



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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Donald E. Robertson, Ph.D., Superintendent

School Board Regular Meeting Proposed Agenda
Tuesday, February 27, 2024

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

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

Attendee link: https://us02web.zoom.us/join/wn_04GVqqxKSvGHs8bRWduZA Call-in (301) 715-8592 ID 811 5407 7050

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 February 26, 2024.

- 1. Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 3:00 p.m.***
 - A. School Board Administrative Matters and Reports* (*Meeting time changed; Updated 2/22/2024)
 *Special Presentation of Appreciation to School Board
 - B. Strategic Plan Update
 - C. Budget/CIP Workshop #3
- 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**
- 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. February 6, 2024 Special School Board Meetings Added 02/25/2024
 - B. February 13, 2024 Regular School Board Meeting
- 11. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the February 27, 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 February 27, 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. February 27, 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. Interim Financial Statements – January 2024
- B. Policy Review Committee (PRC) Recommendations:
 - 1. Bylaw 1-12/Oath of Office
 - 2. Bylaw 1-13/Orientation/In-Service Programs
 - 3. Policy 2-42/School Support Process
 - 4. Policy 2-50/ Appointment/Reappointment and Reclassification
 - 5. Policy 5-45/Use of Drugs, Alcohol, Tobacco Products and Nicotine Vapor or Alternative Nicotine Products
 - 6. Policy 6-69/Psychological Services
 - 7. Policy 7-43/Fund-Raising by Students
 - 8. Policy 7-48/Community Use of School Facilities/Generally
- C. Renaissance Academy Alternative Education Program: Year-One Implementation Evaluation

13. Return to public comments if needed

14. Consent Agenda

- A. Resolutions:
 - 1. Women’s History Month
 - 2. Fine Arts in our Schools Month
 - 3. VSBA Students and Schools in Challenging Environments Month
 - 4. National School Social Work Week
 - 5. Read Across America
- B. Policy Review Committee (PRC) Recommendations:
 - 1. Policy 6-60/Textbooks
 - 2. Policy 6-67/Social Work Services
 - 3. Policy 6-79/Homebound Services
- C. Old Donation School Selection Process
- D. VBCPS Technical & Career Education Center Welding Lab Renovations

15. Action

- A. Personnel Report / Administrative Appointments **Updated 03/04/2024**
- B. Policy Review Committee (PRC) Recommendations:
 - 1. Bylaw 1-9/Qualifications
 - 2. Policy 6-65/Library Media Centers/Professional Libraries
- C. School Board Committee Assignment Modifications for Term Ending June 30, 2024

16. Committee, Organization or Board Reports

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

18. Adjournment



Subject: Strategic Plan Update Item Number: 1B

Section: Administrative, Informal, and Workshop Date: Feb. 27, 2024

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director – Planning, Innovation, and Accountability

Prepared by: Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive an update on the division's strategic framework, *Compass to 2025*, including an overview of the 2022-2023 navigational markers identified to monitor progress and performance, highlights related to the strategic priorities for the 2023-2024 school year as well as an update on the planning process for the next strategic framework.

Background Summary:

Compass to 2025 is the division's five-year strategic framework that has been in place since July 1, 2020. On an annual basis, strategic priorities are identified to assist schools in advancing the work in the framework. Updates are provided to the School Board through a variety of workshops and presentations throughout the school year. The navigational markers were identified as part of the strategic planning process and were initially introduced to the School Board at the July 2020 retreat.

Source:

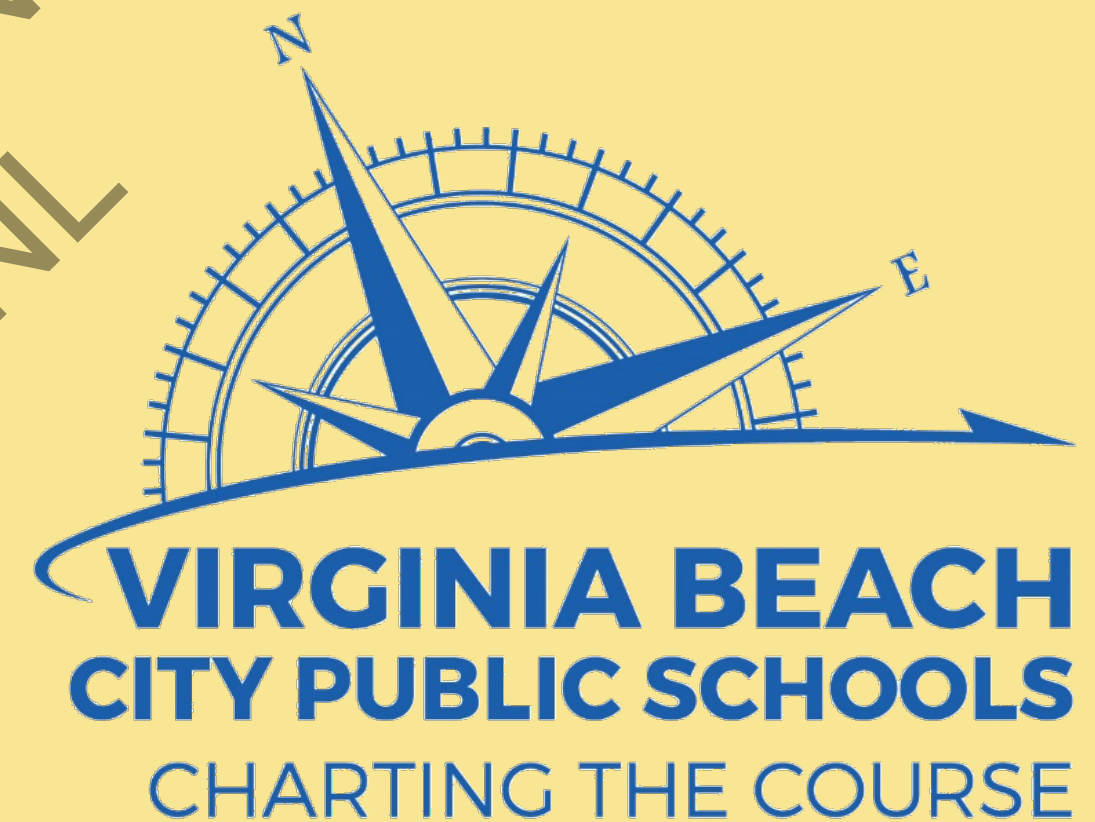
Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement
School Board Regulation 7-21.7

Budget Impact:

None

Strategic Plan Update

School Board Workshop – February 27, 2024
Office of Planning, Innovation, and Accountability

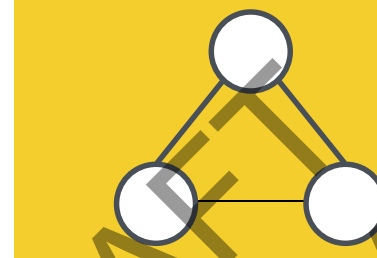


Workshop Overview



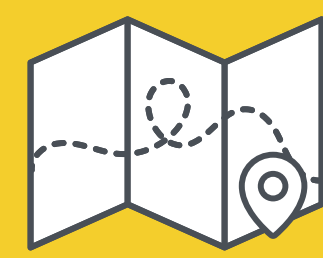
Review Navigational Markers

- Metrics aligned to goal areas
- Annual summary of data from 2022-2023



Highlight Strategic Actions

- Educational Equity
- Integrated Systems of Support
- Creating Future-Ready Learners



Share Update on Planning Process

- Themes from the public input process
- Focus group findings
- Next Steps

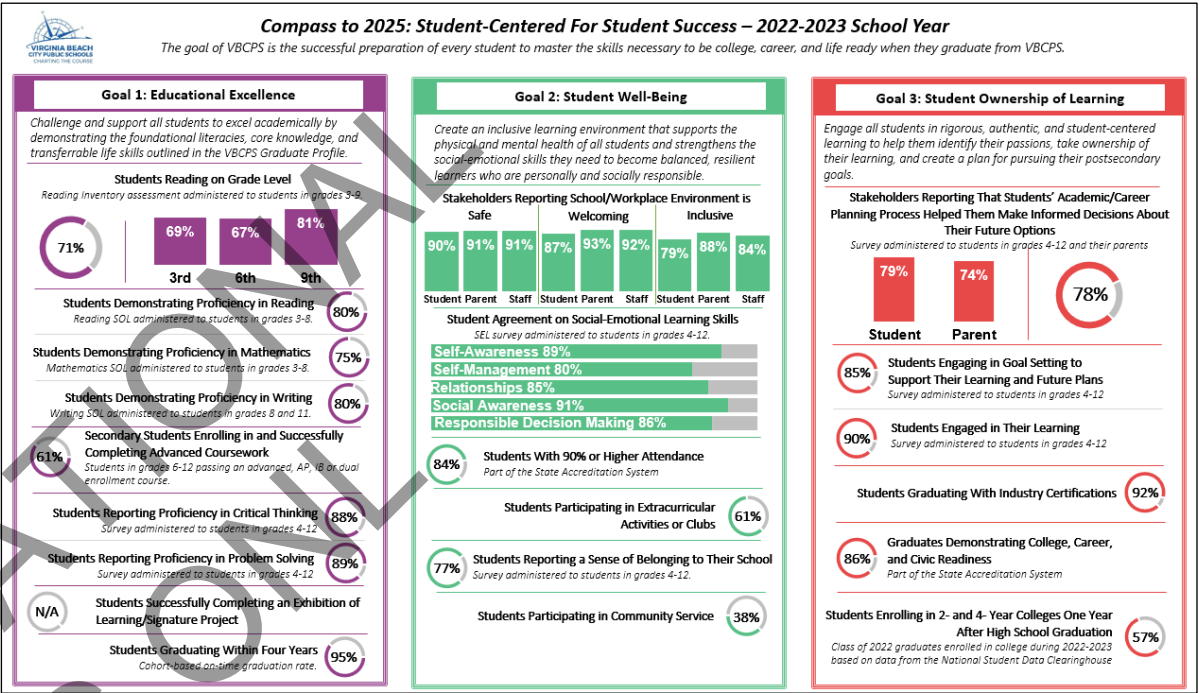
Compass to 2025

Navigational Markers

- High level indicators aligned to goals
- Developed as part of the strategic planning process
- Data reviewed on an ongoing basis
- Final summary provided on an annual basis
- For summary purposes:
 - **Slight change** = 2 percentage points
 - **Small change** = 3 to 4 percentage points
 - **Notable change** = 5 or more percentage points



Annual Snapshot



Multiple Year Report Overall and by Student Group

Compass to 2025 Navigational Markers by Year												
Division - Overall												
Goal 1: Educational Excellence												
	2020-21	2021-22	2022-23									
Students Reading on Grade Level - Grades 3-9	70%	71%	71%									
Students Reading on Grade Level - Grade 3	68%	69%	69%									
Students Reading on Grade Level - Grade 6	66%	67%	67%									
Students Reading on Grade Level - Grade 9	78%	80%	81%									
Students Demonstrating Proficiency in Reading	81%	81%	80%									
Students Demonstrating Proficiency in Mathematics	74%	75%	75%									
Students Demonstrating Proficiency in Writing	82%	82%	80%									
Secondary Students Enrolling in and Successfully Completing Advanced Coursework	64%	64%	61%									
Students Reporting Proficiency in Critical Thinking	89%	88%	88%									
Students Reporting Proficiency in Problem Solving	90%	89%	89%									
Students Graduating Within Four Years	95%	95%	95%									
Goal 2: Student Well-Being												
	2020-21	2021-22	2022-23									
Students Reporting School is Safe	85%	81%	82%									
Parents Reporting School is Safe	96%	94%	91%									
Staff Reporting Workplace is Safe	96%	93%	91%									
Students Reporting School is Welcoming	89%	89%	87%									
Parents Reporting School is Welcoming	96%	94%	92%									
Staff Reporting Workplace is Welcoming	94%	92%	92%									
Students Reporting School is Inclusive	81%	80%	78%									
Parents Reporting School is Inclusive	91%	90%	88%									
Staff Reporting Workplace is Inclusive	87%	85%	84%									
Student Agreement on Social-Emotional Learning Skills: Self-Awareness	80%	80%	80%									
Student Agreement on Social-Emotional Learning Skills: Self-Management	81%	79%	80%									
Student Agreement on Social-Emotional Learning Skills: Relationship	88%	85%	85%									
Student Agreement on Social-Emotional Learning Skills: Social Awareness	84%	82%	82%									
Student Agreement on Social-Emotional Learning Skills: Responsible Decision Making	87%	85%	86%									
Students with 90% or Higher Attendance	89%	81%	84%									
Students Participating in Extracurricular Activities or Clubs	64%	58%	61%									
Students Reporting a Sense of Belonging to Their School	81%	79%	77%									
Students Participating in Community Service	31%	25%	21%									
Goal 3: Student Ownership of Learning												
	2020-21	2021-22	2022-23									
Students Reporting the Academic/Career Planning Process Helped Them Make Informed Decisions About Their Future	79%	82%	79%									
Parents Reporting the Academic/Career Planning Process Helped Students Make Informed Decisions About Their Future	90%	70%	74%									
Students and Parents Reporting the Academic/Career Planning Process Helped Students Make Informed Decisions About Their Future	80%	80%	78%									
Students Engaging in Goal Setting to Support Their Learning and Future Plans	84%	85%	88%									
Students Engaged in Their Learning	89%	90%	90%									
Students Graduating With Industry Certifications	81%	91%	92%									
Graduates Demonstrating College, Career, and Civic Readiness	74%	83%	86%									
Students Enrolling in 2- and 4-Year Colleges One Year After High School Graduation	54%	54%	57%									
Goal 4: An Exemplary, Diversified Workforce												
	2020-21	2021-22	2022-23									
Demographic: Black Students	23%	23%	23%									
Demographic: Black Instructional Staff	10%	11%	11%									
Demographic: Black Administrators	20%	20%	20%									
Demographic: Hispanic Students	13%	13%	14%									
Demographic: Hispanic Instructional Staff	4%	4%	4%									
Demographic: Hispanic Administrators	3%	3%	3%									
Demographic: Multiracial Students	10%	11%	11%									
Demographic: Multiracial Instructional Staff	1%	1%	2%									
Demographic: Multiracial Administrators	2%	2%	3%									

