</u>	<u>5,095</u>	<u>21,936</u>	<u>(583,064)</u>	3.6%	
SCHOOL BREAKFAST PROGRAM	6,382,249		772,039	(5,610,210)	12.1%	20.3%
NATIONAL SCHOOL LUNCH PROGRAM	17,230,127		2,016,955	(15,213,172)	11.7%	29.1%
USDA COMMODITIES	2,300,000			(2,300,000)		
CHILD AND ADULT CARE FOOD PROGRAM	350,000	99,667	99,667	(250,333)	28.5%	20.0%
USDA SUMMER FEEDING PROGRAM	155,000		223,614	68,614	144.3%	152.6%
OTHER FEDERAL REVENUE			6,180	6,180		
TOTAL REVENUE FROM FEDERAL GOV'T	<u>26,417,376</u>	<u>99,667</u>	<u>3,118,455</u>	<u>(23,298,921)</u>	11.8%	25.2%
TOTAL REVENUES	<u>40,798,266</u>	<u>1,020,172</u>	<u>6,202,624</u>	<u>(34,595,642)</u>	15.2%	22.9%
PRIOR YEAR FUND BALANCE (PYFB)	6,901,953					
PYFB-ENCUMBRANCES	<u>1,058,831</u>					
TOTAL REVENUES AND PYFB	<u>48,759,050</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 23 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	16,521,871	1,591,892	4,500,334		12,021,537	27.2%	26.4%
FRINGE BENEFITS	5,839,297	497,773	1,518,486		4,320,811	26.0%	22.9%
PURCHASED SERVICES	1,271,405	30,875	583,557	85,853	601,995	52.7%	66.2%
OTHER CHARGES	70,805	649	22,418		48,387	31.7%	47.1%
MATERIALS AND SUPPLIES	19,802,969	1,343,007	4,003,857	61,543	15,737,569	20.5%	16.6%
CAPITAL OUTLAY	<u>5,252,703</u>	<u>23,381</u>	<u>1,068,300</u>	<u>257,827</u>	<u>3,926,576</u>	25.2%	46.8%
TOTAL	<u>48,759,050</u>	<u>3,487,577</u>	<u>11,696,952</u>	<u>405,223</u>	<u>36,656,875</u>	24.8%	22.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 7

ASSETS:		LIABILITIES:	
CASH	4,103,733	TOTAL LIABILITIES	
PREPAID ITEMS	286,868		
		FUND EQUITY:	
		FUND BALANCE	4,772,365
		ESTIMATED REVENUE	(5,028,701)
		APPROPRIATIONS	6,821,515
		ENCUMBRANCES	541,053
		RESERVE FOR ENCUMBRANCES	(541,053)
		EXPENDITURES	(4,332,139)
		REVENUES	2,157,561
		TOTAL FUND EQUITY	4,390,601
TOTAL ASSETS	<u>4,390,601</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,390,601</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	15,670	70,757	41,274	240.0%	53.0%
LOST AND DAMAGED	27,000	200	15,046	(11,954)	55.7%	17.7%
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>15,870</u>	<u>85,803</u>	<u>29,320</u>	151.9%	36.1%
DEPT OF EDUCATION	4,972,218	414,352	2,071,758	(2,900,460)	41.7%	41.7%
TOTAL REVENUE-COMMONWEALTH	<u>4,972,218</u>	<u>414,352</u>	<u>2,071,758</u>	<u>(2,900,460)</u>	41.7%	41.7%
TOTAL REVENUES	<u>5,028,701</u>	<u>430,222</u>	<u>2,157,561</u>	<u>(2,871,140)</u>	42.9%	41.6%
PRIOR YEAR FUND BALANCE (PYFB)	1,572,037					
PYFB-ENCUMBRANCES	<u>220,777</u>					
TOTAL REVENUES AND PYFB	<u>6,821,515</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	94,892	8,288	46,914		47,978	49.4%	44.9%
FRINGE BENEFITS	36,846	3,471	14,857		21,989	40.3%	37.8%
MATERIALS AND SUPPLIES	6,689,777	159,781	4,270,368	541,053	1,878,356	71.9%	90.5%
TOTAL	<u>6,821,515</u>	<u>171,540</u>	<u>4,332,139</u>	<u>541,053</u>	<u>1,948,323</u>	71.4%	89.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 8

ASSETS:		LIABILITIES:	
CASH	22,509,519	ACH PAYABLE	467
PREPAID ITEM	267,372	EST CLAIMS/JUDGMENTS PAYABLE	9,099,286
		TOTAL LIABILITIES	<u>9,099,753</u>
		FUND EQUITY:	
		RETAINED EARNINGS	10,522,496
		ENCUMBRANCES	344,744
		RESERVE FOR ENCUMBRANCES	(344,744)
		EXPENSES	(6,182,603)
		REVENUES	9,337,245
		TOTAL FUND EQUITY	<u>13,677,138</u>
TOTAL ASSETS	<u>22,776,891</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>22,776,891</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	86,652	309,223
RISK MANAGEMENT CHARGES		8,995,919
INSURANCE PROCEEDS	1,785	31,817
MISCELLANEOUS REVENUE		286
TOTAL REVENUES	<u>88,437</u>	<u>9,337,245</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	32,965	177,045	
FRINGE BENEFITS	10,462	50,275	
OTHER PURCHASED SERVICES	61,802	305,153	344,574
FIRE AND PROPERTY INSURANCE	3,026	4,673,183	
MOTOR VEHICLE INSURANCE		123,891	
WORKER'S COMPENSATION	175,471	787,949	
GENERAL LIABILITY INSURANCE	66	2,623	
MISCELLANEOUS	3,935	54,876	
MATERIALS AND SUPPLIES	1,278	7,608	170
TOTAL	<u>289,005</u>	<u>6,182,603</u>	<u>344,744</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 9

ASSETS:		LIABILITIES:	
CASH	5,387,617	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	4,713,622
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	840,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(40,000)
		REVENUES	314,995
		TOTAL FUND EQUITY	5,312,617
TOTAL ASSETS	5,387,617	TOTAL LIABILITIES AND FUND EQUITY	5,387,617

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	16,000	20,435	74,063	58,063	462.9%	90.4%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			32,796	32,796		
TOWER RENT-COX HIGH		3,660	80,931	80,931		
TOWER RENT-FIRST COLONIAL HIGH			36,499	36,499		
TOWER RENT-TALLWOOD HIGH			53,633	53,633		
TOWER RENT-TECH CENTER		6,544	32,335	32,335		
TOWER RENT-WOODSTOCK ELEM		1,185	4,738	4,738		
TOTAL REVENUES	516,000	31,824	314,995	(201,005)	61.0%	48.0%
PRIOR YEAR FUND BALANCE (PYFB)	284,000					
PYFB-ENCUMBRANCES	40,000					
TOTAL REVENUES AND PYFB	840,000					

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

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Revenues :

	FY 2024 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	29,616,394	39,454	4,224,083	(25,392,311)	14.3%
Federal Government	99,546,417	2,784,781	2,973,268	(96,573,149)	3.0%
Other Sources	3,398,835	19,289	427,518	(2,971,317)	12.6%
Transfers from School Operating Fund	9,849,894		9,851,858	1,964	100.0%
Total Revenues	142,411,540	2,843,524	17,476,727	(124,934,813)	12.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 11

	<u>FY 2024</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
2 REVOLUTIONS	17,717				17,717	
ADULT BASIC EDUCATION	348,543	56,646	121,181		227,362	34.77%
ALGEBRA READINESS	3,073,673	40,096	274,236	460,502	2,338,935	23.90%
ARP BEFORE & AFTER SCHOOL	294,101	28,493	66,372		227,729	22.57%
ARP HOMELESS GRANT II	191,401	5,351	48,853		142,548	25.52%
ARP HOMELESS I	15,110				15,110	
ARP SUMMER LEARNING	234,895				234,895	
ARP UNFINISHED LEARNING	1,428,544		1,176,358		252,186	82.35%
ARPA ESSER III	34,774,291	3,286,135	11,404,779	6,160,256	17,209,256	50.51%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	990				990	
BAYPORT FOUNDATION	425,000		226,368	14,652	183,980	56.71%
BLUEFORGE - TCEC WELDING LAB	2,500,000	54,359	54,359	77,023	2,368,618	5.26%
CAREER & TECH ED STATE EQUIP ALLOC	74,222				74,222	
CAREER SWITCHER PROG MENTOR REIMB	11,725				11,725	
CARL PERKINS	1,224,087	71,498	546,580	86,361	591,146	51.71%
COPS SCHOOL VIOLENCE PREVENTION	378,233				378,233	
CORRECTIONS ED & OTHER INSTITUTIONALIZED	955				955	
CRRSA ACT ESSER II	50,157		50,157			100.00%
CTE SPECIAL STATE EQUIP ALLOC	58,095				58,095	
DODEA SPANISH IMMERSION	356,904	10,783	142,668	18,533	195,703	45.17%
EARLY READING INTERVENTION	6,548,196	226,492	589,465	10,857	5,947,874	9.17%
FLEXIBLE PER PUPIL FUNDING	1,000,000	23,532	23,532	6,306	970,162	2.98%
GENERAL ADULT ED	29,877	6,221	8,482		21,395	28.39%
HAMPTON ROADS WORKFORCE COUNCIL - ALC	180,000	14,686	54,677		125,323	30.38%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY)	166,630	9,749	42,265		124,365	25.36%
HVAC CSLFRF	12,813,722		2,442,261	4,120,195	6,251,266	51.21%
INDUSTRY CERT EXAMINATIONS	64,877		12,575		52,302	19.38%
INDUSTRY CERT EXAMINATIONS STEM-H	24,363	2,081	5,361		19,002	22.00%
ISAP	65,384	6,261	14,237		51,147	21.77%
JAIL EDUCATION PROGRAM	344,870	14,818	67,984		276,886	19.71%
JUVENILE DETENTION HOME	1,687,755	106,261	438,928	5108	1,243,719	26.31%
MCKINNEY VENTO	86,039	1,585	6,481		79,558	7.5%
NATIONAL BOARD CERTIFICATION INCENTIVE	350,000				350,000	
NEW TEACHER MENTOR	34,768				34,768	
NSLP EQUIPMENT ASSISTANCE	95,111		27,963		67,148	29.4%
PERKINS CTE SECONDARY RESERVE FUNDS	13,000		13,000			100.0%
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	40,848		8,652		32,196	21.2%
POST 9-11 GI BILL	3,650				3,650	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

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	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
PRE-K - GRADE 2 ACTIVE LEARNING	45,311		1,523		43,788	3.4%
PRESCHOOL - IDEA SECTION 619	1,003,976	59,460	207,946	2,040	793,990	20.9%
PROJECT GRADUATION	119,708	181	29,998		89,710	25.1%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	53,039	9,425	14,728		38,311	27.8%
RECRUITMENT AND RETENTION - ARP	48,500				48,500	
RESERVE FOR CONTINGENCY	10,618,959				10,618,959	
SCHOOL SECURITY EQUIPMENT	115,489			15,248	100,241	13.2%
SCHOOL-BASED HEALTH WORKFORCE	65,864		52,879		12,985	80.3%
STARTALK	206,219		45,940		160,279	22.3%
STEM COMPETITION	10,000				10,000	
TECHNOLOGY INITIATIVE	5,492,336	2,285	944,658		4,547,678	17.2%
TITLE I PART A	16,564,283	1,469,714	4,792,335	450,522	11,321,426	31.7%
TITLE I PART D SUBPART 1	109,887	234	24,400		85,487	22.2%
TITLE I PART D SUBPART 2	435,332	26,118	110,976		324,356	25.5%
TITLE II PART A	3,181,518	195,468	598,827		2,582,691	18.8%
TITLE III PART A LANGUAGE ACQUISITION	435,058	13,765	98,708	184	336,166	22.7%
TITLE IV PART A	2,008,918	32,564	437,320	103,950	1,467,648	26.9%
TITLE IV PELL	50,060	19,152	19,152		30,908	38.3%
TITLE VI-B IDEA SECTION 611	21,584,972	1,636,263	5,142,219	996	16,441,757	23.8%
TITLE VI-B IDEA SECTION 611 ARP	1,658,533	13,970	1,602,824		55,709	96.6%
TITLE VI-B IDEA SECTION 619 ARP	59,692	261	46,127	12,646	919	98.5%
UNITED WAY - SUMMER ENRICHMENT	103,293		89,235		14,058	86.4%
VA HUMANITIES BENEATH THE SURFACE	4,905				4,905	
VA PRESCHOOL INITIATIVE	9,410,462	715,247	2,141,815		7,268,647	22.8%
WORKPLACE READINESS	15,039				15,039	
TOTAL SCHOOL GRANTS FUND	142,411,540	8,159,154	34,269,384	11,545,379	96,596,777	32.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 13

ASSETS:		LIABILITIES:	
CASH	77,669,680	CHECKS PAYABLE	105,643
		AP GENERAL	601
		ACCOUNTS PAYABLE-HRA	4
		ACCOUNTS PAYABLE-HSA	(247)
		EST CLAIMS-JUDGMENTS PAYABLE	8,991,000
		TOTAL LIABILITIES	<u>9,097,001</u>
		FUND EQUITY:	
		RETAINED EARNINGS	71,494,676
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(67,809,422)
		REVENUES	<u>64,887,425</u>
		TOTAL FUND EQUITY	<u>68,572,679</u>
TOTAL ASSETS	<u>77,669,680</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>77,669,680</u>

REVENUES:	MONTH'S	YEAR-TO-DATE	
	<u>REALIZED</u>	<u>REALIZED</u>	
INTEREST ON BANK DEPOSITS	287,944	1,098,252	
EMPLOYEE PREMIUMS-CITY	993,109	5,422,806	
EMPLOYER PREMIUMS-CITY	4,006,603	21,790,047	
EMPLOYEE PREMIUMS-SCHOOLS	902,756	3,757,543	
EMPLOYER PREMIUMS-SCHOOLS	8,092,613	32,815,187	
COBRA ADMINISTRATIVE FEE-CITY	215	1,825	
COBRA ADMINISTRATIVE FEE-SCHOOLS	201	1,765	
TOTAL REVENUES	<u>14,283,441</u>	<u>64,887,425</u>	
EXPENSES:	MONTH'S	YEAR-TO-DATE	OUTSTANDING
	<u>EXPENSES</u>	<u>EXPENSES</u>	<u>ENCUMBRANCES</u>
SALARIES AND BENEFITS	450,904	1,979,142	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	4,239,443	28,629,595	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	<u>5,641,535</u>	<u>37,200,685</u>	
TOTAL EXPENSES	<u>10,331,882</u>	<u>67,809,422</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 14

ASSETS:		LIABILITIES:	
CASH	290,316	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	256,834
		ESTIMATED REVENUE	(124,000)
		APPROPRIATIONS	130,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	27,482
		TOTAL FUND EQUITY	290,316
TOTAL ASSETS	290,316	TOTAL LIABILITIES AND FUND EQUITY	290,316

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		2,703	10,465	10,465		
VENDING OPERATIONS RECEIPTS	124,000		17,017	(106,983)	13.7%	21.7%
TOTAL REVENUES	124,000	2,703	27,482	(96,518)	22.2%	21.9%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	130,000					

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 15

ASSETS:		LIABILITIES:	
CASH	1,844,668	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	990,167
		ESTIMATED REVENUE	
		APPROPRIATIONS	560,840
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	293,661
		TOTAL FUND EQUITY	1,844,668
TOTAL ASSETS	1,844,668	TOTAL LIABILITIES AND FUND EQUITY	1,844,668

	FY 2024	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED
INTEREST ON BANK DEPOSITS		93,357	293,661	293,661	%
TOTAL REVENUES		93,357	293,661	293,661	
PRIOR YEAR FUND BALANCE (PYFB)	560,840				
TOTAL REVENUES AND PYFB	560,840				

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 16

ASSETS:		LIABILITIES:	
CASH	540,310	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	115,473
		ESTIMATED REVENUE	
		APPROPRIATIONS	497,774
		ENCUMBRANCES	174,087
		RESERVE FOR ENCUMBRANCES	(174,087)
		EXPENDITURES	(81,337)
		REVENUES	8,400
		TOTAL FUND EQUITY	540,310
TOTAL ASSETS	540,310	TOTAL LIABILITIES AND FUND EQUITY	540,310

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS		2,148	8,400	8,400	%
TOTAL REVENUES		2,148	8,400	8,400	
PRIOR YEAR FUND BALANCE (PYFB)	327,651				
PYFB-ENCUMBRANCES	170,123				
TOTAL REVENUES AND PYFB	497,774				

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PURCHASED SERVICES	68,544	632	10,227	66,778	(8,461)	112.3%
MATERIALS AND SUPPLIES	350,990	44,767	64,590	35,589	250,811	28.5%
CAPITAL OUTLAY	78,240		6,520	71,720		100.0%
TOTAL	497,774	45,399	81,337	174,087	242,350	51.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 17

	<u>FY 2024</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YEAR-TO-DATE</u> <u>EXPENDITURES</u>	<u>PROJECT-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
601001-RENOV-REPLACEMT-ENERGY MGMT II	15,325,000	71,254	1,043,302	11,034,553	509,195	3,781,252	75.33%
601002-TENNIS COURT RENOVATIONS II	2,000,000		23,369	1,659,445	49,201	291,354	85.43%
601005-JOHN B DEY ES MODERNIZATION	27,970,076		11,572	27,702,046		268,030	99.04%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000			32,426,266	28,352	15,382	99.95%
601007-PRINCESS ANNE MS REPLACEMENT	76,938,759			76,891,596	45,174	1,989	99.99%
601013-RENOV & REPLACE-REROOFING PHASE II	35,025,639			35,025,361	278		100.00%
601015-PRINCESS ANNE HS REPLACEMENT	156,909,497	138,763	4,681,932	6,282,401	609,551	150,017,545	4.39%
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	35,000,000		695,427	31,247,752	1,219,065	2,533,183	92.76%
601017-RENOV & REPLACE-GROUND PH III	18,337,887	319,299	1,594,843	16,169,004	468,451	1,700,432	90.73%
601018-RENOV & REPLACE-HVAC PH III	59,108,316	21,488	1,490,217	31,090,962	6,637,409	21,379,945	63.83%
601019-RENOV & REPLACE-REROOFING PH III	30,950,000	92,324	3,786,992	21,443,293	3,625,641	5,881,066	81.00%
601020-RENOV & REPLACE - VARIOUS PH III	24,653,676	27,933	1,834,456	13,785,812	1,443,283	9,424,581	61.77%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,720,000		6,697	13,626,704	88,887	4,409	99.97%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	2,834,737		23,145	1,379,413		1,455,324	48.66%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001			12,183,527		3,474	99.97%
601025-SCHOOL HR-PAYROLL	9,196,000			8,867,573		328,427	96.43%
601026-LYNNHAVEN MIDDLE SCHOOL EXPANSION	14,250,000	151,646	1,468,118	13,465,638	59,539	724,823	94.91%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	800,000	29,639	143,323	731,085	26,933	41,982	94.75%
601028-B F WILLIAMS ES-BAYSIDE 6TH REPLACEMENT	28,547,220	53,143	1,769,112	2,416,664	233,421	25,897,135	9.28%
601029-BAYSIDE HIGH SCHOOL REPLACEMENT	21,776,775	118,872	3,894,642	5,383,906	522,601	15,870,268	27.12%
601030-REPLACEMENT PAYROLL SYSTEM	10,382,407					10,382,407	
601031-SCHOOL BUS & FLEET REPLACEMENT	7,713,000	355,515	2,447,552	5,117,189	2,311,740	284,071	96.32%
601032-PHONE SYSTEM REPLACEMENT	7,266,223	271,827	1,036,442	3,862,756	3,402,929	538	99.99%
601999-PAYROLL ALLOCATION		138,421	276,142	276,142		(276,142)	
TOTAL CAPITAL PROJECTS	<u>643,362,213</u>	<u>1,790,124</u>	<u>26,227,283</u>	<u>372,069,087</u>	<u>21,281,650</u>	<u>250,011,476</u>	61.14%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2023 THROUGH NOVEMBER 30, 2023

B 18

ASSETS:		LIABILITIES:	
CASH	3,051,553	CHECKS PAYABLE	1,198
		ACH PAYABLE	
		SALARIES PAYABLE-OPTIONS	97,923
		FICA PAYABLE-OPTIONS	7,493
		TOTAL LIABILITIES	106,614
		FUND EQUITY:	
		FUND BALANCE	12,554
		ESTIMATED REVENUE	(4,363,929)
		APPROPRIATIONS	4,363,957
		ENCUMBRANCES	12,850
		RESERVE FOR ENCUMBRANCES	(12,850)
		EXPENDITURES	(1,431,572)
		REVENUES	4,363,929
		TOTAL FUND EQUITY	2,944,939
TOTAL ASSETS	3,051,553	TOTAL LIABILITIES AND FUND EQUITY	3,051,553

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

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,670,860	268,882	906,031		1,764,829	33.9%	31.7%
FRINGE BENEFITS	911,686	97,818	315,585		596,101	34.6%	31.4%
PURCHASED SERVICES	436,422	5,917	53,732		382,690	12.3%	12.2%
OTHER CHARGES	76,574	15,763	83,204		(6,630)	108.7%	67.3%
MATERIALS AND SUPPLIES	268,415	10,271	73,020	12,850	182,545	32.0%	27.5%
TOTAL	4,363,957	398,651	1,431,572	12,850	2,919,535	33.1%	30.1%



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2023-2024
DECEMBER 2023

The financial statements include the following:

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

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

School Operating Fund

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

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

Revenues realized this month totaled **\$77.8 million**. Of the amount realized for the month, **\$42.6 million** was realized from the City, **\$7.2 million** was received in state sales tax, and **\$26.9 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

School Operating Fund Expenditures (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **45.90%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2023 was **45.72%**, and FY 2022 was **47.01%**. Please note that **\$15,955,706** of the current year budget is funded by the prior year fund balance for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. This fund has realized **\$36,589** (includes **\$16,189** in football receipts, **\$2,208** in wrestling receipts, and **\$3,348** in middle school receipts) this month or **92.3%** of the estimated revenue for the current fiscal year compared to **91.1%** of FY 23 actual. Expenditures totaled **\$359,539** for this month. This fund has incurred expenditures and encumbrances of **45.5%** of the current fiscal year budget compared to **55.8%** of the FY 23 actual. Please note that **\$58,851** of the current year budget is funded by the prior year fund balance for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$5,652,274** (includes **\$1,352,287** for School Breakfast and **\$3,339,314** for National School Lunch federal programs) this month or **29.1%** of the estimated revenue for the current fiscal year compared to **31.0%** of the FY 23 actual. Expenditures totaled **\$3,841,379** for this month. This fund has incurred expenditures and encumbrances of **32.9%** of the current fiscal year budget compared to **31.2%** of the FY 23 actual. Please note that **\$7,960,784** of the current year budget is funded by the prior year fund balance (**\$6,901,953**) and prior year fund balance for encumbrances (**\$1,058,831**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$435,575** (includes **\$414,351** from the Department of Education) this month or **51.6%** of the estimated revenue for the current fiscal year compared to the **47.5%** of the FY 23 actual. Expenditures totaled **\$29,096** for this month. This fund has incurred expenditures and encumbrances of **69.1%** of the budget for the current fiscal year compared to **81.7%** of the FY 23 actual. Please note that **\$1,792,814** of the current year budget is funded by the prior year fund balance (**\$1,572,037**) and prior year fund balance for encumbrances (**\$220,777**).

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$116,282** in revenue (includes **\$109,382** in interest) this month. Expenses for this month totaled **\$555,592** (includes **\$420,418** in Worker's Compensation payments, **\$40,386** in Motor Vehicle Insurance premiums, and **\$1,829** in Fire and Property Insurance premiums).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$171,042** in revenue (includes **\$87,319** in tower rent-Cox High, **\$55,672** in tower rent-Tech Center, and **\$1,190** in tower rent-Woodstock Elementary) this month or **94.2%** of the estimated revenue for the current fiscal year compared to **75.2%** of FY 23 actual. Please note that **\$324,000** of the current year budget is funded by the prior year fund balance (**\$284,000**) and prior year fund balance for encumbrances (**\$40,000**).

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$5,922,645** in expenditures was incurred for various grants this month.

Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$14,383,084** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$13,270,587**. This includes medical and prescription drug claim payments for City and School Board employees.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$3,614** in revenue (interest) has been realized this month or **25.1%** of the estimated revenue for the current fiscal year compared to **21.9%** of FY 23 actual. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$119,702** in revenue (interest) this month. Please note that the current year budget is funded by the prior year fund balance (**\$560,840**).

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$2,658** in revenue (interest) this month. Expenses for the current fiscal year total **\$81,337**. Please note that **\$497,774** of the current year budget is funded by the prior year fund balance (**\$327,651**) and prior year fund balance for encumbrances (**\$170,123**).

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$2,458,362** in expenditures was incurred for various school capital projects this month. This includes **\$103,864** for Princess Anne High School Replacement project, **\$88,977** for Bayside High School Replacement project, **\$39,778** for B. F. Williams Elementary/Bayside 6th Grade Replacement project, **\$1,022,381** for Energy Performance Contracts Phase II project, and **\$617,662** for the School Bus and Fleet Replacement project.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$4,363,929** in revenue for the current fiscal year (from School Operating Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **41.6%** of the current year fiscal year budget compared to **40.6%** of FY 23. Please note that **\$28** of the current year budget is funded by the prior year fund balance for encumbrances.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

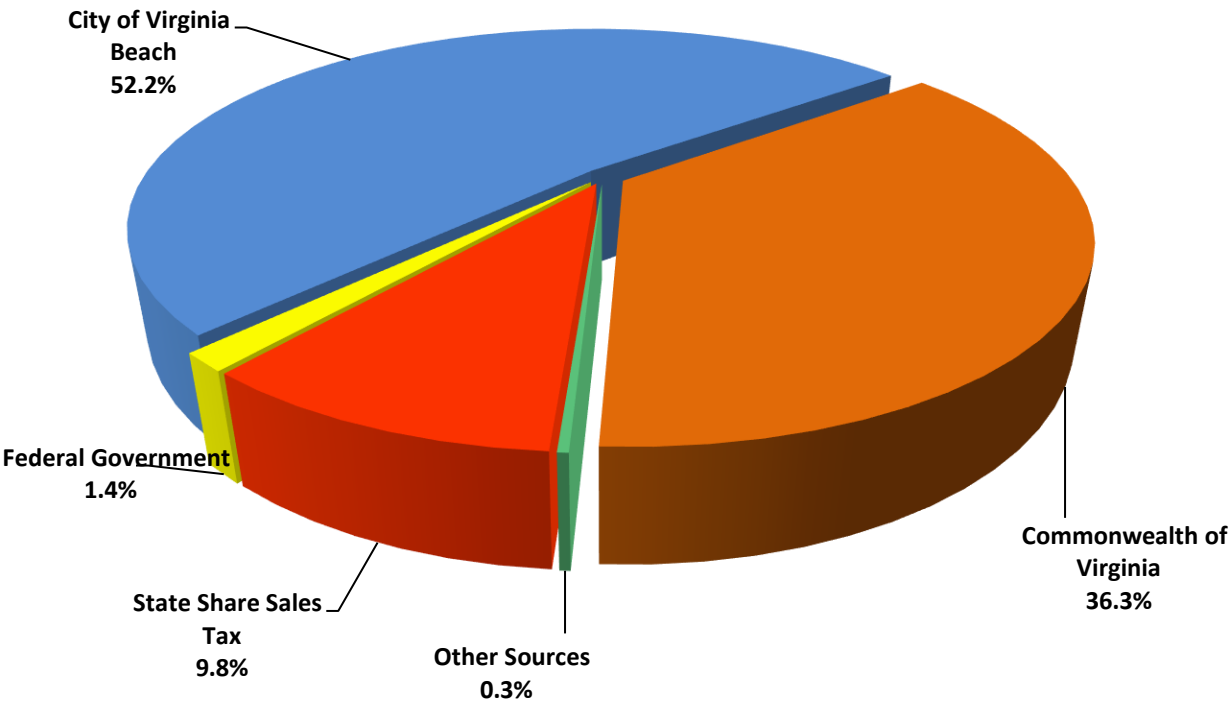
REVENUES

DECEMBER 2023

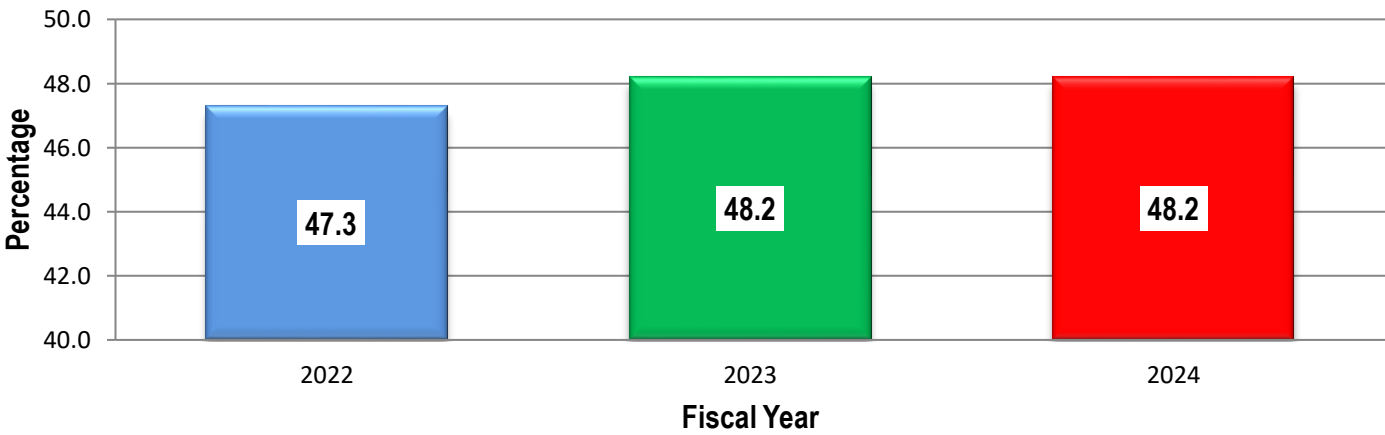
BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
COMMONWEALTH OF VIRGINIA	2024	356,416,372	<-----	161,233,623	45.24%	A
	2023	334,908,997	325,809,562	151,674,972	45.29%	
	2022	317,437,827	296,840,759	136,139,980	42.89%	
STATE SALES TAX	2024	95,578,220	<-----	37,626,497	39.37%	A
	2023	91,767,957	98,633,260	43,264,873	47.15%	
	2022	81,922,118	98,227,243	39,707,534	48.47%	
FEDERAL GOVERNMENT	2024	13,500,000	<-----	14,976,912	110.94%	F
	2023	13,500,000	18,437,704	10,808,381	80.06%	
	2022	13,500,000	17,115,879	10,605,709	78.56%	
CITY OF VIRGINIA BEACH	2024	512,019,244	<-----	255,641,853	49.93%	A
	2023	484,473,810	484,473,810	239,502,430	49.44%	
	2022	467,563,377	467,563,377	229,846,138	49.16%	
OTHER SOURCES	2024	3,232,803	<-----	2,819,725	87.22%	A
	2023	3,182,803	4,886,555	2,249,392	70.67%	
	2022	3,132,803	4,747,277	1,809,582	57.76%	
SCHOOL OPERATING FUND TOTAL	2024	980,746,639	<-----	472,298,610	48.16%	
	2023	927,833,567	932,240,891	447,500,048	48.23%	
	2022	883,556,125	884,494,535	418,108,943	47.32%	

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

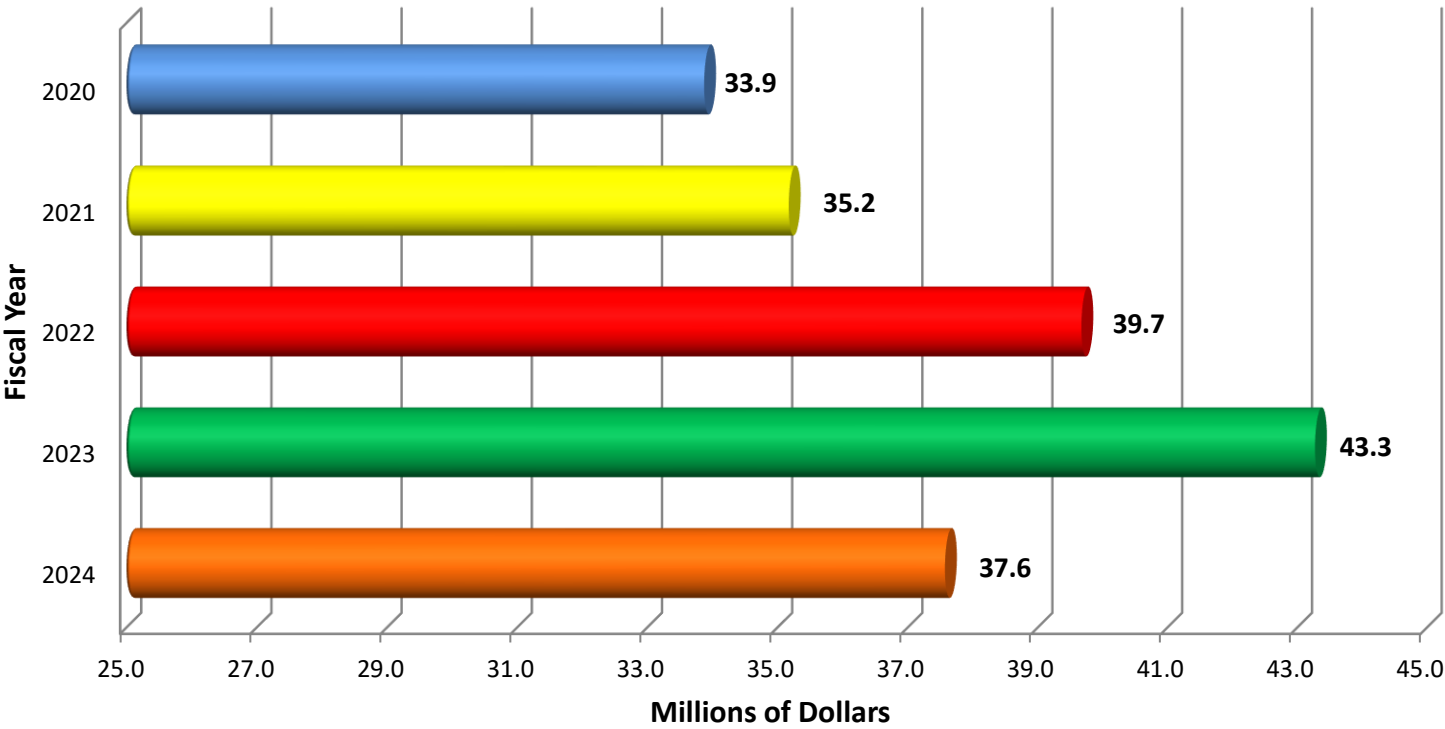
Fiscal Year 2024 Revenue Budget by Major Source



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



State Sales Tax Revenue through December 31, 2023



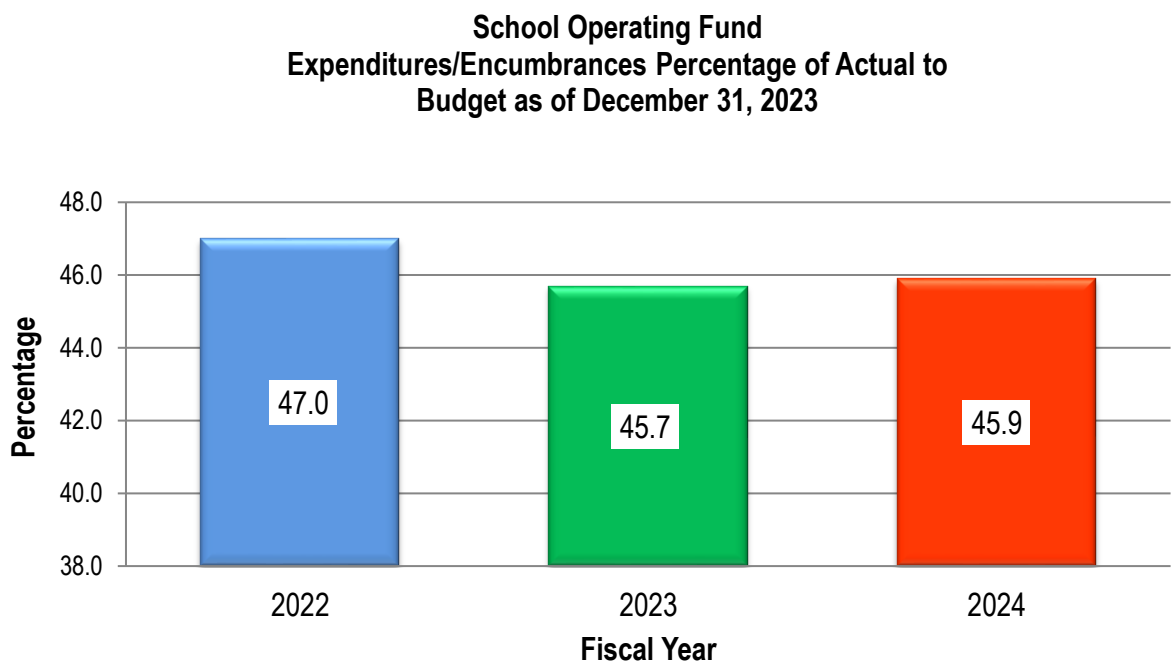
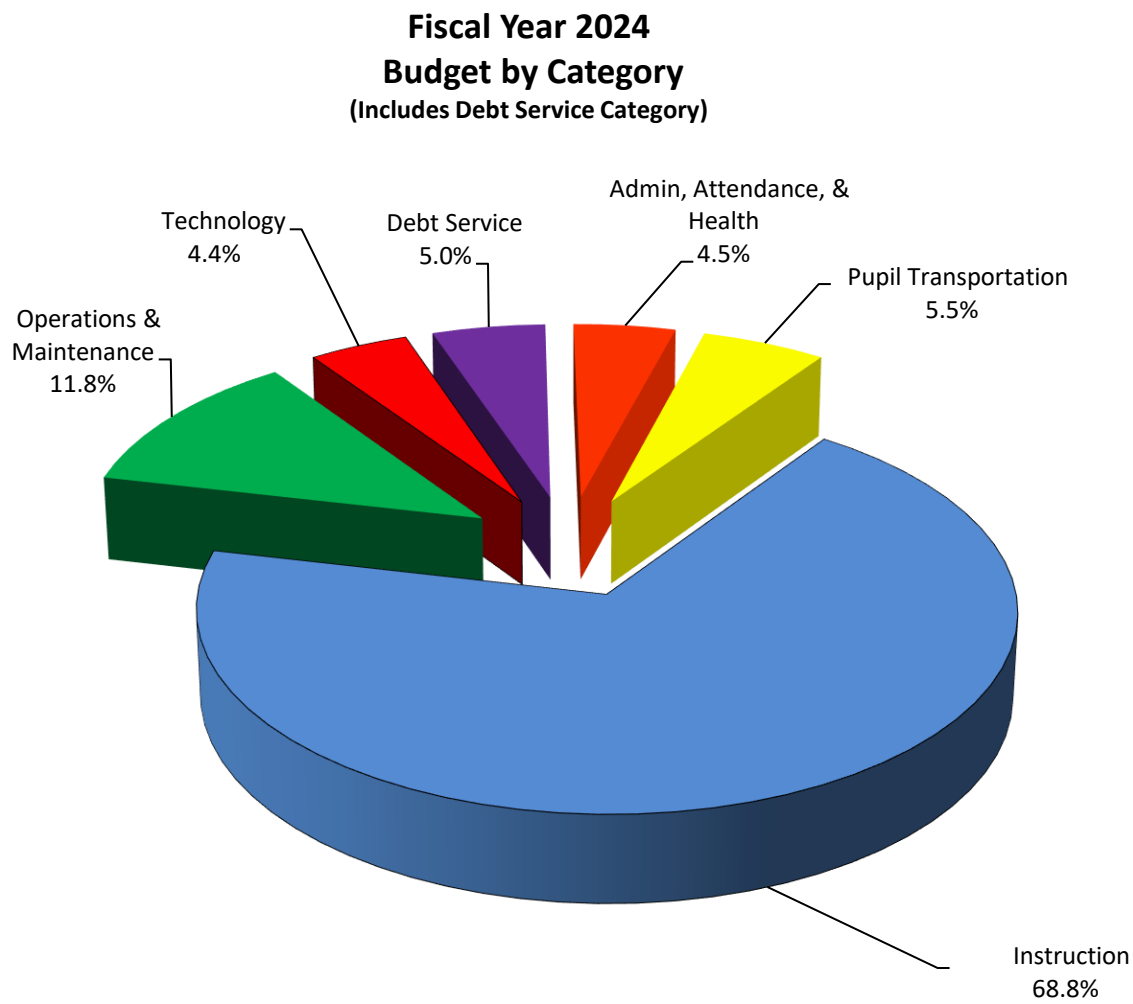
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