Compass to 2025 Navigational Markers by Student Group												
Division - All Schools												
Indicator	Year	All	Females	Males	Asian	Black	Hispanic	Mult	White	WGL	Encls	
ed - Grades 3-9	20-21	70%	73%	67%	80%	53%	64%	72%	77%	—	—	
	21-22	71%	74%	69%	82%	54%	65%	74%	79%	—	—	
	ed - Grade 3	20-21	68%	72%	64%	70%	51%	62%	68%	70%	23%	54%
		21-22	68%	71%	65%	81%	50%	61%	73%	70%	24%	56%
ed - Grade 6	20-21	66%	68%	63%	75%	49%	62%	68%	73%	21%	53%	
	21-22	67%	69%	64%	76%	49%	63%	67%	70%	24%	53%	
ed - Grade 9	20-21	78%	80%	76%	85%	65%	74%	80%	84%	—	—	
	21-22	80%	82%	79%	88%	63%	76%	87%	87%	—	—	
ency in Reading	20-21	—	—	—	—	—	—	—	—	—	—	
	21-22	81%	83%	79%	90%	66%	77%	83%	88%	85%	71%	
ency in Mathematics	20-21	—	—	—	—	—	—	—	—	—	—	
	21-22	75%	75%	75%	90%	55%	69%	77%	84%	79%	62%	
ency in Writing	20-21	—	—	—	—	—	—	—	—	—	—	
	21-22	74%	80%	69%	91%	55%	72%	79%	82%	79%	62%	
ly Completing Rigorous Coursework	20-21	64%	68%	60%	81%	47%	57%	65%	73%	20%	50%	
	21-22	64%	67%	60%	80%	46%	57%	64%	72%	21%	50%	
in Critical Thinking	20-21	89%	89%	88%	93%	88%	89%	89%	89%	—	—	
	21-22	88%	89%	89%	92%	87%	88%	88%	89%	—	—	
in Problem Solving	20-21	90%	91%	90%	94%	90%	89%	89%	91%	—	—	
	21-22	89%	90%	90%	93%	89%	87%	88%	91%	—	—	
or Years	20-21	95%	97%	93%	97%	92%	94%	96%	93%	94%	—	
	21-22	95%	97%	93%	97%	92%	94%	96%	93%	94%	—	
Student Well-Being												
Indicator	Year	All	Females	Males	Asian	Black	Hispanic	Mult	White	WGL	Encls	
Safe	20-21	85%	86%	85%	97%	59%	64%	95%	90%	—	—	
	21-22	81%	82%	82%	93%	51%	68%	91%	92%	—	—	
Welcoming	20-21	89%	89%	89%	95%	83%	92%	92%	93%	—	—	
	21-22	89%	89%	89%	95%	82%	92%	92%	93%	—	—	
Inclusive	20-21	83%	83%	83%	85%	86%	85%	80%	82%	84%	—	
	21-22	80%	81%	83%	84%	80%	77%	78%	83%	—	—	
Self-Awareness Skills	20-21	80%	80%	80%	92%	51%	69%	89%	91%	—	—	
	21-22	89%	91%	92%	90%	88%	89%	90%	—	—	—	
Self-Management Skills	20-21	82%	81%	83%	85%	81%	80%	80%	83%	—	—	
	21-22	79%	79%	81%	82%	77%	78%	77%	81%	—	—	
Relationship Skills	20-21	89%	90%	89%	97%	89%	97%	97%	90%	—	—	
	21-22	89%	89%	89%	93%	81%	83%	84%	89%	—	—	

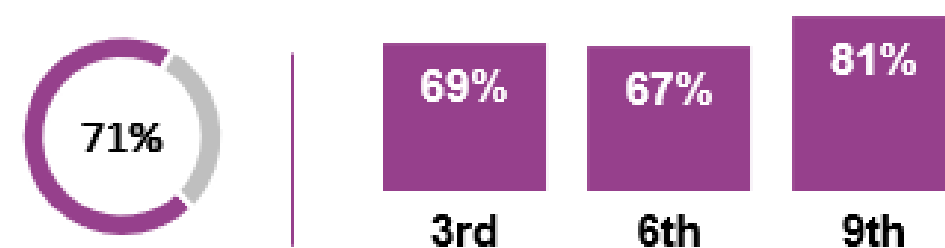
© Data not reported for student groups with less than 10 students.
Any disadvantaged information not collected on student surveys.

Goal 1: Educational Excellence

Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile.

Students Reading on Grade Level

Reading Inventory assessment administered to students in grades 3-9.



Students Demonstrating Proficiency in Reading

Reading SOL administered to students in grades 3-8.



Students Demonstrating Proficiency in Mathematics

Mathematics SOL administered to students in grades 3-8.



Students Demonstrating Proficiency in Writing

Writing assessments administered to students in grades 8 and 11.



Secondary Students Enrolling in and Successfully Completing Advanced Coursework

Students in grades 6-12 passing an advanced, AP, IB or dual enrollment course.



Students Reporting Proficiency in Critical Thinking

Survey administered to students in grades 4-12



Students Reporting Proficiency in Problem Solving

Survey administered to students in grades 4-12



Students Successfully Completing an Exhibition of Learning/Signature Project



Students Graduating Within Four Years

Cohort-based on-time graduation rate.



Compass to 2025 Navigational Marker Summary for 2022-23

- **Reading on grade level remained relatively stable at 71%**
 - Notable improvement for Black students and students with disabilities in grade 9
 - Notable decrease for multiracial students in grade 9
- **SOL results relatively stable except in writing where notable increases were observed overall and for most student groups**
 - Largest improvements noted for Black students, students with disabilities, and economically disadvantaged students
- **Small decline in % of students enrolled in and successfully completing advanced coursework (64% to 61%)**
 - Notable decrease for students with disabilities
- **Percentage of students reporting proficiency in critical thinking and problem solving remained high and stable (>=88%)**
- **Maintained high on-time graduation rate of 95%**



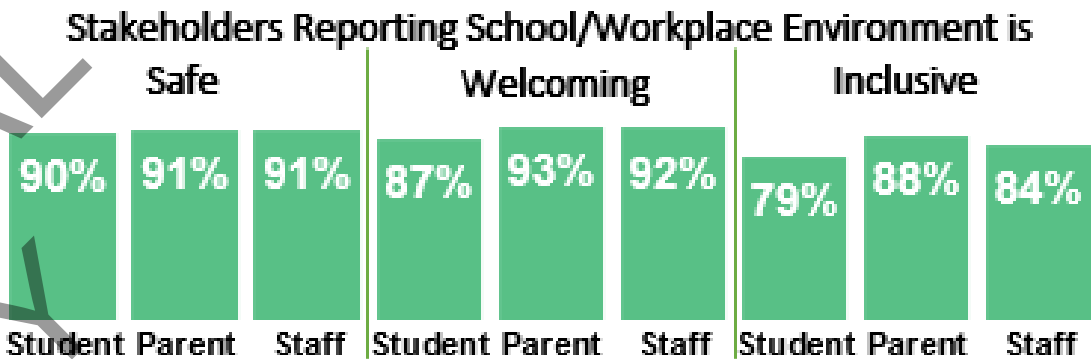
Compass to 2025 Navigational Marker Summary for 2022-23

- High % of stakeholder groups reported that their school or workplace was safe ($\geq 90\%$) and welcoming ($\geq 87\%$)
- Lower agreement % observed for ratings of inclusiveness ($\geq 79\%$)
- High agreement % for SEL skills remained relatively stable ($\geq 80\%$)
- Small increase in the % of students with 90% or higher attendance (81% to 84%)
- Slight decrease in sense of belonging among students (79% to 77%)
- Notable increase in the % of students participating in extracurricular activities or clubs overall (56% to 61%)
 - Notable increases for females, Asian Students and white students
- Small increase in % of students participating in community service (35% to 38%)



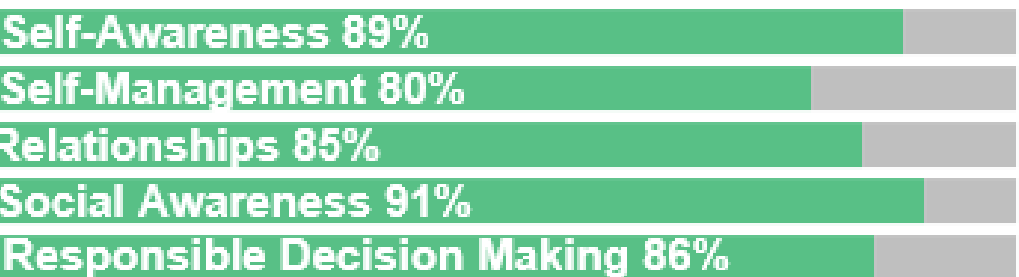
Goal 2: Student Well-Being

Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.



Student Agreement on Social-Emotional Learning Skills

SEL survey administered to students in grades 4-12.



84%

Students With 90% or Higher Attendance
Part of the State Accreditation System

Students Participating in Extracurricular
Activities or Clubs

61%

77%

Students Reporting a Sense of Belonging to Their School
Survey administered to students in grades 4-12.

Students Participating in Community Service

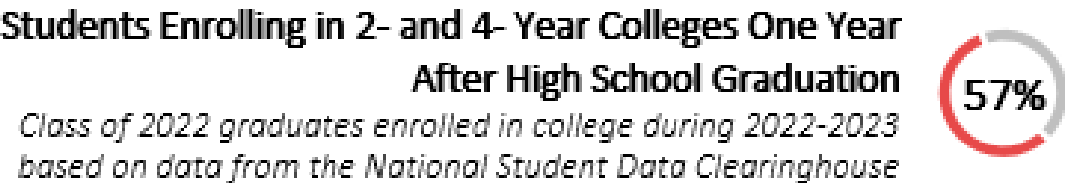
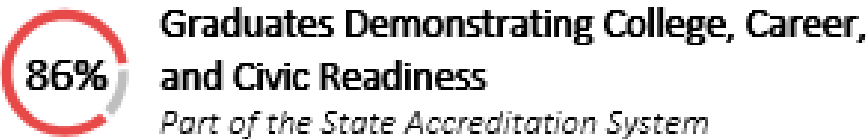
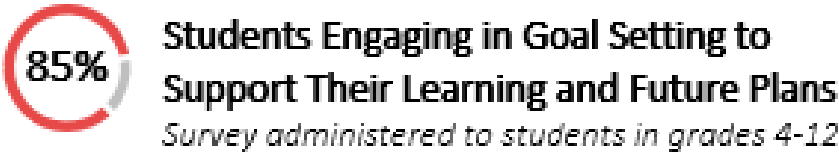
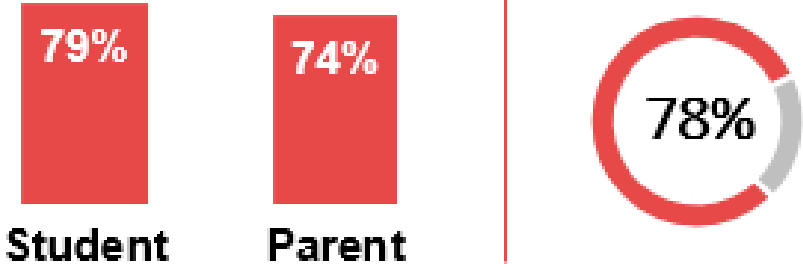
38%

Goal 3: Student Ownership of Learning

Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.

Stakeholders Reporting That Students' Academic/Career Planning Process Helped Them Make Informed Decisions About Their Future Options

Survey administered to students in grades 4-12 and their parents



Compass to 2025 Navigational Marker Summary for 2022-23

- Small decrease in % of students reporting the ACP process was beneficial (82% to 79%) with a slight decrease observed among parents (76% to 74%)
- High % of students reported engaging in goal setting and engagement in learning ($\geq 85\%$)
- High % of students graduating with industry certifications (92%)
- Small increase in % of graduates demonstrating college, career, and civic readiness (83% to 86%)
 - Notable increases for Black, Hispanic, and Multiracial students as well as students with disabilities and economically disadvantaged students
- The % of students enrolling in college one year after high school remained relatively stable (57%)



Compass to 2025 Navigational Marker Summary for 2022-23

- Demographic comparisons similar to prior years
- Teacher salary ranking for new hires remained at rank of 1 out of 7 but decreased 1 to 2 ranks for other salary comparisons
- Large improvements for ranking of health insurance premiums
- VBCPS health deductibles ranked 7 out of 7
- High % of staff reported positive perceptions of professional learning (>=85%)
- Small increase in % of staff expressing job satisfaction (82% to 85%)
- The within-year teacher retention rate increased slightly (88% to 90%)
- Maintained % of staff with advanced degrees and National Board Certification (61%)

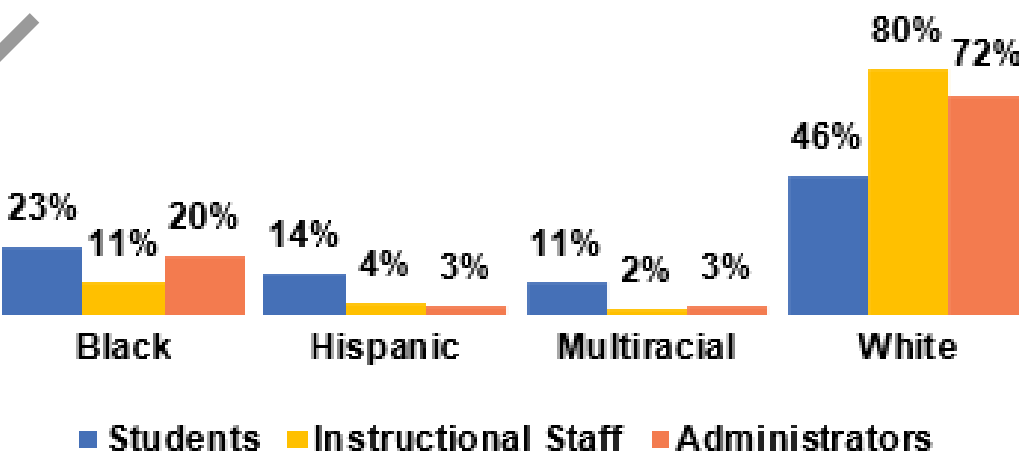


Goal 4: An Exemplary, Diversified Workforce

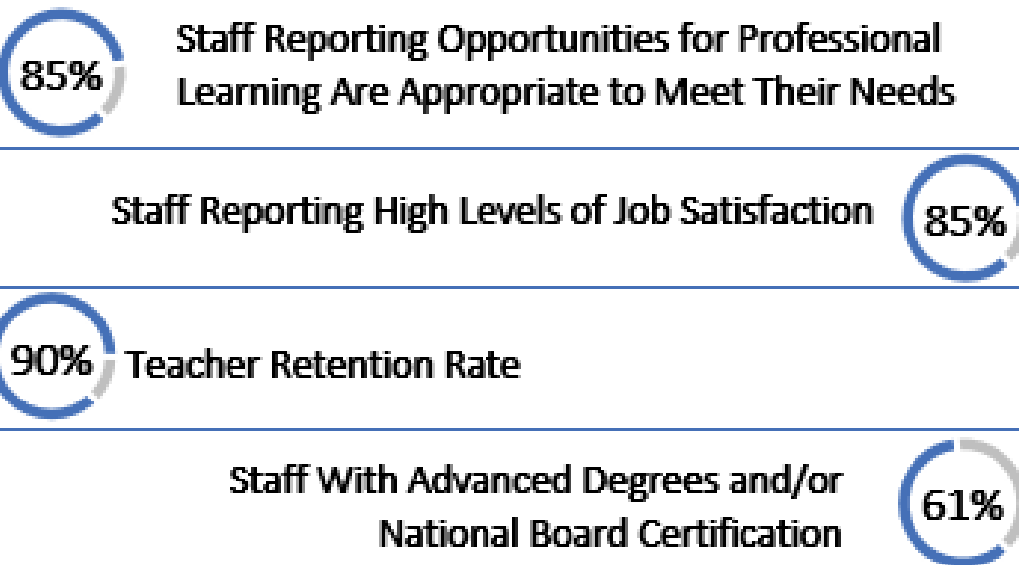
Foster a positive working climate that values and invests in a high-quality, diversified workforce who exemplify the division's core values.

Demographics

Based on student and staff membership as of September 30th.



Teacher Salary	Health Benefits Package
VBCPS Ranking (out of 7) compared to 6 surrounding school divisions.	VBCPS Ranking (out of 7) compared to 6 surrounding school divisions.
1 New Hires	2 Employee Monthly Premium
3 5 Years of Experience	1 Family Plan Monthly Premium
5 10 Years of Experience	7 Employee Deductible
4 25 Years of Experience	7 Family Plan Deductible



Goal 5: Mutually Supportive Partnerships

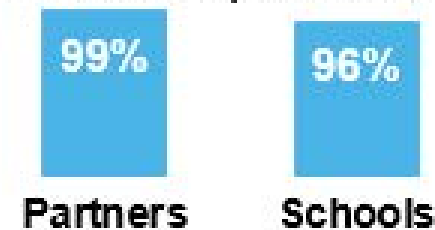
Cultivate mutually supportive partnerships among families, schools, the division, businesses, military, faith-based, civic and city agencies to support student well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.



Number of Partnerships by Type of Support Offered



Partners and Schools Expressing Satisfaction With their Partnership Relationship



Compass to 2025 Navigational Marker Summary for 2022-23

- Small increase in % of families aware of events, programs and resources (73% to 77%)
- High level of satisfaction with offerings among participating families ($\geq 88\%$)
- Increased the total number of partnerships by 51
- High % of partners and school expressed satisfaction with partnerships with a small increase among school respondents ($\geq 96\%$)
- Small increase in % of students participating in a work-based or service-learning experience (28% to 32%)
 - Notable increases for males, Asian, Black, and Hispanic students as well as students with disabilities and economically disadvantaged students



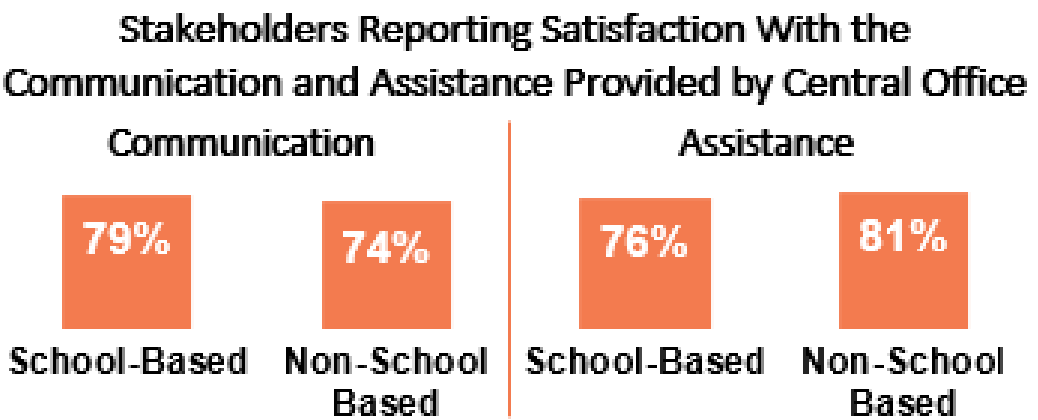
Compass to 2025 Navigational Marker Summary for 2022-23

- All schools accredited
- Small decrease in % of non-school based staff expressing satisfaction with Central Office communication (76% to 74%) and assistance (83% to 81%)
- Met all identified operational targets

Goal 6: Organizational Effectiveness and Efficiency

Pursue the effective and efficient use of division resources, operations, and processes to support the division’s vision, mission, and strategic goals.

100% Schools Accredited in VBCPS



Satisfactory Building Inspection Reports (Custodial) ✓

Decrease energy consumption from the previous year ✓

Met Monthly Food Services Revenue/Expense Targets ✓

Safety Audits Completed by All Schools and Submitted to Office of Security and Emergency Management ✓

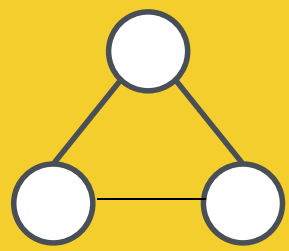
Clean Financial Audit With No Material Findings ✓

Annual Reversion Funds Between 2.0% - 2.5% ✓

On Time and Under Budget Capital Improvement Plan ✓



Compass to 2025
**Strategic Action
Agenda Highlights
for 2023-2024**



Strategic Action Agenda Highlights for 2023-2024



1. Educational Equity

Equity Update (Dec 2023)

- TIDE Student Coalitions
- Cultural Competence – design fellows

Equity Data Dashboard – coming soon

2. Integrated Systems of Support

Teaching & Learning and All In VA Updates (Oct 2023)

- Continuous improvement to strengthen Tier 1 instruction
- Support for Virginia Literacy Act (VLA) implementation
- Enhancements to current tutoring practices

Piloting Synergy module for streamlining assignment and monitoring of interventions

Chronic Absenteeism (Feb 2024)

- Efforts to address attendance

All In VA and Mental Health Updates (Mar 2024)

3. Future-Ready Learners

Level Up Virginia (Dec 2023)

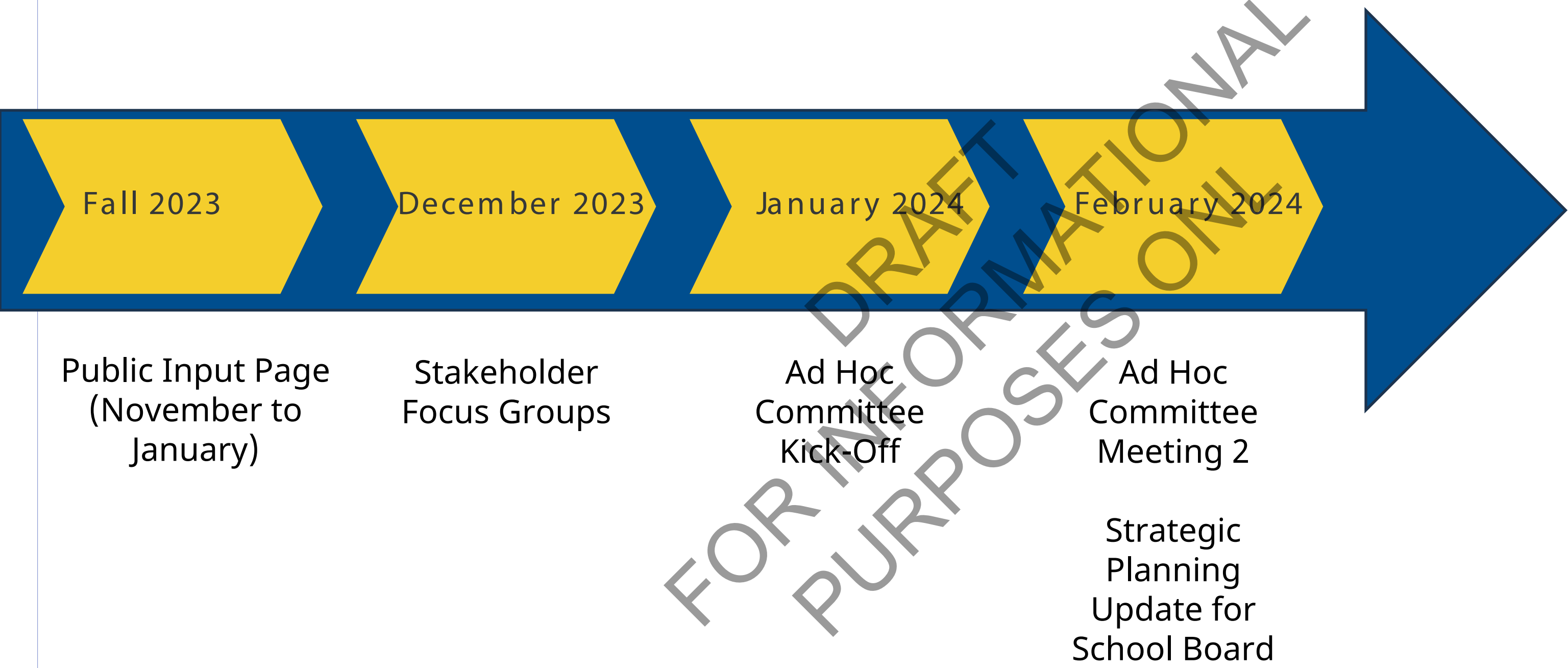
- Postsecondary readiness
- Increased opportunities for career and college fairs