DECEMBER 2023

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION	2024	685,176,216	<-----	302,322,142	44.12%	A
CATEGORY	2023	635,274,513	625,322,355	277,231,160	43.64%	
	2022	614,402,062	604,384,659	274,992,851	44.76%	
ADMINISTRATION,	2024	45,219,330	<-----	19,830,591	43.85%	A
ATTENDANCE & HEALTH	2023	43,371,357	39,297,434	18,711,631	43.14%	
CATEGORY	2022	39,967,923	37,191,274	17,845,444	44.65%	
PUPIL TRANSPORTATION	2024	54,715,880	<-----	26,949,254	49.25%	A
CATEGORY	2023	56,397,547	53,710,672	29,351,658	52.04%	
	2022	57,952,661	56,231,592	36,324,707	62.68%	
OPERATIONS AND	2024	118,010,762	<-----	59,674,641	50.57%	A
MAINTENANCE	2023	117,860,247	114,588,676	58,062,135	49.26%	
CATEGORY	2022	111,720,045	109,086,784	54,209,415	48.52%	
TECHNOLOGY	2024	43,508,546	<-----	25,681,808	59.03%	A
CATEGORY	2023	50,387,282	49,479,819	29,657,471	58.86%	
	2022	45,370,400	45,104,048	25,344,575	55.86%	
SCHOOL OPERATING FUND	2024	946,630,734	<-----	434,458,436	45.90%	A
TOTAL	2023	903,290,946	882,398,956	413,014,055	45.72%	
(EXCLUDING DEBT SERVICE)	2022	869,413,091	851,998,357	408,716,992	47.01%	
DEBT SERVICE	2024	50,071,611	<-----	24,716,972	49.36%	A
CATEGORY	2023	50,133,654	46,171,521	26,077,182	52.02%	
	2022	49,442,812	45,696,047	23,497,254	47.52%	

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



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

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INSTRUCTION CATEGORY:	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ELEMENTARY CLASSROOM	193,138,216	18,192,730	78,032,070	49,911	115,056,235	40.4%
MIDDLE CLASSROOM	70,474,767	6,760,918	27,614,467	2,793,952	40,066,348	43.1%
HIGH CLASSROOM	96,487,062	9,250,484	37,505,260	134,266	58,847,536	39.0%
SPECIAL ED CLASSROOM	113,108,578	15,078,056	52,618,940	814,665	59,674,973	47.2%
TECH AND CAREER ED CLASSROOM	20,029,692	1,901,377	8,267,740	36,910	11,725,042	41.5%
GIFTED CLASSROOM	17,683,117	1,699,682	7,617,933	7,107	10,058,077	43.1%
ALTERNATIVE EDUCATION CLASSROOM	6,735,090	642,151	2,643,751		4,091,339	39.3%
REMEDIAL ED CLASSROOM	11,393,754	1,102,678	4,534,606		6,859,148	39.8%
SUMMER SCHOOL CC	1,600,057		1,174,002		426,055	73.4%
SUMMER SLIDE	268,626		344		268,282	0.1%
ADULT ED	2,360,202	140,217	1,003,259		1,356,943	42.5%
GUIDANCE	23,688,163	2,182,080	10,377,911		13,310,252	43.8%
STUDENT SERVICES	850,837	75,696	424,684		426,153	49.9%
SOCIAL WORKERS SCHOOL	4,811,332	566,803	2,025,937	503,916	2,281,479	52.6%
HOMEBOUND	286,120	15,975	59,790		226,330	20.9%
TEACHING AND LEARNING	18,887,783	893,697	12,654,646	749,891	5,483,246	71.0%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,330,830	67,599	689,072	30,000	611,758	54.0%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	567,050	44,387	336,948		230,102	59.4%
STUDENT LEADERSHIP	1,981,064	124,186	912,159		1,068,905	46.0%
SCHOOL LEADERSHIP	2,302,635	166,694	974,353	15,008	1,313,274	43.0%
STUDENT ACTIVITIES	9,494,451	359,875	7,079,065	13,740	2,401,646	74.7%
SPECIAL ED SUPPORT	5,112,653	471,950	2,494,455	1,693	2,616,505	48.8%
TECH AND CAREER ED SUPPORT	1,271,463	107,476	609,313		662,150	47.9%
GIFTED ED SUPPORT	2,825,726	233,008	1,261,609	180	1,563,937	44.7%
ALTERNATIVE ED SUPPORT	3,019,200	234,710	1,285,087	9,150	1,724,963	42.9%
LIBRARY MEDIA SUPPORT	15,601,814	1,495,321	6,247,450	73,270	9,281,094	40.5%
OFFICE OF PRINCIPAL-ELEMENTARY	31,714,548	2,676,760	15,102,771	7,756	16,604,021	47.6%
OFFICE OF PRINCIPAL-MIDDLE	13,087,260	1,119,231	6,294,026	15,393	6,777,841	48.2%
OFFICE OF PRINCIPAL-HIGH	14,272,991	1,194,057	6,848,436	10,211	7,414,344	48.1%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	791,135	65,350	365,039		426,096	46.1%
TOTAL INSTRUCTION	685,176,216	66,863,148	297,055,123	5,267,019	382,854,074	44.1%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD AND GOVT SERVICES	442,516	71,663	283,328	51,989	107,199	75.8%
LEGAL SERVICES	1,482,772	88,059	656,530	5,817	820,425	44.7%
OFFICE OF SUPERINTENDENT	1,228,855	95,468	612,401	5,000	611,454	50.2%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	2,580,085	191,020	1,069,307	170	1,510,608	41.5%
HUMAN RESOURCES	6,090,997	433,177	2,652,233	169	3,438,595	43.5%
PROFESSIONAL GROWTH AND INNOVATION	1,137,689	90,484	537,021		600,668	47.2%
CONSOLIDATED BENEFITS	2,840,273	178,587	1,259,648	163	1,580,462	44.4%
PLANNING INNOVATION AND ACCOUNTABILITY	2,677,659	156,888	1,027,303	13,172	1,637,184	38.9%
BUDGET AND FINANCE	5,951,936	428,819	3,088,512	7,671	2,855,753	52.0%
INTERNAL AUDIT	580,707	43,957	269,321	37	311,349	46.4%
PROCUREMENT SERVICES	1,459,022	110,323	576,250	20,553	862,219	40.9%
HEALTH SERVICES	9,618,270	895,619	3,747,003	3,450	5,867,817	39.0%
PSYCHOLOGICAL SERVICES	8,593,410	701,896	3,665,004	4,390	4,924,016	42.7%
AUDIOLOGICAL SERVICES	535,139	40,636	262,874	11,275	260,990	51.2%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	45,219,330	3,526,596	19,706,735	123,856	25,388,739	43.9%

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

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	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
TRANSPORTATION MANAGEMENT	3,214,890	287,838	1,658,363		1,556,527	51.6%
VEHICLE OPERATIONS	32,576,088	2,527,279	14,745,598	2,235,308	15,595,182	52.1%
VEHICLE OPERATIONS-SPECIAL ED	10,005,168	719,974	3,568,456	1,399,404	5,037,308	49.7%
MONITORING SERVICES-SPECIAL ED	4,181,110	350,469	1,376,299		2,804,811	32.9%
VEHICLE MAINTENANCE	4,738,624	344,543	1,965,826		2,772,798	41.5%
TOTAL PUPIL TRANSPORTATION	54,715,880	4,230,103	23,314,542	3,634,712	27,766,626	49.3%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	344,246	28,139	168,997		175,249	49.1%
FACILITIES AND MAINTENANCE SERVICES	56,980,925	4,028,133	29,143,362	4,045,855	23,791,708	58.2%
CUSTODIAL SERVICES	37,377,564	3,341,742	16,380,019	381,253	20,616,292	44.8%
GROUNDS SERVICES	5,444,060		1,361,015		4,083,045	25.0%
VEHICLE SERVICES	1,999,530	95,830	1,041,486	242,000	716,044	64.2%
SECURITY AND EMERGENCY MANAGEMENT	12,281,192	1,117,329	4,884,418		7,396,774	39.8%
DISTRIBUTION SERVICES	2,231,311	156,576	934,822	12,837	1,283,652	42.5%
TELECOMMUNICATIONS	1,351,934	42,628	892,330	186,247	273,357	79.8%
TOTAL OPERATIONS AND MAINTENANCE	118,010,762	8,810,377	54,806,449	4,868,192	58,336,121	50.6%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	191,933	2,534	88,664	104,407	(1,138)	100.6%
MIDDLE CLASSROOM	132,846	32,376	189,452	12,158	(68,764)	151.8%
HIGH CLASSROOM	181,054	1,156	120,149	34,084	26,821	85.2%
SPECIAL ED CLASSROOM	210,425	18,180	216,608	8,621	(14,804)	107.0%
TECH AND CAREER ED CLASSROOM	422,561	6,776	238,172	134,462	49,927	88.2%
GIFTED CLASSROOM	128,564	3,965	44,429	29,899	54,236	57.8%
ALTERNATIVE EDUCATION CLASSROOM				1,069	(1,069)	
REMEDIAL ED CLASSROOM	29,891	44	255,044		(225,153)	853.2%
SUMMER SCHOOL CC	10,527				10,527	
ADULT ED	68,499	260	20,484		48,015	29.9%
GUIDANCE	54,310	7,426	47,368		6,942	87.2%
STUDENT SERVICES	1,932				1,932	
SOCIAL WORKERS SCHOOL	8,054	9	994		7,060	12.3%
HOMEBOUND	107,465	5,310	20,667		86,798	19.2%
TEACHING AND LEARNING	184,886	18,489	428,291	1,105	(244,510)	232.2%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	34,000				34,000	
OFFICE OF DIVERSITY EQUITY AND INCLUSION	4,471	12	1,083		3,388	24.2%
STUDENT LEADERSHIP	2,362	1,198	4,673		(2,311)	197.8%
SCHOOL LEADERSHIP	57,722	213	35,682		22,040	61.8%
STUDENT ACTIVITIES	819		538		281	65.7%
SPECIAL ED SUPPORT	9,747	80	3,322	211	6,214	36.2%
TECH AND CAREER ED SUPPORT	3,195	6	3,679		(484)	115.1%
GIFTED ED SUPPORT	184,266		137,713	86,360	(39,807)	121.6%
ALTERNATIVE ED SUPPORT	172,335	957	31,769	24,000	116,566	32.4%
LIBRARY MEDIA SUPPORT	556,005	2,122	506,743	1,941	47,321	91.5%
OFFICE OF PRINCIPAL-ELEMENTARY	49,271	5,617	64,705	375	(15,809)	132.1%
OFFICE OF PRINCIPAL-MIDDLE	7,260		12,086	5,887	(10,713)	247.6%
OFFICE OF PRINCIPAL-HIGH	583	858	23,266	1,642	(24,325)	4272.4%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501				501	

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

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	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
TECHNOLOGY CATEGORY:						
INSTRUCTIONAL TECHNOLOGY SUPPORT	17,398,202	1,231,612	7,489,748	99,648	9,808,806	43.6%
BOARD AND GOVT SERVICES	3,932	73	9,823		(5,891)	249.8%
LEGAL SERVICES	87,618		71,457		16,161	81.6%
OFFICE OF SUPERINTENDENT	12,056	2	4,429		7,627	36.7%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	439,904	612	349,326	6,083	84,495	80.8%
HUMAN RESOURCES	296,092	236	225,029		71,063	76.0%
PROFESSIONAL GROWTH AND INNOVATION	187,368	143	154,390	5,851	27,127	85.5%
CONSOLIDATED BENEFITS	188,259	40	87,563		100,696	46.5%
PLANNING INNOVATION AND ACCOUNTABILITY	428,666	263	247,347	102,427	78,892	81.6%
BUDGET AND FINANCE	275,148	514	37,433	524	237,191	13.8%
RISK MANAGEMENT		(96)				
INTERNAL AUDIT	4,035	185	2,206		1,829	54.7%
PROCUREMENT SERVICES	173,134	4,598	96,239	95,322	(18,427)	110.6%
OFFICE OF TECHNOLOGY	1,216,246	96,717	566,727		649,519	46.6%
HEALTH SERVICES	806	52	106		700	13.2%
PSYCHOLOGICAL SERVICES	37,800		31,149	3,891	2,760	92.7%
AUDIOLOGICAL SERVICES			1,399		(1,399)	
TRANSPORTATION MANAGEMENT	7,707	101	6,963		744	90.3%
VEHICLE OPERATIONS	337,529		81,427	294,279	(38,177)	111.3%
VEHICLE OPERATIONS-SPECIAL ED	106,381		25,714	92,746	(12,079)	111.4%
VEHICLE MAINTENANCE	28,471		3,458		25,013	12.1%
SCHOOL DIVISION SERVICES	3,842	12	3,655		187	95.1%
FACILITIES AND MAINTENANCE SERVICES	1,558,820	41,496	979,179	148,420	431,221	72.3%
CUSTODIAL SERVICES	24,417	65	10,460		13,957	42.8%
VEHICLE SERVICES	92,869		22,223	87,238	(16,592)	117.9%
SECURITY AND EMERGENCY MANAGEMENT	134,662	628	123,115		11,547	91.4%
DISTRIBUTION SERVICES	59,348	154	51,587		7,761	86.9%
TELECOMMUNICATIONS	10,008				10,008	
TECHNOLOGY MAINTENANCE	17,579,742	1,104,269	10,125,355	996,070	6,458,317	63.3%
TOTAL TECHNOLOGY	43,508,546	2,589,264	23,303,088	2,378,720	17,826,738	59.0%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	946,630,734	86,019,488	418,185,937	16,272,499	512,172,298	45.9%
DEBT SERVICE CATEGORY:	50,071,611	2,497,353	24,716,972		25,354,639	49.4%

Interim Financial Statements

School Operating Fund Summary

For the period July 1, 2023 through December 31, 2023

Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	356,416,372	36.34%	161,233,623	(195,182,749)	45.24%
State Share Sales Tax	95,578,220	9.74%	37,626,497	(57,951,723)	39.37%
Federal Government	13,500,000	1.38%	14,976,912	1,476,912	110.94%
City of Virginia Beach	512,019,244	52.21%	255,641,853	(256,377,391)	49.93%
Other Sources	3,232,803	0.33%	2,819,725	(413,078)	87.22%
Total Revenues	980,746,639	100.0%	472,298,610	(508,448,029)	48.16%
Prior Year Local Contribution*	15,955,706				
	<u>996,702,345</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	685,176,216	68.74%	302,322,142	382,854,074	44.12%
Administration, Attendance and Health	45,219,330	4.54%	19,830,591	25,388,739	43.85%
Pupil Transportation	54,715,880	5.49%	26,949,254	27,766,626	49.25%
Operations and Maintenance	118,010,762	11.84%	59,674,641	58,336,121	50.57%
Technology	43,508,546	4.37%	25,681,808	17,826,738	59.03%
Debt Service	50,071,611	5.02%	24,716,972	25,354,639	49.36%
Total Expenditures/Encumbrances	996,702,345	100.00%	459,175,408	537,526,937	46.07%

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

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

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ASSETS:

LIABILITIES:

CASH	810,523	CHECKS PAYABLE	681,927
ACCOUNTS RECEIVABLES	2,435	WIRES PAYABLE	2,496,467
DUE FROM GENERAL FUND	72,050,174	ACH PAYABLE	269,628
DUE FROM THE COMMONWEALTH	2,849,806	ACCOUNTS PAYABLE	297,003
PREPAID ITEM	9,228	ACCOUNTS PAYABLE-SCHOOLS	52,922
		SALARIES PAYABLE-OPTIONS	24,218,342
		SALARIES EMPLOYEE ESCROW	204,578
		FICA PAYABLE-OPTIONS	1,853,119
		TOTAL LIABILITIES	<u>30,073,986</u>
		FUND BALANCE	296,773
		ESTIMATED REVENUE	(980,746,639)
		APPROPRIATIONS	996,702,345
		ENCUMBRANCES	16,272,499
		RESERVE FOR ENCUMBRANCES	(16,272,499)
		EXPENDITURES	(442,902,909)
		REVENUES	472,298,610
		TOTAL FUND EQUITY	<u>45,648,180</u>
TOTAL ASSETS	<u>75,722,166</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>75,722,166</u>

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

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	<u>FY 2024 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
COMMONWEALTH VRS RETIREMENT	26,742,855	2,212,921	13,277,527	(13,465,328)	49.6%
SOCIAL SECURITY	11,455,858	948,395	5,690,369	(5,765,489)	49.7%
GROUP LIFE	826,324	65,730	394,382	(431,942)	47.7%
BASIC SCHOOL AID	194,581,743	16,118,115	96,708,689	(97,873,054)	49.7%
REMEDIAL SUMMER SCHOOL	259,522			(259,522)	
VOCATIONAL EDUCATION	2,178,491	181,541	1,089,246	(1,089,245)	50.0%
GIFTED EDUCATION	2,065,810	172,151	1,032,905	(1,032,905)	50.0%
SPECIAL EDUCATION	19,268,378	1,605,698	9,634,189	(9,634,189)	50.0%
PREVENTION, INTERVENTION AND REMEDIATION	4,845,265	403,772	2,422,632	(2,422,633)	50.0%
COMPENSATION SUPPLEMENT	32,345,532	2,226,050	13,356,301	(18,989,231)	41.3%
SPECIAL EDUCATION HOMEBOUND	58,168			(58,168)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	15,089,374			(15,089,374)	
FOSTER CARE	415,005			(415,005)	
SPECIAL ED-REGIONAL TUITION	5,249,475			(5,249,475)	
CAREER AND TECH ED-OCCUPATIONAL	376,114			(376,114)	
ENGLISH AS A SECOND LANGUAGE	2,236,894	186,408	1,118,447	(1,118,447)	50.0%
AT-RISK	10,222,748	848,072	5,088,433	(5,134,315)	49.8%
K-3 PRIMARY CLASS SIZE REDUCTION	5,357,810			(5,357,810)	
OTHER STATE FUNDS	22,841,006	1,903,417	11,420,503	(11,420,503)	50.0%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>356,416,372</u>	<u>26,872,270</u>	<u>161,233,623</u>	<u>(195,182,749)</u>	45.2%
STATE SHARE SALES TAX	<u>95,578,220</u>	<u>7,230,094</u>	<u>37,626,497</u>	<u>(57,951,723)</u>	39.4%
TOTAL FROM STATE SHARE SALES TAX	<u>95,578,220</u>	<u>7,230,094</u>	<u>37,626,497</u>	<u>(57,951,723)</u>	39.4%
IMPACT AID PUBLIC LAW 874	9,935,191		7,877,125	(2,058,066)	79.3%
IMPACT AID SPECIAL ED			713,992	713,992	
IMPACT AID DEPT OF DEFENSE	1,500,000		3,385,722	1,885,722	225.7%
DEPT. OF THE NAVY NJROTC	100,000		43,439	(56,561)	43.4%
DEPT. OF DEFENSE SPECIAL ED			2,313,880	2,313,880	
MEDICAID REIMB-MEDICAL	1,964,809	50,307	475,713	(1,489,096)	24.2%
MEDICAID REIMB-TRANSPORTATION			43,998	43,998	
FEDERAL REIMB OF INTEREST		122,774	122,774	122,774	
OTHER FEDERAL REVENUE			269	269	
TOTAL FROM FEDERAL GOVERNMENT	<u>13,500,000</u>	<u>173,081</u>	<u>14,976,912</u>	<u>1,476,912</u>	110.9%

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

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	<u>FY 2024</u> <u>ESTIMATED</u>	<u>MONTH'S</u> <u>REALIZED</u>	<u>YR-TO-DATE</u> <u>REALIZED</u>	<u>UNREALIZED</u> <u>REVENUES</u>	<u>PERCENT</u> <u>REALIZED</u>
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	511,685,653	42,579,176	255,475,057	(256,210,596)	49.9%
TRANSFER FROM SCHOOL RESERVE FUND	333,591	27,800	166,796	(166,795)	50.0%
TOTAL TRANSFERS	<u>512,019,244</u>	<u>42,606,976</u>	<u>255,641,853</u>	<u>(256,377,391)</u>	49.9%
RENT OF FACILITIES SCHOOLS	450,000	10,837	170,591	(279,409)	37.9%
REIM FOIA		53	396	396	
SETTLEMENTS		742,222	742,222	742,222	
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000		23,385	(76,615)	23.4%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750		500	(169,250)	0.3%
TUITION LPN PROGRAM	25,575	1,000	1,600	(23,975)	6.3%
TUITION SUMMER SCHOOL	700,000		549,220	(150,780)	78.5%
TUITION DRIVERS ED	322,125	210	55,625	(266,500)	17.3%
COLLEGE NIGHT FEES			15,450	15,450	
VENDING OPERATING RECEIPTS		19	170	170	
STOP ARM ENFORCEMENT	450,000	89,101	508,443	58,443	113.0%
SALE OF SALVAGE MATERIALS	12,000	1,618	42,423	30,423	353.5%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000	6,900	41,022	26,022	273.5%
REIMB SYSTEM REPAIRS			2,565	2,565	
LOST AND STOLEN-TECHNOLOGY			31,709	31,709	
DAMAGED-TECHNOLOGY		1,697	175,151	175,151	
LOST AND DAMAGED-CALCULATORS			7,860	7,860	
LOST AND DAMAGED-HEARTRATE MONITORS			204	204	
MISCELLANEOUS REVENUE	224,703	7,656	10,053	(214,650)	4.5%
INDIRECT COST-GRANTS	600,000	75,996	441,136	(158,864)	73.5%
TOTAL FROM OTHER SOURCES	<u>3,232,803</u>	<u>937,309</u>	<u>2,819,725</u>	<u>(413,078)</u>	87.2%
TOTAL SCHOOL OPERATING FUND	<u>980,746,639</u>	<u>77,819,730</u>	<u>472,298,610</u>	<u>(508,448,029)</u>	48.2%

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

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ASSETS:		LIABILITIES:	
CASH	2,864,014	ACH PAYABLE	4,663
		TOTAL LIABILITIES	4,663
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(6,021,170)
		APPROPRIATIONS	6,080,021
		ENCUMBRANCES	8,792
		RESERVE FOR ENCUMBRANCES	(8,792)
		EXPENDITURES	(2,755,475)
		REVENUES	5,555,975
		TOTAL FUND EQUITY	2,859,351
TOTAL ASSETS	2,864,014	TOTAL LIABILITIES AND FUND EQUITY	2,864,014

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	14,844	58,094	53,094	1161.9%	281.4%
BASKETBALL	120,000	16,189	16,189	(103,811)	13.5%	
FOOTBALL	250,000		229,119	(20,881)	91.6%	
GYMNASTICS	4,000			(4,000)		
LACROSSE	25,000			(25,000)		
SOCCER	42,000			(42,000)		
WRESTLING	13,000	2,208	2,208	(10,792)	17.0%	
MIDDLE SCHOOL	65,000	3,348	36,548	(28,452)	56.2%	
TRANSFER FROM SCHOOL OPERATING	5,212,170		5,212,170		100.0%	100.0%
TRANSFER FROM GENERAL FUND	250,000			(250,000)		
OTHER INCOME	35,000		1,647	(33,353)	4.7%	
TOTAL REVENUES	6,021,170	36,589	5,555,975	(465,195)	92.3%	91.1%
PYFB-ENCUMBRANCES	58,851					
TOTAL REVENUES AND PYFB	6,080,021					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	3,107,020	300,003	1,461,833		1,645,187	47.0%	50.9%
FICA BENEFITS	237,684	23,207	112,236		125,448	47.2%	51.2%
PURCHASED SERVICES	1,461,425	16,287	431,456		1,029,969	29.5%	51.8%
VA HIGH SCHOOL LEAGUE DUES	51,250	1,201	24,506		26,744	47.8%	46.3%
ATHLETIC INSURANCE	200,000		187,881		12,119	93.9%	97.5%
MATERIALS AND SUPPLIES	833,651	18,841	527,624	8,792	297,235	64.3%	68.5%
CAPITAL OUTLAY	188,991		9,939		179,052	5.3%	43.4%
TOTAL	6,080,021	359,539	2,755,475	8,792	3,315,754	45.5%	55.8%

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

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ASSETS:		LIABILITIES:	
CASH	18,726,029	CHECKS PAYABLE	29,636
CASH WITH CAFETERIAS	10,000	ACH PAYABLE	376,415
SUPPLIES INVENTORY	176,277	SALARIES PAYABLE-OPTIONS	532,989
FOOD INVENTORY	376,898	FICA PAYABLE-OPTIONS	40,813
FOOD-USDA INVENTORY	172,861	UNEARNED REVENUE	630,206
		TOTAL LIABILITIES	<u>1,610,059</u>
		FUND EQUITY:	
		FUND BALANCE	13,574,655
		ESTIMATED REVENUE	(40,798,266)
		APPROPRIATIONS	48,759,050
		ENCUMBRANCES	492,837
		RESERVE FOR ENCUMBRANCES	(492,837)
		EXPENDITURES	(15,538,331)
		REVENUES	<u>11,854,898</u>
		TOTAL FUND EQUITY	<u>17,852,006</u>
TOTAL ASSETS	<u>19,462,065</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>19,462,065</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 23 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	75,000	86,878	373,181	298,181	497.6%	86.9%
SERVICE CHARGES	13,050,890	753,239	3,362,721	(9,688,169)	25.8%	27.4%
USDA REBATES FROM VENDORS	650,000	43,954	198,200	(451,800)	30.5%	28.2%
MISCELLANEOUS REVENUE			12,202	12,202		
TOTAL LOCAL REVENUE	<u>13,775,890</u>	<u>884,071</u>	<u>3,946,304</u>	<u>(9,829,586)</u>	28.6%	27.8%
SCHOOL BREAKFAST INITIATIVE	55,000	11,513	17,266	(37,734)	31.4%	
SCHOOL LUNCH	300,000	19,154	31,259	(268,741)	10.4%	
SCHOOL BREAKFAST	250,000	7,186	11,264	(238,736)	4.5%	
TOTAL REVENUE FROM COMMONWEALTH	<u>605,000</u>	<u>37,853</u>	<u>59,789</u>	<u>(545,211)</u>	9.9%	
SCHOOL BREAKFAST PROGRAM	6,382,249	1,352,287	2,124,326	(4,257,923)	33.3%	28.9%
NATIONAL SCHOOL LUNCH PROGRAM	17,230,127	3,339,314	5,356,269	(11,873,858)	31.1%	38.4%
USDA COMMODITIES	2,300,000			(2,300,000)		
CHILD AND ADULT CARE FOOD PROGRAM	350,000	38,356	138,023	(211,977)	39.4%	19.4%
USDA SUMMER FEEDING PROGRAM	155,000		223,614	68,614	144.3%	152.6%
OTHER FEDERAL REVENUE		393	6,573	6,573		
TOTAL REVENUE FROM FEDERAL GOV'T	<u>26,417,376</u>	<u>4,730,350</u>	<u>7,848,805</u>	<u>(18,568,571)</u>	29.7%	33.4%
TOTAL REVENUES	<u>40,798,266</u>	<u>5,652,274</u>	<u>11,854,898</u>	<u>(28,943,368)</u>	29.1%	31.0%
PRIOR YEAR FUND BALANCE (PYFB)	6,901,953					
PYFB-ENCUMBRANCES	<u>1,058,831</u>					
TOTAL REVENUES AND PYFB	<u>48,759,050</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 23 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	16,521,871	1,609,053	6,109,387		10,412,484	37.0%	34.7%
FRINGE BENEFITS	5,839,297	501,716	2,020,202		3,819,095	34.6%	30.4%
PURCHASED SERVICES	1,271,405	39,165	622,722	134,463	514,220	59.6%	66.7%
OTHER CHARGES	70,805	6,380	28,798		42,007	40.7%	58.0%
MATERIALS AND SUPPLIES	19,802,969	1,593,180	5,597,037	155,085	14,050,847	29.0%	26.1%
CAPITAL OUTLAY	5,252,703	91,885	1,160,185	203,289	3,889,229	26.0%	49.8%
TOTAL	<u>48,759,050</u>	<u>3,841,379</u>	<u>15,538,331</u>	<u>492,837</u>	<u>32,727,882</u>	32.9%	31.2%

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

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ASSETS:		LIABILITIES:	
CASH	4,510,212	TOTAL LIABILITIES	
PREPAID ITEMS	286,868		
		FUND EQUITY:	
		FUND BALANCE	4,772,365
		ESTIMATED REVENUE	(5,028,701)
		APPROPRIATIONS	6,821,515
		ENCUMBRANCES	351,201
		RESERVE FOR ENCUMBRANCES	(351,201)
		EXPENDITURES	(4,361,235)
		REVENUES	2,593,136
		TOTAL FUND EQUITY	4,797,080
TOTAL ASSETS	<u>4,797,080</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,797,080</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	21,138	91,895	62,412	311.7%	57.2%
LOST AND DAMAGED	27,000	86	15,132	(11,868)	56.0%	17.7%
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>21,224</u>	<u>107,027</u>	<u>50,544</u>	189.5%	38.3%
DEPT OF EDUCATION	4,972,218	414,351	2,486,109	(2,486,109)	50.0%	47.6%
TOTAL REVENUE-COMMONWEALTH	<u>4,972,218</u>	<u>414,351</u>	<u>2,486,109</u>	<u>(2,486,109)</u>	50.0%	47.6%
TOTAL REVENUES	<u>5,028,701</u>	<u>435,575</u>	<u>2,593,136</u>	<u>(2,435,565)</u>	51.6%	47.5%
PRIOR YEAR FUND BALANCE (PYFB)	1,572,037					
PYFB-ENCUMBRANCES	<u>220,777</u>					
TOTAL REVENUES AND PYFB	<u>6,821,515</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	94,892	8,288	55,202		39,690	58.2%	54.7%
FRINGE BENEFITS	36,846	3,499	18,356		18,490	49.8%	47.0%
MATERIALS AND SUPPLIES	6,689,777	17,309	4,287,677	351,201	2,050,899	69.3%	82.3%
TOTAL	<u>6,821,515</u>	<u>29,096</u>	<u>4,361,235</u>	<u>351,201</u>	<u>2,109,079</u>	69.1%	81.7%

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

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ASSETS:		LIABILITIES:	
CASH	22,069,742	EST CLAIMS/JUDGMENTS PAYABLE	9,099,286
PREPAID ITEM	267,372	TOTAL LIABILITIES	9,099,286
		FUND EQUITY:	
		RETAINED EARNINGS	10,522,496
		ENCUMBRANCES	309,581
		RESERVE FOR ENCUMBRANCES	(309,581)
		EXPENSES	(6,738,195)
		REVENUES	9,453,527
		TOTAL FUND EQUITY	13,237,828
TOTAL ASSETS	22,337,114	TOTAL LIABILITIES AND FUND EQUITY	22,337,114

REVENUES:	MONTH'S	YR-TO-DATE
	REALIZED	REALIZED
INTEREST ON BANK DEPOSITS	109,382	418,605
RISK MANAGEMENT CHARGES		8,995,919
INSURANCE PROCEEDS	6,653	38,470
MISCELLANEOUS REVENUE	247	533
TOTAL REVENUES	116,282	9,453,527

EXPENSES:	MONTH'S	YR-TO-DATE	OUTSTANDING
	EXPENSES	EXPENSES	ENCUMBRANCES
PERSONNEL SERVICES	37,603	214,648	
FRINGE BENEFITS	12,322	62,597	
OTHER PURCHASED SERVICES	37,813	342,966	309,411
FIRE AND PROPERTY INSURANCE	1,829	4,675,012	
MOTOR VEHICLE INSURANCE	40,386	164,277	
WORKER'S COMPENSATION	420,418	1,208,367	
GENERAL LIABILITY INSURANCE		2,623	
MISCELLANEOUS	5,040	59,916	
MATERIALS AND SUPPLIES	181	7,789	170
TOTAL	555,592	6,738,195	309,581

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

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ASSETS:		LIABILITIES:	
CASH	5,558,659	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	4,713,622
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	840,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(40,000)
		REVENUES	486,037
		TOTAL FUND EQUITY	5,483,659
TOTAL ASSETS	5,558,659	TOTAL LIABILITIES AND FUND EQUITY	5,558,659

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	16,000	26,861	100,924	84,924	630.8%	99.2%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			32,796	32,796		
TOWER RENT-COX HIGH		87,319	168,250	168,250		
TOWER RENT-FIRST COLONIAL HIGH			36,499	36,499		
TOWER RENT-TALLWOOD HIGH			53,633	53,633		
TOWER RENT-TECH CENTER		55,672	88,007	88,007		
TOWER RENT-WOODSTOCK ELEM		1,190	5,928	5,928		
TOTAL REVENUES	516,000	171,042	486,037	(29,963)	94.2%	75.2%
PRIOR YEAR FUND BALANCE (PYFB)	284,000					
PYFB-ENCUMBRANCES	40,000					
TOTAL REVENUES AND PYFB	840,000					

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

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

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Revenues :

	FY 2024 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	47,612,867	3,233,299	7,457,382	(40,155,485)	15.7%
Federal Government	101,564,725	5,525,850	8,499,118	(93,065,607)	8.4%
Other Sources	3,434,835	58,194	485,712	(2,949,123)	14.1%
Transfers from School Operating Fund	9,836,270	(13,624)	9,838,234	1,964	100.0%
Total Revenues	162,448,697	8,803,719	26,280,446	(136,168,251)	16.2%

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

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	<u>FY 2024</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
2 REVOLUTIONS	17,717				17,717	
ADULT BASIC EDUCATION	348,543	64,201	185,382		163,161	53.19%
ALGEBRA READINESS	3,073,673	49,926	324,162	460,000	2,289,511	25.51%
ARP BEFORE & AFTER SCHOOL	294,101	5,739	72,111		221,990	24.52%
ARP HOMELESS GRANT II	191,401	157	49,010		142,391	25.61%
ARP HOMELESS I	15,110	11,836	11,836		3,274	78.33%
ARP SUMMER LEARNING	234,895				234,895	
ARP UNFINISHED LEARNING	1,428,544		1,176,358		252,186	82.35%
ARPA ESSER III	34,774,291	1,136,022	12,540,801	5,431,408	16,802,082	51.68%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	990				990	
BAYPORT FOUNDATION	425,000	23,632	250,000		175,000	58.82%
BLUEFORGE - TCEC WELDING LAB	2,500,000	5,927	60,286	71,095	2,368,619	5.26%
CAREER & TECH ED STATE EQUIP ALLOC	74,212				74,212	
CAREER SWITCHER PROG MENTOR REIMB	13,650				13,650	
CARL PERKINS	1,224,087	127,401	673,981	20,267	529,839	56.72%
COPS SCHOOL VIOLENCE PREVENTION	378,233				378,233	
CORRECTIONS ED & OTHER INSTITUTIONALIZED	955				955	
CRRSA ACT ESSER II	50,157		50,157			100.00%
CTE SPECIAL STATE EQUIP ALLOC	58,095				58,095	
DODEA SPANISH IMMERSION	306,904	32,701	175,369	18,533	113,002	63.18%
DODEA WLARP	2,000,000	124,375	124,375		1,875,625	6.22%
EARLY READING INTERVENTION	6,548,196	217,092	806,557	26,740	5,714,899	12.73%
FLEXIBLE PER PUPIL FUNDING	20,037,157	181,134	204,666	401,025	19,431,466	3.02%
GENERAL ADULT ED	29,877	7,216	15,698		14,179	52.54%
HAMPTON ROADS WORKFORCE COUNCIL - ALC	180,000	9,772	64,449		115,551	35.81%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY)	166,630	9,707	51,972		114,658	31.19%
HVAC CSLFRF	12,813,722	200	2,442,461	4,120,195	6,251,066	51.22%
INDUSTRY CERT EXAMINATIONS	64,877	52,302	64,877			100.00%
INDUSTRY CERT EXAMINATIONS STEM-H	24,363	17,388	22,749		1,614	93.38%
ISAEP	65,384	4,439	18,676		46,708	28.56%
JAIL EDUCATION PROGRAM	344,870	14,668	82,652		262,218	23.97%
JUVENILE DETENTION HOME	1,687,755	111,438	550,366		1,137,389	32.61%
MCKINNEY VENTO	86,039	1,338	7,819		78,220	9.1%
NATIONAL BOARD CERTIFICATION INCENTIVE	350,000				350,000	
NEW TEACHER MENTOR	34,768				34,768	
NJROTC	100,000				100,000	
NO KID HUNGRY	36,000				36,000	
NSLP EQUIPMENT ASSISTANCE	95,111		27,963		67,148	29.4%
PERKINS CTE SECONDARY RESERVE FUNDS	13,000		13,000			100.0%

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

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	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	40,848		8,652		32,196	21.2%
POST 9-11 GI BILL	3,650	3,650	3,650			100.0%
PRE-K - GRADE 2 ACTIVE LEARNING	45,311		1,523		43,788	3.4%
PRESCHOOL - IDEA SECTION 619	1,012,181	50,540	258,486	2,040	751,655	25.7%
PROJECT GRADUATION	119,708	981	30,979		88,729	25.9%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	53,039	20,054	34,782		18,257	65.6%
RECRUITMENT AND RETENTION - ARP	48,500				48,500	
RESERVE FOR CONTINGENCY	9,531,096				9,531,096	
SCHOOL SECURITY EQUIPMENT	147,129	15,248	15,248	37,739	94,142	36.0%
SCHOOL-BASED HEALTH WORKFORCE	65,864		52,879		12,985	80.3%
STARTALK	206,219		45,940		160,279	22.3%
STEM COMPETTION	10,000				10,000	
TECHNOLOGY INITIATIVE	5,492,336	(165)	944,493		4,547,843	17.2%
TITLE I PART A	16,564,283	1,029,014	5,821,349	425,585	10,317,349	37.7%
TITLE I PART D SUBPART 1	109,887	1,377	25,777		84,110	23.5%
TITLE I PART D SUBPART 2	435,332	15,496	126,472		308,860	29.1%
TITLE II PART A	3,141,621	196,110	794,937		2,346,684	25.3%
TITLE III PART A LANGUAGE ACQUISITION	435,058	15,355	114,063	184	320,811	26.3%
TITLE IV PART A	2,008,918	28,567	465,887	104,949	1,438,082	28.4%
TITLE IV PELL	50,060		19,152		30,908	38.3%
TITLE VI-B IDEA SECTION 611	21,584,972	1,616,631	6,758,850	6,157	14,819,965	31.3%
TITLE VI-B IDEA SECTION 611 ARP	1,658,533		1,602,824		55,709	96.6%
TITLE VI-B IDEA SECTION 619 ARP	59,692		46,127		13,565	77.3%
UNITED WAY - SUMMER ENRICHMENT	103,293	2,047	91,282		12,011	88.4%
VA HUMANITIES BENEATH THE SURFACE	4,905				4,905	
VA PRESCHOOL INITIATIVE	9,410,462	719,129	2,860,944		6,549,518	30.4%
WORKPLACE READINESS	15,039				15,039	
TOTAL SCHOOL GRANTS FUND	162,448,697	5,922,645	40,192,029	11,125,917	111,130,751	31.6%

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

B 13

ASSETS:		LIABILITIES:	
CASH	78,732,586	ACCOUNTS PAYABLE-HRA	4
		ACCOUNTS PAYABLE-HSA	56,406
		EST CLAIMS-JUDGMENTS PAYABLE	<u>8,991,000</u>
		TOTAL LIABILITIES	<u>9,047,410</u>
		FUND EQUITY:	
		RETAINED EARNINGS	71,494,676
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(81,080,009)
		REVENUES	<u>79,270,509</u>
		TOTAL FUND EQUITY	<u>69,685,176</u>
TOTAL ASSETS	<u>78,732,586</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>78,732,586</u>

REVENUES:	MONTH'S REALIZED	YEAR-TO-DATE REALIZED	
INTEREST ON BANK DEPOSITS			
EMPLOYEE PREMIUMS-CITY	383,798	1,482,050	
EMPLOYER PREMIUMS-CITY	1,000,628	6,423,434	
EMPLOYEE PREMIUMS-SCHOOLS	3,997,959	25,788,006	
EMPLOYER PREMIUMS-SCHOOLS	912,786	4,670,329	
COBRA ADMINISTRATIVE FEE-CITY	8,087,134	40,902,321	
COBRA ADMINISTRATIVE FEE-SCHOOLS	396	2,221	
TOTAL REVENUES	<u>383</u>	<u>2,148</u>	
	<u>14,383,084</u>	<u>79,270,509</u>	
EXPENSES:	MONTH'S EXPENSES	YEAR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
SALARIES AND BENEFITS			
HEALTH CLAIMS AND OTHER EXPENSES-CITY	272,810	2,251,952	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	5,893,191	34,522,786	
TOTAL EXPENSES	<u>7,104,586</u>	<u>44,305,271</u>	
	<u>13,270,587</u>	<u>81,080,009</u>	

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

B 14

ASSETS:		LIABILITIES:	
CASH	293,930	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	256,834
		ESTIMATED REVENUE	(124,000)
		APPROPRIATIONS	130,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	31,096
		TOTAL FUND EQUITY	293,930
TOTAL ASSETS	293,930	TOTAL LIABILITIES AND FUND EQUITY	293,930

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		3,614	14,079	14,079		
VENDING OPERATIONS RECEIPTS	124,000		17,017	(106,983)	13.7%	21.7%
TOTAL REVENUES	124,000	3,614	31,096	(92,904)	25.1%	21.9%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	130,000					

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

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

B 15

ASSETS:		LIABILITIES:	
CASH	1,964,370	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	990,167
		ESTIMATED REVENUE	
		APPROPRIATIONS	560,840
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	413,363
		TOTAL FUND EQUITY	1,964,370
TOTAL ASSETS	1,964,370	TOTAL LIABILITIES AND FUND EQUITY	1,964,370

	FY 2024	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED
INTEREST ON BANK DEPOSITS		119,702	413,363	413,363	%
TOTAL REVENUES		119,702	413,363	413,363	
PRIOR YEAR FUND BALANCE (PYFB)	560,840				
TOTAL REVENUES AND PYFB	560,840				