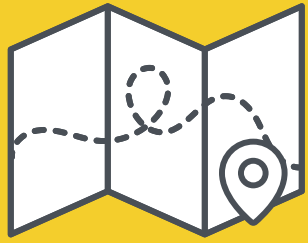
Equal Opportunity Schools (EOS) expanded to all high schools

Supporting Service-Learning

- 1,700 students providing over 20,000 hours of service estimated value over \$250,000

Strategic Planning Update





➤ Public Input Page on VBSchools.com

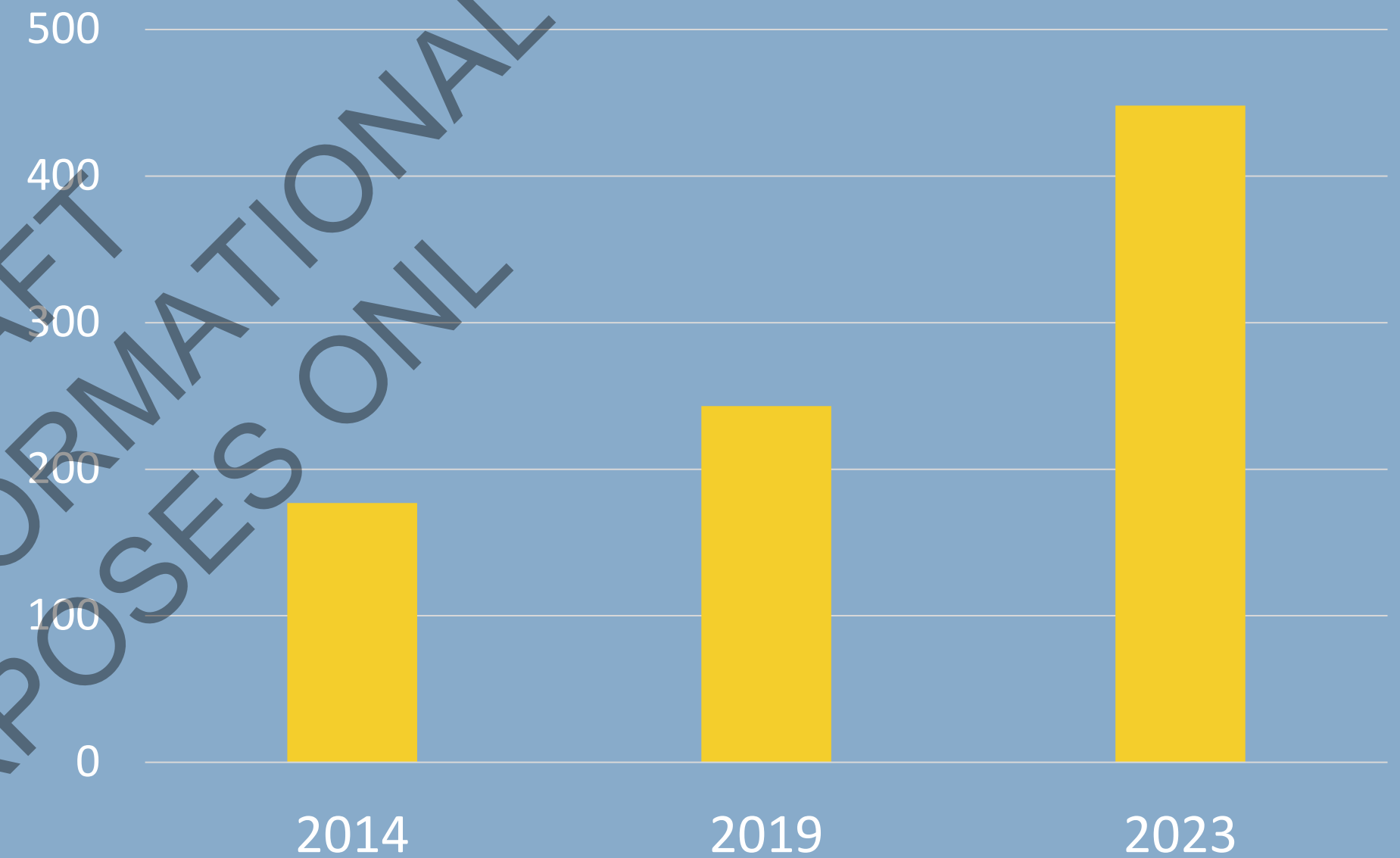
Since 2020, the school division has used *Compass to 2025*, the current strategic plan, as a guiding force behind its priorities and actions for the purpose of creating future-ready learners, as outlined in the division's Graduate Profile.

Take a look at our [Graduate Profile](#). Are there other skills or abilities you think students will need to be successful in the future that are not represented in the VBCPS Graduate Profile? Please describe.

What are specific ways VBCPS could help students acquire the skills and abilities they need to be successful now and in the future (i.e., programs, services or strategies)?

What other suggestions do you have for the future direction of the school division?

Public Input Comments

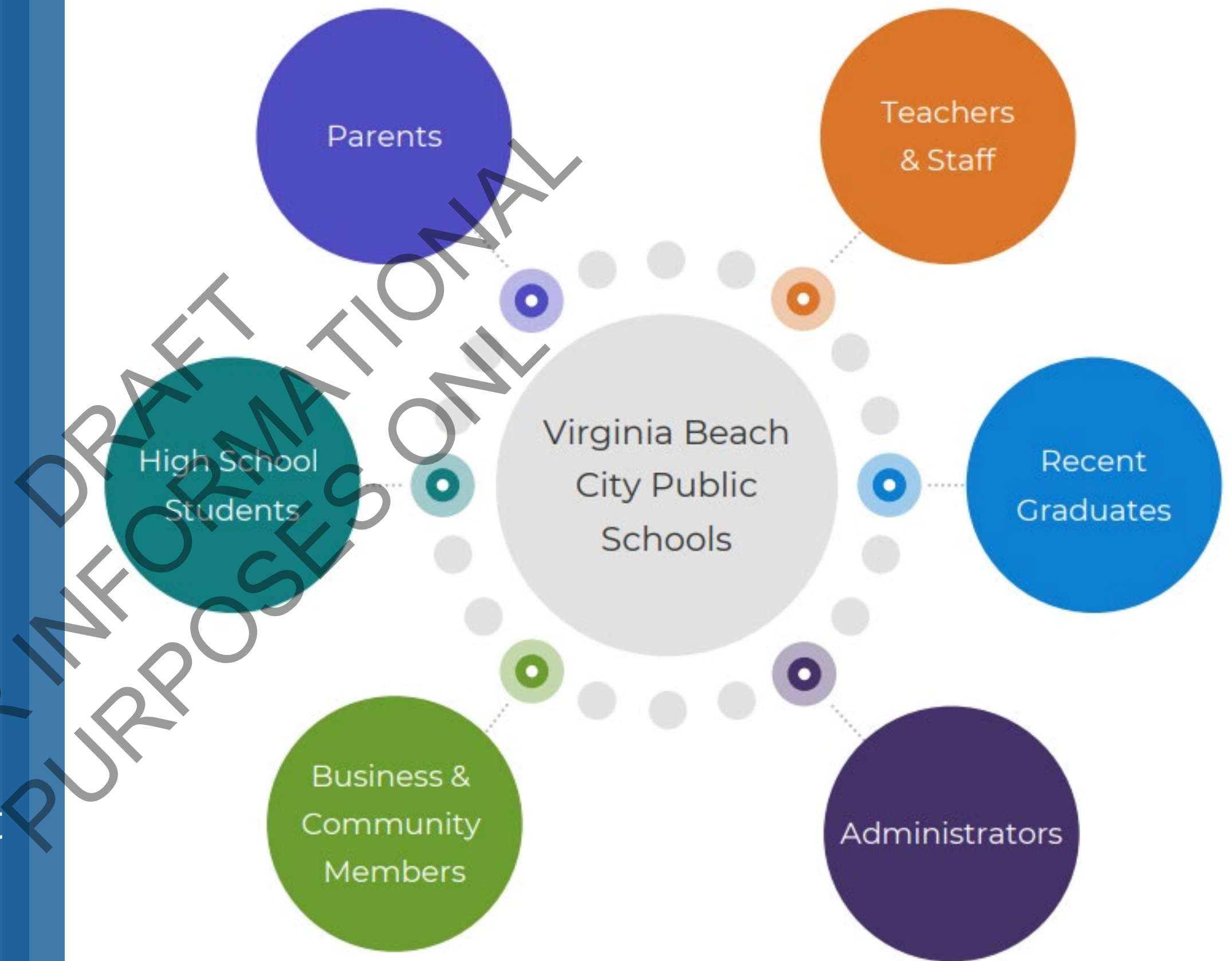


Key Themes from Public Input Page

Skills and Abilities Needed	Suggested Strategies
<ul style="list-style-type: none">➤ Practical life skills➤ Technology and digital literacy➤ Social and emotional skills➤ Work ethic and responsibility➤ Critical thinking and problem solving➤ Diversity and cultural competence➤ Vocational and trade skills	<ul style="list-style-type: none">➤ Integration of real-world skills➤ Emphasis on technology and digital literacy➤ Development of social and emotional skills➤ Diverse and culturally inclusive education➤ Hands-on experiential learning➤ Strengthening core academic skills➤ Community collaboration and partnerships

Strategic Planning Focus Groups

- Conducted December 2023 by Gaston Shaffer
- Over 200 participants across 20 focus groups representing a broad range of stakeholders
- Topics addressed:
 - Division's Mission
 - Areas of focus related to goals
 - Issues facing students
 - Staff retention and recruitment
 - Community engagement



Focus Group Findings

- General consensus the division is meeting its mission and praised for:
 - Wide range of programs
 - Partnerships and community support for schools
 - High-quality technical and career education programs
- Partnerships were viewed as crucial for accomplishing the mission
- Participants across groups advocated for including well-being in the mission statement

Mission Statement

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

Focus Group Findings

- Strong support for the soft skills in the Graduate Profile
- Concerns about students viewing the elements as requirements and students feeling overwhelmed
- Suggested to articulate the profile across school levels, parent friendly language
- Curriculum needed to support the attributes
- Suggested additions:
 - Well-being/mental health
 - Digital citizenship
 - Proficiency in second language
 - Creativity
 - Happiness/joy



Focus Group Findings

- Consensus across stakeholder groups that student well-being is critically important
 - Parents, community and business representatives advocated for instruction to support development of resilience, social, and coping skills.
 - Need for more support personnel mentioned by student and staff
- Consensus around the importance of students planning their own pathways and personalizing instruction to meet students' needs
 - Participants recognized the strong offerings of the division and opportunities for students
 - Some concerns raised that not all pathways are open to all students and that students may not know enough about course selections or academies

Focus Group Findings

- Two biggest issues facing students:
 - Mental health
 - Technology
- Community Engagement Themes
 - The need for parents to be involved throughout all levels of school
 - Building up the presence of community organizations within schools
 - Develop clear, accessible systems that make volunteering easy
- Responses about staff recruitment and retention focused primarily on salary and programs to support new teachers and staff

Strategic Planning Update

Fall 2023

December 2023

January 2024

February 2024

March 2024

Public Input Page
(November to
January)

Focus Groups

Ad Hoc
Committee
Kick-Off

Ad Hoc
Committee
Meeting 2

Strategic
Planning
Update for
School Board

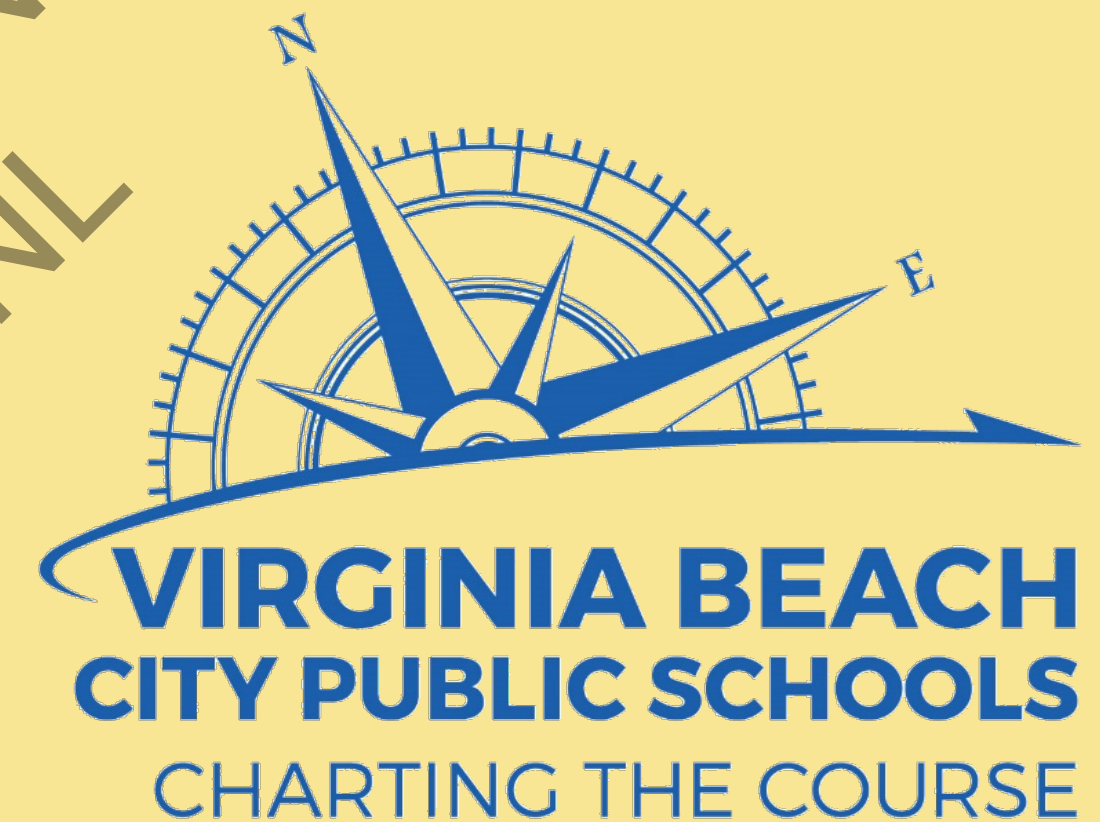
**Communitywide
Strategic Plan
Survey**

Ad Hoc
Committee
Meeting 3

Strategic Plan Update

Thank you for your ongoing support!

Questions?





Compass to 2025: Student-Centered For Student Success – 2022-2023 School Year

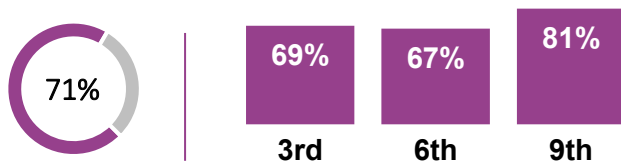
The goal of VBCPS is the successful preparation of every student to master the skills necessary to be college, career, and life ready when they graduate from VBCPS.

Goal 1: Educational Excellence

Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile.

Students Reading on Grade Level

Reading Inventory assessment administered to students in grades 3-9.



Students Demonstrating Proficiency in Reading

Reading SOL administered to students in grades 3-8.



Students Demonstrating Proficiency in Mathematics

Mathematics SOL administered to students in grades 3-8.



Students Demonstrating Proficiency in Writing

Writing assessments administered to students in grades 8 and 11.



Secondary Students Enrolling in and Successfully Completing Advanced Coursework

Students in grades 6-12 passing an advanced, AP, IB or dual enrollment course.



Students Reporting Proficiency in Critical Thinking

Survey administered to students in grades 4-12



Students Reporting Proficiency in Problem Solving

Survey administered to students in grades 4-12



Students Successfully Completing an Exhibition of Learning/Signature Project



Students Graduating Within Four Years

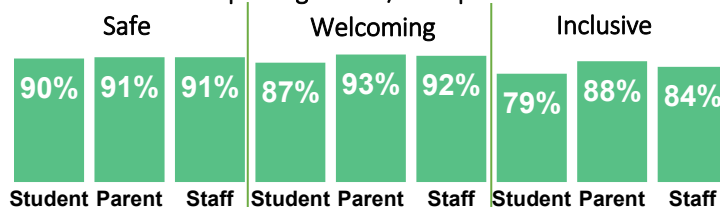
Cohort-based on-time graduation rate.



Goal 2: Student Well-Being

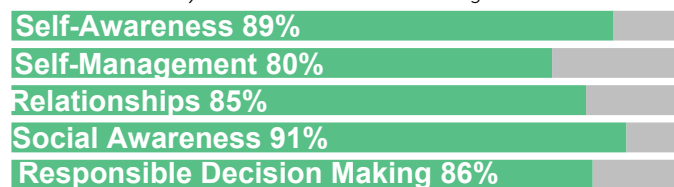
Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.

Stakeholders Reporting School/Workplace Environment is



Student Agreement on Social-Emotional Learning Skills

SEL survey administered to students in grades 4-12.



Students With 90% or Higher Attendance

Part of the State Accreditation System

Students Participating in Extracurricular Activities or Clubs



Students Reporting a Sense of Belonging to Their School

Survey administered to students in grades 4-12.

Students Participating in Community Service



Goal 3: Student Ownership of Learning

Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.

Stakeholders Reporting That Students' Academic/Career Planning Process Helped Them Make Informed Decisions About Their Future Options

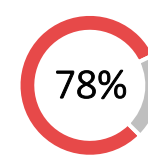
Survey administered to students in grades 4-12 and their parents



Student



Parent



Students Engaging in Goal Setting to Support Their Learning and Future Plans

Survey administered to students in grades 4-12



Students Engaged in Their Learning

Survey administered to students in grades 4-12

Students Graduating With Industry Certifications



Graduates Demonstrating College, Career, and Civic Readiness

Part of the State Accreditation System

Students Enrolling in 2- and 4- Year Colleges One Year After High School Graduation

Class of 2022 graduates enrolled in college during 2022-2023 based on data from the National Student Data Clearinghouse





Compass to 2025: Student-Centered For Student Success – 2022-2023 School Year

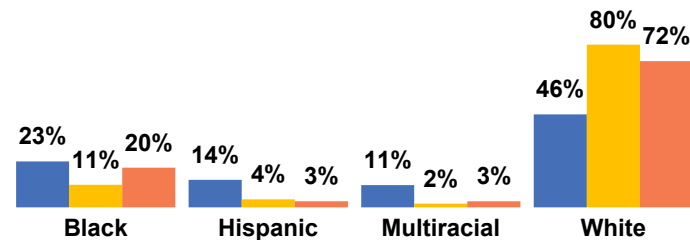
The goal of VBCPS is the successful preparation of every student to master the skills necessary to be college, career, and life ready when they graduate from VBCPS.

Goal 4: An Exemplary, Diversified Workforce

Foster a positive working climate that values and invests in a high-quality, diversified workforce who exemplify the division's core values.

Demographics

Based on student and staff membership as of September 30th.



■ Students ■ Instructional Staff ■ Administrators

Teacher Salary

VBCPS Ranking (out of 7) compared to 6 surrounding school divisions.

1 New Hires

3 5 Years of Experience

5 10 Years of Experience

4 25 Years of Experience

Health Benefits Package

VBCPS Ranking (out of 7) compared to 6 surrounding school divisions.

2 Employee Monthly Premium

1 Family Plan Monthly Premium

7 Employee Deductible

7 Family Plan Deductible

85% Staff Reporting Opportunities for Professional Learning Are Appropriate to Meet Their Needs

Staff Reporting High Levels of Job Satisfaction 85%

90% Teacher Retention Rate

Staff With Advanced Degrees and/or National Board Certification 61%

Goal 5: Mutually Supportive Partnerships

Cultivate mutually supportive partnerships among families, schools, the division, businesses, military, faith-based, civic and city agencies to support student well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.

77% Families Aware of Events, Programs, and Resources Provided for Parents to Support Students

88% Families Expressing Satisfaction With Events, Programs, and Resources Provided for Parents to Support Students

Number of Partnerships by Type of Support Offered

Partnerships	Student Well-Being	Real-World Learning	Career Exploration & Experience
1145 Total	836	423	611

Partners and Schools Expressing Satisfaction With their Partnership Relationship

Partners	Schools
99%	96%

32% Graduates Participating in a Work-Based or Service Learning Experience

Goal 6: Organizational Effectiveness and Efficiency

Pursue the effective and efficient use of division resources, operations, and processes to support the division's vision, mission, and strategic goals.

100% Schools Accredited in VBCPS

Stakeholders Reporting Satisfaction With the Communication and Assistance Provided by Central Office

Communication	Assistance
79% School-Based	74% Non-School Based
76% School-Based	81% Non-School Based

Satisfactory Building Inspection Reports (Custodial) ✓

Decrease energy consumption from the previous year ✓

Met Monthly Food Services Revenue/Expense Targets ✓

Safety Audits Completed by All Schools and Submitted to Office of Security and Emergency Management ✓

Clean Financial Audit With No Material Findings ✓

Annual Reversion Funds Between 2.0% - 2.5% ✓

On Time and Under Budget Capital Improvement Plan ✓

Compass to 2025 Navigational Markers by Year
Division - Overall

Goal 1: Educational Excellence	2020-21	2021-22	2022-23
Students Reading on Grade Level - Grades 3-9	70%	71%	71%
Students Reading on Grade Level - Grade 3	68%	68%	68%
Students Reading on Grade Level - Grade 6	66%	67%	67%
Students Reading on Grade Level - Grade 9	78%	80%	81%
Students Demonstrating Proficiency in Reading		81%	80%
Students Demonstrating Proficiency in Mathematics		74%	75%
Students Demonstrating Proficiency in Writing		74%	80%
Secondary Students Enrolling in and Successfully Completing Advanced Coursework	64%	64%	61%
Students Reporting Proficiency in Critical Thinking	89%	88%	88%
Students Reporting Proficiency in Problem Solving	90%	89%	89%
Students Graduating Within Four Years	95%	95%	95%
Goal 2: Student Well-Being	2020-21	2021-22	2022-23
Students Reporting School is Safe	95%	91%	90%
Parents Reporting School is Safe	96%	94%	91%
Staff Reporting Workplace is Safe	96%	93%	91%
Students Reporting School is Welcoming	93%	89%	87%
Parents Reporting School is Welcoming	96%	94%	93%
Staff Reporting Workplace is Welcoming	94%	92%	92%
Students Reporting School is Inclusive	83%	80%	79%
Parents Reporting School is Inclusive	91%	90%	88%
Staff Reporting Workplace is Inclusive	87%	83%	84%
Student Agreement on Social Emotional Learning Skills: Self-Awareness	90%	89%	89%
Student Agreement on Social Emotional Learning Skills: Self-Management	82%	79%	80%
Student Agreement on Social Emotional Learning Skills: Relationships	88%	85%	85%
Student Agreement on Social Emotional Learning Skills: Social Awareness	94%	92%	91%
Student Agreement on Social Emotional Learning Skills: Responsible Decision Making	87%	85%	86%
Students with 90% or Higher Attendance	89%	81%	84%
Students Participating in Extracurricular Activities or Clubs	34%	56%	61%
Students Reporting a Sense of Belonging to Their School	81%	79%	77%
Students Participating in Community Service	21%	35%	38%
Goal 3: Student Ownership of Learning	2020-21	2021-22	2022-23
Students Reporting the Academic/Career Planning Process Helped Them Make Informed Decisions About Their Future	79%	82%	79%
Parents Reporting the Academic/Career Planning Process Helped Students Make Informed Decisions About Their Future	80%	76%	74%
Students and Parents Reporting the Academic/Career Planning Process Helped Students Make Informed Decisions About Their Future	80%	80%	78%
Students Engaging in Goal Setting to Support Their Learning and Future Plans	84%	85%	85%
Students Engaged in Their Learning	89%	90%	90%
Students Graduating With Industry Certifications	81%	91%	92%
Graduates Demonstrating College, Career, and Civic Readiness	74%	83%	86%
Students Enrolling in 2- and 4- Year Colleges One Year After High School Graduation	56%	56%	57%
Goal 4: An Exemplary, Diversified Workforce	2020-21	2021-22	2022-23
Demographics: Black Students	23%	23%	23%
Demographics: Black Instructional Staff	10%	11%	11%
Demographics: Black Administrators	20%	20%	20%
Demographics: Hispanic Students	13%	13%	14%
Demographics: Hispanic Instructional Staff	4%	4%	4%
Demographics: Hispanic Administrators	3%	3%	3%
Demographics: Multiracial Students	10%	11%	11%
Demographics: Multiracial Instructional Staff	1%	2%	2%
Demographics: Multiracial Administrators	2%	2%	3%