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

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

B 16

ASSETS:		LIABILITIES:	
CASH	542,968	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	115,473
		ESTIMATED REVENUE	
		APPROPRIATIONS	497,774
		ENCUMBRANCES	176,531
		RESERVE FOR ENCUMBRANCES	(176,531)
		EXPENDITURES	(81,337)
		REVENUES	11,058
		TOTAL FUND EQUITY	542,968
TOTAL ASSETS	542,968	TOTAL LIABILITIES AND FUND EQUITY	542,968

REVENUES:	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
INTEREST ON BANK DEPOSITS		2,658	11,058	11,058	%
TOTAL REVENUES		2,658	11,058	11,058	
PRIOR YEAR FUND BALANCE (PYFB)	327,651				
PYFB-ENCUMBRANCES	170,123				
TOTAL REVENUES AND PYFB	497,774				

EXPENDITURES:	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
PURCHASED SERVICES	68,544		10,227	69,222	(10,905)	115.9%
MATERIALS AND SUPPLIES	350,990		64,590	35,589	250,811	28.5%
CAPITAL OUTLAY	78,240		6,520	71,720		100.0%
TOTAL	497,774		81,337	176,531	239,906	51.8%

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

B 17

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
601001-RENOV-REPLACEMT-ENERGY MGMT II	15,325,000	96,240	1,139,542	11,130,793	511,335	3,682,872	75.97%
601002-TENNIS COURT RENOVATIONS II	2,000,000		23,369	1,659,445	49,201	291,354	85.43%
601005-JOHN B DEY ES MODERNIZATION	27,970,076		11,572	27,702,046		268,030	99.04%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000			32,426,266	28,352	15,382	99.95%
601007-PRINCESS ANNE MS REPLACEMENT	76,938,759			76,891,596	45,174	1,989	100.00%
601013-RENOV & REPLACE-REROOFING PHASE II	35,025,639			35,025,361	278		100.00%
601015-PRINCESS ANNE HS REPLACEMENT	156,909,497	103,864	4,785,796	6,386,265	505,687	150,017,545	4.39%
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	35,000,000	1,022,381	1,717,808	32,270,133	196,685	2,533,182	92.76%
601017-RENOV & REPLACE-GROUND PH III	18,337,887	40,522	1,635,365	16,209,526	448,429	1,679,932	90.84%
601018-RENOV & REPLACE-HVAC PH III	59,108,316	143,640	1,633,857	31,234,602	16,299,783	11,573,931	80.42%
601019-RENOV & REPLACE-REROOFING PH III	30,950,000	92,858	3,879,850	21,536,151	3,727,910	5,685,939	81.63%
601020-RENOV & REPLACE - VARIOUS PH III	24,653,676	81,852	1,916,308	13,867,664	1,464,780	9,321,232	62.19%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,720,000		6,697	13,626,704	88,887	4,409	99.97%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	2,834,737		23,145	1,379,413		1,455,324	48.66%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001			12,183,527		3,474	99.97%
601025-SCHOOL HR-PAYROLL	9,196,000			8,867,573		328,427	96.43%
601026-LYNNHAVEN MIDDLE SCHOOL EXPANSION	14,250,000	7,312	1,475,430	13,472,950	52,227	724,823	94.91%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	800,000	2,217	145,540	733,302	24,716	41,982	94.75%
601028-B F WILLIAMS ES-BAYSIDE 6TH REPLACEMENT	28,547,220	39,778	1,808,890	2,456,442	193,643	25,897,135	9.28%
601029-BAYSIDE HIGH SCHOOL REPLACEMENT	21,776,775	88,977	3,983,619	5,472,883	433,624	15,870,268	27.12%
601030-REPLACEMENT PAYROLL SYSTEM	10,382,407					10,382,407	
601031-SCHOOL BUS & FLEET REPLACEMENT	7,713,000	617,662	3,065,214	5,734,851	1,694,078	284,071	96.32%
601032-PHONE SYSTEM REPLACEMENT	7,266,223		1,036,442	3,862,756	3,402,929	538	99.99%
601999-PAYROLL ALLOCATION		121,059	397,201	397,201		(397,201)	
TOTAL CAPITAL PROJECTS	643,362,213	2,458,362	28,685,645	374,527,449	29,167,718	239,667,046	62.75%

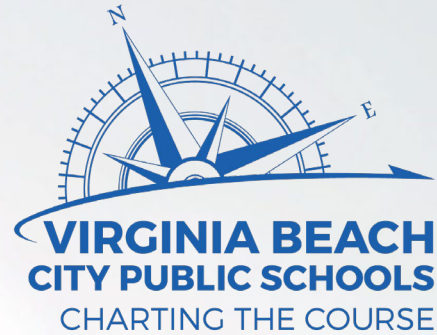
VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2023 THROUGH DECEMBER 31, 2023

B 18

ASSETS:		LIABILITIES:	
CASH	2,712,334	SALARIES PAYABLE-OPTIONS	130,299
		FICA PAYABLE-OPTIONS	9,969
		TOTAL LIABILITIES	<u>140,268</u>
		FUND EQUITY:	
		FUND BALANCE	12,554
		ESTIMATED REVENUE	(4,363,929)
		APPROPRIATIONS	4,363,957
		ENCUMBRANCES	12,850
		RESERVE FOR ENCUMBRANCES	(12,850)
		EXPENDITURES	(1,804,445)
		REVENUES	<u>4,363,929</u>
		TOTAL FUND EQUITY	<u>2,572,066</u>
TOTAL ASSETS	<u>2,712,334</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>2,712,334</u>

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

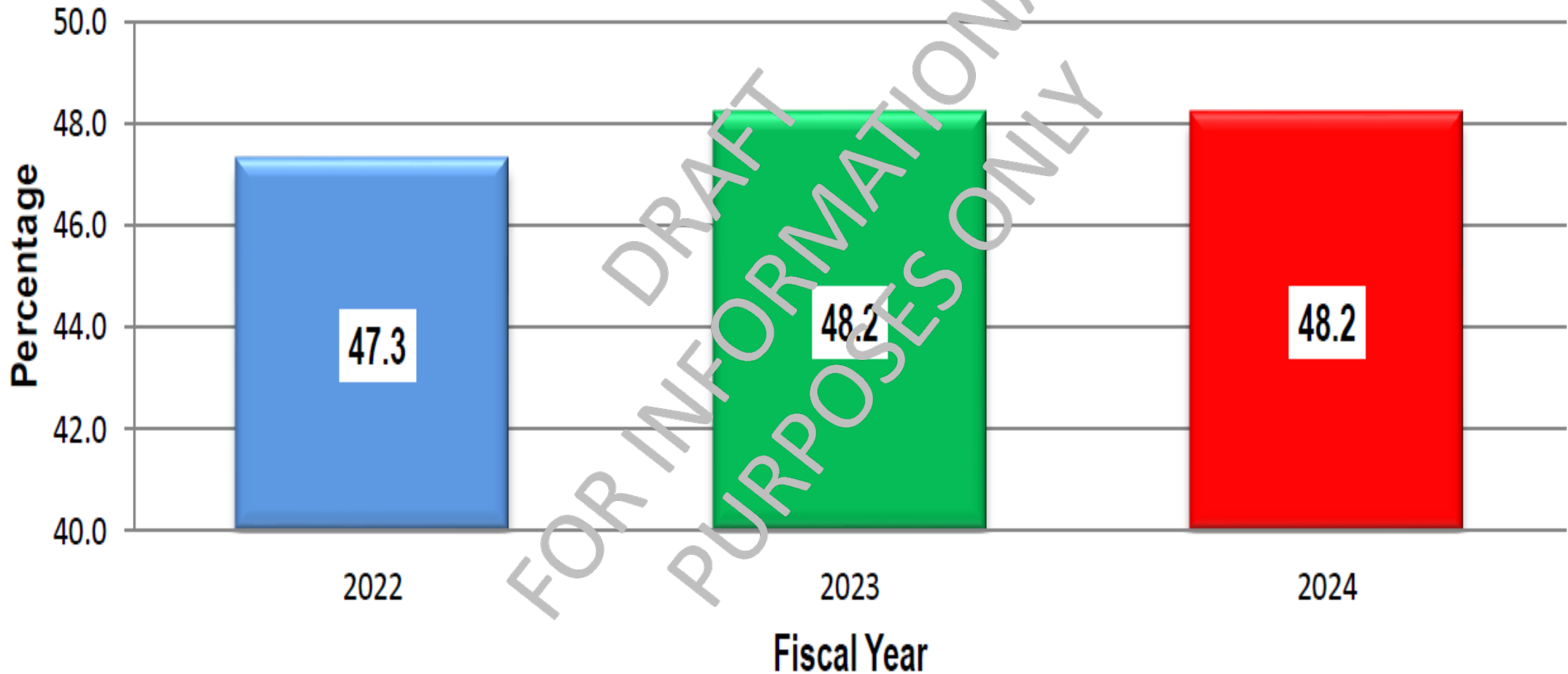
	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,670,860	269,582	1,175,613		1,495,247	44.0%	41.1%
FRINGE BENEFITS	911,686	97,239	412,824		498,862	45.3%	41.2%
PURCHASED SERVICES	436,422	(4,120)	49,612		386,810	11.4%	38.8%
OTHER CHARGES	76,574	1,434	84,638		(8,064)	110.5%	72.7%
MATERIALS AND SUPPLIES	<u>268,415</u>	<u>8,738</u>	<u>81,758</u>	<u>12,850</u>	<u>173,807</u>	35.2%	28.6%
TOTAL	<u>4,363,957</u>	<u>372,873</u>	<u>1,804,445</u>	<u>12,850</u>	<u>2,546,662</u>	41.6%	40.6%



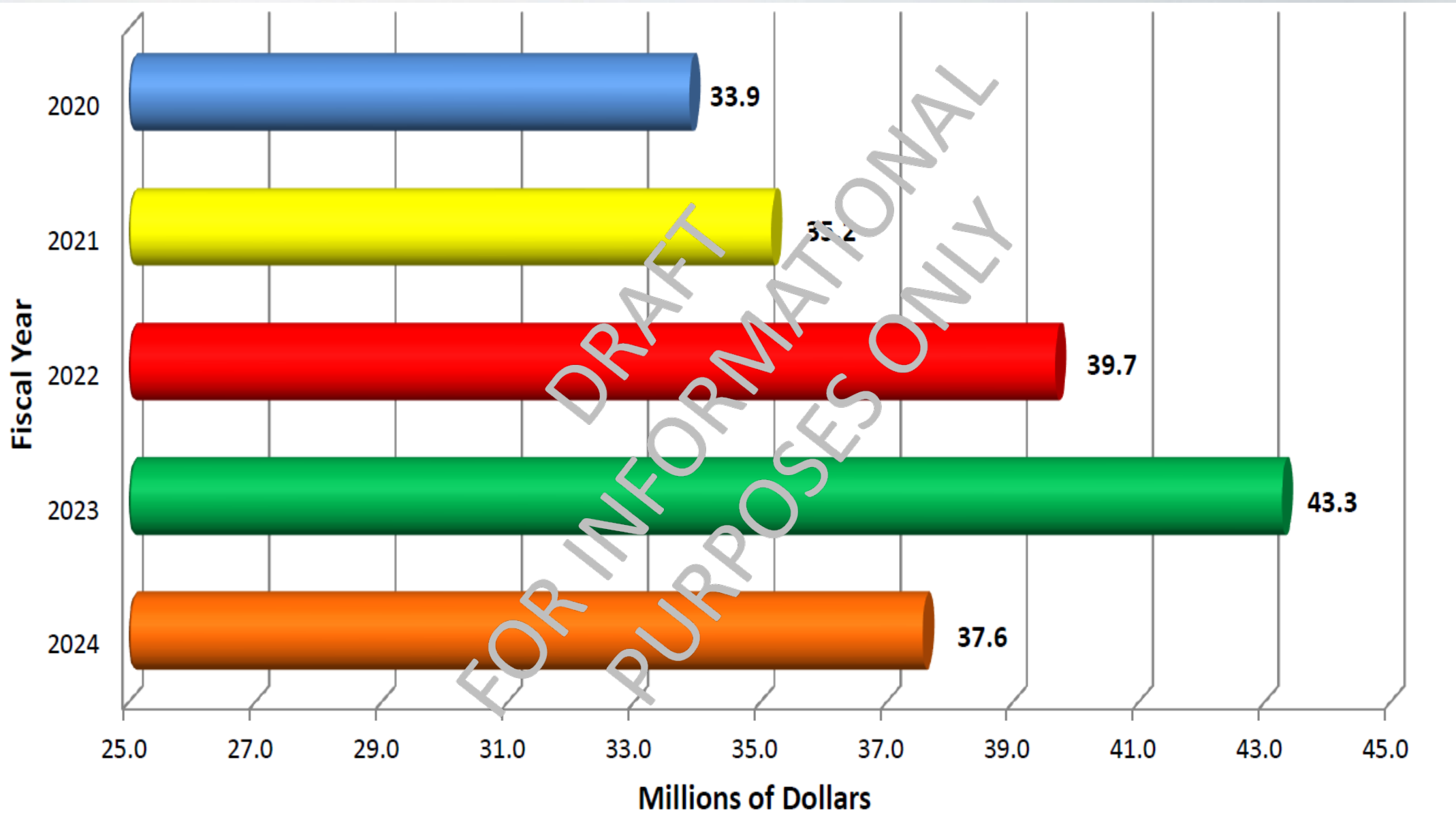
A Presentation to the School Board

By: The Department of Budget and Finance, Office of Business Services
Tuesday, January 23, 2024

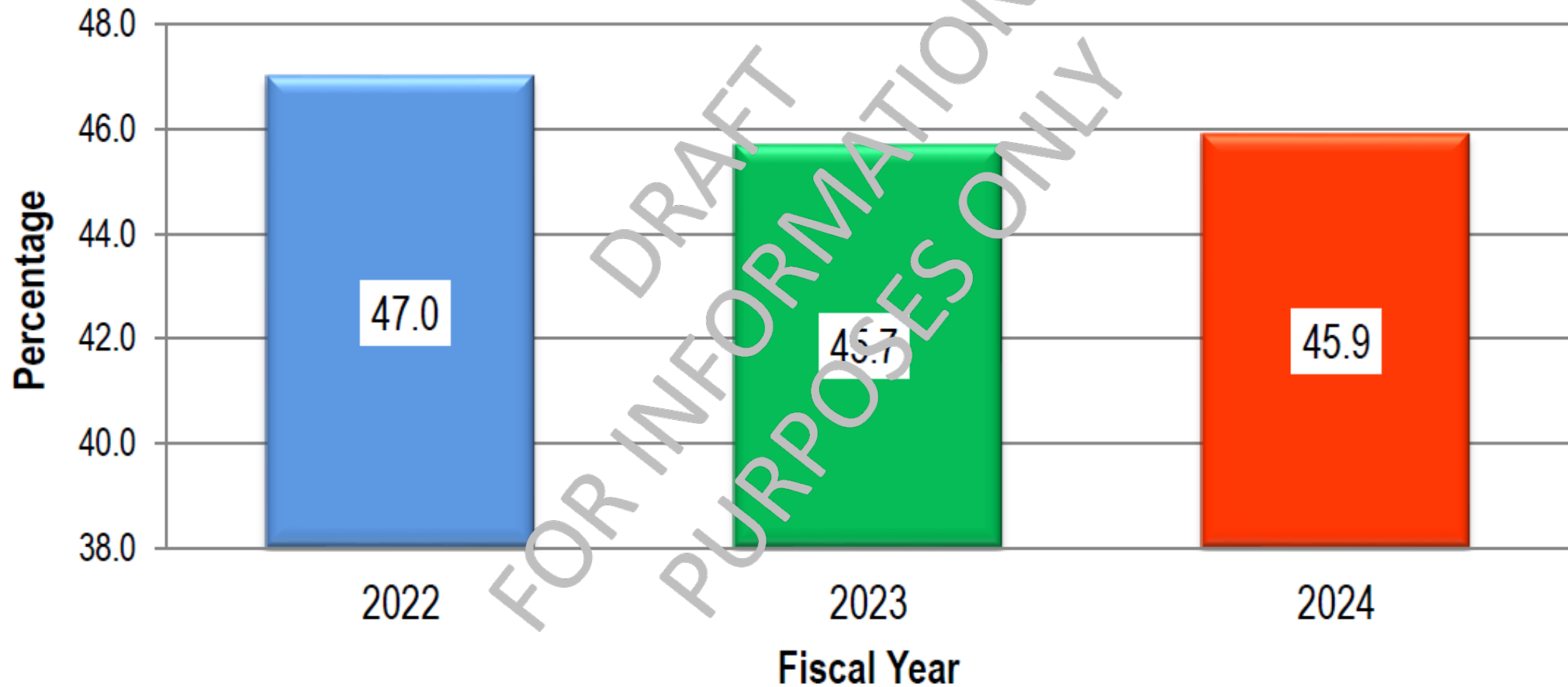
School Operating Fund Revenue Percentage of Actual to Budget as of December 31, 2023



State Sales Tax Revenue through December 31, 2023



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





Subject: Policy Review Committee Recommendations

Item Number: 12C 1-21

Section: Information

Date: Jan. 23, 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

Kamala H. Larrick

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

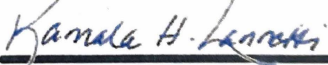
Scrivener's Amendments: January 8, 2014

Amended by School Board: February 21, 2017

Amended by School Board: June 20, 2017

[Amended by School Board: 2024](#)

APPROVED AS TO
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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

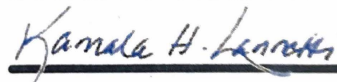
Amended by School Board: May 11, 2004

Amended by School Board: June 6, 2006

Amended by School Board: April 18, 2017

[Amended by School Board: 2024](#)

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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)

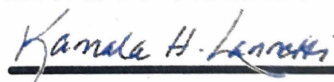
Amended by School Board: May 16, 2000

Amended by School Board: March 20, 2007

Amended by School Board: June 20, 2017

Amended by School Board: 2024

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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

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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~~ services, workshops, 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~~ status ~~selection~~;
- 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)

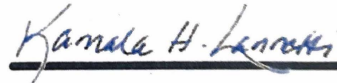
Amended by School Board: September 2, 2003

Amended by School Board: June 6, 2006

Amended by School Board: May 16, 2017

Amended by School Board: 2024

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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.

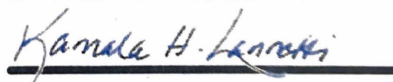
~~Through the study of world languages, s~~Students will: acquire the linguistic, grammatical, and cultural knowledge and skills needed to apply for oral and written communication in meaningful contexts; develop the communicative skills needed to demonstrate understanding, express ideas and feelings, 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

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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.

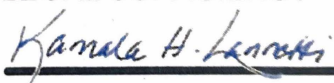
Adopted by School Board: July 13, 1993 (effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: 2024

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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

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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

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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

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Kamala H. Lantieri

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

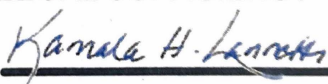
"Standards for School Counseling Programs in Virginia Public Schools. ~~(K-12)~~" ~~a~~Adopted in January 2004 by the Virginia Board of Education, as amended.

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

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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
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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.

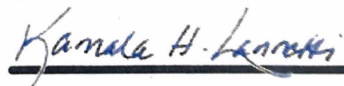
The Superintendent or designee is authorized to determine if a private educational course qualifies for and if the conditions for course completion meet the requirement for awarding credit. Unless approved by the principal or designee, students should not be excused from the regular school day to participate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

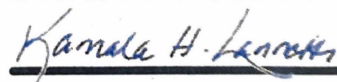
Junior Reserve Officers' Training Corps, 10 U.S.C. §2031, as amended.

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.

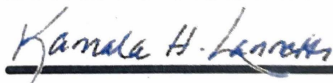
Adopted by School Board: May 17, 1988

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:** 12D

Section: Information **Date:** Jan. 23, 2024

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

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

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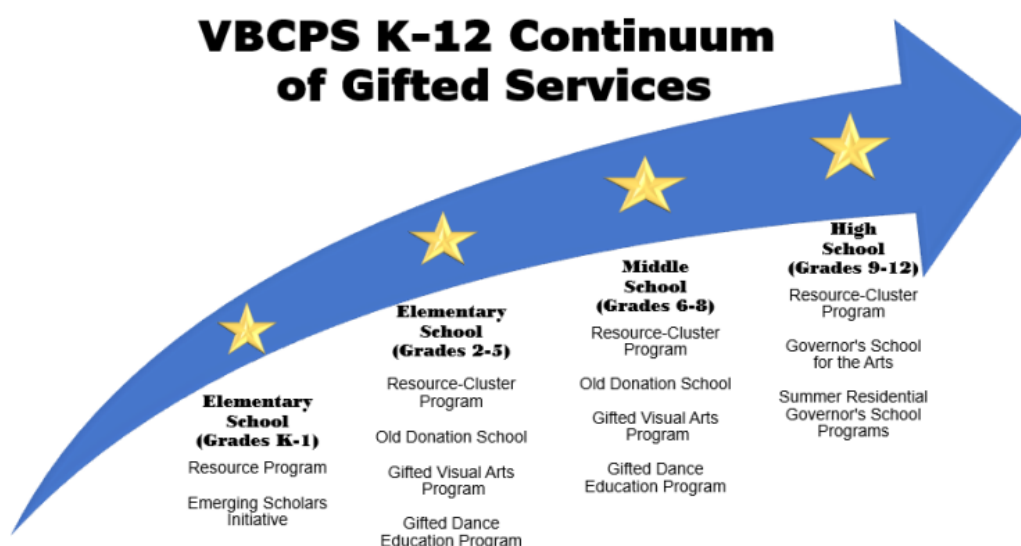
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Introduction

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.

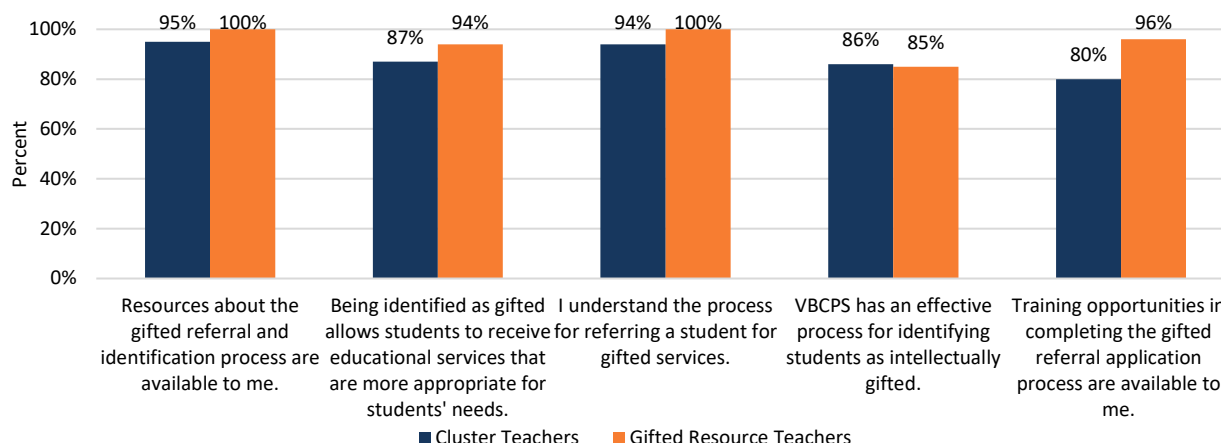
In 2022-2023, the identification process utilized local norming as an additional method for identifying first-grade students for gifted services. In past years, students were referred for further gifted testing if they scored in the 90th percentile or higher based only on a national norming group, which 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%

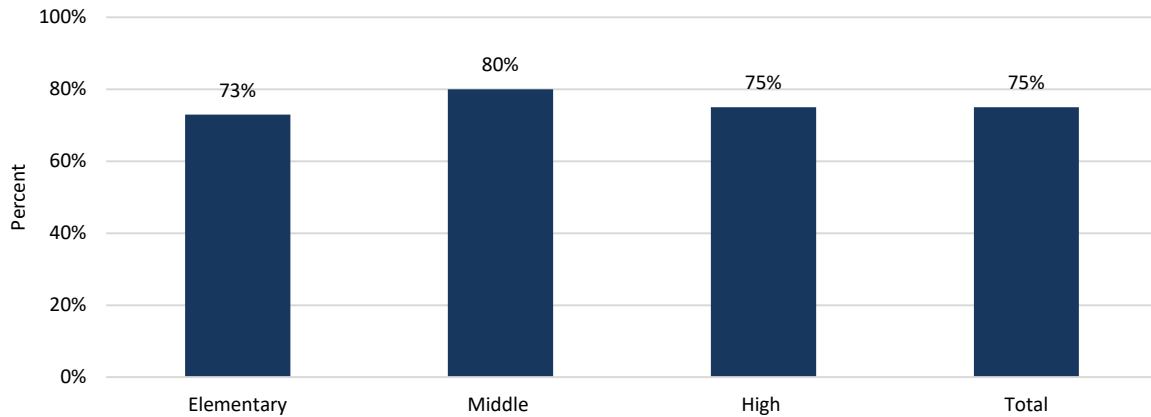
Staff who indicated they attended professional learning were surveyed about their perceptions of effectiveness using a scale of Very Effective, Somewhat Effective, or Not Effective. Overall, perceptions of the effectiveness of professional learning were relatively high with at least 81 percent of administrators, 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%

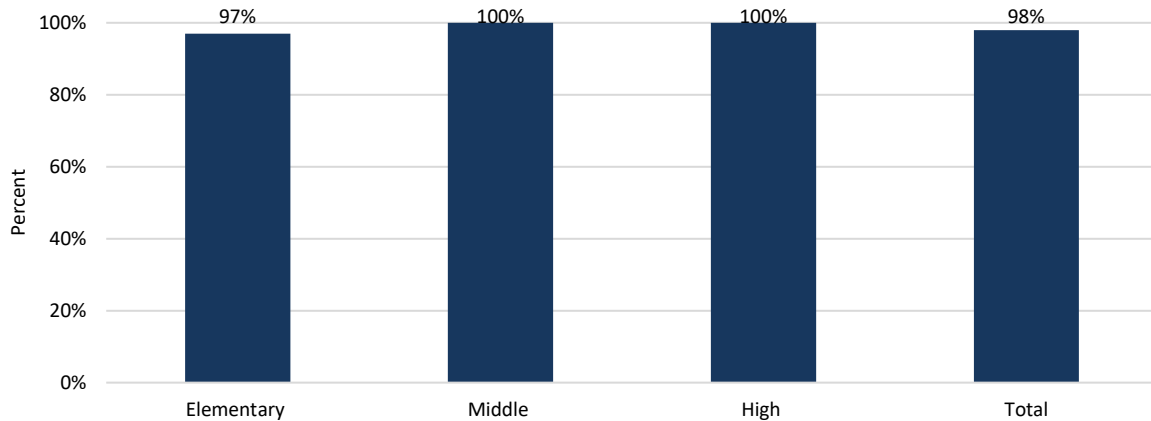
When building administrators were asked about their perceptions regarding the Office of K-12 and Gifted Education providing effective professional learning opportunities related to gifted education in general, agreement levels ranged from 73 percent at the elementary school level to 80 percent at the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

Figure 3: Administrators' Perceptions of Effectiveness of Professional Learning



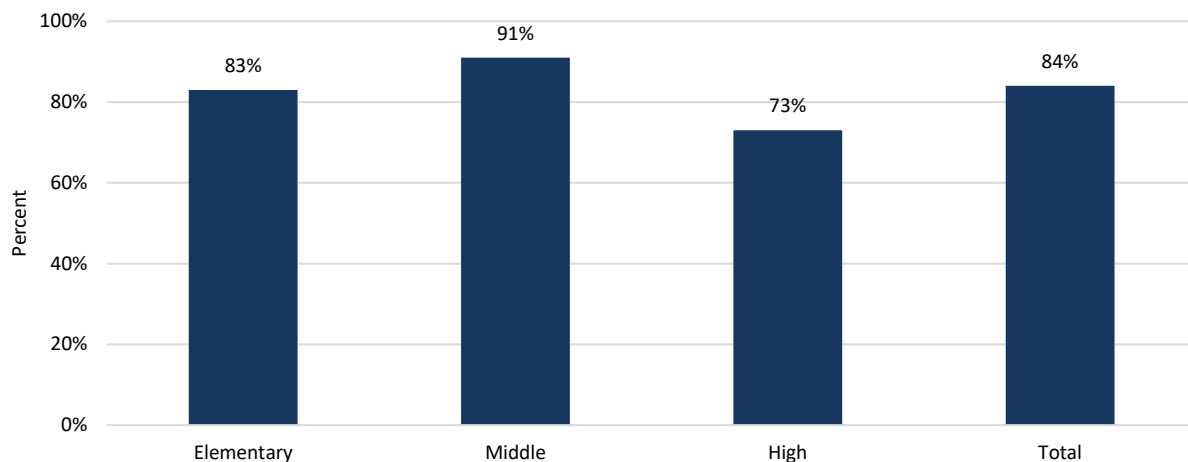
When building administrators were asked about the support they received from the Office of Gifted Education, agreement levels were very high ranging from 97 percent to 100 percent at each school level as shown in Figure 4.

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).

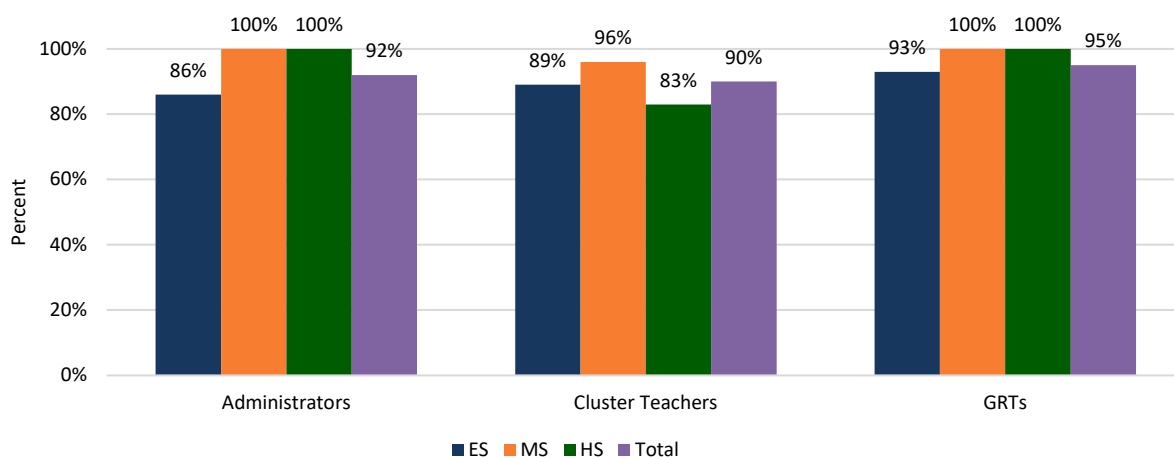
Table 14: Grade Levels of Cluster High School Students

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

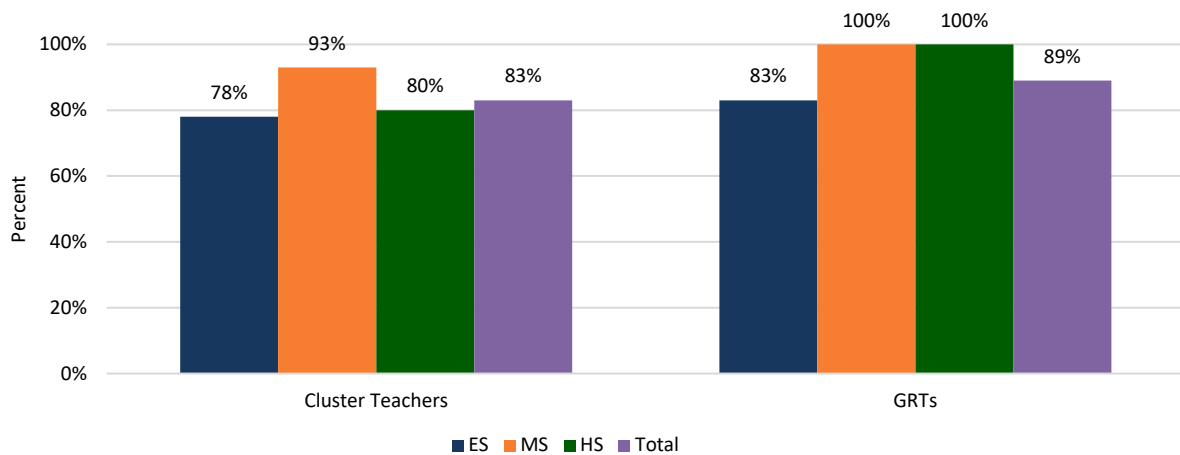
Staff members were asked about their perceptions of the resource-cluster model. At least 86 percent of administrators, at least 83 percent of cluster teachers, and at least 93 percent of GRTs at all school levels agreed cluster grouping assisted teachers in the differentiation of curriculum and instruction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

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



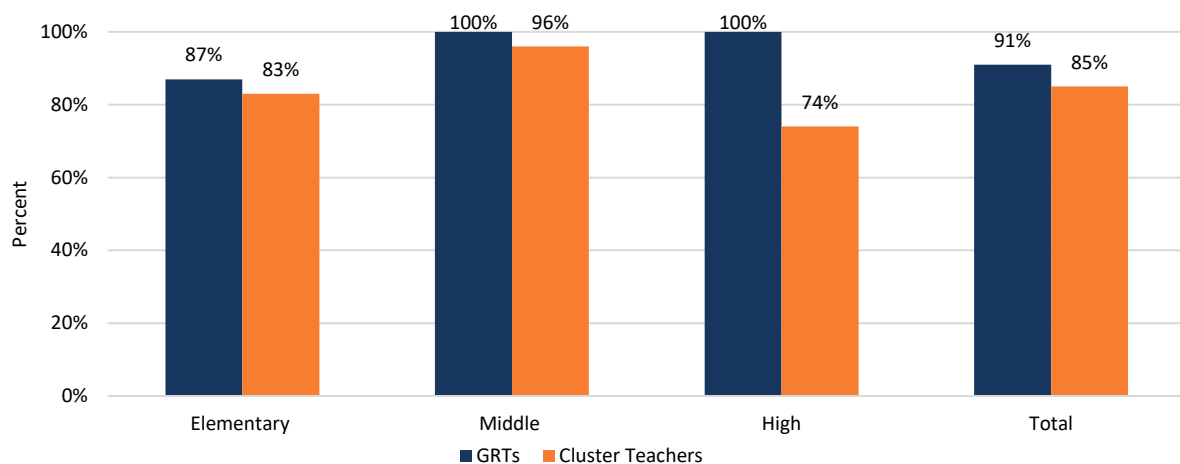
Additionally, GRTs and cluster teachers were asked about the clustering of gifted students being manageable for teachers. All secondary GRTs agreed the clustering of gifted students in classrooms in the resource-cluster model provided a range of learners in the classroom that was manageable for the teachers, 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

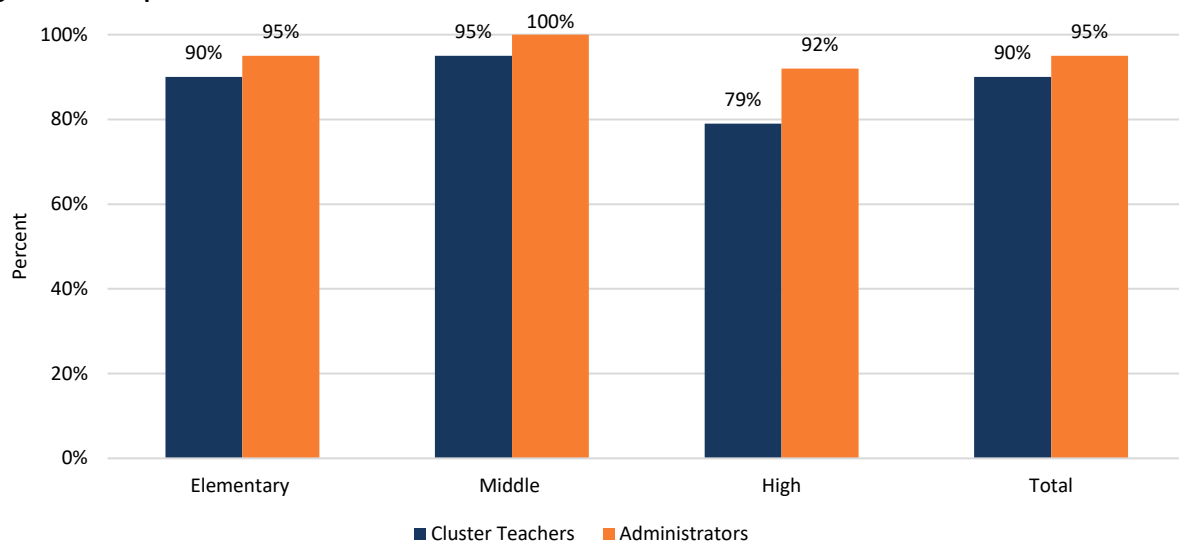
Staff members including administrators, cluster teachers, and GRTs were surveyed about their perceptions of GRTs’ responsibilities within the resource-cluster program. The survey items for administrators and cluster teachers asked whether the GRT engaged in the activity, while the items for the GRTs 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%).