Compass to 2025 Navigational Markers by Year
Division - Overall

Goal 4: An Exemplary, Diversified Workforce	2020-21	2021-22	2022-23
Demographics: White Students	46%	47%	46%
Demographics: White Instructional Staff	82%	81%	80%
Demographics: White Administrators	74%	73%	72%
Teacher Salary - New Hires Ranking (out of 7) Compared to 6 Surrounding School Divisions	1	1	1
Teacher Salary - 5 Years of Experience Ranking (out of 7) Compared to Surrounding School Divisions	2	2	3
Teacher Salary - 10 Years of Experience Ranking (out of 7) Compared to Surrounding School Divisions	5	3	5
Teacher Salary - 25 Years of Experience Ranking (out of 7) Compared to Surrounding School Divisions	3	3	4
Employee Monthly Premium Ranking (out of 7) Compared to Surrounding School Divisions	6	6	2
Family Plan Monthly Premium Ranking (out of 7) Compared to Surrounding School Divisions	5	5	1
Employee Deductible Ranking (out of 7) Compared to Surrounding School Divisions	6	7	7
Family Plan Deductible Ranking (out of 7) Compared to Surrounding School Divisions	5	7	7
Staff Reporting Opportunities for Professional Learning are Appropriate to Meet Their Needs	90%	84%	85%
Staff Reporting High Levels of Job Satisfaction	91%	82%	85%
Teacher Retention Rate	90%	88%	90%
Staff with Advanced Degrees and/or National Board Certification	61%	61%	61%
Goal 5: Mutually Supportive Partnerships	2020-21	2021-22	2022-23
Families Aware of Events, Programs, and Resources Provided for Parents to Support Students	78%	73%	77%
Families Expressing Satisfaction with Events, Programs, and Resources Provided For Parents to Support Students	90%	87%	88%
Total Number of Partnerships	1,148	1,094	1,145
Student Well-Being Partnerships	820	792	836
Real-World Learning Partnerships	405	396	423
Career Exploration and Experience Partnerships	633	594	611
Partners Expressing Satisfaction with their Partnership Relationship	92%	98%	99%
Schools Expressing Satisfaction with the Partnership Relationship	90%	92%	96%
Graduates Participating in a Work-Based or Service Learning Experience	15%	28%	32%
Goal 6: Organizational Effectiveness and Efficiency	2020-21	2021-22	2022-23
Schools Accredited in VBCPS	100%	100%	100%
Stakeholders Reporting Satisfaction with Communication Provided by Central Office (School-Based)	85%	78%	79%
Stakeholders Reporting Satisfaction with Communication Provided by Central Office (Non-School Based)	81%	76%	74%
Stakeholders Reporting Satisfaction with Assistance Provided by Central Office (School-Based)	85%	76%	76%
Stakeholders Reporting Satisfaction with Assistance Provided by Central Office (Non-School Based)	87%	83%	81%
Satisfactory Building Inspection Reports (Custodial)	Yes	No	Yes
Decrease Energy Consumption from the Previous Year	Yes	No	Yes
Met Monthly Food Services Revenue/Expense Targets	No	Yes	Yes
Safety Audits Completed at All Schools and Submitted to the Office of Security and Emergency Management	Yes	Yes	Yes
Clean Financial Audit with No Material Findings	Yes	Yes	Yes
Annual Reversion Funds Between 2.0% - 2.5%	Yes	Yes	Yes
On Time and Under Budget Capital Improvement Plan	Yes	Yes	Yes

Compass to 2025 Navigational Markers by Student Group
Division - All Schools

Goal 1: Educational Excellence	Year	All	Females	Males	Asian	Black	Hispanic	Multi	White	SWD	Econ Dis
Students Reading on Grade Level - Grades 3-9	20-21	70%	73%	67%	80%	53%	64%	72%	77%	26%	57%
	21-22	71%	74%	69%	82%	54%	65%	74%	79%	27%	59%
	22-23	71%	73%	69%	82%	55%	64%	74%	79%	27%	59%
Students Reading on Grade Level - Grade 3	20-21	68%	72%	64%	76%	51%	62%	68%	76%	25%	54%
	21-22	68%	71%	65%	81%	50%	61%	73%	76%	24%	56%
	22-23	69%	72%	66%	80%	54%	60%	72%	77%	20%	58%
Students Reading on Grade Level - Grade 6	20-21	66%	68%	63%	75%	49%	62%	68%	73%	21%	53%
	21-22	67%	69%	64%	76%	48%	63%	67%	76%	24%	53%
	22-23	67%	68%	66%	78%	49%	59%	71%	75%	24%	54%
Students Reading on Grade Level - Grade 9	20-21	78%	80%	76%	85%	65%	74%	80%	84%	35%	68%
	21-22	80%	82%	79%	88%	63%	76%	87%	87%	41%	69%
	22-23	81%	82%	80%	92%	70%	73%	82%	87%	48%	72%
Students Demonstrating Proficiency in Reading	20-21	--	--	--	--	--	--	--	--	--	--
	21-22	81%	83%	79%	90%	66%	77%	83%	88%	47%	71%
	22-23	80%	83%	78%	89%	64%	76%	81%	88%	47%	70%
Students Demonstrating Proficiency in Mathematics	20-21	--	--	--	--	--	--	--	--	--	--
	21-22	75%	75%	75%	90%	55%	69%	77%	84%	39%	62%
	22-23	75%	76%	75%	90%	55%	70%	77%	84%	38%	63%
Students Demonstrating Proficiency in Writing	20-21	--	--	--	--	--	--	--	--	--	--
	21-22	74%	80%	69%	91%	55%	72%	79%	82%	29%	62%
	22-23	80%	84%	76%	93%	70%	81%	80%	84%	50%	72%
Secondary Students Successfully Completing Advanced Coursework	20-21	64%	68%	60%	81%	47%	57%	65%	73%	20%	50%
	21-22	64%	67%	60%	80%	46%	57%	64%	72%	21%	50%
	22-23	61%	66%	57%	80%	43%	55%	62%	70%	16%	47%
Students Reporting Proficiency in Critical Thinking	20-21	89%	89%	88%	93%	88%	86%	88%	89%	--	--
	21-22	88%	89%	89%	92%	87%	86%	86%	89%	--	--
	22-23	88%	88%	87%	92%	86%	87%	87%	88%	85%	--
Students Reporting Proficiency in Problem Solving	20-21	90%	91%	90%	94%	90%	88%	89%	91%	--	--
	21-22	89%	90%	90%	93%	88%	87%	88%	91%	--	--
	22-23	89%	89%	89%	93%	87%	89%	89%	90%	87%	--
Students Graduating Within Four Years	20-21	95%	97%	93%	97%	92%	94%	96%	96%	93%	94%
	21-22	95%	97%	93%	96%	93%	93%	95%	96%	92%	96%
	22-23	95%	96%	95%	98%	94%	94%	96%	96%	95%	95%

Goal 2: Student Well-Being	Year	All	Females	Males	Asian	Black	Hispanic	Multi	White	SWD	Econ Dis
Students Reporting School is Safe	20-21	95%	96%	95%	97%	96%	94%	95%	96%	--	--
	21-22	91%	92%	92%	93%	91%	89%	91%	92%	--	--
	22-23	90%	89%	90%	94%	87%	90%	89%	90%	90%	--
Students Reporting School is Welcoming	20-21	93%	93%	93%	95%	93%	92%	92%	93%	--	--
	21-22	89%	90%	90%	92%	88%	87%	88%	90%	--	--
	22-23	87%	87%	88%	92%	85%	88%	87%	88%	88%	--
Students Reporting School is Inclusive	20-21	83%	83%	85%	86%	85%	80%	82%	84%	--	--
	21-22	80%	81%	83%	84%	80%	77%	78%	83%	--	--
	22-23	79%	77%	81%	85%	77%	79%	79%	80%	79%	--
Student Agreement on Self-Awareness Skills	20-21	90%	89%	92%	92%	91%	89%	89%	91%	--	--
	21-22	89%	89%	91%	92%	90%	88%	88%	90%	--	--
	22-23	89%	88%	90%	92%	89%	88%	88%	89%	--	--
Student Agreement on Self-Management Skills	20-21	82%	81%	83%	85%	81%	80%	80%	83%	--	--
	21-22	79%	79%	81%	82%	77%	78%	77%	81%	--	--
	22-23	80%	79%	82%	84%	78%	80%	79%	82%	--	--
Student Agreement on Relationship Skills	20-21	88%	89%	88%	91%	85%	87%	87%	90%	--	--
	21-22	85%	86%	86%	89%	81%	83%	84%	88%	--	--
	22-23	85%	85%	85%	89%	80%	84%	84%	86%	--	--
Student Agreement on Social Awareness Skills	20-21	94%	95%	92%	96%	91%	93%	93%	95%	--	--
	21-22	92%	94%	90%	94%	89%	90%	91%	93%	--	--
	22-23	91%	93%	89%	94%	88%	91%	91%	93%	--	--
Student Agreement on Responsible Decision Making Skills	20-21	87%	88%	87%	89%	87%	85%	86%	88%	--	--
	21-22	85%	87%	85%	88%	84%	84%	84%	87%	--	--
	22-23	86%	87%	85%	89%	85%	85%	85%	86%	--	--
Students with 90% or Higher Attendance	20-21	89%	90%	88%	96%	82%	86%	90%	92%	82%	82%
	21-22	81%	81%	81%	92%	76%	77%	81%	84%	74%	74%
	22-23	84%	84%	84%	92%	78%	81%	84%	87%	76%	77%
Students Participating in Extracurricular Activities or Clubs	20-21	34%	36%	32%	40%	31%	30%	32%	36%	--	--
	21-22	56%	58%	54%	58%	55%	52%	55%	58%	--	--
	22-23	61%	63%	58%	63%	59%	54%	59%	63%	53%	--
Students Reporting a Sense of Belonging to Their School	20-21	81%	80%	83%	85%	80%	78%	79%	83%	--	--
	21-22	79%	79%	82%	83%	77%	75%	76%	82%	--	--
	22-23	77%	75%	80%	83%	73%	76%	77%	79%	77%	--
Students Participating in Community Service	20-21	21%	23%	20%	24%	24%	20%	23%	20%	--	--
	21-22	35%	37%	33%	39%	39%	33%	37%	32%	--	--
	22-23	38%	41%	36%	42%	43%	35%	37%	36%	41%	--

Goal 3: Student Ownership of Learning	Year	All	Females	Males	Asian	Black	Hispanic	Multi	White	SWD	Econ Dis
Students Reporting That Students' Academic/Career Planning Process Helped Them Make Informed Decisions About Their Future Options	20-21	79%	79%	80%	81%	82%	78%	77%	80%	--	--
	21-22	82%	82%	83%	85%	84%	81%	80%	82%	--	--
	22-23	79%	79%	79%	84%	80%	79%	79%	78%	80%	--
Students Engaging in Goal Setting to Support Their Learning and Future Plans	20-21	84%	85%	83%	87%	87%	81%	83%	83%	--	--
	21-22	85%	88%	86%	89%	87%	83%	84%	86%	--	--
	22-23	85%	86%	84%	89%	87%	85%	84%	83%	85%	--
Students Engaged in Their Learning	20-21	89%	90%	88%	92%	89%	87%	88%	89%	--	--
	21-22	90%	92%	90%	92%	90%	87%	89%	91%	--	--
	22-23	90%	92%	89%	94%	90%	90%	90%	91%	90%	--
Students Graduating With Industry Certifications	20-21	81%	81%	81%	84%	71%	80%	82%	85%	36%	74%
	21-22	91%	91%	91%	93%	85%	89%	93%	93%	52%	87%
	22-23	92%	93%	92%	94%	87%	93%	94%	94%	53%	89%
Graduates Demonstrating College, Career, and Civic Readiness	20-21	74%	78%	70%	83%	61%	73%	73%	80%	26%	64%
	21-22	83%	85%	81%	91%	74%	79%	83%	88%	48%	75%
	22-23	86%	88%	84%	94%	80%	84%	86%	88%	60%	81%
Students Enrolled in 2- and 4- Year Colleges One Year After High School Graduation	20-21	56%	65%	48%	64%	46%	50%	51%	62%	20%	43%
	21-22	56%	63%	49%	67%	46%	49%	53%	61%	22%	42%
	22-23	57%	63%	50%	65%	46%	47%	54%	63%	22%	42%
Goal 5: Mutually Supportive Partnerships	Year	All	Females	Males	Asian	Black	Hispanic	Multi	White	SWD	Econ Dis
Students Participating in a Work-Based or Service Learning Experience	20-21	15%	18%	12%	21%	11%	16%	12%	17%	5%	13%
	21-22	28%	28%	28%	24%	26%	26%	27%	31%	25%	26%
	22-23	32%	32%	33%	29%	35%	33%	29%	32%	34%	34%



Subject: Budget/CIP Workshop #3 **Item Number:** 1C

Section: Administrative, Informal, and Workshop **Date:** February 27, 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

Jack Freeman, Chief Operations Officer

Recommendation:

That the School Board received information on The Proposed School Operating Budget for FY 2024/25 and Proposed Capital Improvement Program (CIP) for FY 2024/25 - FY 2029/30 was presented February 6, 2024. After the School Board completes its process of workshops and review over the next couple weeks, administration recommends School Board approval by March 5, 2024.