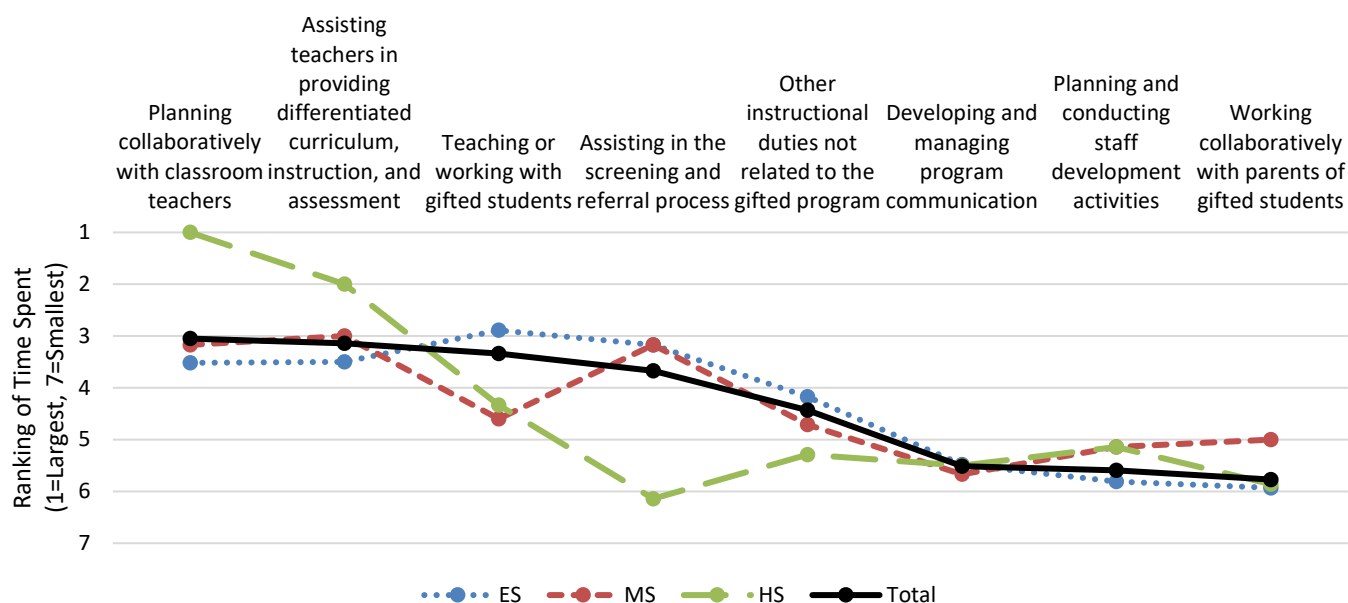
Figure 9: Perceptions the GRT is a Visible and Reliable Source of Information on the Needs of Gifted Learners



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

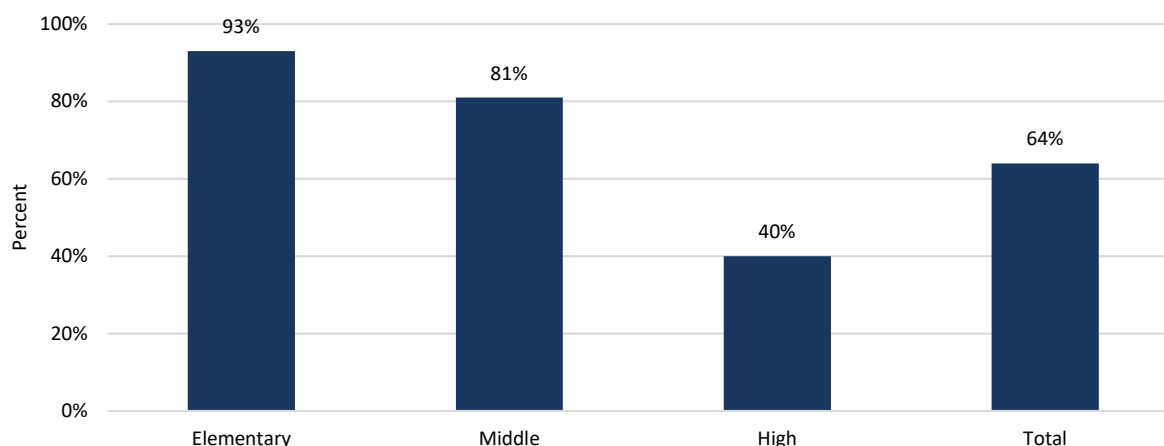


Students Working with GRT

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

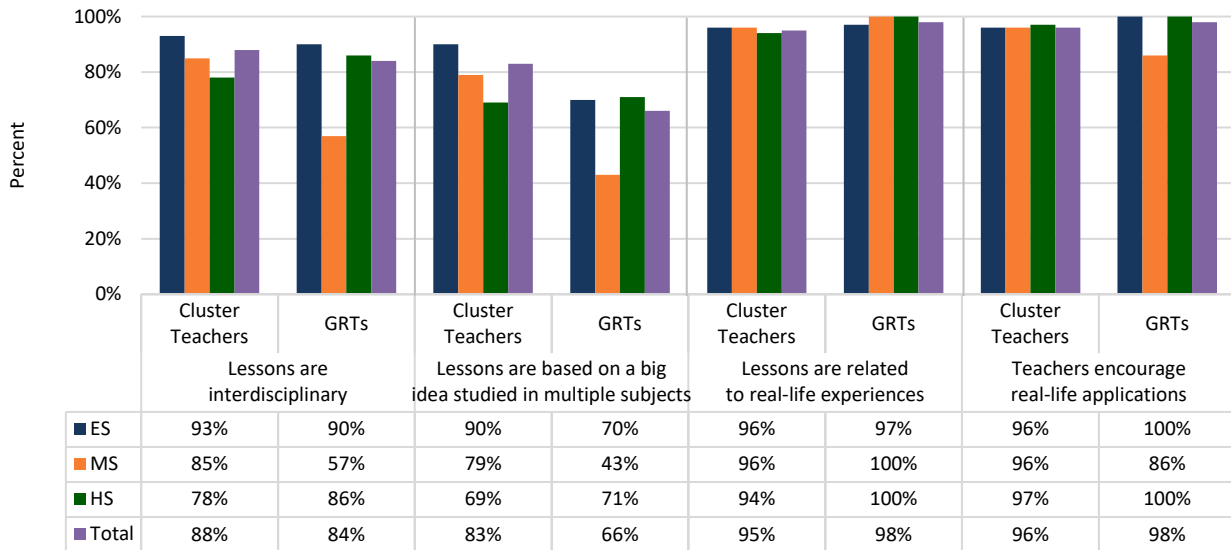
program includes concept-based curriculum units with themes, issues, and real-world problems with the culture of students represented in the classroom. There were some differences in agreement percentages among cluster teachers across school level with high school cluster teachers having somewhat lower 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%

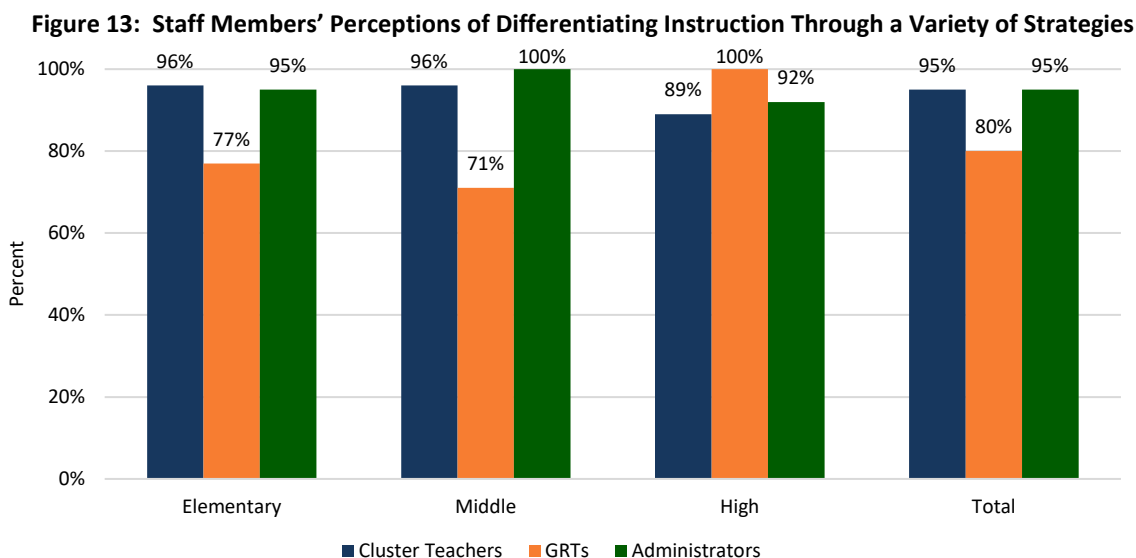
Gifted students, as well as parents, were asked their perceptions of the curriculum content and lessons being interesting and related to real-world experiences. Approximately two thirds of gifted students in the resource-cluster program agreed class lessons were interesting and kept their attention (67%) 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

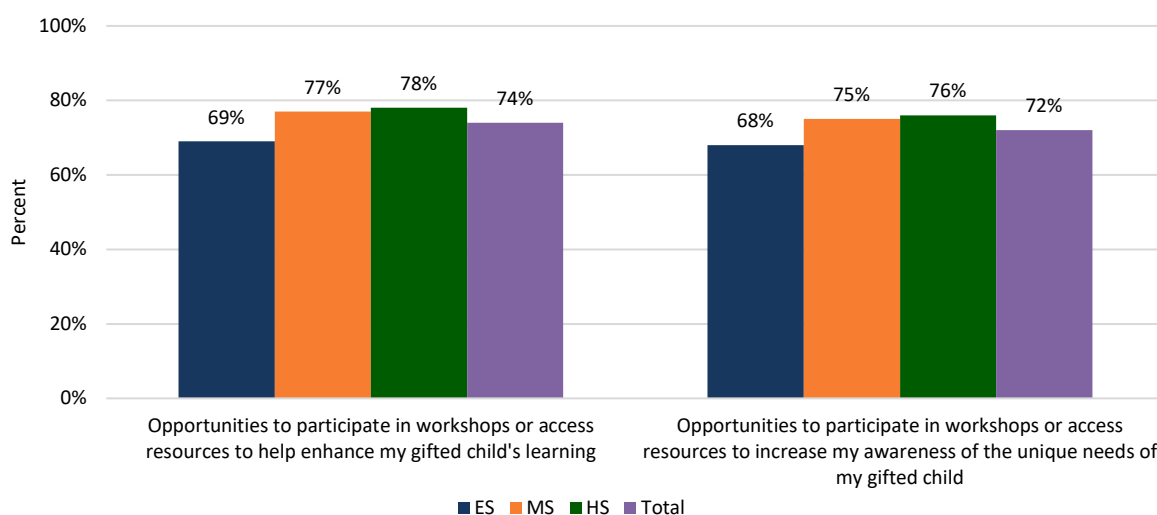
Topic	Date
Gifted 101: Welcome to Gifted Services	September 20, 2022
Supporting Lifelong Success: An Introduction to Executive Functioning Skills	November 29, 2022
Perfectionism—Striving for Excellence or Paralyzing Growth?	March 21, 2023
Parent for Gifted Student Self-Advocacy: Creative Ways to Support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

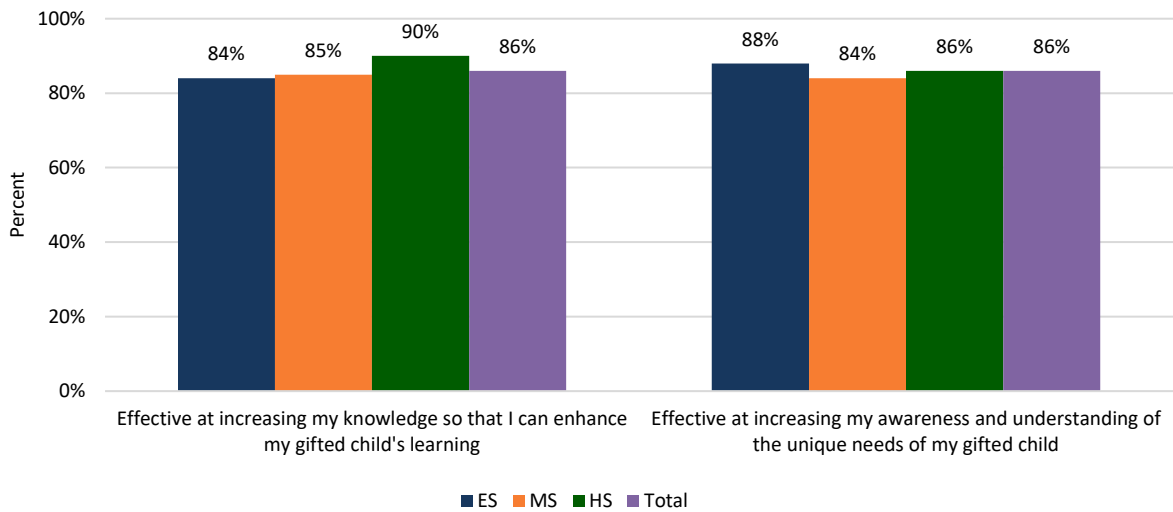
Parents were asked on the survey about the opportunities VBCPS offered related to gifted education for their child. Overall, 74 percent of parents agreed there were opportunities to participate in workshops or access resources to help enhance their gifted child's learning and 72 percent agreed opportunities 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.

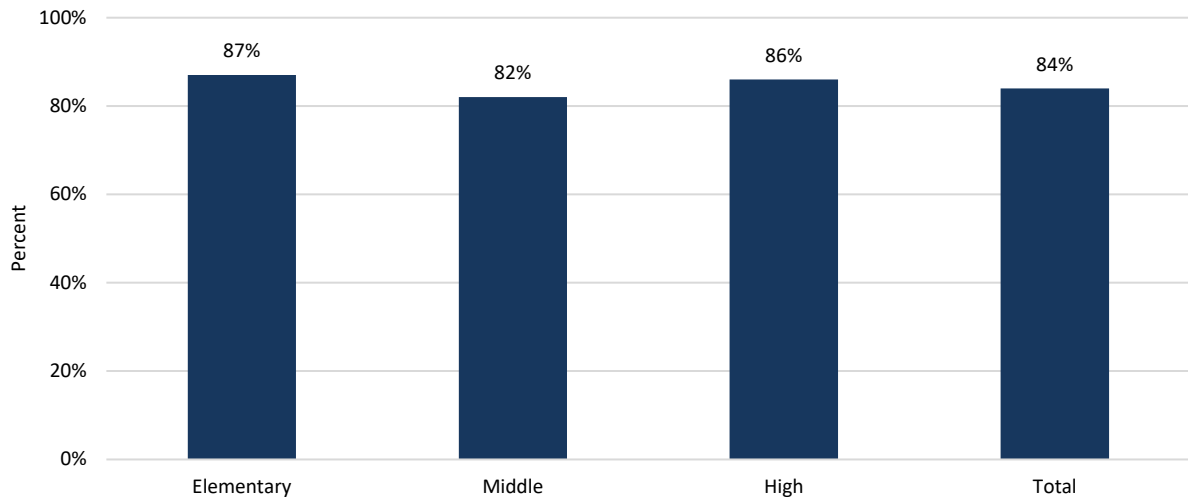
When surveyed about the level of difficulty of their core courses, in all four core course areas, the majority of students overall (from 63% to 71%) indicated the work was challenging for them, but they understood if they tried (see Table 32). Although the majority of students reported feeling challenged, 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

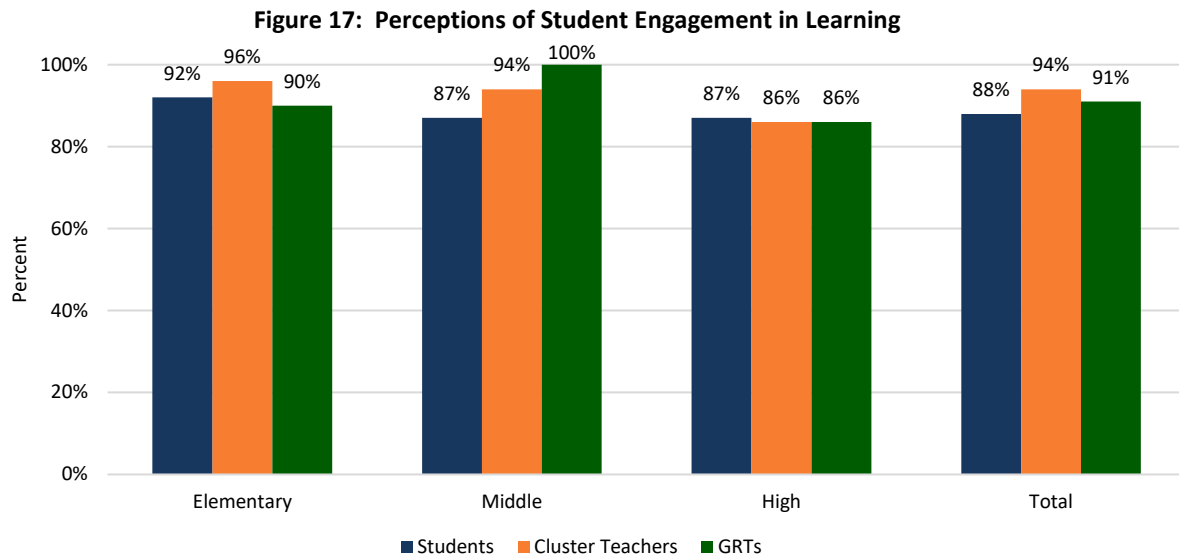


Cluster teachers, GRTs, and parents were also surveyed about students challenging themselves to learn more about topics of interest. Overall, 88 percent of cluster teachers and 93 percent of GRTs agreed gifted students challenged themselves to learn more about topics of interest to them by researching 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.

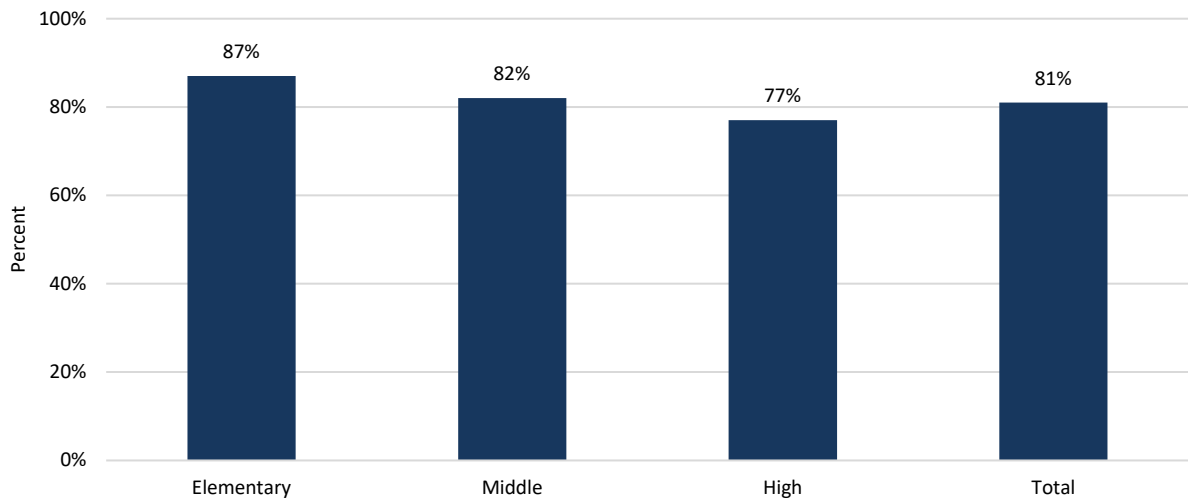
Overall, intellectually gifted students in the resource-cluster program had positive perceptions about the pacing of instruction they received. Students were specifically asked about the pacing of instruction across the core content areas and whether instruction allowed for skill mastery with minimal 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

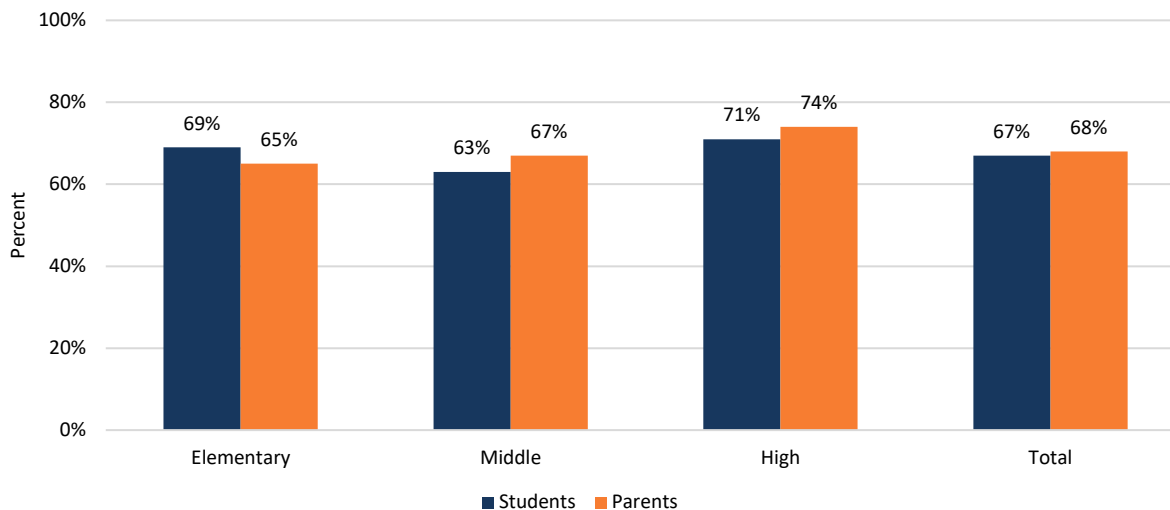
Diploma Type	Intellectually Gifted Graduates		All VBCPS Graduates	
	N	%	N	%
IB Diploma	75	8%	98	2%
Advanced Studies Diploma	721	81%	2,812	55%
Total	796	89%	2,910	57%

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.

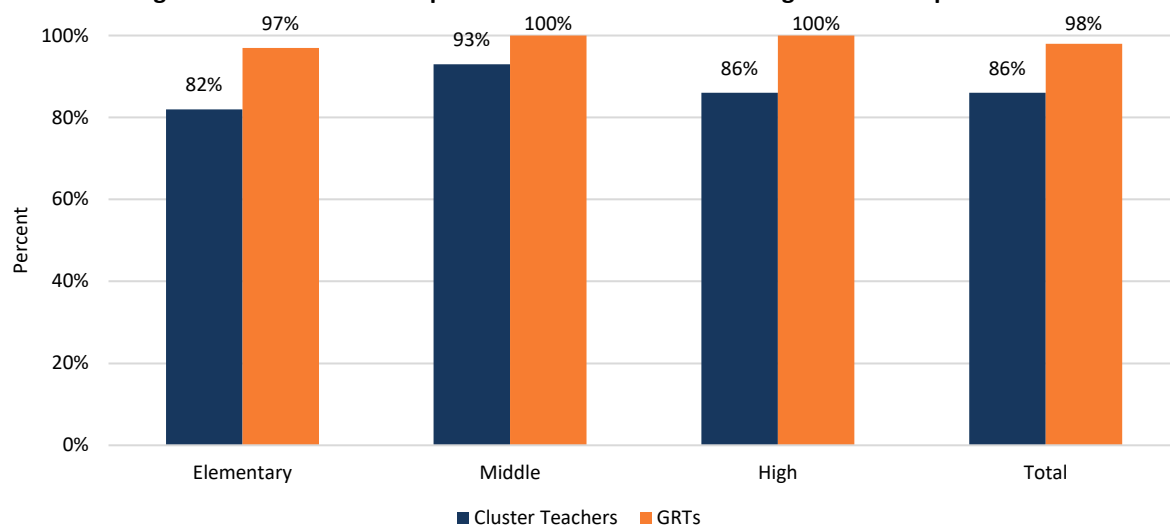
Students and parents were surveyed about students serving in leadership roles. Overall, 67 percent of students and 68 percent of parents agreed intellectually gifted students served in a leadership role such as student government, a community activity, or in an extracurricular activity. Results by level 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



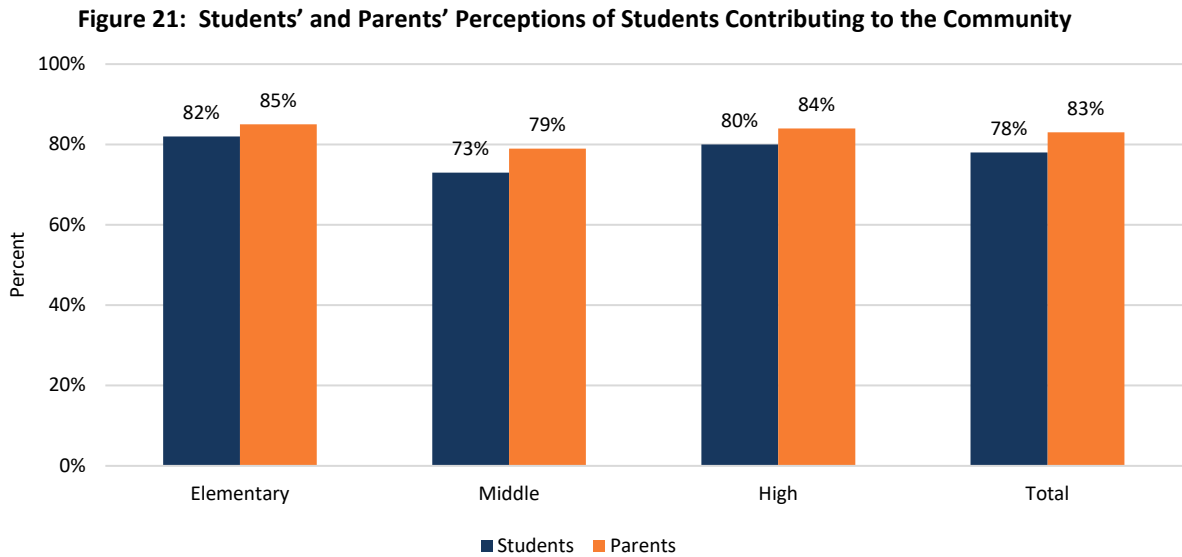
When cluster teachers and GRTs were surveyed about students serving in a leadership role, 86 percent of cluster teachers and nearly all GRTs (98%) agreed students served in a leadership role such as student government, a community activity, or in an extracurricular activity. Higher percentages of middle 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

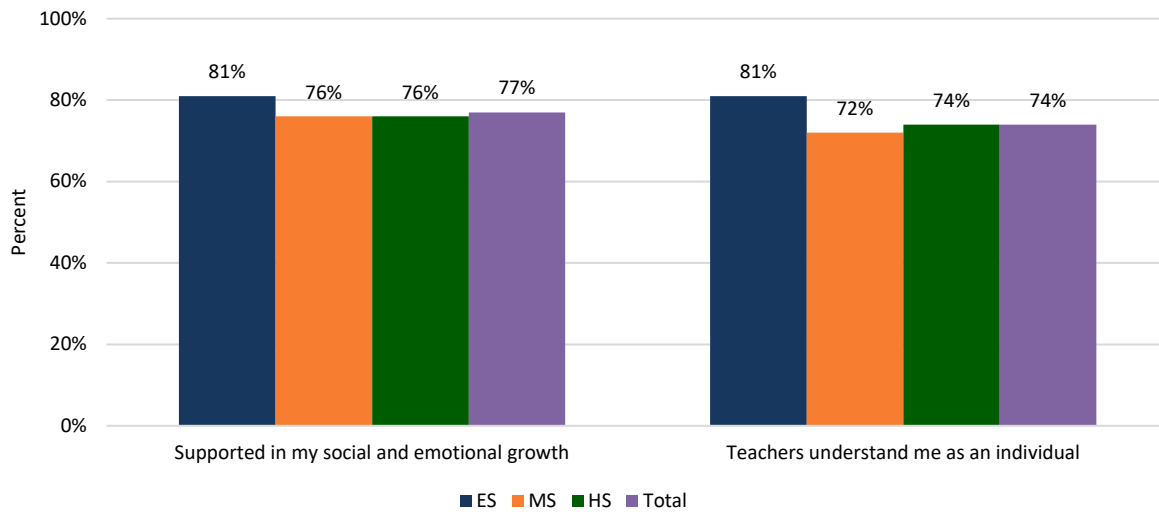
Goal 3: Students in the Gifted Resource-Cluster Program develop and demonstrate social emotional competence and cultural awareness.

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).

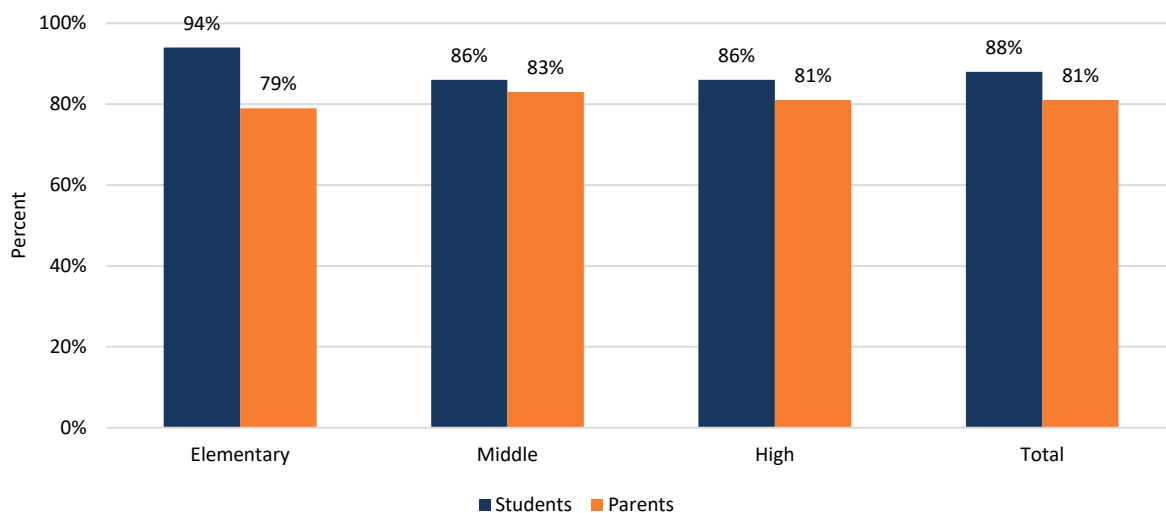
Table 45: Perceptions of Students Learning How to Advocate for Themselves by Sharing With Others How They Learn Best

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.

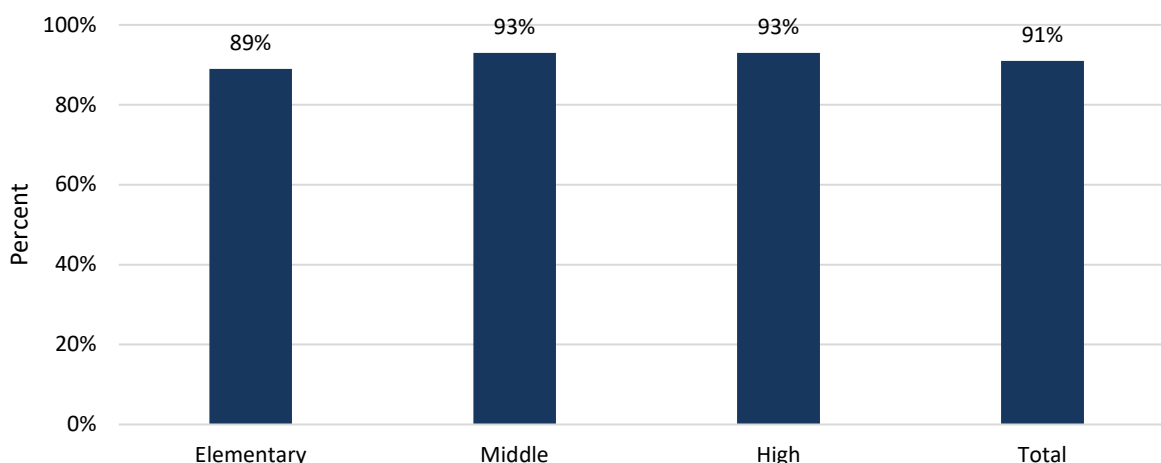
When surveyed about characteristics of gifted learners and the impact on learning, 88 percent of students and 81 percent of parents agreed students were developing skills that involve an awareness of how they learn (see Figure 23). Results by level showed a higher percentage of elementary school students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

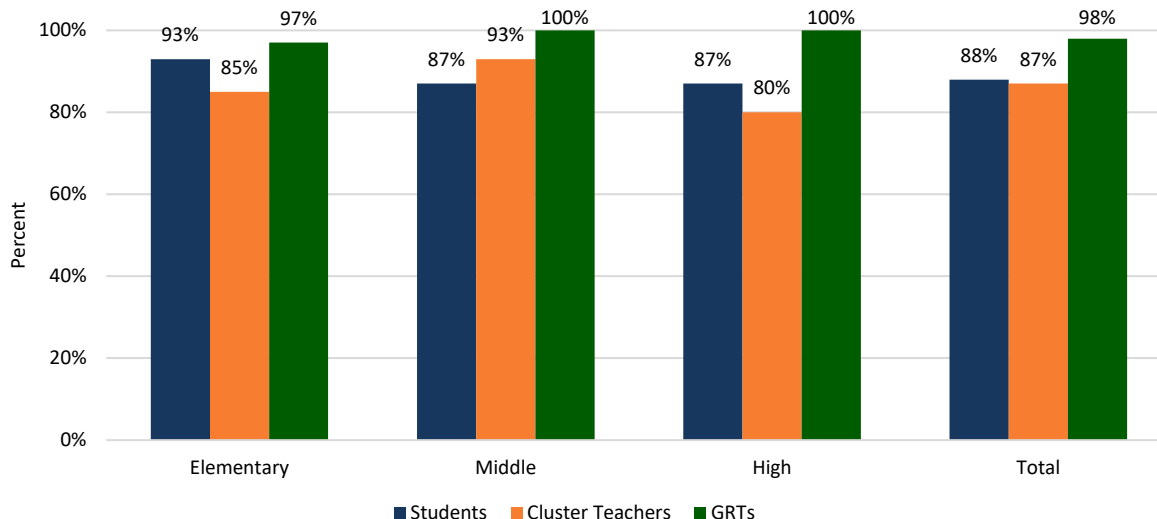


Objective 4: Students develop their empathy skills by engaging in work that reflects multiple perspectives and diverse experiences based on student, cluster teacher, and GRT survey responses.

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%).

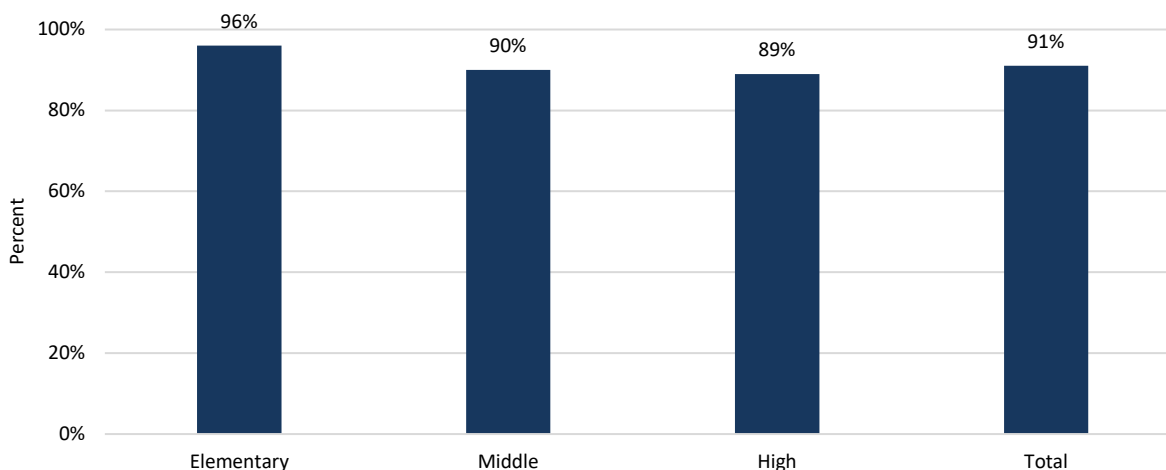
Figure 25: Perceptions of Instruction Helping Students Understand Multiple and Diverse Perspectives



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).

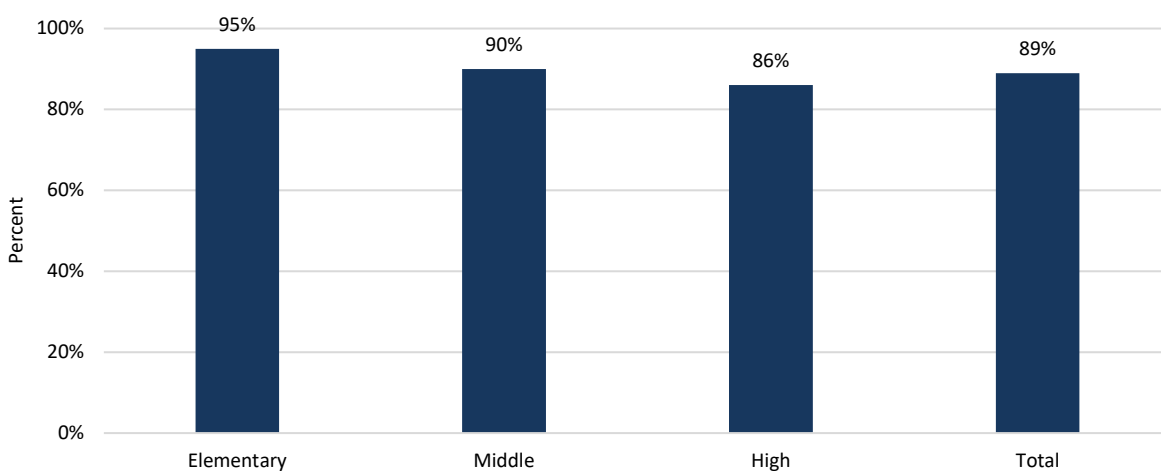
Figure 26: Students' Perceptions of Performance Being Based on Skills They Developed by Working Hard



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).

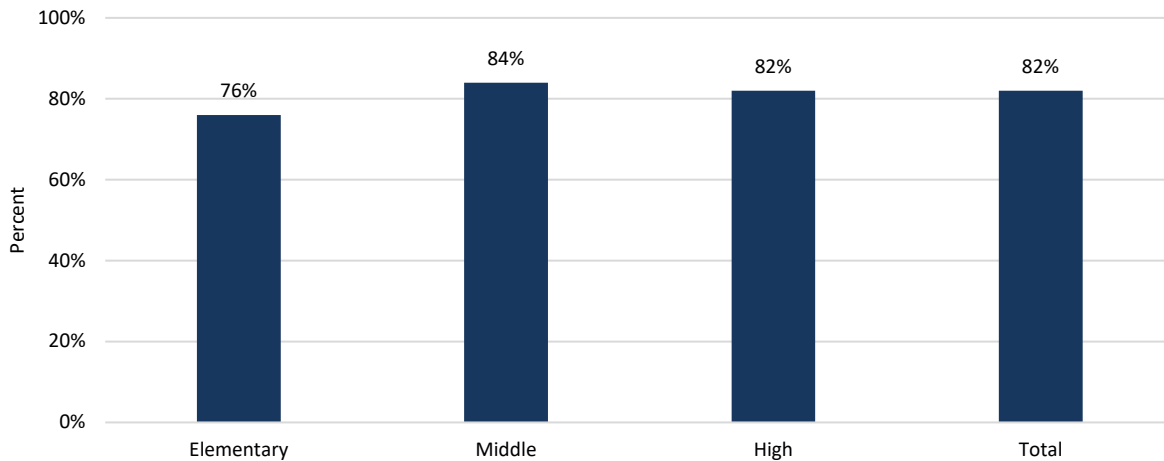
Table 49: Numbers and Percentages of Students Who Completed a CTE Course Sequence and CTE Credential Component

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%

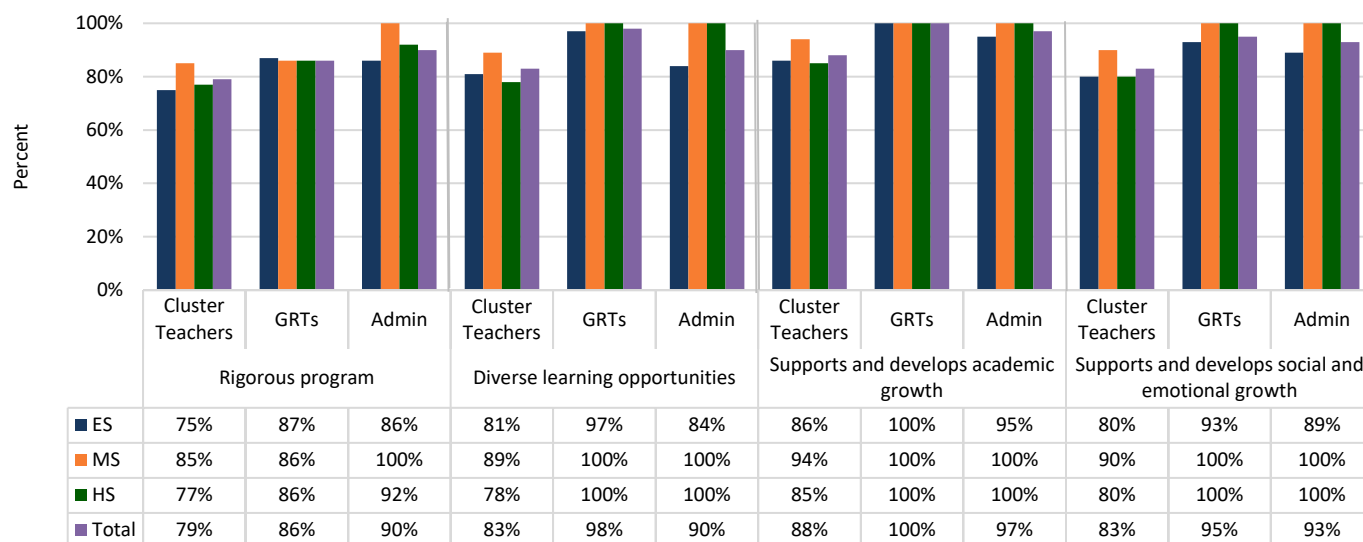
Note: *Two-year colleges, four-year colleges, and other included in Total Continuing Education.

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%).

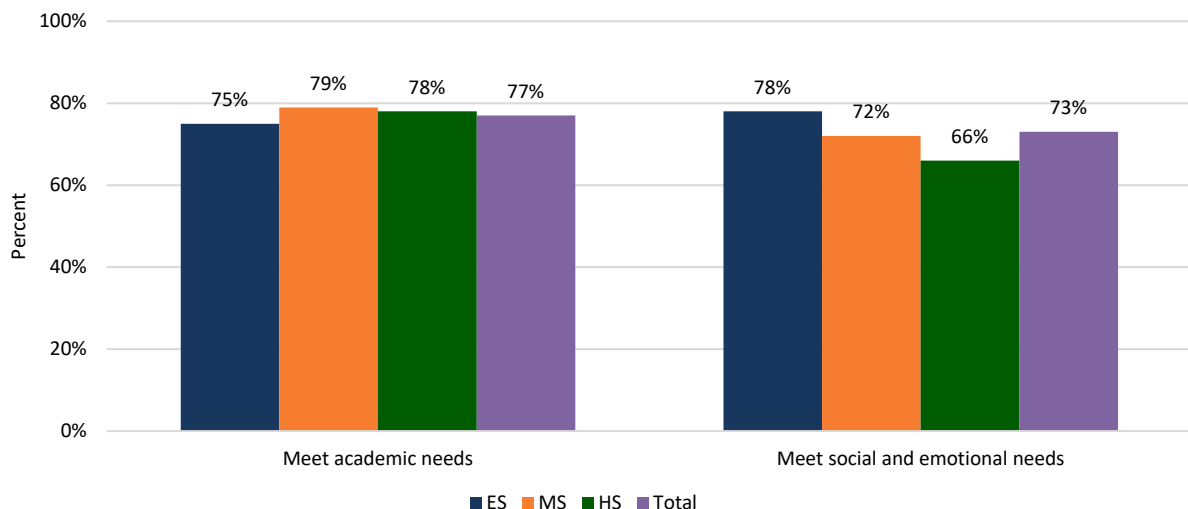
Figure 29: Staff Members' Overall Perceptions of the Gifted Resource-Cluster Program



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

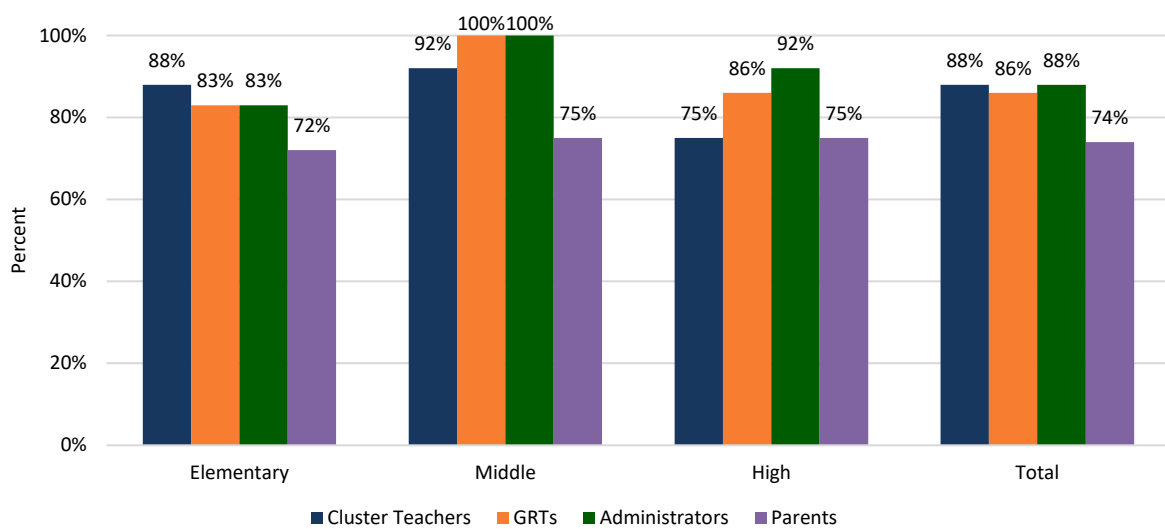
elementary school (78%) and middle school parents (72%) agreed the services in the program met their child's social and emotional needs than high school parents (66%).