Background Summary:

- The Operating Budget for 2024/25 is to be determined.
- The Capital Improvement Program for FY 2024/25 - FY 2029/30 includes the projected revenues available over the next six years and adjusted project timelines to reflect this spending plan.

Source:

Code of Virginia, Sections 22.1-88, 22.1-89, 22.1-91, 22.1-93, and 22.1-94

Budget Impact:

To be determined.



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

Section: Approval of Meeting Minutes **Date:** Feb. 27, 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. February 6, 2024 Special School Board Meetings
- B. February 13, 2024 Regular School Board Meeting

***Note:** Supporting documentation will be provided to the School Board under separate cover prior to the meeting.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Service

Kimberly A. Melnyk, Chair
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., Superintendent

School Board Special Meeting MINUTES **Tuesday, February 6, 2024**

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

NOTICE OF SPECIAL MEETING OF THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH

1. ***Call to Order and Roll Call:*** Chair Melnyk convened the special meeting of the School Board at the School Administration Building #6, School Board Chamber at 4:00 p.m. on the 6th day of February 2024 and announced pursuant to Bylaw 1-46, and *Virginia Code* § 2.2-3707, the School Board will hold a special meeting on Tuesday, February 6, 2024, at 4:00 p.m., at the School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 in the School Board Room. The purpose of this special meeting is for the presentation of the:
 - A. Policy 4-88 Holidays – amendment
 - B. Policy 7-75 Vehicles, Motorized Devices and Animals on School Grounds

Chair Melnyk noted, members of the public will be able to observe the School Board Meeting through livestreaming on onschoolboard.vbschools.com/meetings/live, broadcast on VBTV Channel 47, and on Zoom; thanked those that have joined us in person and online.

In addition to Superintendent Robertson, the following School Board members were present in the School Administration Building #6, School Board Chamber: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Owens (arrived at 4:02 p.m.), Ms. Riggs, and Ms. Weems.

2. ***Moment of Silence followed by the Pledge of Allegiance***
3. ***Adoption of the Agenda:*** Chair Melnyk called for any modifications to the agenda as presented. Hearing none, Chair Melnyk called for a motion to approve the agenda as presented. Vice Chair Franklin made the motion, seconded by Ms. Brown. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the agenda as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.
4. ***Action***
 - A. ***Policy 4-88 Holidays – amendment:*** Chair Melnyk called for a motion to approve an amendment to Policy 4-88 Holidays to include staff days as an exception for holidays. Ms. Owens made the motion, seconded by Ms. Weems. There was a brief discussion regarding the policy; preliminary discussions about the calendar and Election Day; adding two words to the policy “staff days,” under section A. Designated holiday. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve an amendment to Policy 4-88 Holidays to included staff days as an exception for



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

Tuesday, February 6, 2024
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holidays: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

- B. Policy 7-57 Vehicles, Motorized Devices and Animals on School Grounds - amendment:** Chair Melnyk called for a motion to approve an amendment to Policy 7-57 Vehicles, Motorized Devices and Animals on School Grounds to allow the Superintendent or designee to authorize exceptions to the restrictions on classroom animals with guidance. Ms. Manning made the motion, seconded by Ms. Weems. There was a discussion regarding Policy 7-57; teaching preparing for lesson; teachers attended 4H training; curriculum prepared; policy going through the Policy Review Committee; input from administration; Department of Teaching and Learning examining curriculum; CDC and PETA; to discuss in PRC; time sensitive issue; more discussions to take place on policy; look at all animals when reviewing policy; support for amendment; coming to an agreement; exciting project. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve an amendment to Policy 7-57 Vehicles, Motorized Devices and Animals on School Grounds to allow the Superintendent or designee to authorize exceptions to the restrictions on classroom animals with guidance: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

- 5. Adjournment:** Chair Melnyk adjourned the Special Meeting at 4:18 p.m.

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NOTICE OF SPECIAL MEETING OF THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH

- 1. Call to Order and Roll Call:** Chair Melnyk convened the special meeting of the School Board at the School Administration Building #6, School Board Chamber at 5:00 p.m. on the 6th day of February 2024 and announced In accordance with the Schedule of School Board Meetings approved by the School Board at their January 9, 2024, Organizational/Regular Meeting, and pursuant to Bylaw 1-46, and *Virginia Code* § 2.2-3707, the School Board will hold a special meeting on Tuesday, February 6, 2024, at 5:00 p.m., at the School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 in the School Board Room.

The purpose of this special meeting is for presentation of the:

1. Superintendent's Estimate of Needs for Fiscal Year 2024-25;
2. Proposed Capital Improvement Program (CIP) Fiscal Year 2024-25 through Fiscal Year 2029-30.

Chair Melnyk noted, members of the public will be able to observe the School Board Meeting through livestreaming onschoolboard.vbschools.com/meetings/live, broadcast on VBTB Channel 47, and on Zoom; thanked those that have joined us in person and online.

In addition to Superintendent Robertson, the following School Board members were present in the School Administration Building #6, School Board Chamber: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

- 2. Moment of Silence followed by the Pledge of Allegiance**
- 3. Adoption of the Agenda:** Chair Melnyk noted the section of Adoption of the Agenda was not listed on the published agenda for the special meeting. Chair Melnyk made a modification to the agenda to include the Adoption of the Agenda. Chair Melnyk called for any other modifications to the agenda as presented. Hearing none, Chair Melnyk called for a motion to approve the agenda as presented and modified. Ms. Brown made the motion, seconded by Ms. Manning. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to adopt the agenda as presented and modified: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

- 4. Budget Presentation:**

- A. Superintendent's Estimate of Needs for Fiscal Year 2024-25
- B. Superintendent's Proposed Fiscal Year 2024-25 through Fiscal Year 2029-30 Capital Improvement Program Budget

Recommended that the School Board receive The School Operating Budget for FY 2024/25 and Capital Improvement Program (CIP) for FY 2024/25 - FY 2029/30 to be presented for information. After the School Board completes its process of workshops and review over the next few weeks, administration recommends School Board approval by March 5, 2024. Crystal Pate, Chief Financial Officer began the presentation; reviewed the presentation agenda: prelude to SEON, questions from School Board members, administrative actions, operating budget, capital improvement program, next steps, and questions.

Donald E. Robertson, Ph.D., Superintendent continued the presentation and reviewed prelude to SEON; took a moment to thank the School Board, staff, students, community, senior leadership, and budget staff; mentioned the recession; increase to borrowing costs; inflation rate at 3.54%; teacher compensation remains a top priority for fiscal year 24-25; over the past three years, federal relief funds of approximately \$129 million, set to expire in September 2024; SEON contains – federal revenues of \$14.7 million, state revenues of \$455.9 million, and revenue sharing formula revenues of \$479.4 million, other local revenues \$4.5 million, and a school reserve of zero; total budget approximately \$954.5 million; need for capital improvement across the division; funding to support the health, safety, maintenance, and replacement of School Division facilities; prioritize of maintenance projects; total

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CIP funding remains flat through the six-year program; adjustments made due to inflation; reviewed some division accomplishments; Goal 1: Educational Excellence – all schools accredited for the three years prior to the pandemic waiver and two years following the waiver, six schools earned the highest achievement award from the Virginia Board of Education, two high schools were recognized with continuous improvement awards for increasing their graduation and completion index, two elementary schools were recognized with continuous improvement awards for increasing achievement in mathematics and reading, on-time graduation rate: 95.3%, dropout rate: 2.8%, Great Neck and Salem Middle Schools received distinction as AVID National Demonstration Schools; Goal 2: Student Well-Being – from spring survey more than 85% of students, parents, and staff report schools and departments are safe and welcoming, VBCPS being awarded the school-based mental health services grant from the Virginia Department of Behavioral Health and Development Services for the 23-24 school year, 82 schools have earned the VDOE Purple Star Designation, Purple Star schools have demonstrated their commitment to meeting the needs of military families, TIDE Coalition is a network of staff and students working with community partners to address equity social emotional learning, mental health, and civic engagement, DEI mentoring program; Goal 3: Student Ownership of Learning – since 2002 over 155,000 industry credentials have been earned by VBCPS students, last year students earned a record 13,520 globally recognized industry credentials, more than 1,000 high school students participated in work-based and service learning in 2023, An Achievable Dream High School program opened in August 2023 at Lynnhaven Middle School, renewable energy program for students at the Advanced Technology Center; Goal 4: Exemplary Diversified Staff – from spring survey more than 85% of staff reported high levels of job satisfaction, teacher retention rate: 90%, in 2022-23, VBCPS implemented largest employee compensation package, reduced health care premiums by 40 to 50%; Goal 5: Mutually Beneficial Partnerships – more than 85% of participating families expressed satisfaction with division events, programs, and resources, VBCPS collaborated with Newport News Shipbuilding to create the Apprentice X Program; Goal 6: Organizational Effectiveness and Efficiency - VBCPS established the Virginia Beach School Safety Task Force, expanded the School Resource Officer Program, the Office of Security and Emergency Management acquired over \$1.3 million through grants, hired and trained 10 armed security officers, consistently recognized for excellence in financial reporting.

Ms. Pate continued the presentation and reviewed the various questions submitted by School Board members; topics regarding vendors (Community in Schools, Panorama), Newsela software, acreage requirement for middle and high school athletic fields, CHKD Bridge Program, Adult Learning Center; reviewed administrative actions since January 23, provided overview of reductions; school operating fund revenue sources: 49.8% local contribution, 38.0% State, 10.3% State Sales Tax, 1.5% Federal, and 0.4% other local; school operating fund by State category: 73.0% instruction, 12.1% operations and maintenance, 5.4% pupil transportation, 4.8% administration, attendance and health, 4.7% technology; school operating fund expenditures by type – largest categories: 61.8% personnel services and 23.8% fringe benefits; reviewed the budget balancing; highlighted some categories – compensation, increase transfer to Green Run Collegiate, increase transfer to athletics fund, increase contract for SECEP tuition, impact of inflation on general maintenance, parts and supplies, custodial supplies, grounds services, additional elementary security assistants, department reductions from 2023-2024; overview of potential consideration for budget cuts based on real estate tax rate cuts.

Melisa Ingram, Executive Director of Facilities Services continued the presentation; assumptions for proposed FY24-25 Capital Improvement Program (CIP): level funding over the 6-year CIP, impact of inflation, \$50 million Debt Service, prioritizing maintenance, funding constraints support smaller scale projects; reviewed current funding sources; level funding does not include inflation; overview of approved FY23-24 CIP – funding summary; cumulative 6-year funding: total CIP: \$372.3 million; maintenance projects \$313.9 million (84.3%), new construction projects \$58.4 million (15.7%); reviewed proposed FY24-25 CIP funding summary, and school modernization/replacement program. Ms. Pate reviewed timeline; February – budget workshops every week, February 13 – public hearing, March – School Board approval of budget, by May 15 – City Council approves municipal budget; email questions to Dr. Robertson, Crystal Pate, and all School Board members; submit questions by Friday each week to provide answers before the next Tuesday.

5. Adjournment: Chair Melnyk adjourned the Special Meeting at 5:54 p.m.

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NOTICE OF SPECIAL MEETING OF THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH

1. **Call to Order and Roll Call:** Chair Melnyk convened the special meeting of the School Board at the School Administration Building #6, School Board Chamber at 5:56 p.m. on the 6th day of February 2024 and announced pursuant to Bylaw 1-46, and *Virginia Code* § 2.2-3707, the School Board will hold a special meeting on Tuesday, February 6, 2024, at 6:00 p.m. or after the Special Meeting set for 5:00 p.m., at the School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 in the School Board Room.