Figure 30: Parents' Perceptions That Services in Gifted Resource-Cluster Program Meet Their Child's Needs



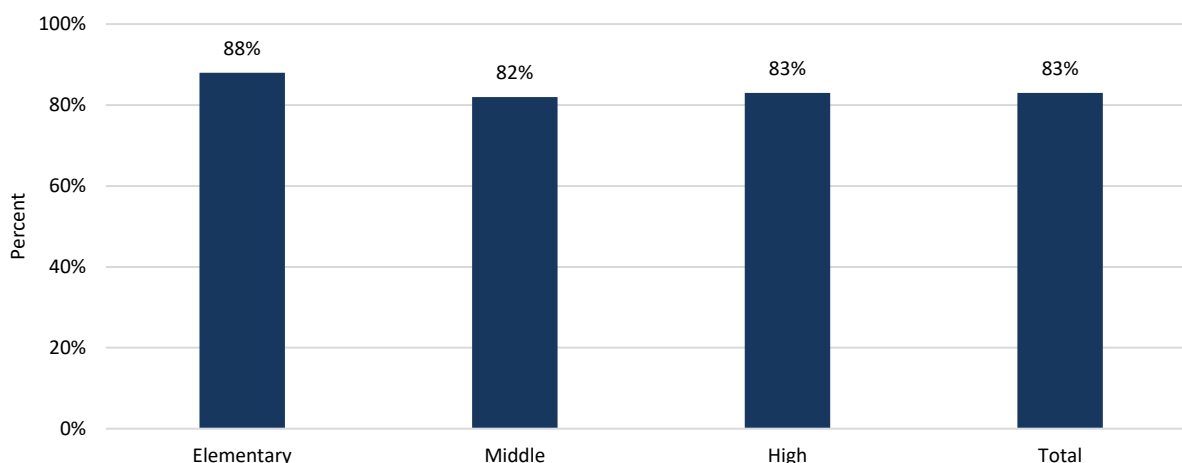
When asked a culminating survey item about their overall satisfaction with the Gifted Resource-Cluster Program at their school, 88 percent of cluster teachers, 86 percent of GRTs, and 88 percent of administrators indicated they were satisfied. Higher percentages of cluster teachers, GRTs, and administrators 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/>

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January 2024

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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 23, 2024 <u>Consent</u> February 13, 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 23, 2024</p> <p><u>Consent</u> February 13, 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 23, 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

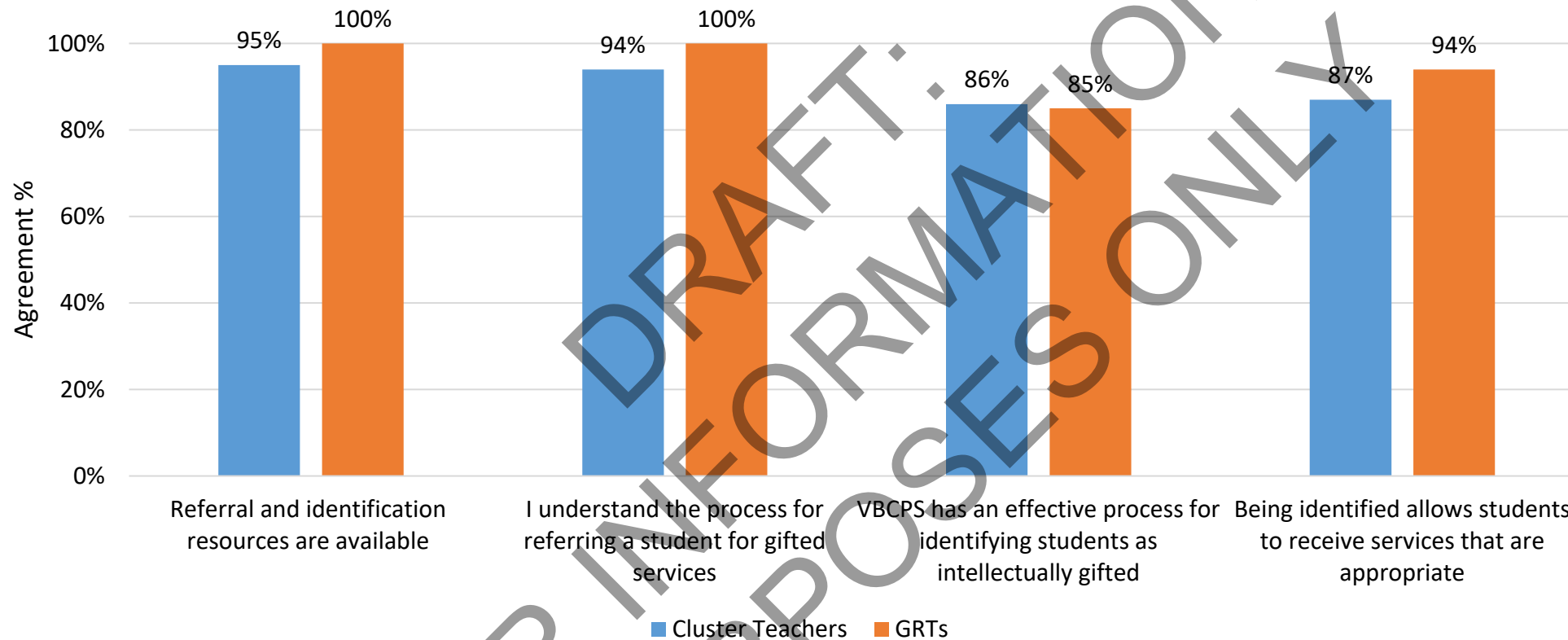
* Percent of intellectually gifted students represented by parent responses

Identification Process and Characteristics of Students

- Universal screening in 1st and 5th grades.
 - Naglieri Nonverbal Ability Test (NNAT) and Cognitive Abilities Test (CogAT).
- 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 2022-23 (6% of population).
 - Highest percentages referred at grades 1 and 5 and 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 intellectually gifted students in grades 2-12 in 2022-23 in 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



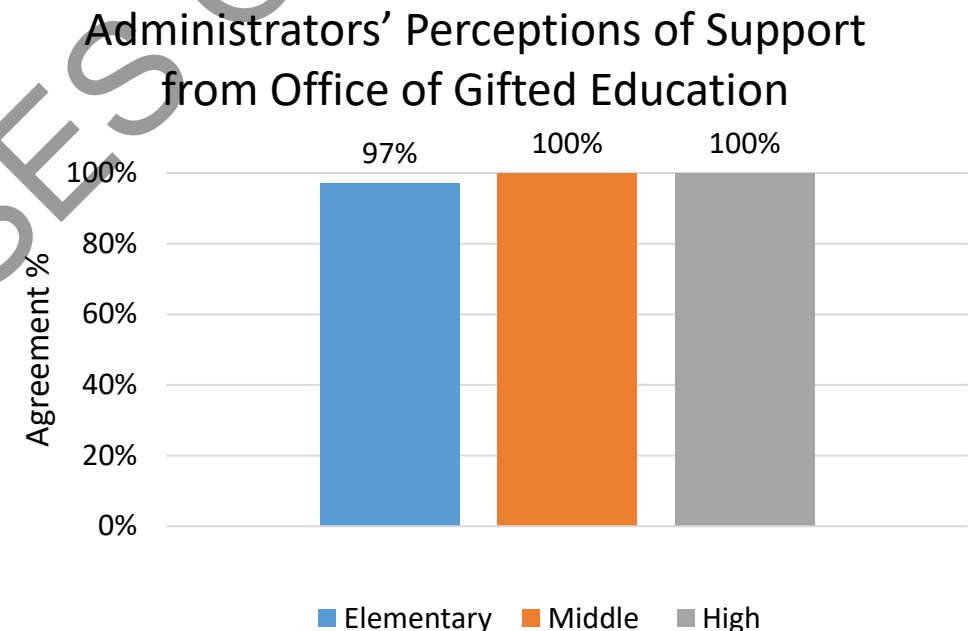
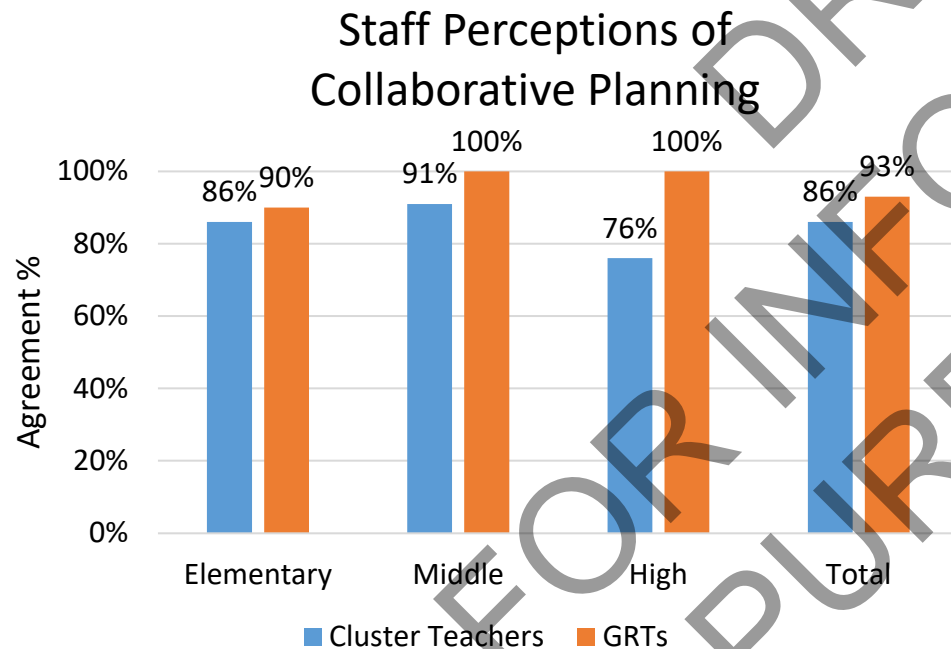
- Parents (83%-87%) agreed with items related to gifted referral and identification processes.

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

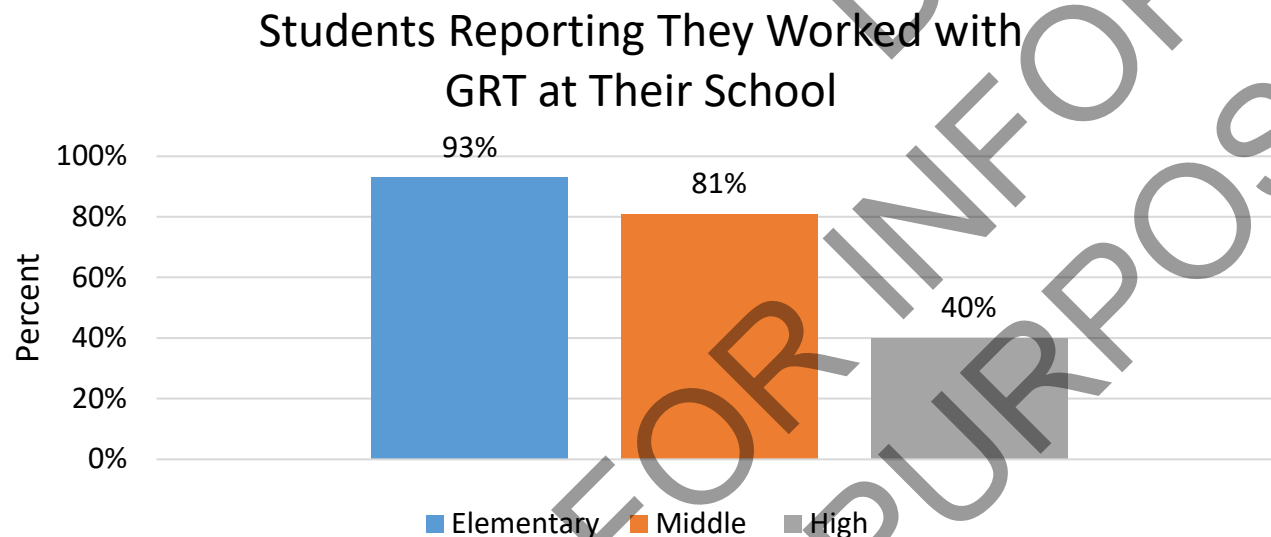
Professional Learning

- 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

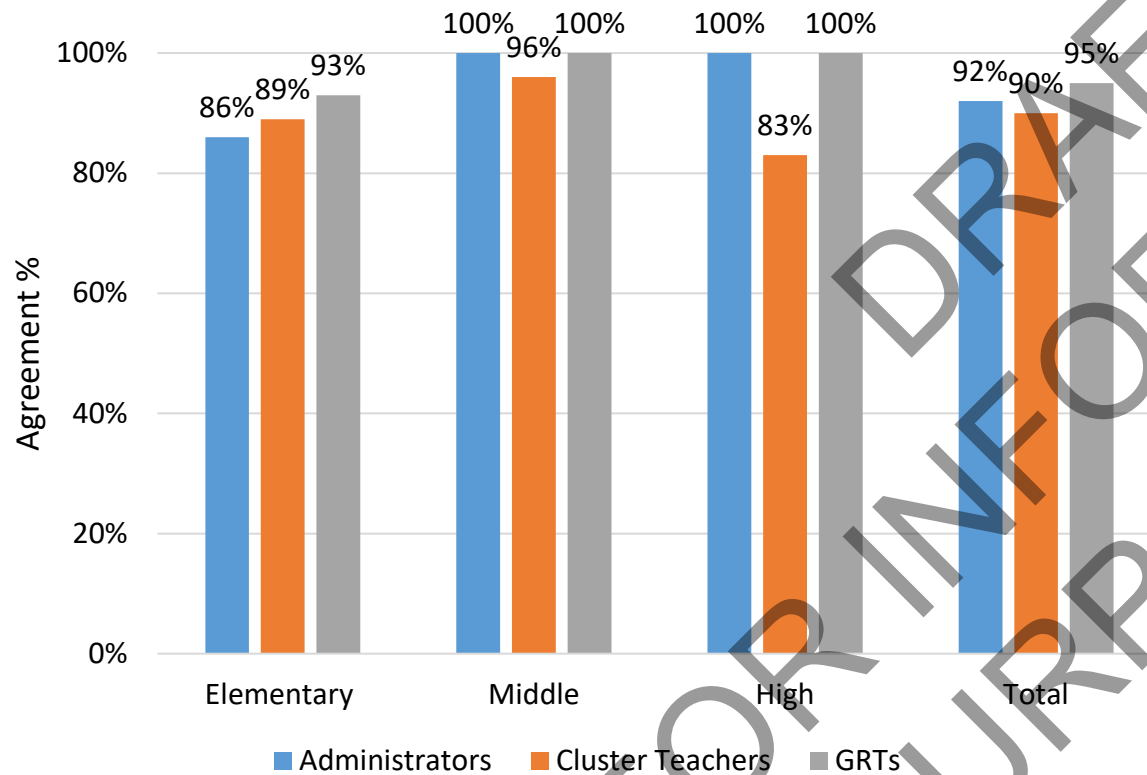


- Low student enrollment for high school gifted courses (Independent Study, Think Tank for Super Thinkers, SPARKs)

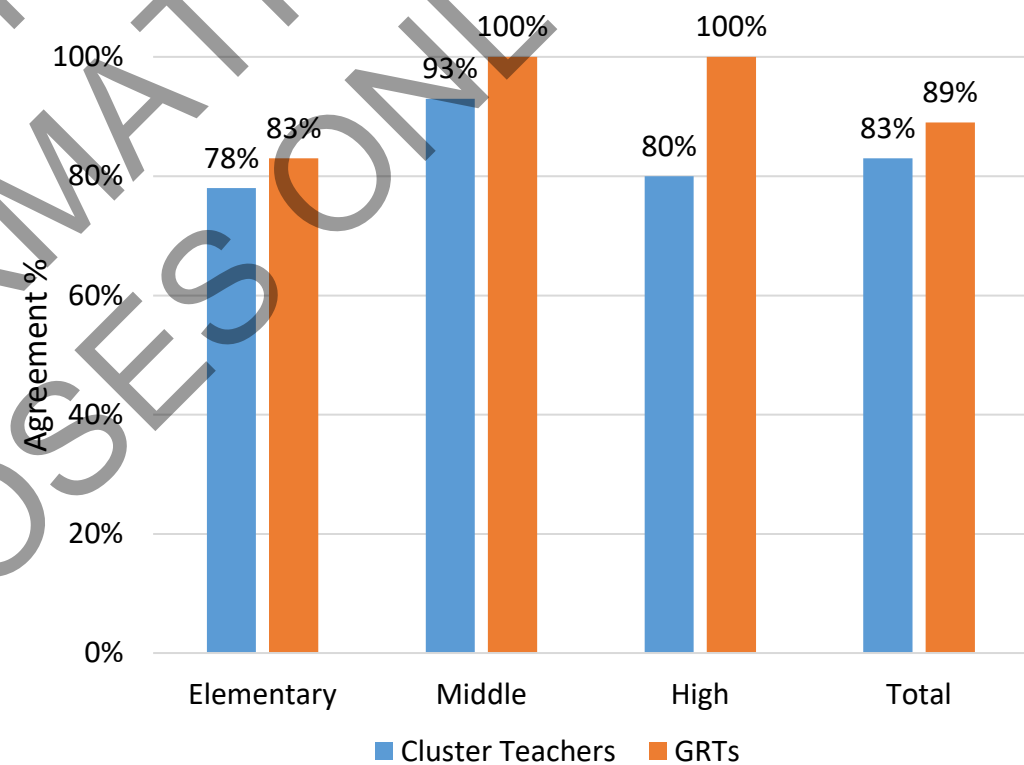
Components of the Gifted Resource-Cluster Program

9

Clustering Assists in Differentiating Curriculum and Instruction

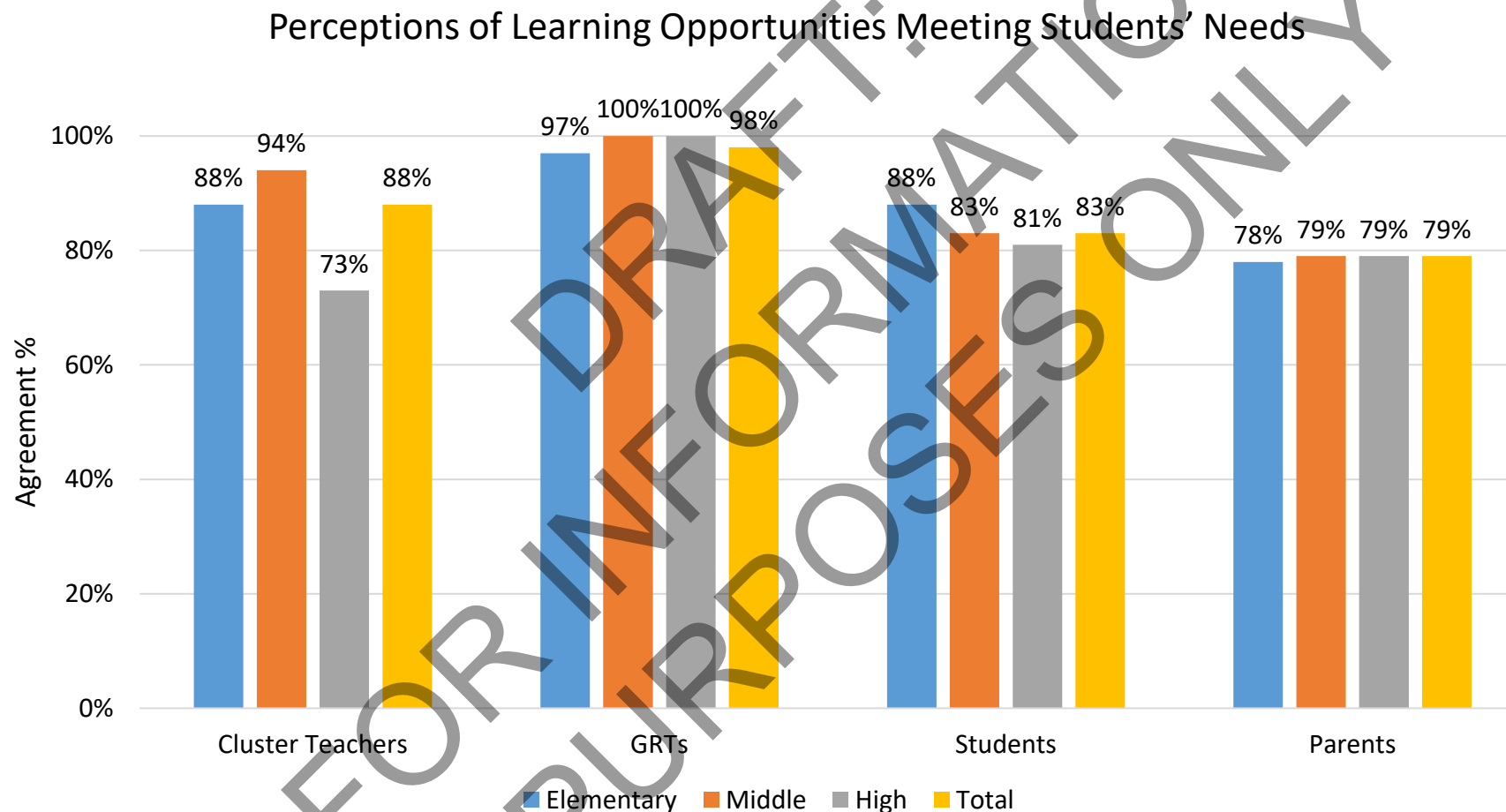


Clustering Provides a Range of Learners Manageable for Teachers

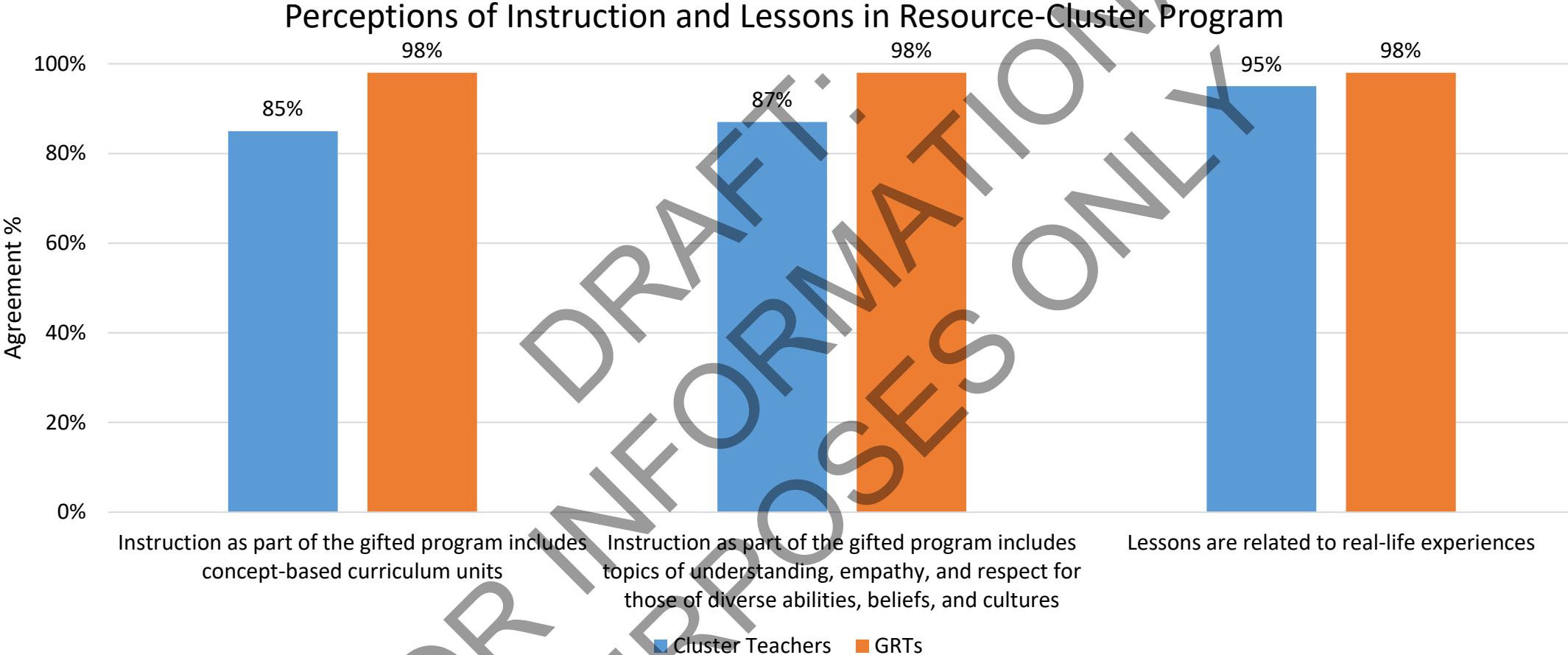


Components of the Gifted Resource-Cluster Program

- 95% of cluster teachers and 80% of GRTs agreed teachers of gifted students differentiated instruction through a variety of ways.

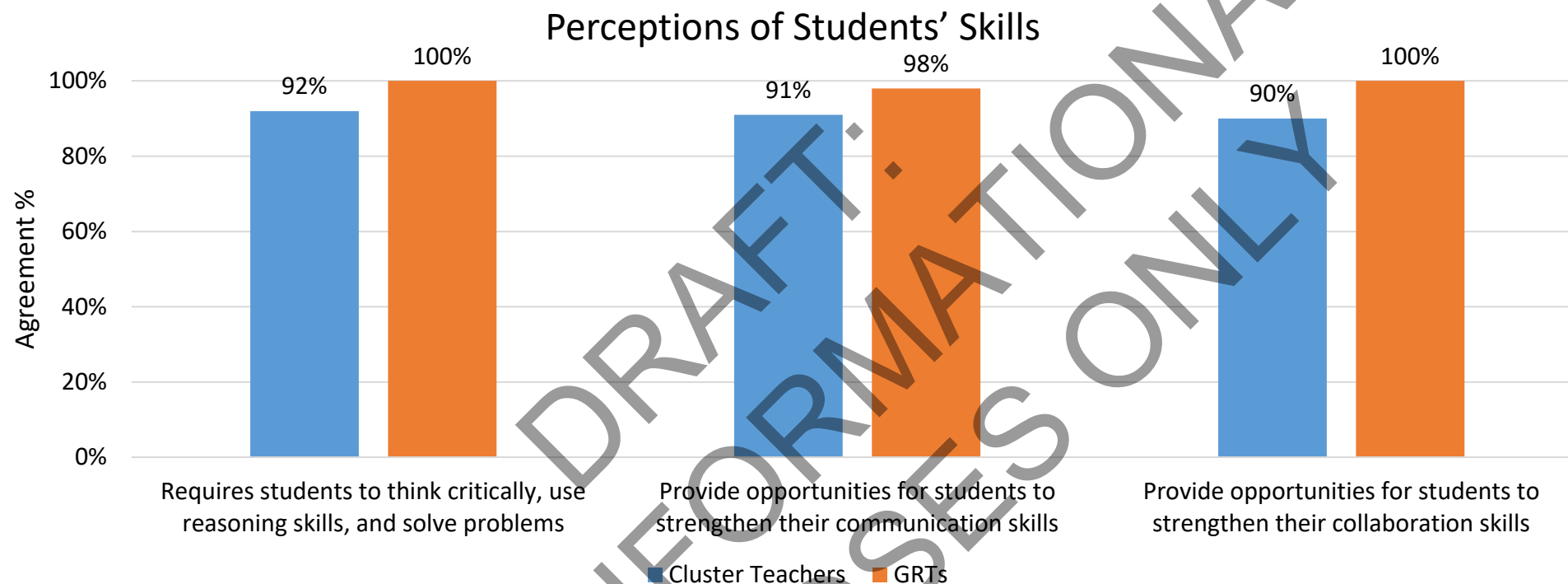


Components of the Gifted Resource-Cluster Program



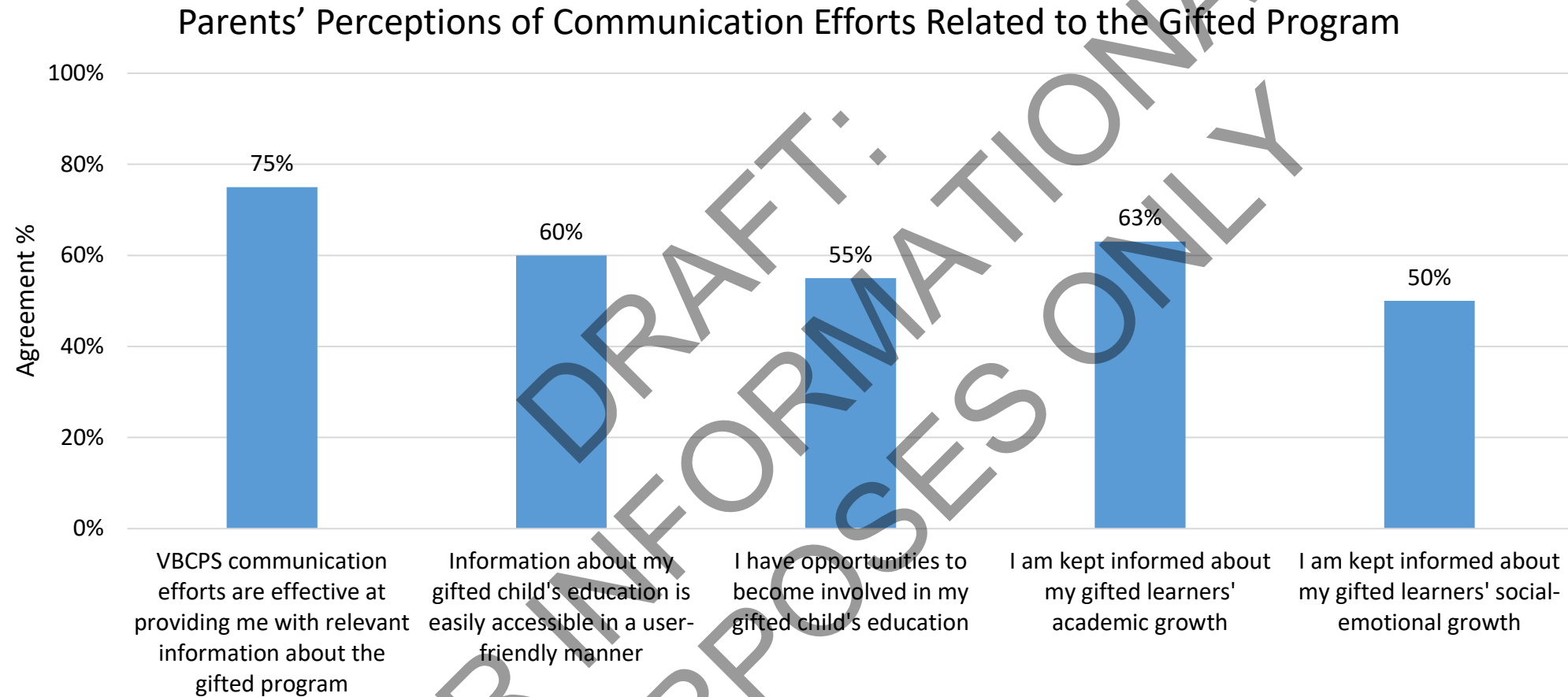
- 73% of students agreed their school provided them with real-world learning experiences.

Components of the Gifted Resource-Cluster Program



- 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.

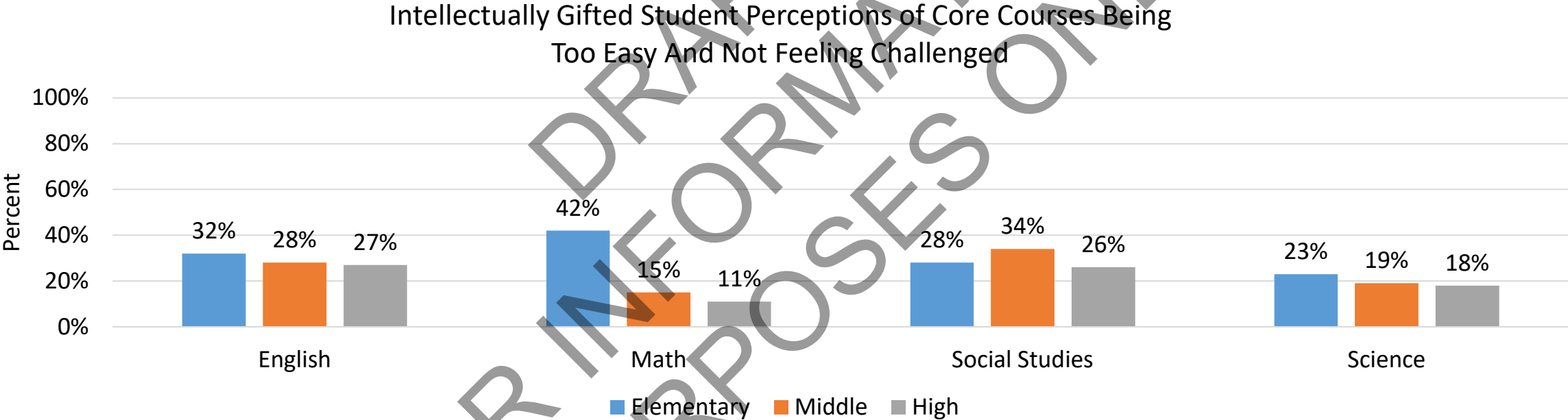
Family Involvement and Collaboration



- 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.

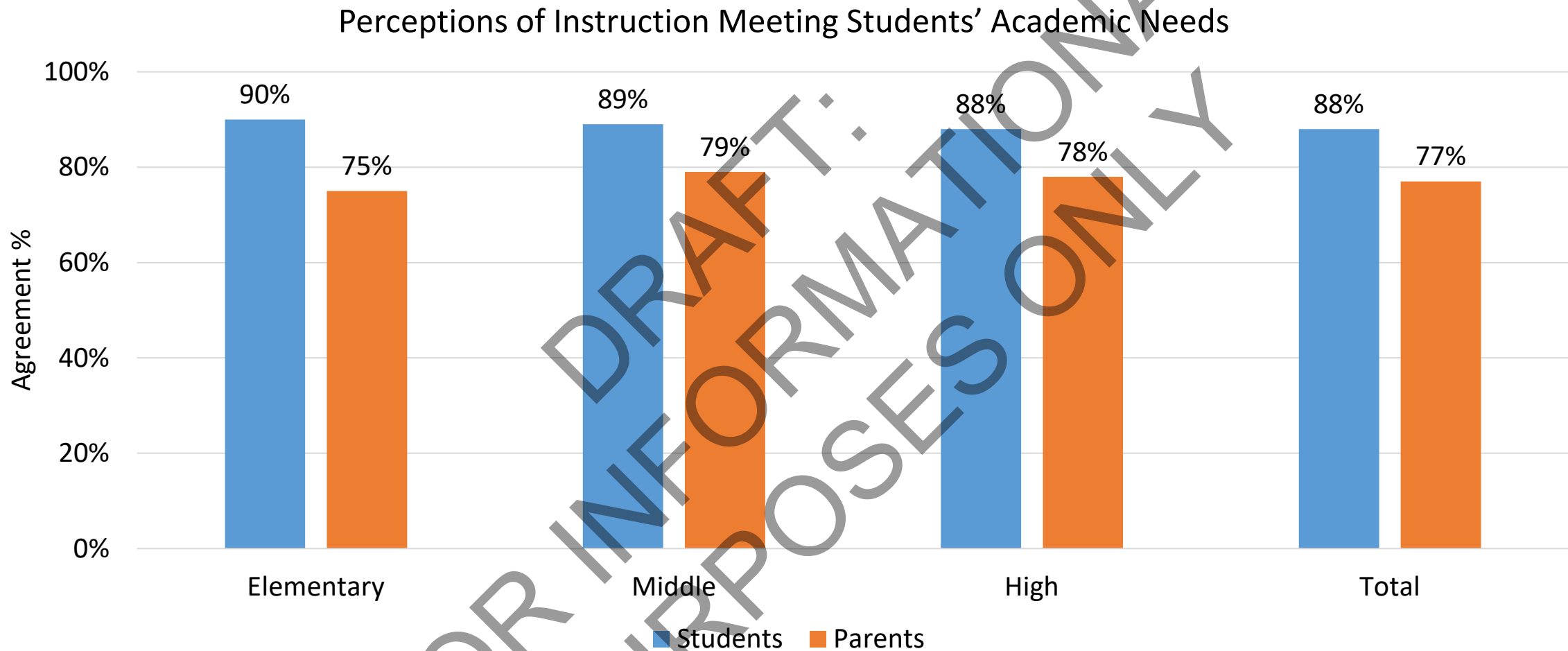
Student Outcome Goals: Goal 1 Challenge and Engagement

- 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.

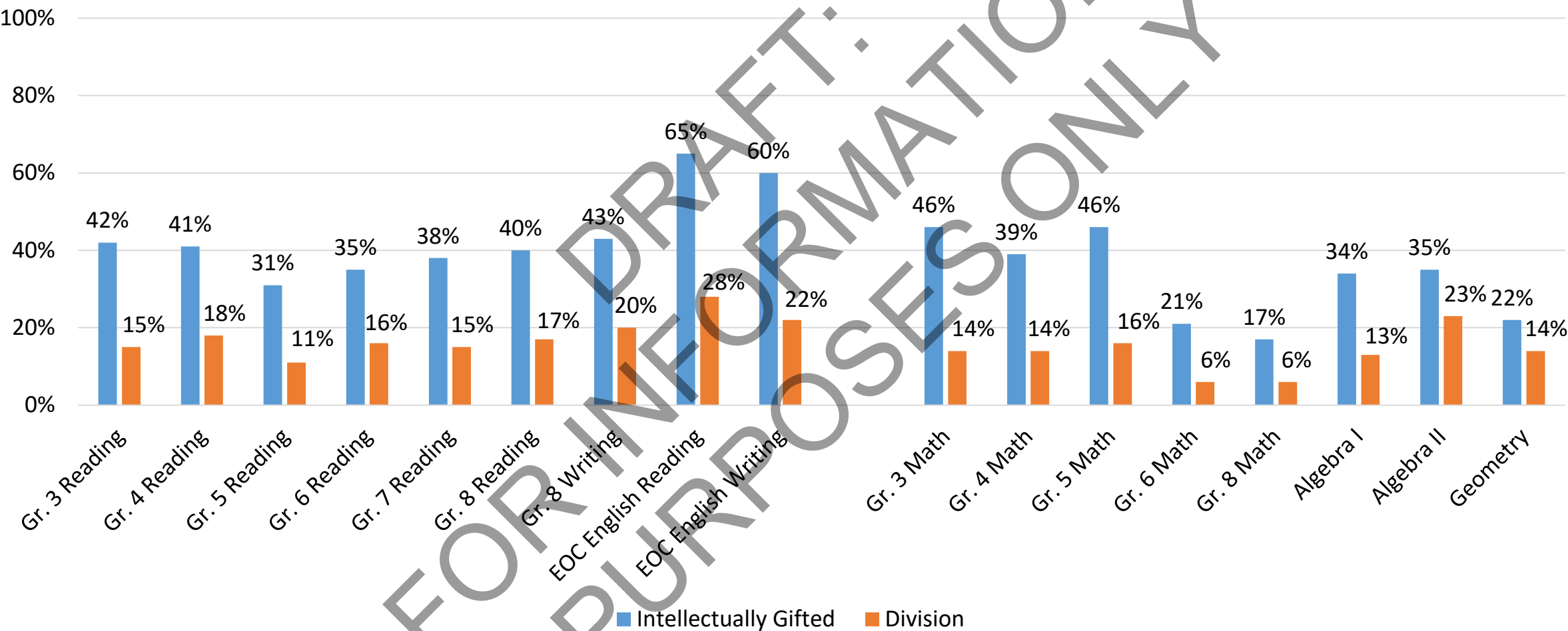
Student Outcome Goals: Goal 1 Challenge and Engagement



- Student agreement about instruction meeting academic needs was high across all student groups (at least 87%).

Student Outcome Goals: Goal 2 Scholars and Leaders

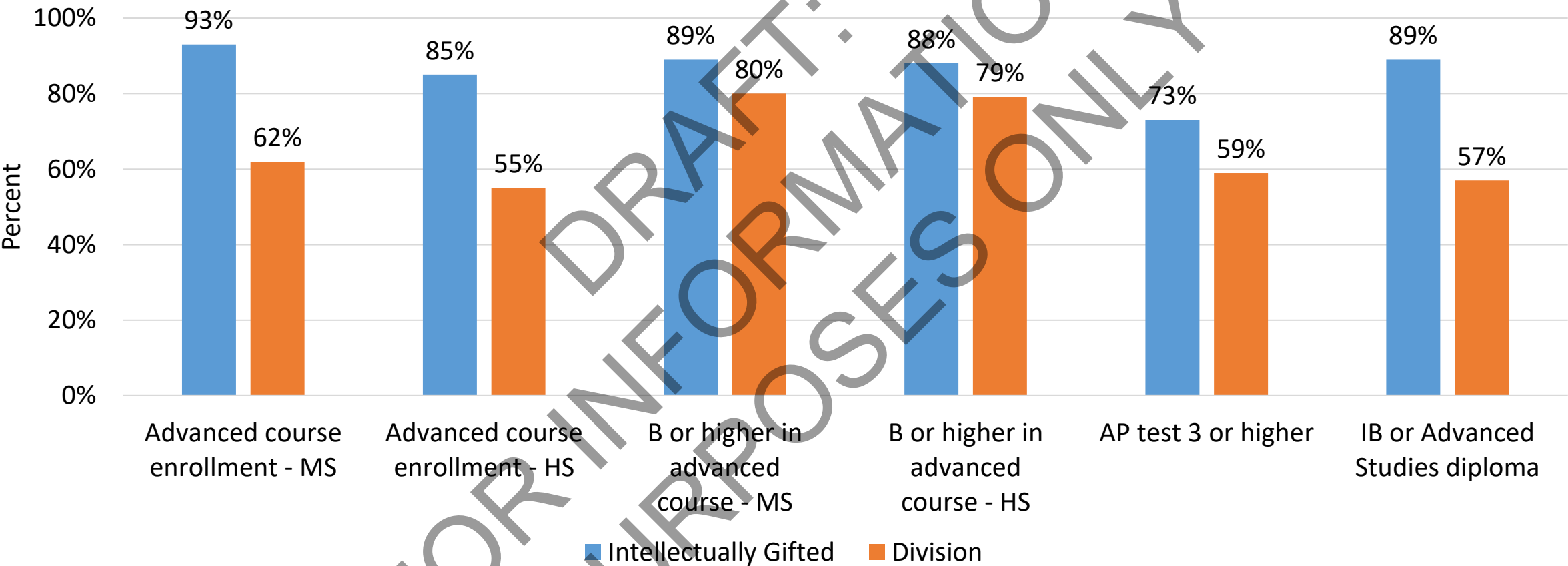
Percentage of Intellectually Gifted Students in Resource-Cluster Program
Scoring Pass Advanced on SOL Tests



Note: Includes only SOL tests with at least 50 intellectually gifted student test takers.

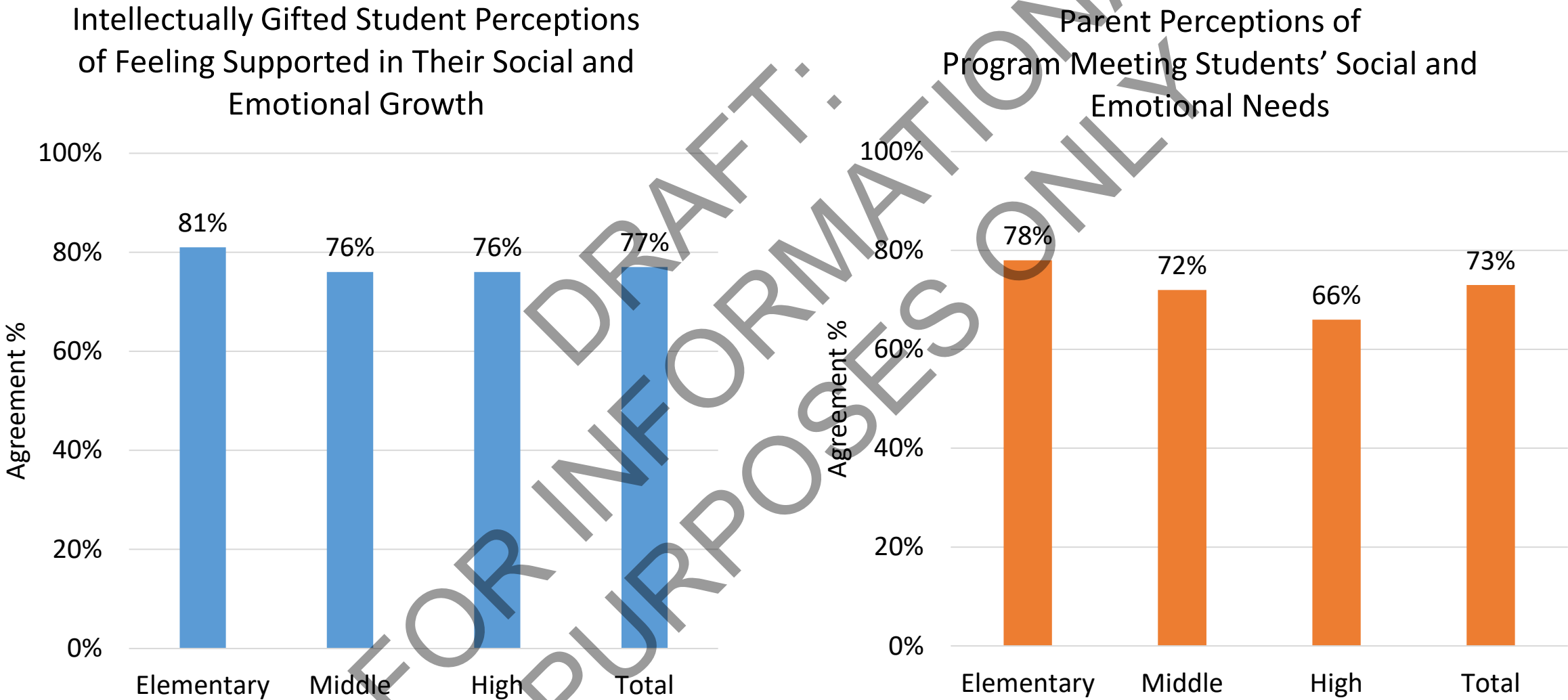
Student Outcome Goals: Goal 2 Scholars and Leaders

Scholarship and Leadership Measures for Intellectually Gifted Students in the Resource-Cluster Program

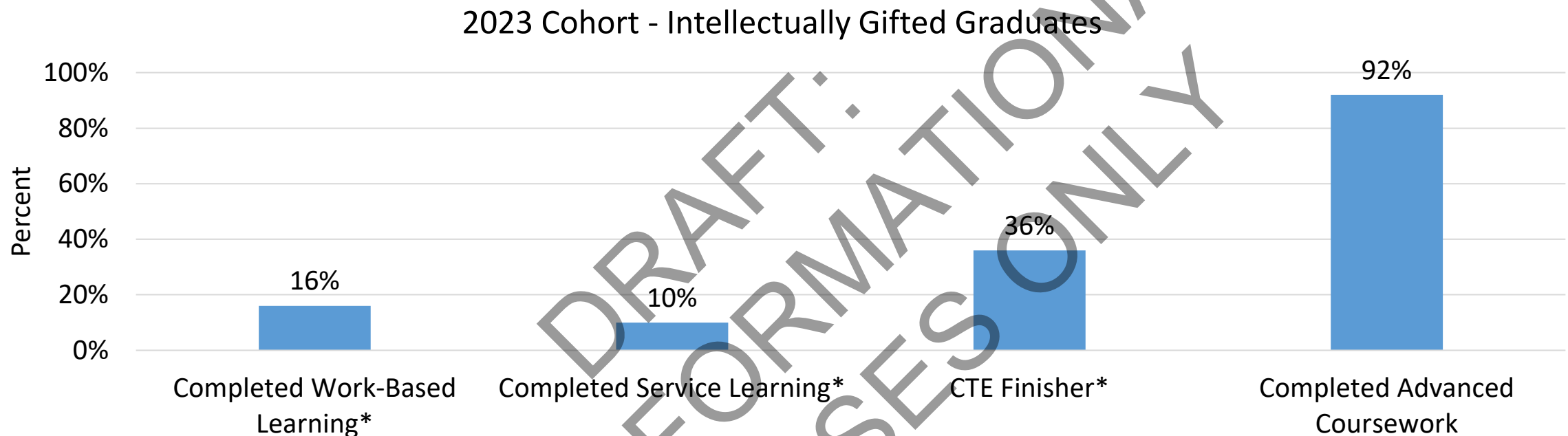


- 67% of students agreed they served in a leadership role (71% at HS).

Student Outcome Goals: Goal 3 Social Emotional Development



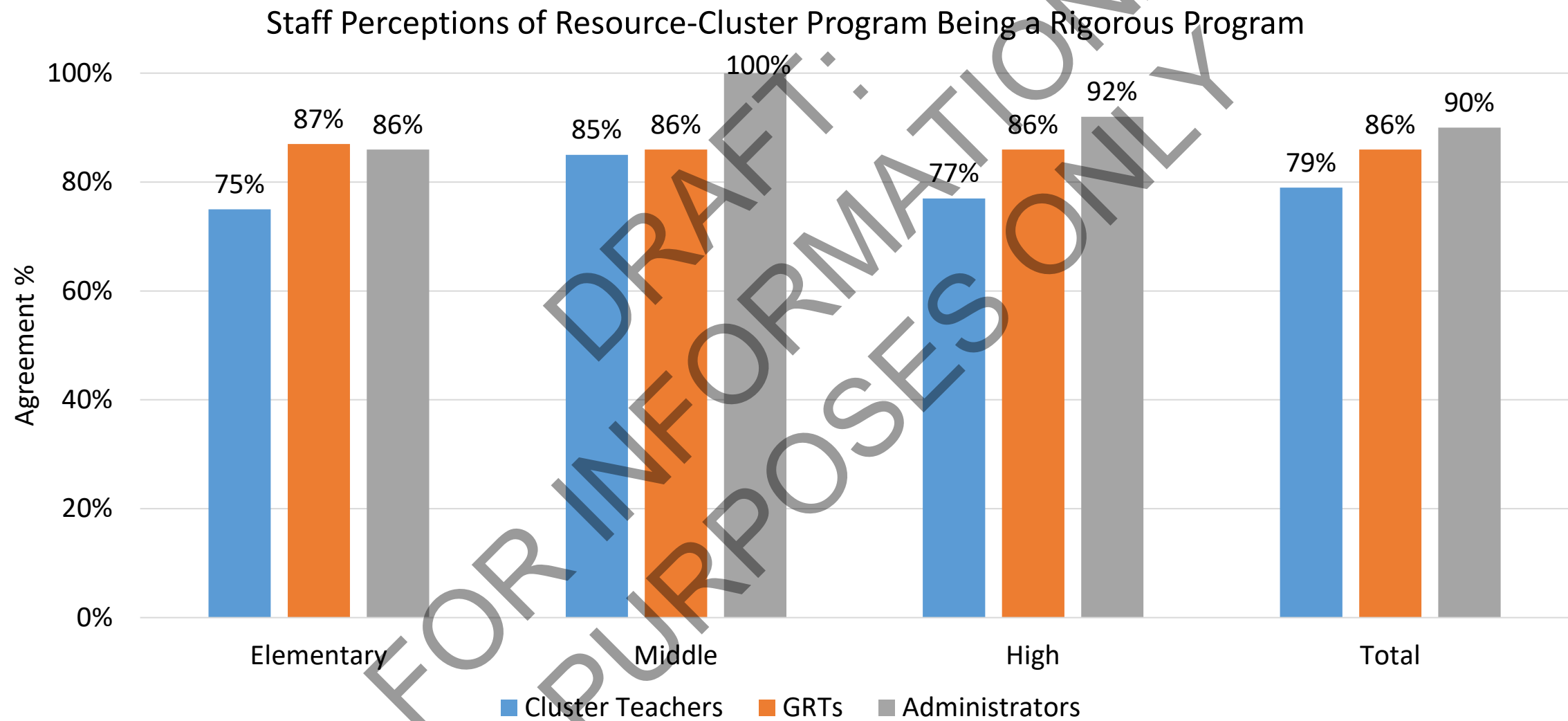
Student Outcome Goals: Goal 4 Future Ready



*Percentages lower than all 2023 cohort graduates.

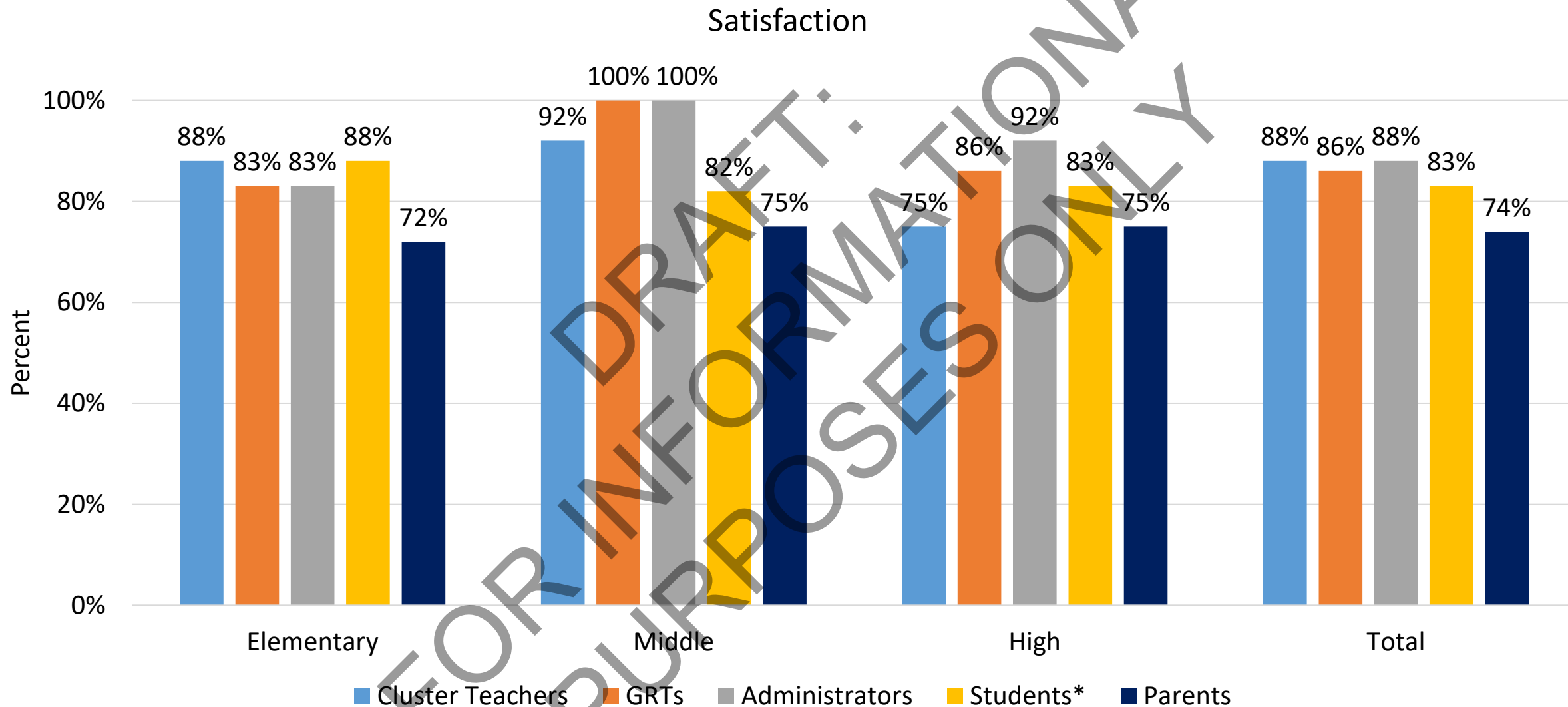
- 94% of intellectually gifted seniors reported their plan was to continue their education.
 - 81% of intellectually gifted seniors reported their plan was to pursue enrollment in a four-year college.

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: 12E1

Section: Information Date: Jan. 23, 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 23, 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

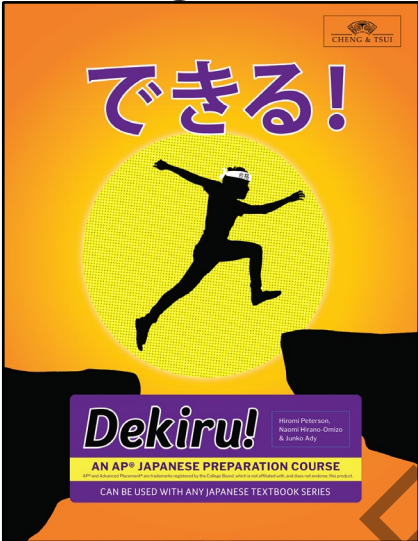
Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%/yr.)	Total Implementation
<i>Compass Japanese Intermediate Interactive Workbook</i>	One per student	\$46.99	5	\$234.95	\$35.24	\$270.19
Total Implementation Cost				\$234.95	\$35.24	\$270.19



Textbook Adoption: AP Japanese

Department of Teaching and Learning
Tuesday, January 23, 2024

Textbook Recommendation:

Course/ <i>Text</i>	Rationale
<p><i>AP Japanese</i> <i>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 23, 2024



Subject: Textbook Adoption: K-3 Elementary Language Arts **Item Number:** 12E2

Section: Information **Date:** Jan. 23, 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 - \$2,350,504.00</i>	<i>Benchmark Advance - \$2,615,105.00</i>

**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	\$2,350,504.00	\$211,545.36	\$2,562,049.36
	Second Choice: <i>Benchmark Advance</i>	18,755	\$2,615,105.00	\$235,359.45	\$2,850,464.45

TEXTBOOK ADOPTION RECOMMENDATION

ELEMENTARY ENGLISH LANGUAGE ARTS KINDERGARTEN-THIRD GRADE

January 23, 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)	\$2,350,504.00	\$211,545.36	\$2,562,049.36
Total Implementation Cost				\$2,350,504.00	\$211,545.36	\$2,562,049.36

**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	\$4,080.00 K-1	319	\$2,615,105.00	\$235,359.45	\$2,850,464.45
	Benchmark Advance Package with 3 years digital	\$4,675.00 2 -3	541 (class)			
Total Implementation Cost				\$2,615,105.00	\$235,359.45	\$2,850,464.45



Textbook Adoption: Elementary English Language Arts K-3

Department of Teaching and Learning
Tuesday, January 23, 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="387 476 682 601"><i>Benchmark Advance</i></p>  <p data-bbox="206 933 766 1136">The PROVEN CHOICE! Benchmark ADVANCE ADELANTE</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="234 562 710 618"><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	\$2,615,105.00	\$235,359.45	\$2,850,464.45

Implementation Costs

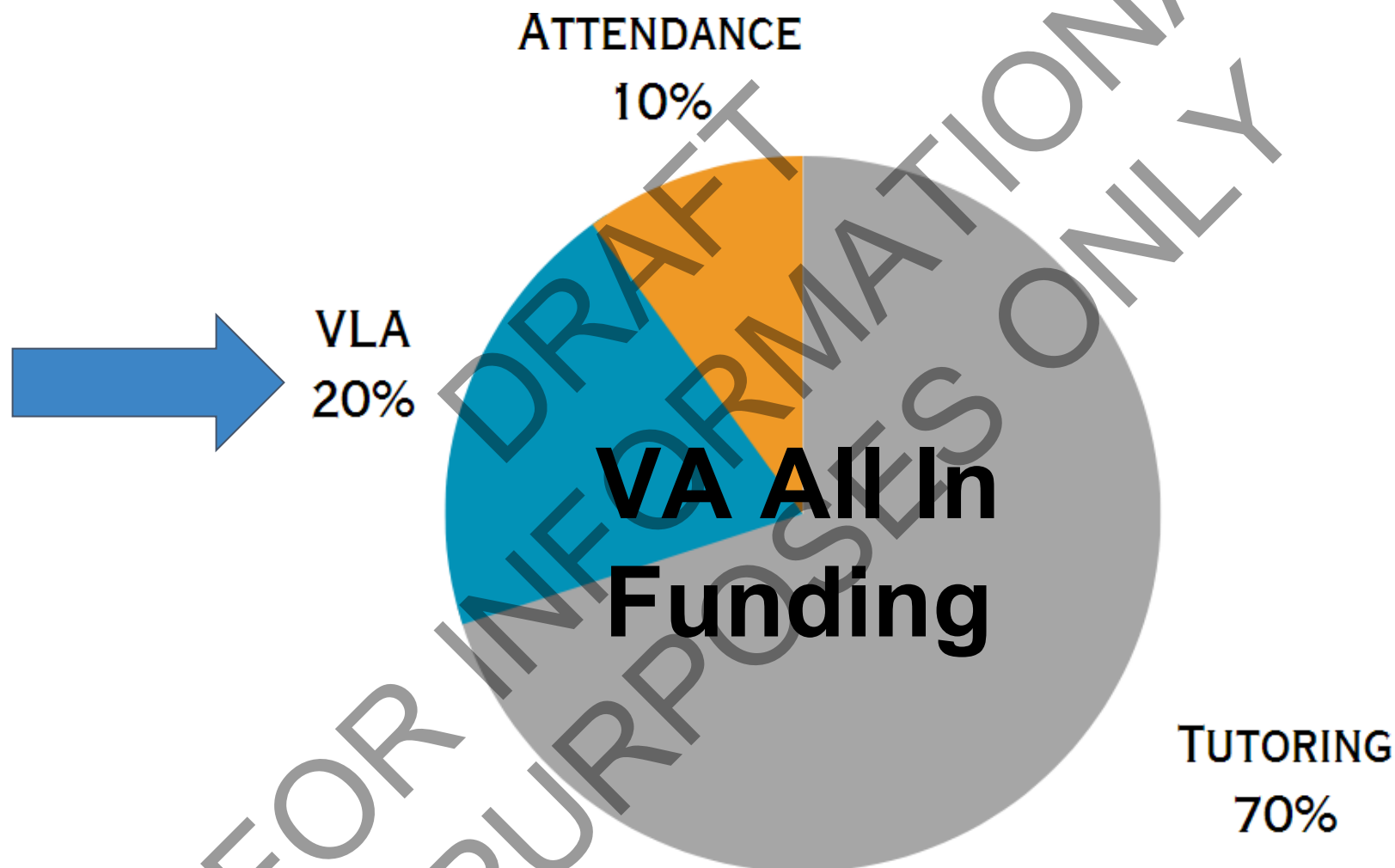
Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Three Year Additional Costs (3%/yr.)	Total Implementation Cost
K-3 LA	<i>HMH Into Reading</i>	18,755	\$2,350,504.00	\$211,545.36	\$2,562,049.36

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	\$2,350,504.00	\$211,545.36	\$2,562,049.36

Elementary Language Arts Textbook Funding





Questions

Department of Teaching and Learning
Tuesday, January 23, 2024



Subject: Calendar Recommendation for 2024-2025 **Item Number:** 12F

Section: Information **Date:** Jan. 23, 2024

Senior Staff: Matthew D. Delaney, Chief Schools Officer

Prepared by: Matthew D. Delaney, Chief Schools Officer

Presenter(s): Matthew D. Delaney, Chief Schools Officer;

Nicole Livas, Chief Family and Community Engagement Officer

Recommendation:

That the School Board receive information regarding the 24-25 school calendar process.

Background Summary:

The School Board received a brief on the calendar timeline during the July 2023 School Board Retreat and received an update on the process in the November 2023 School Board meeting. The purpose of the presentation is to provide an overview of the calendar development process, share results from the 2024-25 calendar survey and provide a review of calendar options that meet School Board Policy, Code of Virginia requirements and other organizational considerations.

Source:

N/A

Budget Impact:

N/A

2024–2025 School Calendar

JULY 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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AUGUST 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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SEPTEMBER 2024

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OCTOBER 2024

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NOVEMBER 2024

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DECEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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First day of school (students): Aug. 26, 2024

Last day of school (students): June 6, 2025

Holidays (school closed)

Labor Day: Aug. 30 and Sept. 2

Election Day: Nov. 5

Veterans Day: Nov. 11

Thanksgiving (students): Nov. 27–29

Thanksgiving (staff): Nov. 28–29

Winter Break: Dec. 23–31; Jan. 1

Martin Luther King Jr. Day: Jan. 20

Presidents Day: Feb. 17

Spring Break: April 14–18

Memorial Day: May 26

Adjusted Dismissal days

Dec. 20; April 11 (students and staff)

Jan. 22; Mar. 27; June 6 (students only)

Flex Staff days

Aug. 14–15; Nov. 27; June 9–10

Staff days (school closed for students)

Aug. 16–23; Oct. 30

High School

Graduation: June 10–14

Quarters

Q1: Aug. 26–Oct. 29

Q2: Oct. 31–Jan. 22

Q3: Jan. 23–Mar. 27

Q4: Mar. 28–June 6

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.

JANUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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FEBRUARY 2025

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MARCH 2025

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APRIL 2025

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MAY 2025

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JUNE 2025

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2024–2025 School Calendar

JULY 2024

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AUGUST 2024

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SEPTEMBER 2024

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OCTOBER 2024

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NOVEMBER 2024

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DECEMBER 2024

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First day of school (students): Aug. 26, 2024

Last day of school (students): June 13, 2025

Holidays (school closed)

Labor Day: Aug. 30 and Sept. 2

Veterans Day: Nov. 11

Thanksgiving: Nov. 27–29

Winter Break: Dec. 23–31; Jan. 1–3

Martin Luther King Jr. Day: Jan. 20

Presidents Day: Feb. 17

Spring Break: April 14–18

Memorial Day: May 26

Adjusted Dismissal days

ES/MS students: June 13

High School Students: June 10–13

Flex Staff days

June 16

Staff days (school closed for students)

Aug. 15–16 and 19–23; Oct. 31; Nov. 5

Jan. 24 and 27; April 3

High School

Graduation: June 10–14

Quarters

Q1: Aug. 26–Oct. 30

Q2: Nov. 1–Jan. 23

Q3: Jan. 28–April 2

Q4: April 4–June 13

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.

JANUARY 2025

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MARCH 2025

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APRIL 2025

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JUNE 2025

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VBCPS School Calendar: 2024-2025

Tuesday, January 23, 2024

A presentation to the School Board

Departments of School Leadership and
Communications and Community Engagement

Purpose of the Presentation

- Provide an overview of the calendar development process that includes requirements from the Code of Virginia, School Board policy and organizational considerations
- Share results from the 2024-25 calendar survey
- Provide a review of the most preferred calendar option and an alternative option that captures other factors for consideration.

Making Calendar Decisions

CALENDAR

Guidance for Calendar Creation

Code of Virginia

- VAC20-131-150 Standard School Year and School Day
- VAC22.1-302 Teacher Contract
- VAC22.1-98 Reduction of State Aid
- VAC22.1-79.1 Approvals for Alternative Schedules

School Board Policy

- SB Policy 6-12 School Calendar
- SB Policy 6-13 School Day and School Hours
- SB Policy 4-88 Holidays



School Calendar

SB Policy 6-12

A school calendar shall be prepared at least annually to indicate **pertinent dates and information essential to the operation of the division schools.** The calendar shall be planned by the Superintendent and staff in cooperation with patron organizations and approved by the School Board.



Standard School Year and School Day

VAC20-131-150

The standard school year shall be 180 instructional days **or 990 instructional hours**. The standard school day, **including passing time for class changes** and excluding breaks for meals, shall average a minimum of five and one-half instructional hours for students in grades kindergarten through 12. **Recess may be included in the calculation of required instructional hours for elementary school, provided that recess does not exceed 15% of the required instructional hours.**

School Day and School Hours

SB Policy 6-13

The standard school year shall be at least **180** instructional days. The standard school day for students in grades 1 through 12 shall average at least 5 1/2 hours, **excluding intermissions for meals.**

The School Division may develop alternative schedules for meeting these requirements as long as a minimum of 990 hours of instructional time is provided for grades 1 through 12. Such alternative plans must be approved by the School Board and by the Virginia Board of Education, under guidelines established by the Virginia Board of Education. No alternative plan which reduces the instructional time in the core academics shall be approved.

Teacher Contract

VAC22.1-302

The standard 10-month contract shall include **200 days**, including (i) a minimum of 180 teaching days or 990 instructional hours and (ii) **up to 20 days for activities** such as teaching, participating in professional development, planning, evaluating, completing records and reports, participating on committees or in conferences, or such other activities as may be assigned or approved by the local school board.

CALENDAR



Operational Considerations

- VDOE Requirements
 - Virginia Literacy Act
 - Cultural Competency Training
 - New Curriculum Implementation
 - Accreditation Standards
- Completion of Other Required Training
- Summer School and Summer Boost Programs
- Summer Projects and Maintenance
- Transportation Requirements
- Staffing Timelines



Operational Considerations

- *Compass to 2025*

- Improving achievement in reading, writing and math
- Enrollment and success in advanced coursework
- Closing achievement gaps
- Work-based learning opportunities
- Mental health and behavioral supports
- Actionable plan for pursuing postsecondary goals



Community Input

The calendar shall be planned by the Superintendent and staff in cooperation with patron organizations

SB Policy 6-12

CALENDAR



Calendar Workgroup

Members: 25 participants

Purpose: Develop two pre-Labor Day and two post-Labor Day calendar recommendations to include in the community survey.

Parameters:

- 193 Teacher contract days
- 181 Instructional days
- Equal spread of days in a semester
- Availability of staff days
- Limit adjusted dismissal days



January 2024

Calendar Survey Overview

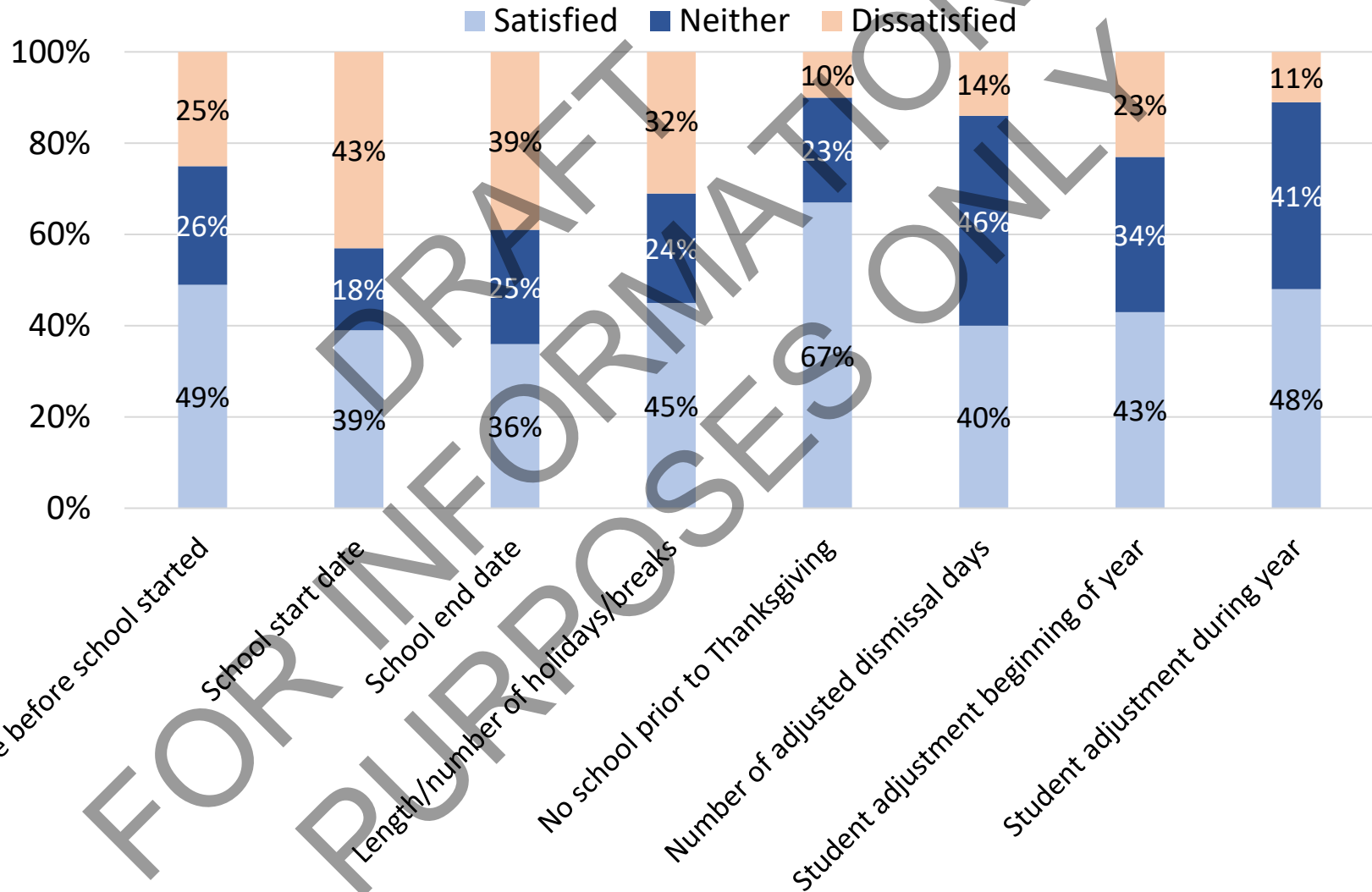
- Survey link distributed through AlertNow to families and staff, VBCPS family newsletter, social media sites, and vbschools.com
- Available January 2 to January 11
- Parents and instructional staff were largest respondent groups

Primary Affiliation With VBCPS	Number of Respondents
Parent	13,316
Student	754
Instructional Staff	4,907
Non-instructional Staff	1,698
Community Member	1,167
Overall	21,842*

*A total of 17,378 respondents (80%) selected a preferred calendar.

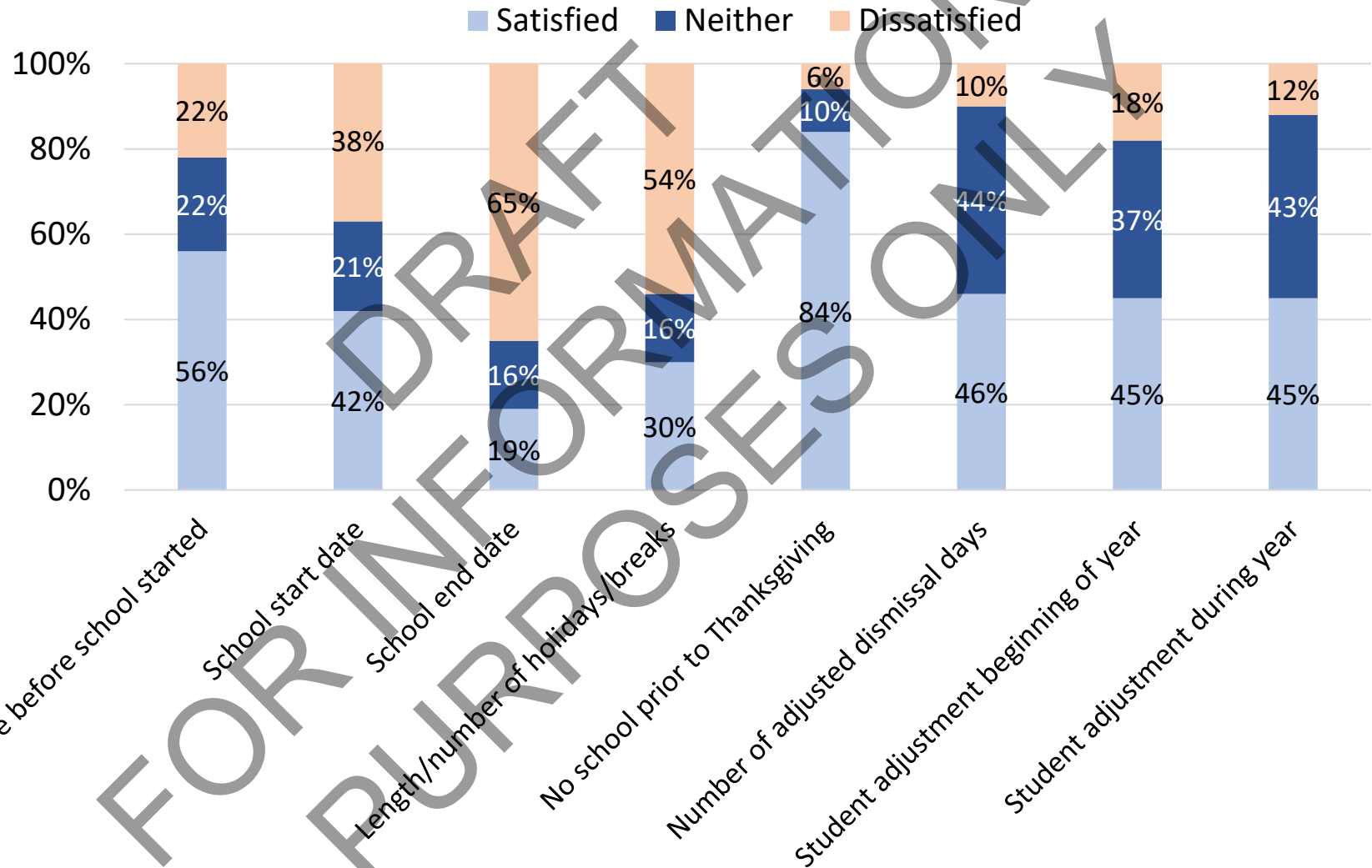
January 2024 Calendar Survey

Parent Satisfaction with Current 2023-2024 Calendar



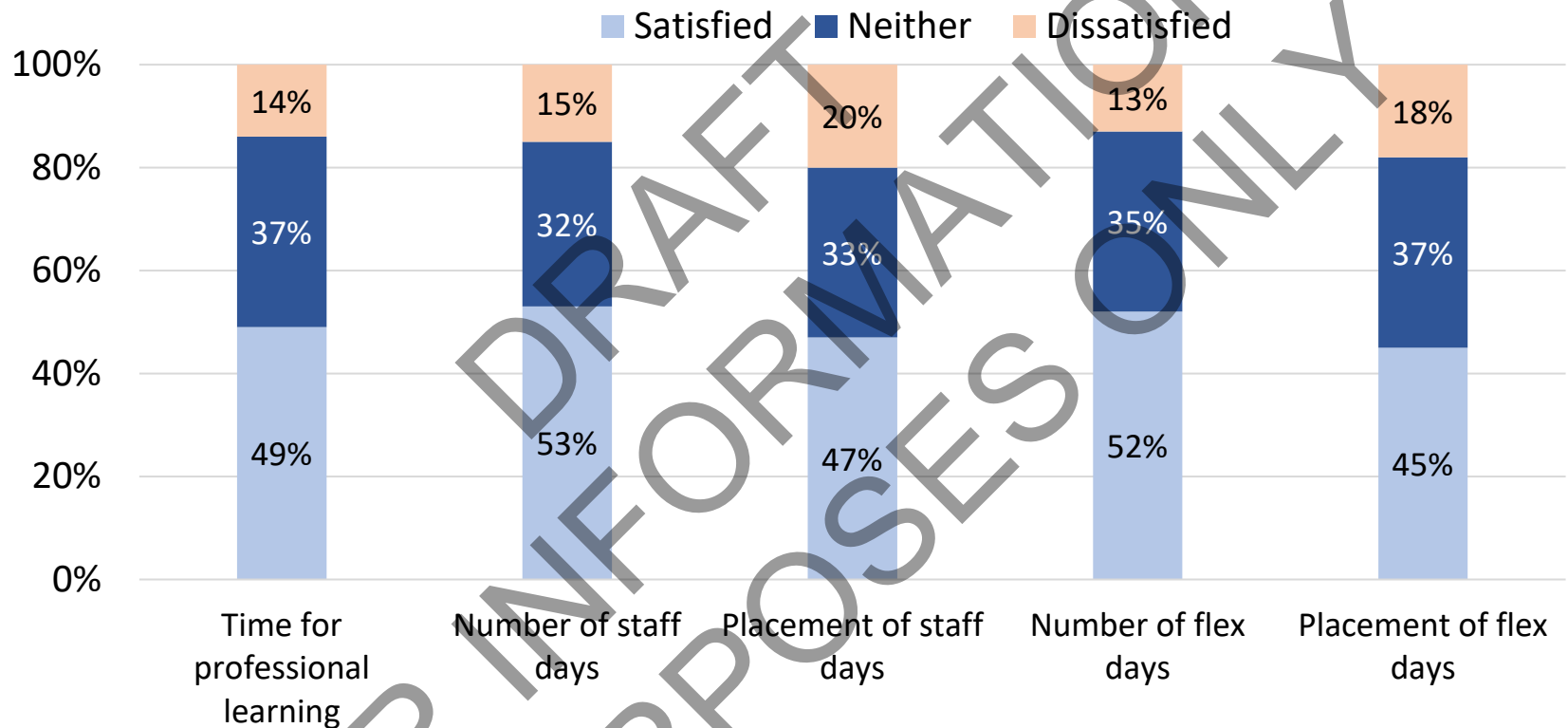
January 2024 Calendar Survey

Staff Satisfaction with Current 2023-2024 Calendar



January 2024 Calendar Survey

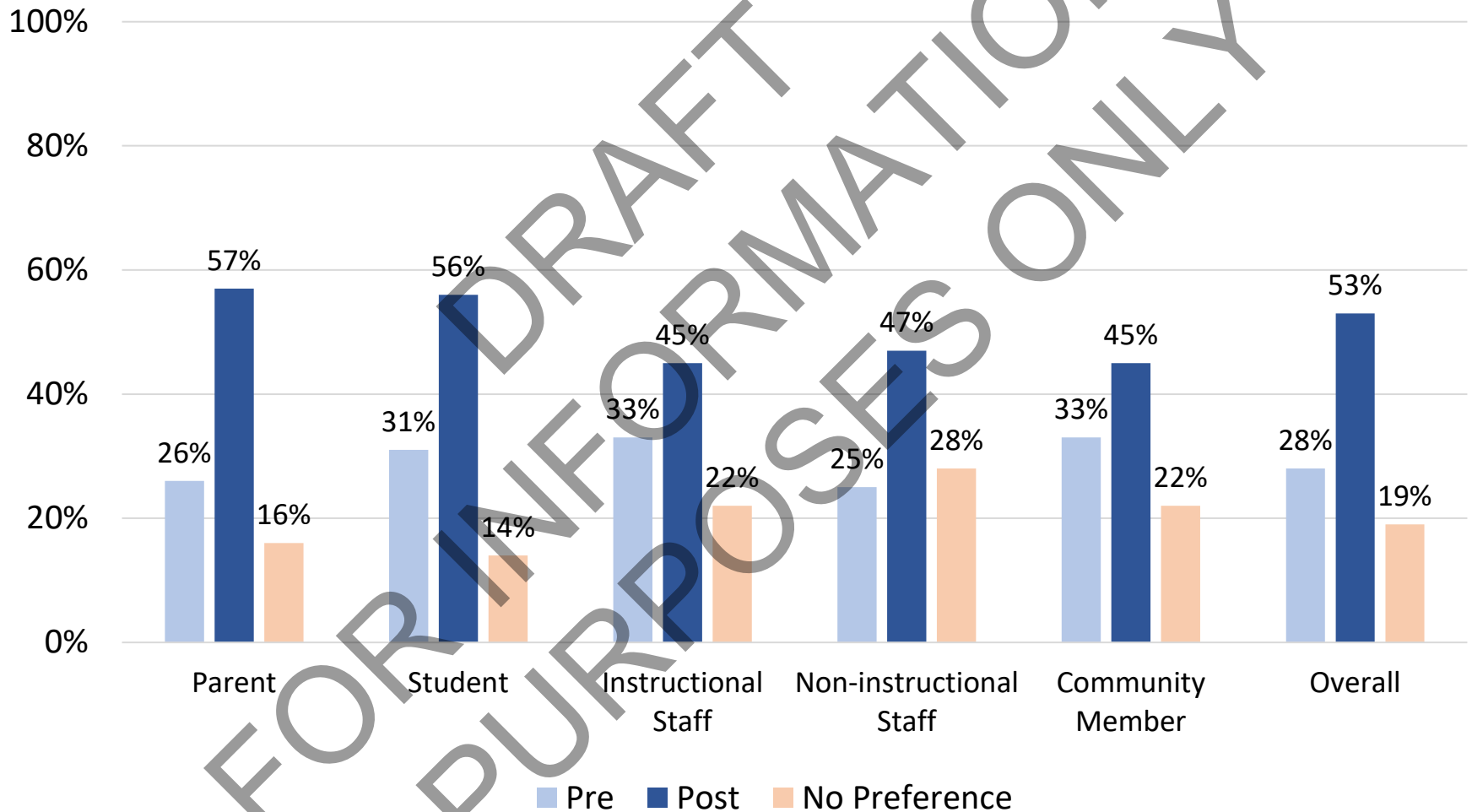
Staff Satisfaction with Current 2023-2024 Calendar



- Instructional staff indicated the staff and flex days were useful
 - Oct. 9 Staff Day: 45% “very” and 38% “somewhat”
 - Nov. 3 Staff Day: 51% “very” and 35% “somewhat”
 - Nov. 6 Flex Day: 51% “very” and 31% “somewhat”

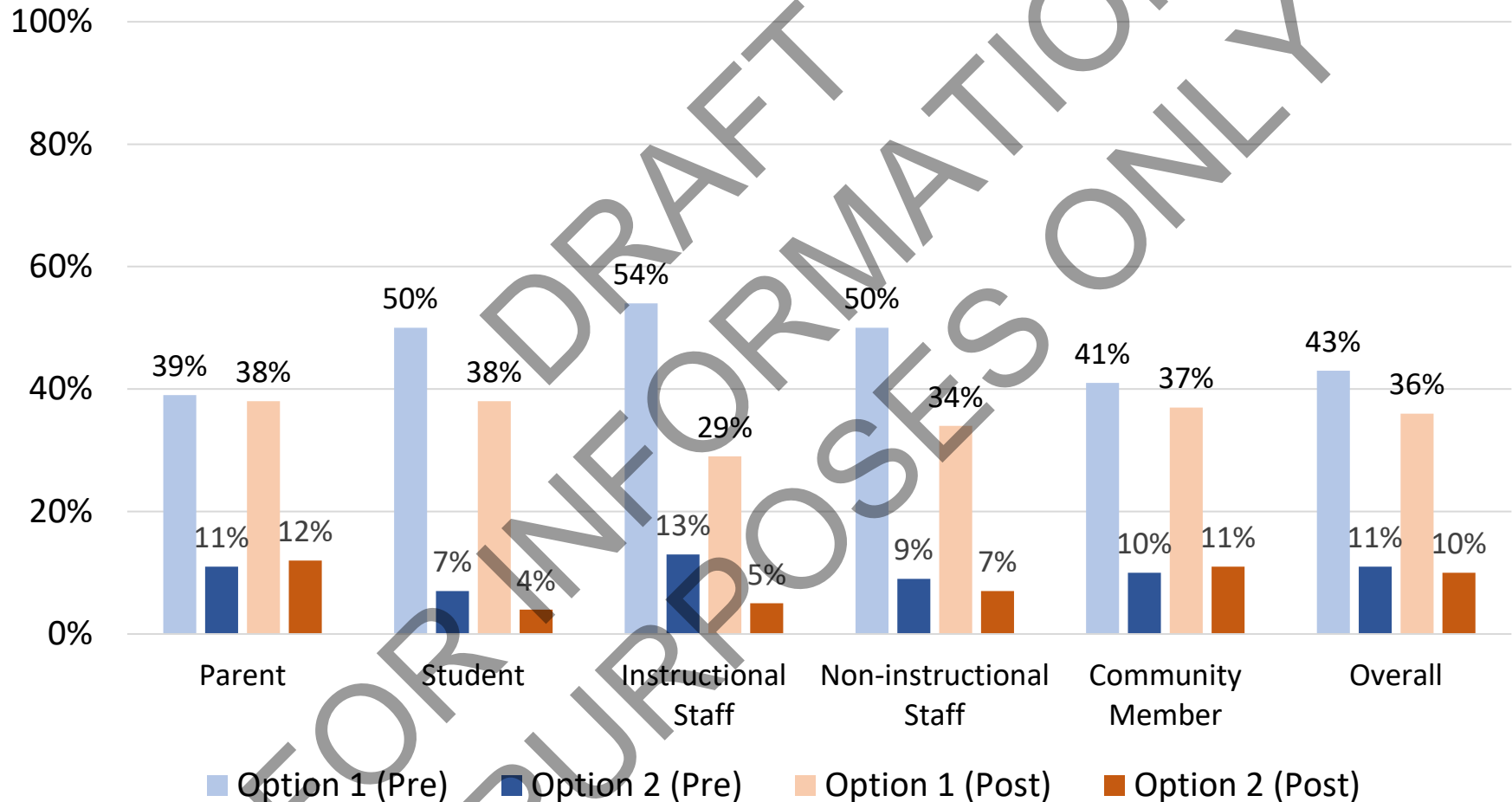
January 2024 Calendar Survey

Initial Preferred School Start Date



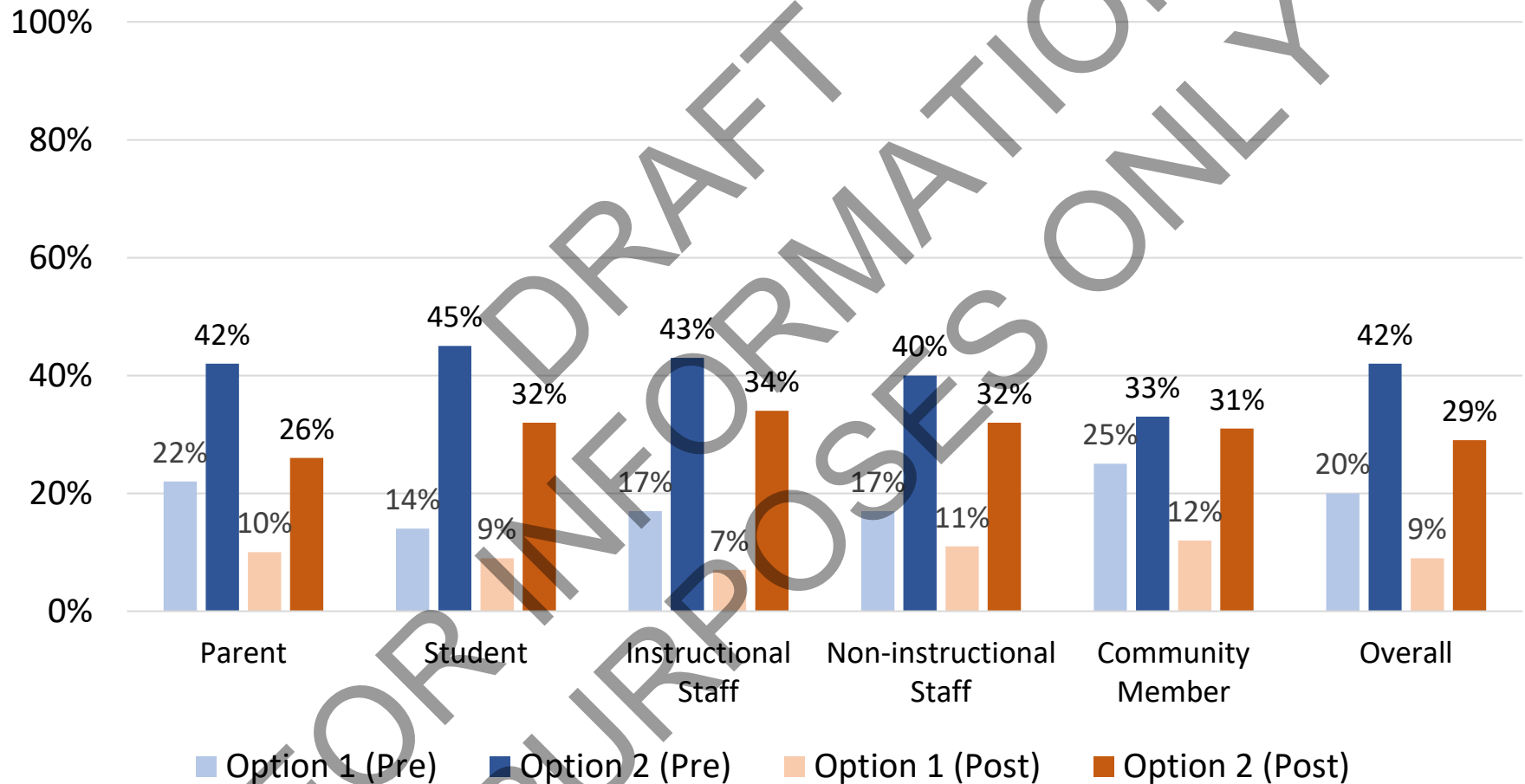
January 2024 Calendar Survey

MOST Preferred Calendar



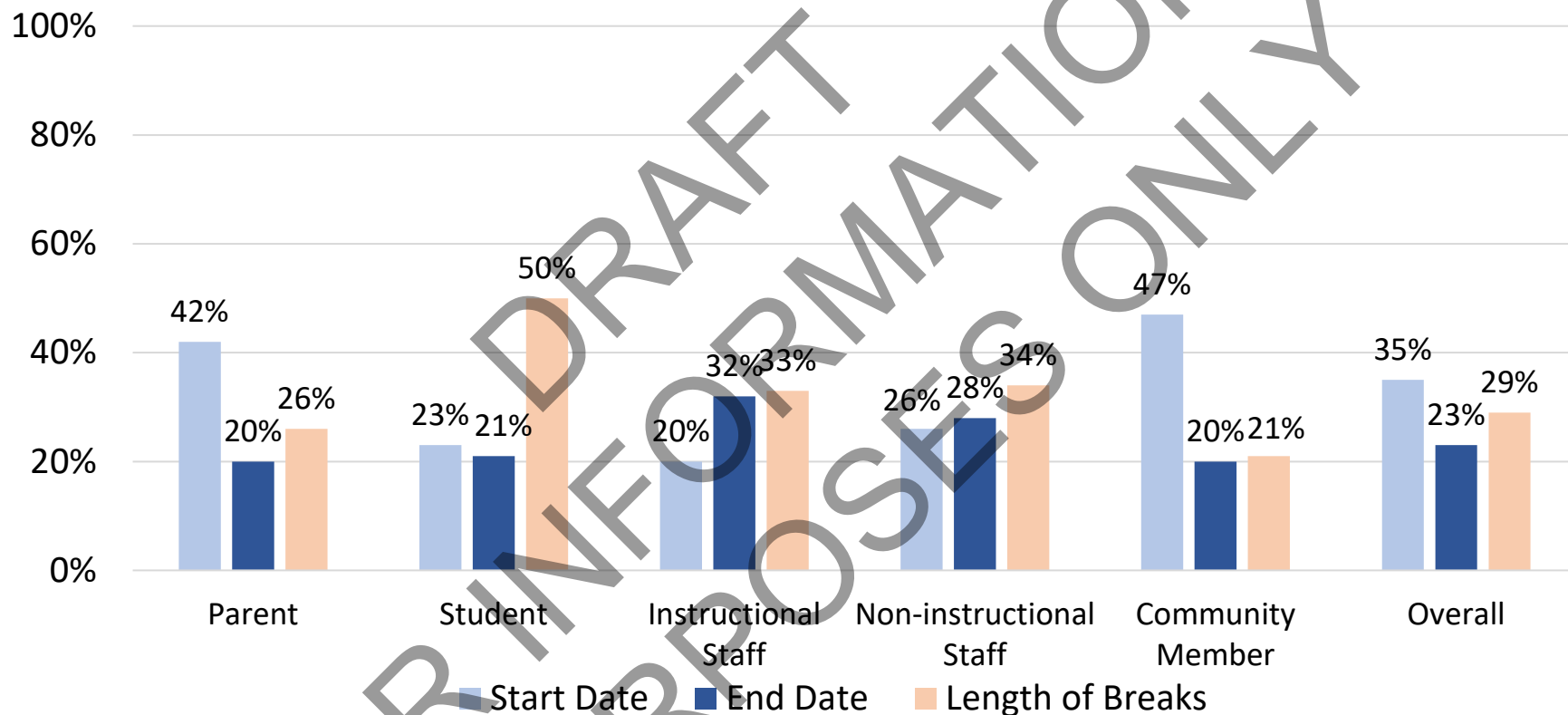
January 2024 Calendar Survey

LEAST Preferred Calendar



January 2024 Calendar Survey

Most Important Factor When Considering Calendar



- Some respondents who preferred a post-labor day start date initially selected the pre-labor day option 1 calendar as their preferred because the end date was their most important consideration.

FOR DRAFT
INFORMATIONAL
PURPOSES ONLY

Pre-Labor Day: Option 1

PRE-LABOR DAY OPT #1 REV.

2024–2025 School Calendar

JULY 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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AUGUST 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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SEPTEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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OCTOBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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NOVEMBER 2024

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DECEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- First day of school (students): Aug. 26, 2024
- Last day of school (students): June 6, 2025

Holidays (school closed)

Labor Day: Aug. 30 and Sept. 2
 Election Day: Nov. 5
 Veterans Day: Nov. 11
 Thanksgiving (students): Nov. 27–29
 Thanksgiving (staff): Nov. 28–29
 Winter Break: Dec. 23–31; Jan. 1
 Martin Luther King Jr. Day: Jan. 20
 Presidents Day: Feb. 17
 Spring Break: April 14–18
 Memorial Day: May 26

Adjusted Dismissal days

Dec. 20; April 11 (students and staff)
 Jan. 22; Mar. 27; June 6 (students only)

Flex Staff days

Aug. 14–15; Nov. 27; June 9–10

Staff days (school closed for students)

Aug. 16–23; Oct. 30

High School

Graduation: June 10–14

Quarters

Q1: Aug. 26–Oct. 29

Q2: Oct. 31–Jan. 22

Q3: Jan. 23–Mar. 27

Q4: Mar. 28–June 6

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.



JANUARY 2025

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FEBRUARY 2025

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MARCH 2025

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APRIL 2025

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MAY 2025

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JUNE 2025

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August-September

AUGUST 2024						
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SEPTEMBER 2024						
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October-November

OCTOBER 2024

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NOVEMBER 2024

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December-January

DECEMBER 2024

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JANUARY 2025

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February-March

FEBRUARY 2025

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MARCH 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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April-May

APRIL 2025

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MAY 2025

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June

JUNE 2025

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Alternate Option

DRAFT
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Alternative Option

ALTERNATIVE CALENDAR OPT.

2024–2025 School Calendar

JULY 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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AUGUST 2024

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SEPTEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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8	9	10	11	12	13	14
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29	30					

OCTOBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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NOVEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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DECEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- First day of school (students): Aug. 26, 2024
- Last day of school (students): June 13, 2025

Holidays (school closed)

Labor Day: Aug. 30 and Sept. 2
 Veterans Day: Nov. 11
 Thanksgiving: Nov. 27–29
 Winter Break: Dec. 23–31; Jan. 1–3
 Martin Luther King Jr. Day: Jan. 20
 Presidents Day: Feb. 17
 Spring Break: April 14–18
 Memorial Day: May 26

Adjusted Dismissal days

ES/MS students: June 13
 High School Students: June 10–13

Flex Staff days

June 10

Staff days (school closed for students)

Aug. 15–16 and 19–20; Oct. 31; Nov. 5
 Jan. 24 and 27; April 3

High School

Graduation: June 10–14

Quarters

Q1: Aug. 26–Oct. 30
 Q2: Nov. 1–Jan. 23
 Q3: Jan. 28–April 2
 Q4: April 4–June 13

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.



JANUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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5	6	7	8	9	10	11
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26	27	28	29	30	31	

FEBRUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
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MARCH 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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23	24	25	26	27	28	29
30	31					

APRIL 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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MAY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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24	25	26	27	28	29	30
31						

JUNE 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

August-September

AUGUST 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October-November

OCTOBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December-January

DECEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February-March

FEBRUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April-May

APRIL 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

JUNE 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Calendar Recommendation

A school calendar shall be prepared at least annually to indicate **pertinent dates and information essential to the operation of the division schools.** The calendar shall be planned by the Superintendent and staff in cooperation with patron organizations and approved by the School Board. (SB6-12)



PRE LABOR DAY OPT #1 REV.

2024–2025 School Calendar

JULY 2024

Sun	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- First day of school (students): Aug. 26, 2024
- Last day of school (students): June 6, 2025

Holidays (school closed)

- Labor Day: Aug. 30 and Sept. 2
- Election Day: Nov. 5
- Veterans Day: Nov. 11
- Thanksgiving (students): Nov. 27–29
- Thanksgiving (staff): Nov. 28–29
- Winter Break: Dec. 23–31; Jan. 1
- Martin Luther King Jr. Day: Jan. 20
- Presidents Day: Feb. 17
- Spring Break: April 14–18
- Memorial Day: May 26

AUGUST 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024

Sun	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Adjusted Dismissal days

- Dec. 20; April 11 (students and staff)
- Jan. 22; Mar. 27; June 6 (students only)

Flex Staff days

- Aug. 14–15; Nov. 27; June 9–10

OCTOBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Staff days (school closed for students)

- Aug. 16–23; Oct. 30

High School

- Graduation: June 10–14

NOVEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Quarters

- Q1: Aug. 26–Oct. 29
- Q2: Oct. 31–Jan. 22
- Q3: Jan. 23–Mar. 27
- Q4: Mar. 28–June 6

DECEMBER 2024

Sun	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.



ALTERNATIVE CALENDAR OPT.

2024–2025 School Calendar

JULY 2024

Sun	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- First day of school (students): Aug. 26, 2024
- Last day of school (students): June 13, 2025

Holidays (school closed)

- Labor Day: Aug. 30 and Sept. 2
- Veterans Day: Nov. 11
- Thanksgiving: Nov. 27–29
- Winter Break: Dec. 23–31; Jan. 1–3
- Martin Luther King Jr. Day: Jan. 20
- Presidents Day: Feb. 17
- Spring Break: April 14–18
- Memorial Day: May 26

Adjusted Dismissal days

- ES/MS students: June 13
- High School Students: June 10–13

Flex Staff days

- June 16

Staff days (school closed for students)

- Aug. 15–16 and 19–23; Oct. 31; Nov. 5
- Jan. 24 and 27; April 3

High School

- Graduation: June 10–14

Quarters

- Q1: Aug. 26–Oct. 30
- Q2: Nov. 1–Jan. 23
- Q3: Jan. 28–April 2
- Q4: April 4–June 13

AUGUST 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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SEPTEMBER 2024

Sun	1	2	3	4	5	6
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OCTOBER 2024

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NOVEMBER 2024

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DECEMBER 2024

Sun	1	2	3	4	5	6
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28	29	30	31			

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.



JANUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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FEBRUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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24	25	26	27	28	29	30

MARCH 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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24	25	26	27	28	29	30

APRIL 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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24	25	26	27	28	29	30

MAY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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24	25	26	27	28	29	30

JUNE 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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24	25	26	27	28	29	30

Questions?

CALENDAR





Subject: College Coursework and Readiness Assessments **Item Number:** 12G

Section: Information **Date:** Jan. 23, 2024

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

Prepared by: Robert A. Veigel, Research 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): Robert A. Veigel, Research Specialist

Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the College Coursework and Readiness Assessments presentation.

Background Summary:

Students in Virginia Beach City Public Schools (VBCPS) have the opportunity to participate in various Advanced Placement (AP) courses and have the potential to earn college credit if they receive a score of 3 or higher on their AP exam. Students in VBCPS also participate in the PSAT/NMSQT assessment in eleventh grade and may elect to take the SAT and/or ACT assessments. Participation and performance data for AP exams and the PSAT/NMSQT, SAT, and ACT assessments will be reviewed based on data released by the College Board, ACT, Inc., and data from the VBCPS student data warehouse. Data for student groups and for the state and nation are also included.

Source:

College Board, ACT, Inc., and the VBCPS Student Data Warehouse

Budget Impact:



College Coursework and Readiness Assessments

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting
January 23, 2024

Presentation Overview

- Courses for College Credit
 - Advanced Placement (AP)
- College Readiness Assessments
 - PSAT/NMSQT
 - SAT
 - ACT
- Preview of Findings
 - AP exam and PSAT participation in VBCPS higher than state
 - VBCPS performance on several assessments lower than state
 - Students completing Algebra II or advanced classes prior to PSAT and SAT perform better



Coursework for College Credit

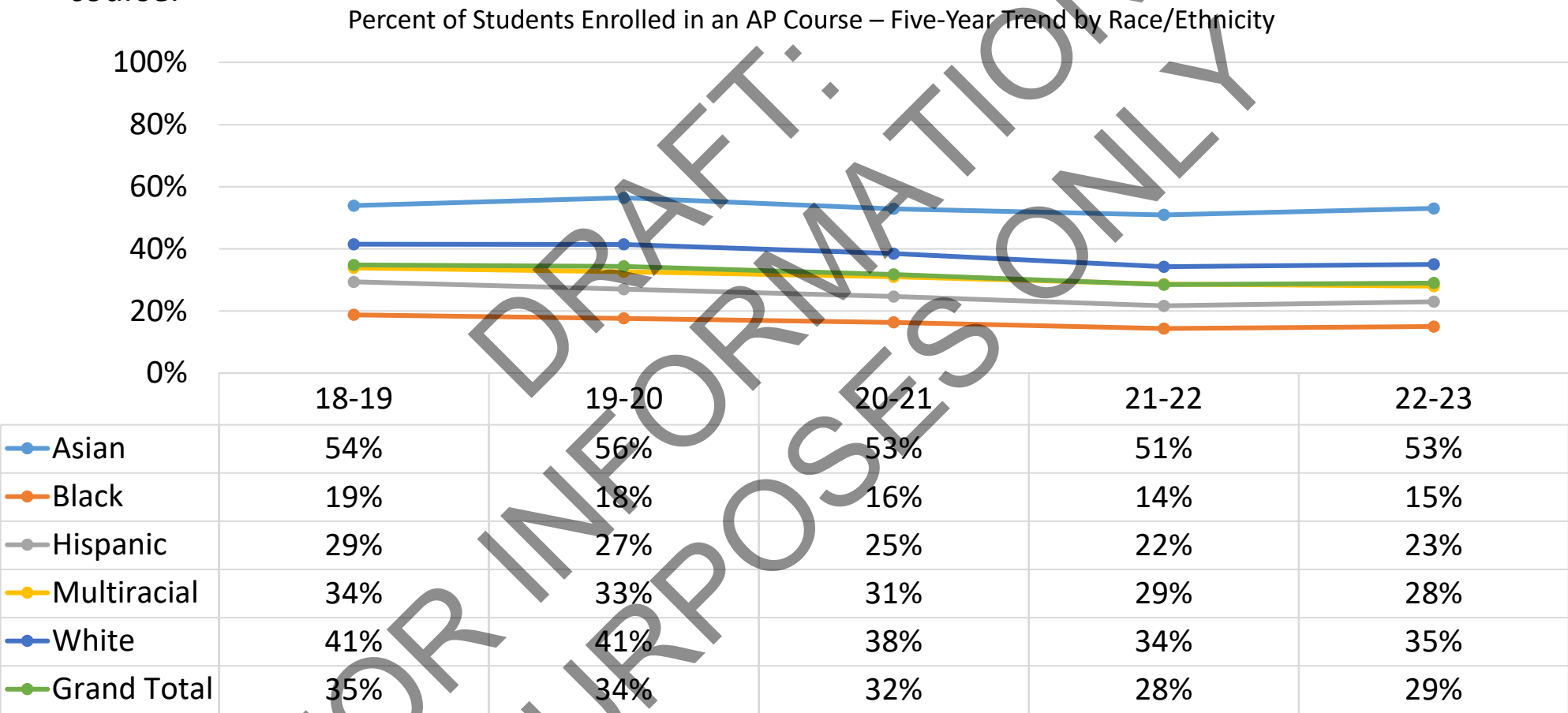
Advanced Placement (AP)

- Students in VBCPS were enrolled in 36 AP courses offered by College Board.
- All students can enroll in AP courses.
- School counselors meet individually with all students to discuss options for rigorous courses, including AP courses.
 - Students can receive additional support when needed.
- End-of-course, college-level examinations may result in college credit.
 - Exams are optional.
 - Students do not have to take the class to sit for exam.
 - Students must pay for exams.
 - VBCPS pays for students eligible for free/reduced lunch.
 - All exams completed in early May.
- Dual enrollment courses offer another college credit option.



AP Course Participation

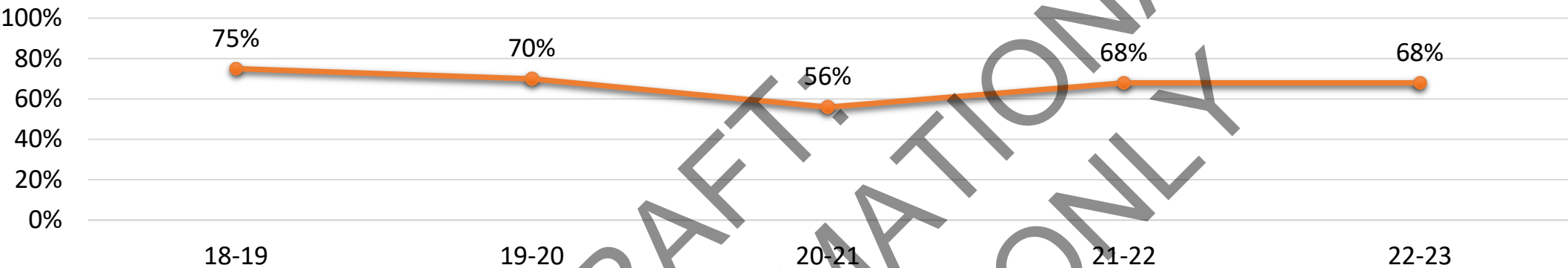
- During 2022-23, 29% of all VBCPS high school students were enrolled in at least one AP course.



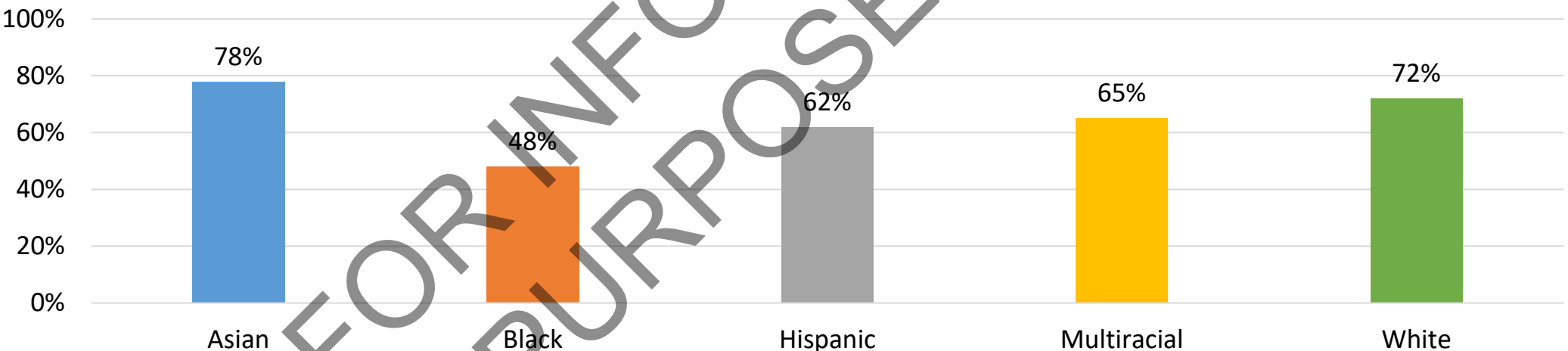
- Increase in percent of 11th and 12th grade students enrolled in dual enrollment courses from 11% in 2018-19 to 16% in 2022-23.

AP Exam Participation for Course Enrollees

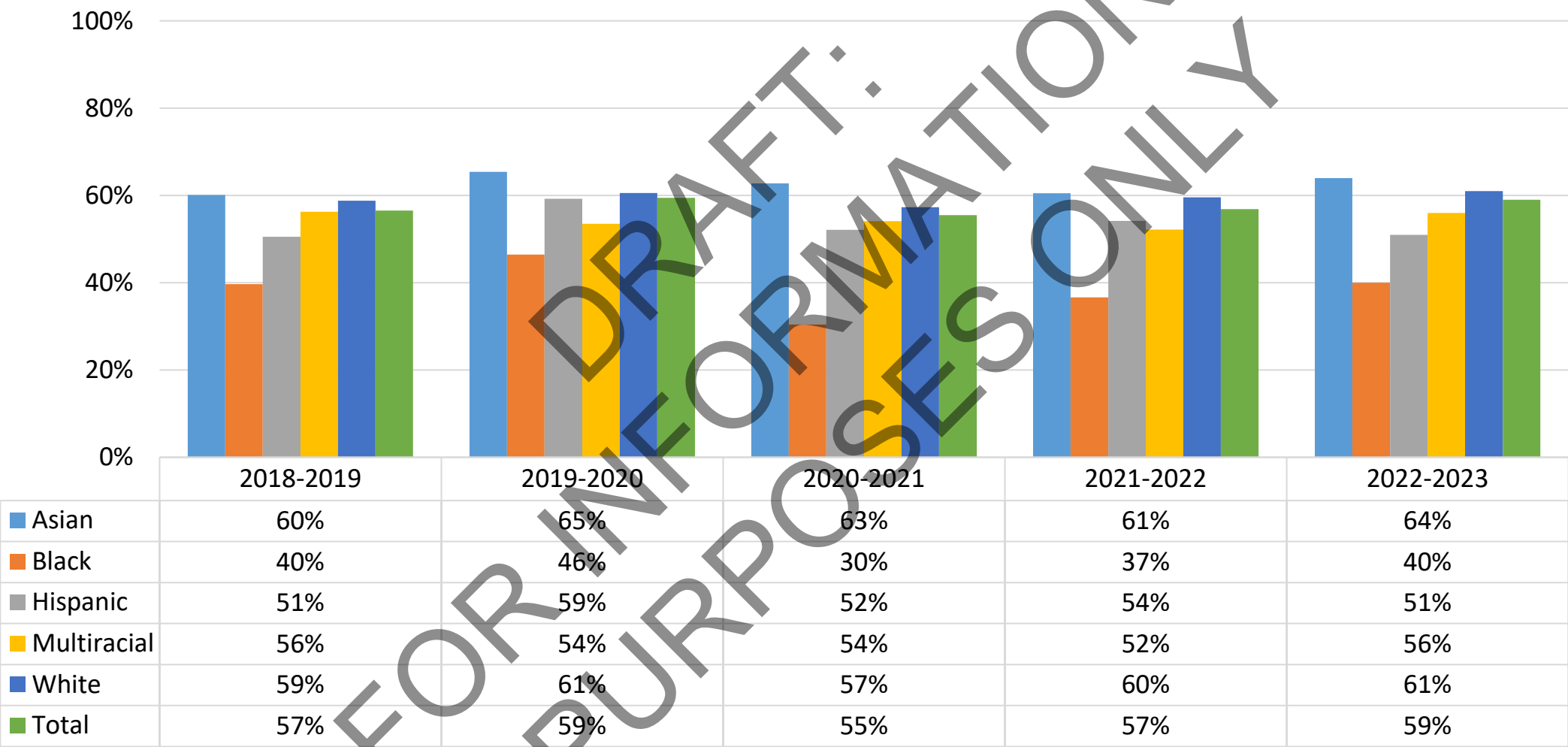
Percent of AP Course Enrollees Who Took At Least One AP Exam – Five-Year Trend



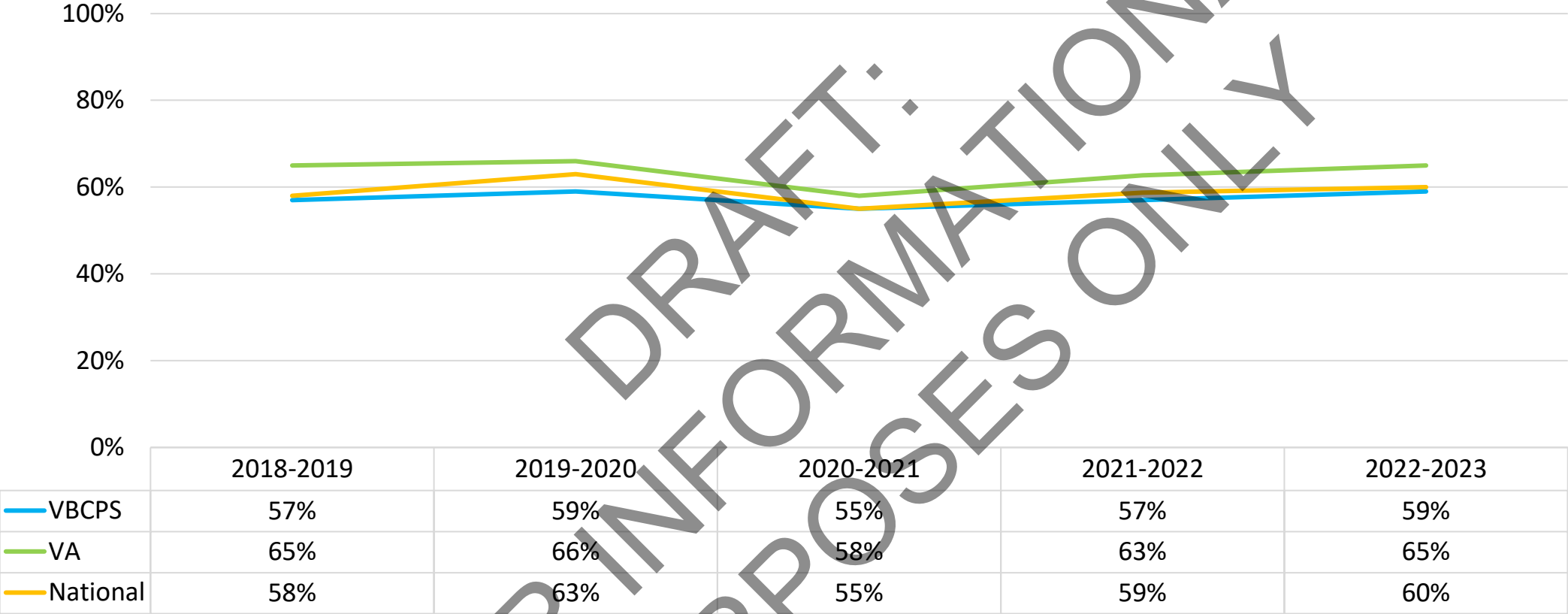
Percent of AP Course Enrollees Who Took At Least One AP Exam by Race/Ethnicity: 2022-2023



AP Exam Performance - Percent of Scores 3 or Higher by Student Group: Five-Year Trend



AP Exam Performance - Percent of Scores 3 or Higher: Five-Year Trend



- VBCPS has had a higher percentage of high school students taking AP exams than the state or nation.

College Readiness Assessments

Assessment Trends and COVID Impact

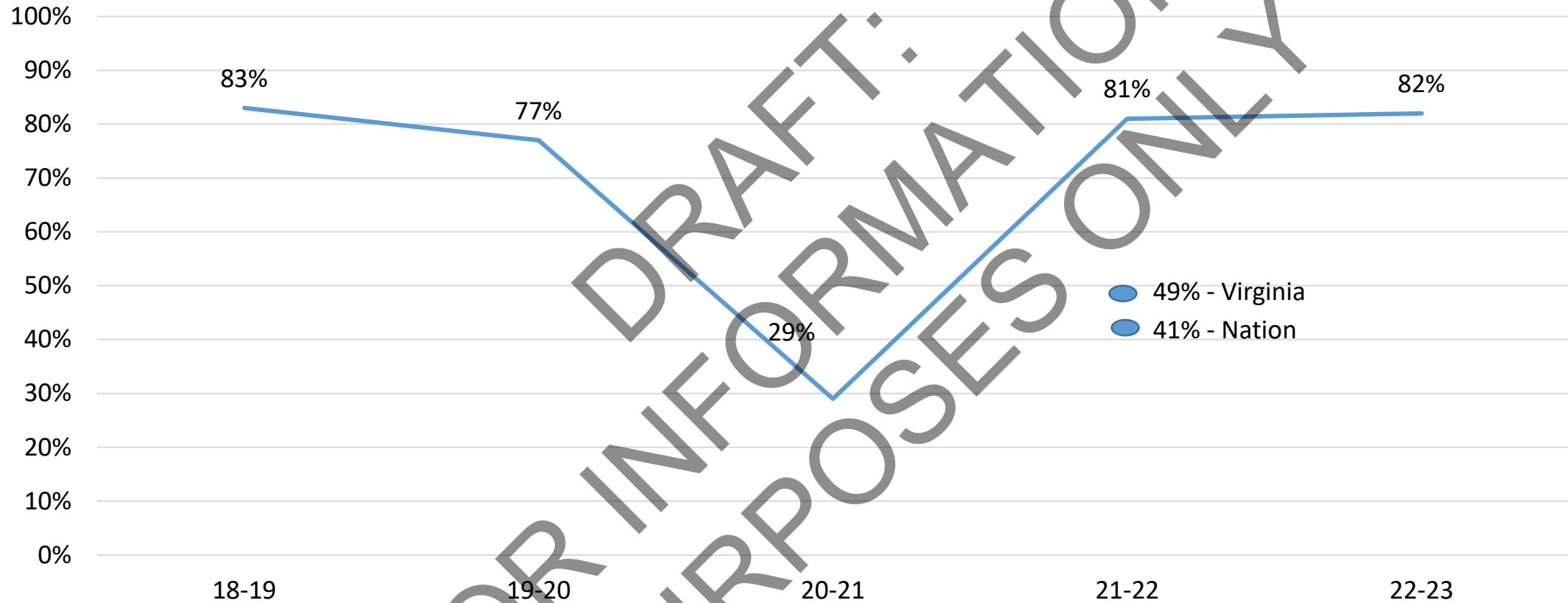
- Prior to the pandemic, some colleges and universities discontinued the SAT or ACT.
- During the pandemic, difficulties with testing resulted in a larger number of institutions not requiring the SAT or ACT for admission.
 - According to the National Center for Fair and Open Testing, as of November 2023, approximately:
 - 73% of the 2,330 accredited bachelor-degree granting institutions are SAT/ACT optional.
 - 3% are “test-free institutions.”

PSAT/NMSQT

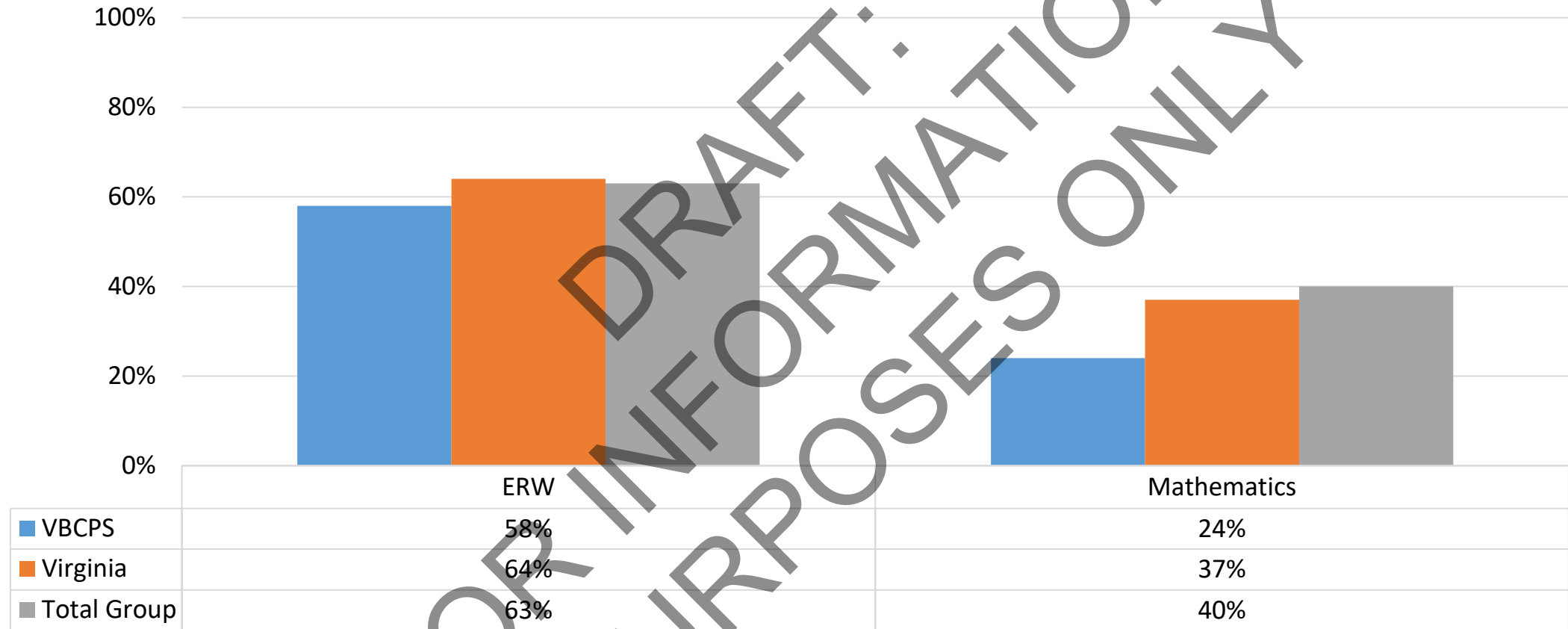
- Administered to students at their school
 - 11th Graders, October 2022
 - Students may opt-in to having their information shared with colleges and scholarship organizations.
- Three tests
 - Reading } ERW
 - Writing }
 - Mathematics



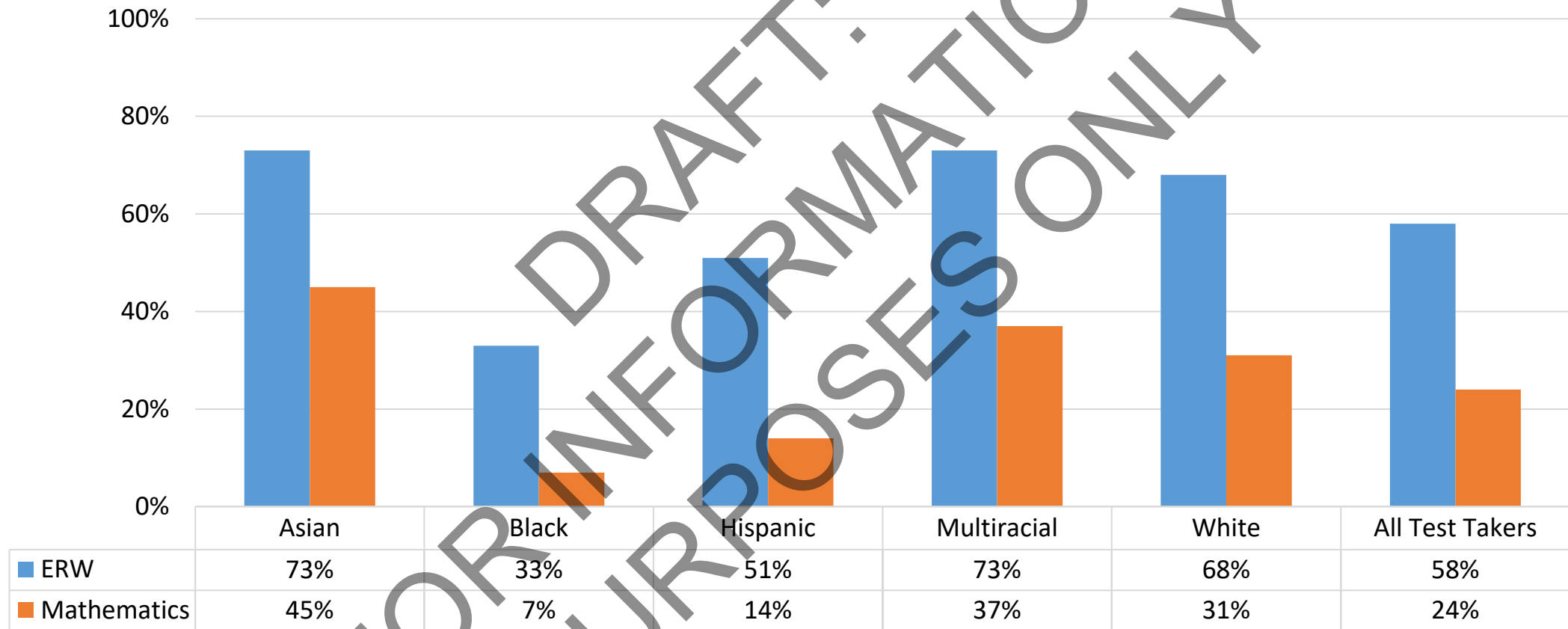
PSAT/NMSQT – VBCPS Participation Rates: Five-Year Trend 2022



11th Grade PSAT/NMSQT – Percent Meeting Benchmark October 2022



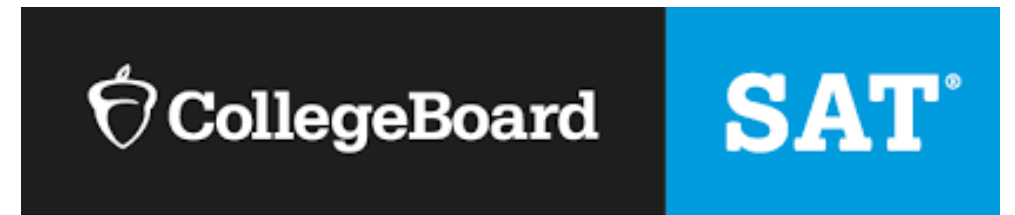
11th Grade PSAT/NMSQT – Percent Meeting Benchmark by Student Group October 2022



SAT

- Developed and administered by College Board.
- Administered on Saturdays at various VBCPS high schools.
- Students pay all fees and must provide transportation to testing location.
 - Fee waivers are available through College Board.
- Three tests*
 - Reading
 - Writing
 - Mathematics

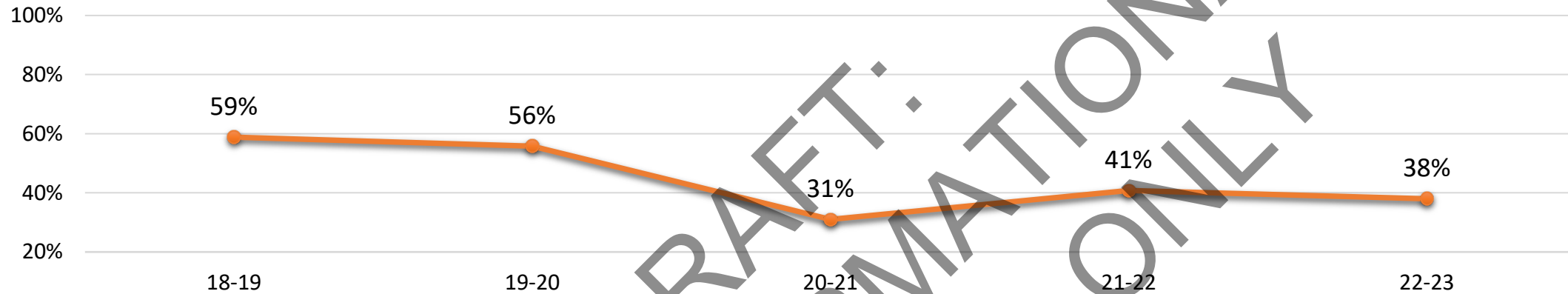
ERW



*There is an optional essay.

SAT Participation

Percentage of VBCPS of Graduates* by Year Who Took the SAT – Five-Year Trend

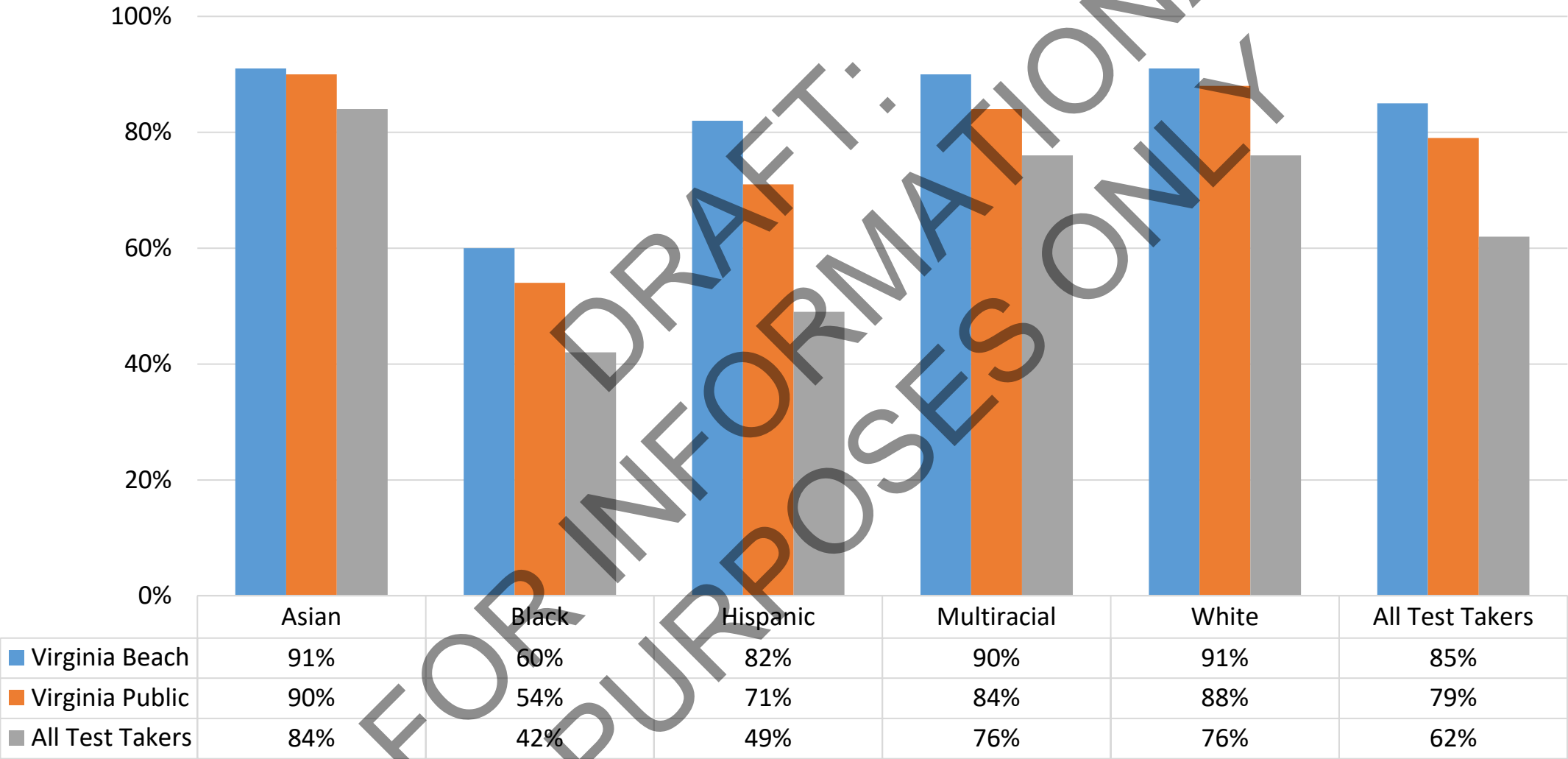


*Graduates are students who are reported by VDOE to have earned a standard, advanced studies, applied studies, or IB diploma.

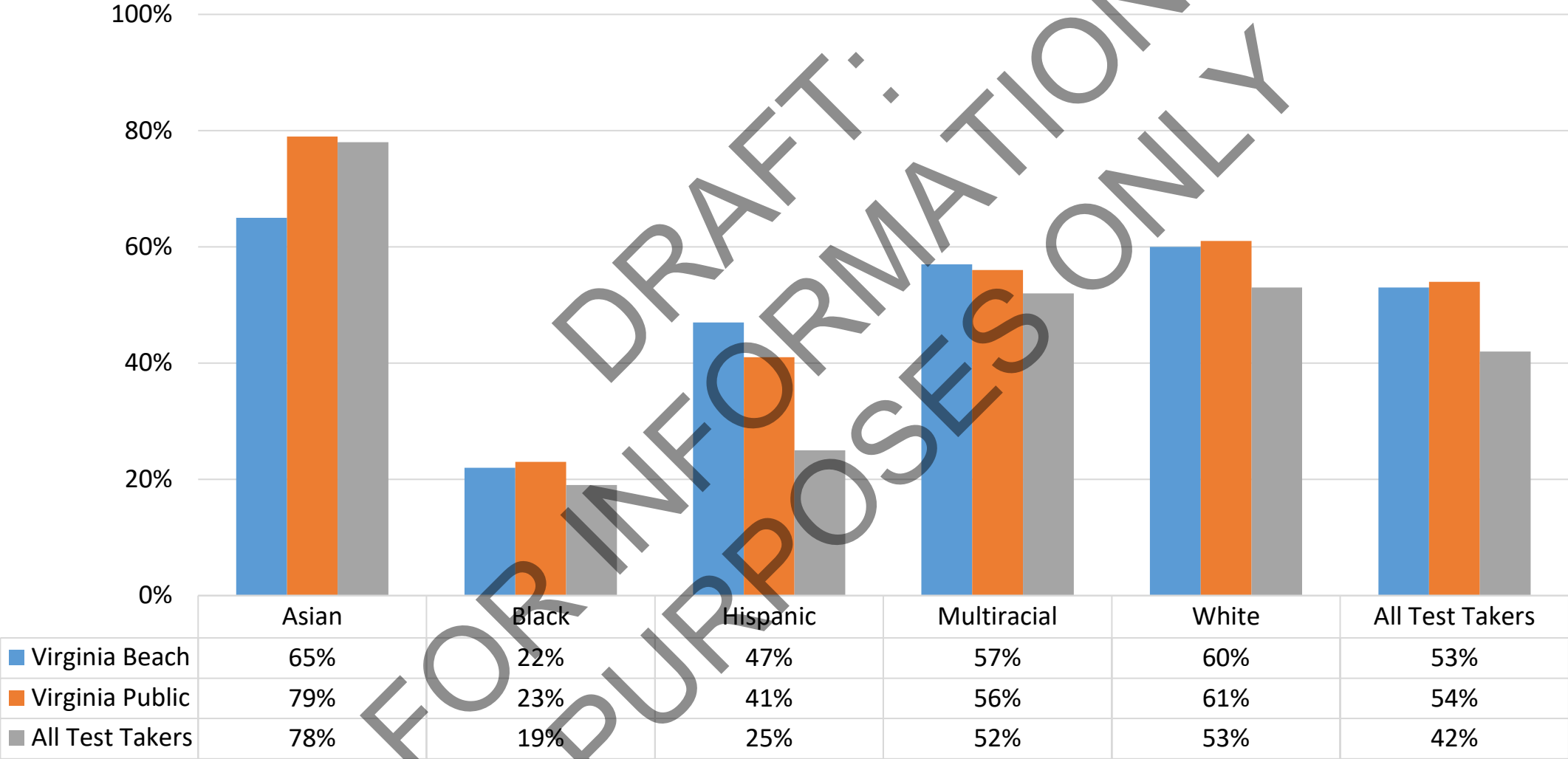
SAT Test Taker Characteristics – Class of 2023

Student Group	VBCPS Total	VBCPS	Virginia Public	Total Group
Asian	202	11%	13%	10%
Black	293	15%	16%	12%
Hispanic	215	11%	12%	24%
Multiracial	174	9%	7%	4%
White	1,004	52%	48%	39%
No Response	31	2%	4%	10%

SAT – Comparisons by Student Group for the Class of 2023: Percent of Students Meeting ERW Benchmark



SAT – Comparisons by Student Group for the Class of 2023: Percent of Students Meeting Math Benchmark



ACT

- Administered on Saturdays at various VBCPS high schools.
- Students pay all fees and must provide transportation to testing location.
 - Fee waivers are available through ACT.
- Four sections*
 - English
 - Mathematics
 - Reading
 - Science

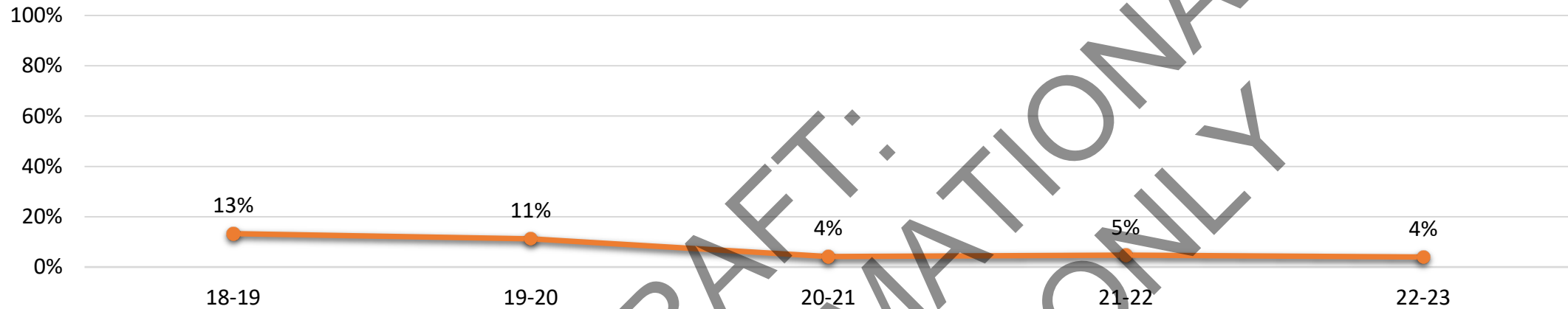
*There is an optional writing section.



ACT Participation

20

Percentage of VBCPS Graduates* by Year Who Took the ACT – Five-Year Trend

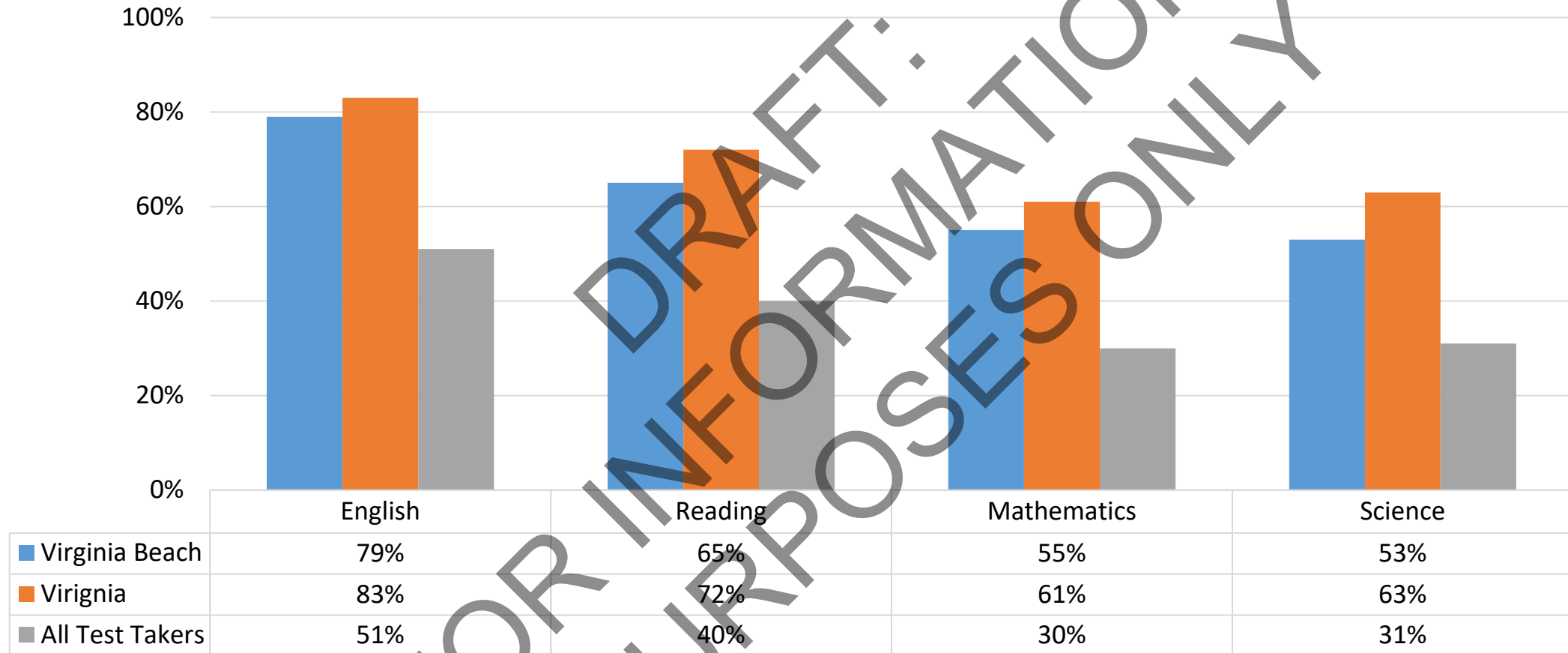


*Graduates are students who are reported by VDOE to have earned a standard, advanced studies, applied studies, or IB diploma.

ACT Test Taker Characteristics – Class of 2023

Student Group	VBCPS Total	VBCPS	Virginia	Total Group
Asian	16	7%	12%	4%
Black	30	14%	11%	12%
Hispanic	18	8%	8%	17%
Multiracial	17	8%	6%	5%
White	128	58%	57%	52%
No Response	10	5%	7%	8%

ACT – Comparisons by Student Group for the Class of 2023: Percent of Students Meeting the Benchmark by Subject



Summary

- **Participation in Assessments**

- AP exam participation remained the same and PSAT participation increased slightly.
 - VBCPS students participating in AP exams and PSAT have been higher than the state and nation.
- Participation on the SAT and ACT decreased slightly.

- **Overall Performance on Assessments**

- 59% of AP exam scores were 3 or higher.
- 58% of students met the ERW and 24% met the math benchmark on the PSAT.
- 85% of students met the ERW and 53% met the math benchmark on the SAT.
- Performance on SAT ERW section was higher than Virginia, while performance on other assessments was lower.
- Students who completed Algebra II or advanced classes prior to the PSAT and SAT performed better.

- **Performance by Student Group**

- For all assessments, Black students in VBCPS had the lowest percentages meeting benchmarks.
- Hispanic and Multiracial students in VBCPS had higher percentages of students meeting both SAT benchmarks compared to Virginia and All Test Takers.



College Coursework and Readiness Assessments

Planning, Innovation, and Accountability
Office of Research and Evaluation

Questions?



Subject: Resolution: Black History Month **Item Number:** 14A1

Section: Consent **Date:** Jan. 23, 2024

Senior Staff: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Prepared by: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Presenter(s): Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Recommendation:

That the School Board approve a resolution recognizing February 2024 as Black History Month. African Americans have made considerable contributions to our country. Their commitments and achievements embody the American spirit and pursuit of excellence. It is imperative that we acknowledge the contributions made by African Americans despite struggles for freedom and equality.

Background Summary:

This national observance had its origin in 1915, when historian and author Dr. Carter G. Woodson founded the Association for the Study of Negro Life and History, currently known as the Association for the Study of African American Life and History (ASALH). He selected February for several reasons, in that this month has an enormous significance in African American history. First, it is in celebration of the birth of two historical figures, President Abraham Lincoln (Feb. 12) and Frederick Douglass (Feb. 14), who had a great impact on the African American population. Other noteworthy persons or events whereby the month of February is significant are: the birthday of W.E.B. Dubois, Civil Rights leader and co-founder of the National Association for the Advancement of Colored People (NAACP); the passage of the 15th Amendment to the United States Constitution, which gave African Americans the right to vote; the first African American senator Hiram R. Revels took office; and the NAACP was founded.

In 1975, President Gerald R. Ford Jr. issued a message on the observance of Black History Week urging all Americans to “recognize the important contribution made to our nation’s life and culture by Black citizens.” In 1976, this commemoration of Black history in the United States was expanded to Black History Month, also known as African American History Month. In subsequent years, presidents have proclaimed February to honor African Americans as Black History Month.

Source:

Public Law 99-244

<https://www.blackhistorymonth.gov/about>

Budget Impact:

None

RESOLUTION
Black History Month
February 2024

WHEREAS, African American History is recognized across the United States and Canada in February every year; and highlights the accomplishments and contributions of African, African American, Pan-African people; and

WHEREAS, many African Americans lived, toiled, and died in obscurity, never achieving the recognition those individuals deserved, and yet paved the way for future generations to succeed; and

WHEREAS, in the face of injustices, people of good will and of all races in the United States have distinguished themselves with a commitment to the noble ideals on which the United States was founded and have fought courageously for the rights and freedom of African Americans and others; and

WHEREAS, African Americans continue to serve the United States at the highest levels of education, healthcare, business, government, and the military; and

WHEREAS, it is imperative for the good of our nation that schools continue to build awareness and understanding of African American role models whose commitments and achievements embody the American spirit and pursuit of excellence; and acknowledge the contributions made by African Americans despite struggles for freedom and equality; and

WHEREAS, Virginia Beach City Public Schools, through implementation of the strategic framework and educational equity plan, strives to provide barrier-free access to authentic learning experiences for all students; and

WHEREAS, the School Board of the City of Virginia Beach, through its core values, emphasizes the importance of valuing differences within our school division;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of February 2024 as Black History Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school and community activities that highlight Black History not only during February, but throughout the entire year, and be it

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

Adopted by the School Board of the City of Virginia Beach this 23rd day of January, 2024



Subject: Resolution: Career and Technical Education Month **Item Number:** 14A2

Section: Consent **Date:** Jan. 23, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director of Technical and Career Education

Recommendation:

That the School Board approve a resolution recognizing February 2024 as Career and Technical Education Month.

Background Summary:

Career and technical education, or CTE, is education that directly prepares students for high-wage, high-demand careers. CTE programs cover many different fields, including health care, information technology, advanced manufacturing, hospitality, and management, and many more career clusters. CTE also encompasses many different types of education, from classroom learning to certification programs to work-based learning opportunities outside the classroom.

Career and Technical Education Month®, or CTE Month®, is a public awareness campaign that takes place each February to celebrate the value of CTE and the achievements and accomplishments of CTE programs across the country.

Source:

Association of Career and Technical Education (ACTE) [CTE Month® - ACTE \(acteonline.org\)](https://acteonline.org)

Budget Impact:

N/A

RESOLUTION
Career and Technical Education Month
February 2024

WHEREAS, every student in Virginia Beach should graduate from high school prepared for success in life; and

WHEREAS, career and technical education allows students to explore multiple pathways to postsecondary readiness through high-quality work-based learning experiences, workforce training, college preparation, and earning industry-recognized credentials; and

WHEREAS, career and technical education is the foundation of a strong, well-educated workforce, which fosters productivity in industry and contributes to Virginia’s leadership in the international marketplace; and

WHEREAS, career and technical education offers lifelong learning opportunities that provide individuals with career choices, expanded earning potential, and greater job satisfaction; and

WHEREAS, the cooperative and ever-increasing efforts between career and technical educators, administrators, and representatives of business and industry stimulate the growth of our local, regional, state, and national economies by preparing students for careers in high-demand, high-skill, and high-wage fields; and

WHEREAS, the national theme of Career and Technical Education Month “Celebrate Today, Own Tomorrow!” demonstrates the crucial role that career and technical education plays in readying Virginia Beach students for successful careers;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of February 2024 as Career and Technical Education Month in Virginia Beach City Public Schools; and be it

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

Adopted by the School Board of the City of Virginia Beach this 23rd day of January, 2024

Kimberly A. Melnyk, School Board Chair

S E A L

Donald E. Robertson Jr., Acting Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: National School Counseling Week **Item Number:** 14A3

Section: Consent **Date:** Jan. 23, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Robert B. Jamison, Executive Director of Student Support Services

Presenter(s): Robert B. Jamison, Executive Director of Student Support Services

Recommendation

That the School Board approve a resolution in observance of February 5-9, 2024, as National School Counseling Week.

Background Summary:

National School Counseling Week 2024 (#NSCW24) is Feb. 5-9, 2024, to focus public attention on the unique contribution of school counselors within U.S. school systems. National School Counseling Week, sponsored by the American School Counselor Association (ASCA), highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career. National School Counseling Week is always celebrated the first full week in February. The 2024 theme is "School Counseling: Standards-Based, Student-Focused."

Source:

None

Budget Impact:

None

RESOLUTION
National School Counseling Week
Feb. 5 – 9, 2024

WHEREAS, the week of Feb. 5 – 9, 2024, is set aside to honor the contributions school counselors have made to help students reach their full potential; and

WHEREAS, Virginia Beach City Public Schools school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

WHEREAS, school counselors help families focus on ways to further the educational, personal, and social growth of their children; and

WHEREAS, school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

WHEREAS, school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school and life;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognize the first full week of February 2024 as National School Counseling Week in Virginia Beach City Public Schools; and be it

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

Adopted by the School Board of the City of Virginia Beach this 23rd day of January, 2024

Kimberly A. Melnyk, School Board Chair

SEAL

Donald E. Robertson Jr., Acting Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: School Crossing Guard Appreciation Day **Item Number:** 14A4

Section: Consent **Date:** Jan. 23, 2024

Senior Staff: Jack Freeman, Chief Operations Officer

Prepared by: Thomas A. DeMartini, Director of Security and Emergency Management

Presenter(s): Thomas A. DeMartini, Director of Security and Emergency Management

Recommendation:

That the School Board approve a resolution recognizing Feb. 7, 2024, as School Crossing Guard Appreciation Day.

Background Summary:

Crossing Guard Appreciation Day (CGAD) is a statewide event devoted to saying thank you to those who help students cross the street safely on their way to and from school. CGAD has been celebrated in Virginia since 2014.

Source:

Policy 4-73

Budget Impact:

N/A

RESOLUTION
School Crossing Guard Appreciation Day
Feb. 7, 2024

WHEREAS, school crossing guards play a vital role in keeping children safe on their way to and from school, and must have a deep sense of responsibility, a great deal of character and an excellent relationship with children; and

WHEREAS, school crossing guards support the City of Virginia Beach Police Department with community safety and are the guardians of the crosswalk; and

WHEREAS, school crossing guards' presence makes drivers more aware of the increased pedestrian traffic in the area and guides children in learning the best practices for walking and bicycling near roadways; and

WHEREAS, school crossing guards are dedicated individuals who are on duty each school day, rain or shine, greeting students, parents and staff; and

WHEREAS, Virginia Beach City Public Schools (VBCPS) is proud of the district's school crossing guards and commends them highly for their commitment to the safety and well-being of our children; and

WHEREAS, the safety and security of our young people is a top priority to VBCPS, and the hardworking school crossing guards of our division deserve our heartfelt gratitude for their service to our community;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes Feb. 7, 2024, as School Crossing Guard Appreciation Day; and be it

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

Adopted by the School Board of the City of Virginia Beach this 23rd day of January 2024

Kimberly A. Melnyk, School Board Chair

SEAL

Donald E. Robertson Jr., Acting Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Religious Exemption **Item Number:** 14B

Section: Consent **Date:** Jan. 23, 2024

Senior Staff: Matthew D. Delaney, Chief Schools Officer

Prepared by: Richard Sidone, Student Conduct/Services Acting Coordinator

Presenter(s): Leeane Turnbull, Director, Office of Student Leadership

Recommendation:

That the School Board approve Religious Exemption RE-23-15.

Background Summary:

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

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

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

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

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

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

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

Source:

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

Budget Impact:

None



Subject: Personnel Report **Item Number:** 15A

Section: Action **Date:** Jan. 23, 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 23, 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 23, 2024
2023-2024

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	1/10/2024	Jazmyne Santiago	Special Education Assistant	Not Applicable	Childtime Learning Center, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	1/10/2024	Jonathan M Ballew	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	1/10/2024	Priscilla L Parker	Custodian I	Not Applicable	VBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	1/5/2024	Kwanze Woodhouse	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	1/8/2024	Nasya U Brown	Cafeteria Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	1/10/2024	Chona C Alabaso	Special Education Assistant	Tidewater Community College, VA	VBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	1/17/2024	Yenny L Cano	Special Education Assistant	American Military University, WV	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	1/8/2024	Lamont W Hudson	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	1/10/2024	Mozella Dunson	Custodian I	Not Applicable	VBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	1/5/2024	Rachel R Bain	Physical Education Assistant	University of North Texas, TX	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	1/5/2024	Adenna Gibson	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	1/2/2024	Maria C Covington	Baker/Cook	Not Applicable	VBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	1/5/2024	Alexis Fogg	School Nurse, .400	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	1/10/2024	Joan G Domingo	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	1/17/2024	Pia A Rogers	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	1/10/2024	Mark Cole	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	1/16/2024	Jasmine M Childs	Special Education Assistant	Not Applicable	Pleasant Valley Middle School, KS
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	1/18/2024	Lindsay N Malachi	School Improvement Specialist MS	Old Dominion University, VA	VBPS
Assigned to Unified Salary Scale	Appointments - High School	Bayside	1/7/2024	Faye M Gorham	Baker/Cook	Not Applicable	VBPS
Assigned to Unified Salary Scale	Appointments - High School	Bayside	1/5/2024	Jaileghsa A Blakeney	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Bayside	1/10/2024	Mia Bland	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	1/4/2024	Berlin Vowell	Baker/Cook	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	1/10/2024	Anthony Goodall	Security Assistant	Boston University, MA	VBPS
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	1/10/2024	John H Knight II	Special Education Assistant	Liberty University, VA	Surry County Public Schools, VA
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	1/8/2024	Rachel N McElain	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	1/8/2024	Aisha E Samkoh	Custodian I	Not Applicable	Groton Public Schools, CT
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Communications & Community Engagement	1/29/2024	Ryan DeLucie	Coordinator Public Relations II	University of Virginia, VA	VBPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	1/8/2024	Victoria E Davis	Administrative Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Consolidated Benefits	1/2/2024	Erica L Hunter	Benefits Specialist II	Southern New Hampshire Univ, NH	VBPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	1/8/2024	Anton J Preston	Project Manager - Construction	Old Dominion University, VA	SAW Contracting, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	1/16/2024	Michael J Craig	Building Manager	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Purchasing Services	1/2/2024	Alicia D Smith	Coordinator Purchasing	Southern New Hampshire Univ, NH	VBPS
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	Pembroke	1/17/2024	Nick Walker	Cafeteria Assistant, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	1/19/2024	Barbara J Knarr	School Nurse (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Seatack	12/21/2023	Regina M Smith	School Nurse (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Three Oaks	1/19/2024	Isalah Williams	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Three Oaks	1/31/2024	Tiffany D Murray	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	1/5/2024	Jessica Hollowell	Cafeteria Assistant, 6.0 Hours (regular contract to temporary)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	First Colonial	1/12/2024	Audra L Heffren	Distance Learning Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	1/15/2024	Sabrina I Gordon	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	1/12/2024	Ashton Forbes	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	1/22/2024	LaShonda D Knox	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	1/30/2024	Vivian T Garuffi	Security Assistant (regular contract to temporary)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	1/16/2024	LaTonya D Butts	Administrative Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	1/5/2024	Elizabeth A LaBar	School Social Worker, .500 (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	1/31/2024	Mariana B Miller	School Social Worker (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	1/5/2024	Glenda Dean	Bus Assistant, 7.5 Hours (health)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	1/5/2024	Amanda Jackson	Bus Driver - Special Ed, 6.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	1/9/2024	Nash D Johnson	Bus Assistant, 6.5 Hours (career enhancement opportunity)	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	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	1/25/2024	Sheri L Handling	Bus Driver, 6.5 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Technical And Career Education Center	1/2/2024	Mathew R Augustinsky	Technology Support Technician (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Landstown	2/29/2024	Alexandra Garland	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Lynnhaven	1/31/2024	Phyllis L Holloway	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Brandon	12/21/2023	Mary E Roberts	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Budget & Finance	1/31/2024	Elizabeth Berrios	Financial Assistant	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	1/10/2024	Sharon S Shockley	Kindergarten Teacher	Regent University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	1/10/2024	Deldre L Harmon	Fifth Grade Teacher	Old Dominion University, VA	Atlantic Shores Christian School, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke Meadows	1/10/2024	Amanda M Farish	First Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont Forest	1/2/2024	Michelle D Hess	Special Education Teacher	Southern New Hampshire Univ, NH	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	1/5/2024	Hannah L St Clair	Fourth Grade Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	1/5/2024	Rachel Szamatowicz	First Grade Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	1/10/2024	Tiffany N Cartwright	Eighth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	1/5/2024	Heather Garvis	Seventh Grade Teacher	Old Dominion University, VA	Northampton County Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	1/5/2024	Tabitha Bialas	Special Education Teacher	West Virginia University, WV	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	1/17/2024	Madison R Koch	Special Education Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	1/5/2024	Katherine A Malone	Social Studies Teacher	Univ of Missouri Kansas City, MO	Lees Summit R7 School District, MO
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	1/8/2024	Jessica S Hussein	Special Education Teacher	Purdue University Ft Wayne, IN	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	1/10/2024	Tyler E Smith	Social Studies Teacher	Shenandoah University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	1/10/2024	Summer D Paradiso	Art Teacher	Old Dominion University, VA	VBPS
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	1/10/2024	Evan Headrick	Music/Instrumental Teacher, .400	Univ of Tennessee Knoxville, TN	Univ County Public Schools, NC
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	1/10/2024	Leonard J Zimmermann	Social Studies Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Gifted Education & Academy Programs	1/22/2024	Josyl Isaac	English Second Language	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	1/2/2024	Brooks E Burside	Fifth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Brookwood	1/16/2024	Keisha A Rawls	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Brookwood	1/12/2024	Maria Bayse	First Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Glenwood	1/12/2024	Rachel A Frattarelli-Clark	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville Meadows	1/12/2024	Mikayla S Cypress	School Counselor (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Seatack	1/11/2024	Lisa R Anderson Riley	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Thalia	1/16/2024	Nicole LaFlamme	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	1/30/2024	Hannah Ruth V Passmore	Sixth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	2/9/2024	Pamela S Legault	Fifth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	1/26/2024	Allyson Gunderman	Mathematics Teacher, .400 (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	12/11/2023	Jacqueline M Fiedler	Social Studies Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	1/19/2024	Christopher T Vaughan	Eighth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Bayside	2/29/2024	Katherine B Knapp	Instructional Technology Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Larkspur	6/30/2024	Kathryn E Belanger-Barber	Literacy Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Virginia Beach	6/30/2024	Mark Mugler	Sixth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Other Employment Actions - Middle School	Landstown	1/31/2024	Allen M Bostian	Health & Physical Education Teacher (Employee changed retirement date from 1/26/2024 to 1/31/2024)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Other Employment Actions - Middle School	Virginia Beach	1/31/2024	Brittney K Harvey	Sixth Grade Teacher (Employee changed separation date from 3/1/2024 to 1/31/2024)	Not Applicable	Not Applicable
Administrative	Appointments - Elementary School	Holland	TBD	Christine A McCune	Assistant Principal	Lamar University, TX	VBPS
Administrative	Appointments - Miscellaneous	Department of School Leadership	TBD	Teri A Breaux	Director Elementary Schools	Virginia Tech, VA	VBPS
Administrative	Appointments - Miscellaneous	Department of Teaching and Learning	3/25/2024	Abigail J Dougherty	Coordinator PreK-12	University of Virginia, VA	LETMS, VA



Subject: Closed Session Item Number: 17

Section: Closed Session Date: Jan. 23, 2024

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph, 1, 2, 3, 7, and 8 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system.
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. Superintendent Search: Discussion regarding Superintendent Contract and related matters
- B. Discussion with staff regarding status of certain matters related to real property related to educational services
- C. Status of certain student related investigations and related matters
- D. Status of pending litigation or administrative cases.
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

N/A

Decorum and Order-School Board Meetings 1-48

School Board of the City of Virginia Beach
Bylaw 1-48

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The

School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting
- Other conduct that violates decorum and order as determined by the Chair or designee

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

D. Other methods of communicating with the School Board

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including SchoolBoard@VBCPSBoard.com 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.