The purpose of this special meeting is for presentation of the:

1. Appointment of Interim School Board Member District 4 and Petition for Writ of Special Election

In addition to Superintendent Robertson, the following School Board members were present in the School Administration Building #6, School Board Chamber: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

2. **Adoption of the Agenda:** Chair Melnyk called for any modifications to the agenda as presented. Hearing none, Chair Melnyk called for a motion to approve the agenda as presented. Ms. Anderson made the motion, seconded by Ms. Owens. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to adopt the agenda as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

3. **Information**

- A. Petition for Writ of Special election process
- B. Appointment of Interim School Board Member District 4 process

Recommended that the School Board review and provide guidance on the proposed process for filing a Petition for Writ of Special Election and the Appointment Process for the Interim School Board Member – District 4; Kamala Lannetti, School Board Attorney provided the School Board information regarding appointment of interim School Board member; what does the School Board have to do when a School Board member vacates office: file a petition with the Court requesting a Writ of Special Election within 15 days, appoint a qualified citizen to fill the vacancy within 45 days; Writ of Special Election: Code of Virginia 22.1-226 (A), School Board must adopt a resolution authorizing the Petition for Writ of Special Election; directs the School Board attorney to file the petition and take all appropriate actions; paying for notice in *Virginian Pilot*, setting up vbschools.com notice, setting up meeting rooms and scheduling chosen interviewees; time period for appointment on interim School Board member – February 14 plus 45 days equals March 30, 2024; public hearing before appointment: Code of Virginia 22.1-29.1, at least 7 days prior to any appointment of a School Board member hold one or more public hearing to receive the views of citizens of the school division, at least 7 days prior to the public hearing must publish notice of public hearing in a newspaper of general circulation in the school division; reviewed sample notice of public hearing; publication of names of applicants: Code of Virginia 22.1-29.1, no nominee or applicant whose name has not been considered at a public hearing shall be appointed as a School Board member, names should be in agenda materials and/or on vbschools.com and read before the public hearing; reviewed timeline; application dates: February 14 – first day applications are available, March 4 – 3:00 p.m. applications due to Clerk; application form – updated prior application form, School Board to review and provide suggestions or edits, application forms are available on vbschools.com or by contacting Clerk of the School Board; reviewed qualifications to serve as Interim School Board Member District 4; Code of Virginia 22.1-29, qualified voter and bona fide resident from the district from which he is selected, elected by the qualified voters of that district; Code of Virginia 22.1-30, no employee of a school board can be appointed to a School Board; Code of Virginia 2.2-3119, limitation on School Board members having family members as School Division employees; social media checks; interview of chosen candidates: March 26 – closed session before regular meeting at School Administration Building (SAB), interview questions approved prior to March 26, public comments during regular meeting, action agenda – School Board votes on Interim School Board



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Member District 4; swearing in and term of service: March 27 – swear in new School Board Member District 4, term of service – March 27, 2024 until November 5, 2024 election results are certified, and newly elected School Board member is sworn in.

The presentation continued with questions and comments regarding interview questions; interviews; recognition for Ms. Martin; timeline; criminal and social media checks; application form; suggestion for School Board members to give Ms. Lannetti a question; publish application by February 14; reviewed timeline dates of March 26 and March 12; application questions; posting of agenda packet.

4. **Adjournment:** Chair Melnyk adjourned the Special Meeting at 6:34 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Kimberly A. Melnyk, School Board Chair



Subject: Interim Financial Statements – January 2024 **Item Number:** 12A

Section: Information **Date:** February 27, 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
JANUARY 2024

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 **\$82.4 million**. Of the amount realized for the month, **\$42.6 million** was realized from the City, **\$7.7 million** was received in state sales tax, and **\$31.3 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 **54.22%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2023 was **53.90%**, and FY 2022 was **55.14%**. 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 **\$131,335** (includes **\$50,527** in basketball receipts, **\$2,109** in gymnastics receipts, **\$6,854** in wrestling receipts, and **\$18,117** in middle school receipts) this month or **94.5%** of the estimated revenue for the current fiscal year compared to **99.0%** of FY 23 actual. Expenditures totaled **\$584,908** for this month. This fund has incurred expenditures and encumbrances of **55.0%** of the current fiscal year budget compared to **64.1%** 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 **\$2,888,427** (includes **\$553,630** for School Breakfast, **\$1,373,103** for National School Lunch federal programs, and **\$709,856** in service charges) this month or **36.1%** of the estimated revenue for the current fiscal year compared to **39.0%** of the FY 23 actual. Expenditures totaled **\$4,652,792** for this month. This fund has incurred expenditures and encumbrances of **42.6%** of the current fiscal year budget compared to **40.5%** of the FY 23 actual. Please note that **\$7,960,784** of the current year budget is funded by the prior year fund balance (**\$6,901,953**) and prior year fund balance for encumbrances (**\$1,058,831**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$429,246** (includes **\$411,940** from the Department of Education) this month or **60.1%** of the estimated revenue for the current fiscal year compared to the **58.3%** of the FY 23 actual. Expenditures totaled **\$172,908** for this month. This fund has incurred expenditures and encumbrances of **66.5%** of the budget for the current fiscal year compared to **82.3%** of the FY 23 actual. Please note that **\$1,792,814** of the current year budget is funded by the prior year fund balance (**\$1,572,037**) and prior year fund balance for encumbrances (**\$220,777**).

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$138,081** in revenue (includes **\$81,189** in interest and **\$49,511** in insurance proceeds) this month. Expenses for this month totaled **\$289,821** (includes **\$190,018** in Worker's Compensation payments).

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 **\$78,547** in revenue (includes **\$3,768** in tower rent-Cox High, **\$43,976** in tower rent-Landstown High, **\$6,655** in tower rent-Tech Center, and **\$3,480** in tower rent-Woodstock Elementary) this month or **109.4%** of the estimated revenue for the current fiscal year compared to **88.0%** of FY 23 actual. Please note that **\$324,000** of the current year budget is funded by the prior year fund balance (**\$284,000**) and prior year fund balance for encumbrances (**\$40,000**).

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$6,373,558** 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 **\$13,368,974** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$25,362,636**. 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 **\$57,178** in revenue has been realized this month (includes **\$53,820** in vending receipts) or **71.2%** of the estimated revenue for the current fiscal year compared to **105.0%** 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 **\$87,658** 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 **\$1,999** in revenue (interest) this month. Expenses for the month totaled **\$15,474**. 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 **\$2,347,001** in expenditures was incurred for various school capital projects this month. This includes **\$829,169** for School Bus & Fleet Replacement project, **\$825,366** for Phone System Replacement project, **\$270,252** for Reroofing Renovation and Replacement Phase III projects, **\$189,355** for HVAC Renovation and Replacement Phase III projects, and **\$136,544** for Various Renovation and Replacement of Phase III projects.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. 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 **53.0%** of the current year fiscal year budget compared to **49.1%** 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
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

REVENUES

JANUARY 2024

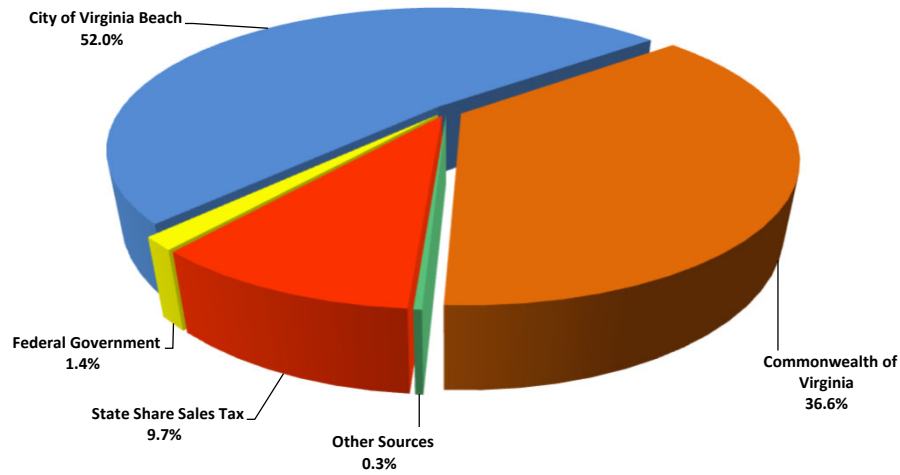
BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
COMMONWEALTH OF VIRGINIA	2024	359,824,438	<-----	192,572,377	53.52%	A
	2023	334,908,997	325,809,562	177,755,284	53.08%	
	2022	317,437,827	296,840,759	159,977,666	50.40%	
STATE SALES TAX	2024	95,578,220	<-----	45,277,257	47.37%	A
	2023	91,767,957	98,633,260	51,668,735	56.30%	
	2022	81,922,118	98,227,243	48,043,917	58.65%	
FEDERAL GOVERNMENT	2024	13,500,000	<-----	15,518,287	114.95%	F
	2023	13,500,000	18,437,704	10,887,367	80.65%	
	2022	13,500,000	17,115,879	10,997,675	81.46%	
CITY OF VIRGINIA BEACH	2024	512,019,244	<-----	298,248,829	58.25%	A
	2023	484,473,810	484,473,810	280,943,942	57.99%	
	2022	467,563,377	467,563,377	268,031,238	57.33%	
OTHER SOURCES	2024	3,232,803	<-----	3,126,477	96.71%	A
	2023	3,182,803	4,886,555	2,684,956	84.36%	
	2022	3,132,803	4,747,277	2,073,125	66.17%	
SCHOOL OPERATING FUND TOTAL	2024	984,154,705	<-----	554,743,227	56.37%	
	2023	927,833,567	932,240,891	523,940,284	56.47%	
	2022	883,556,125	884,494,535	489,123,621	55.36%	

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

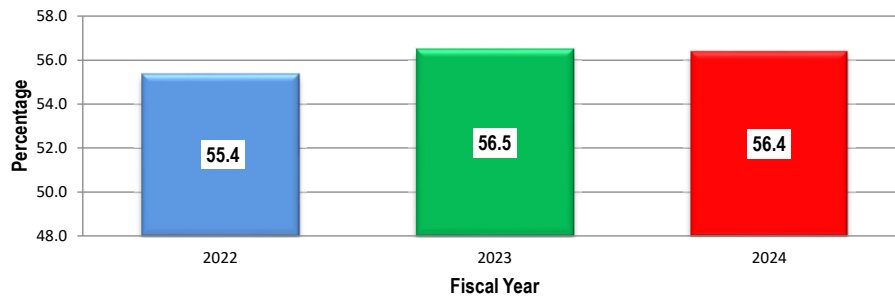
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

A 2

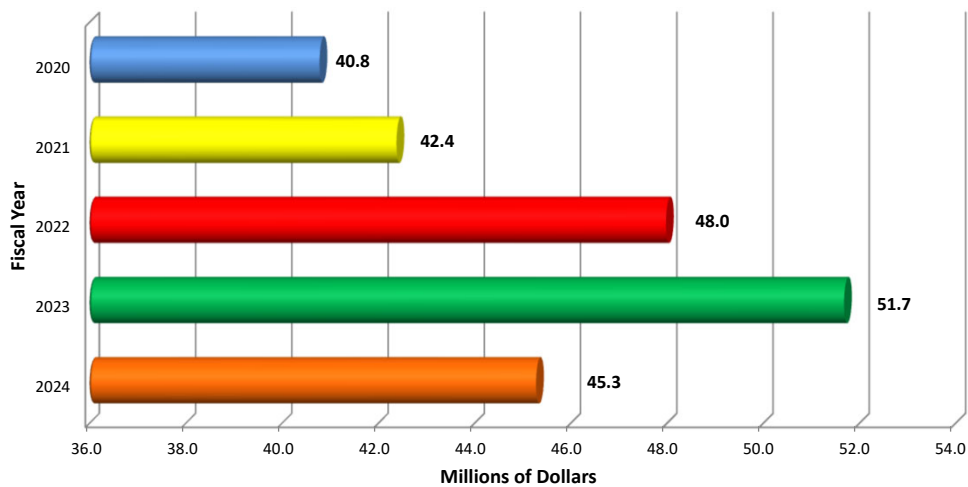
Fiscal Year 2024 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of January 31, 2024



State Sales Tax Revenue through January 31, 2024



VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

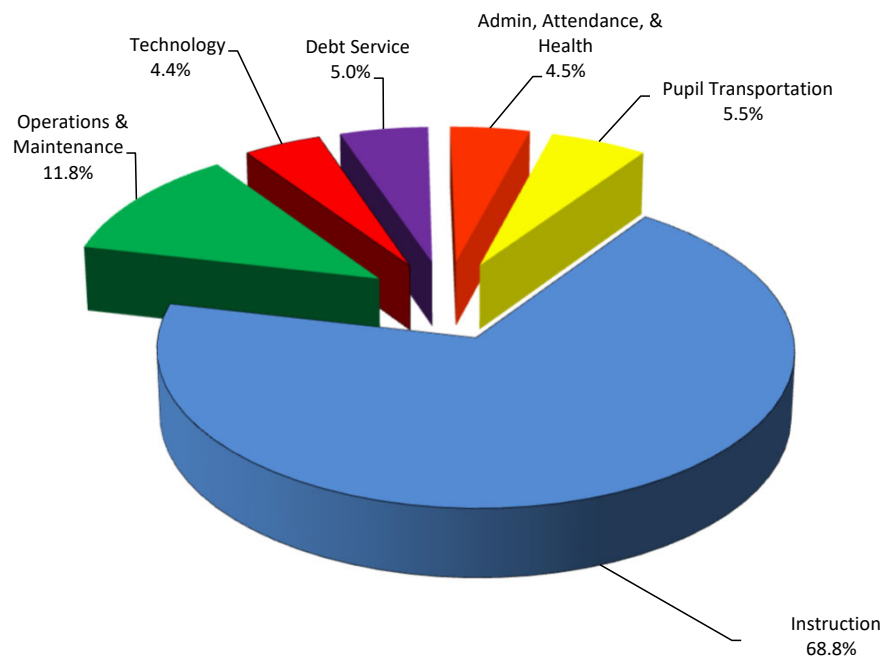
EXPENDITURES/ENCUMBRANCES

JANUARY 2024

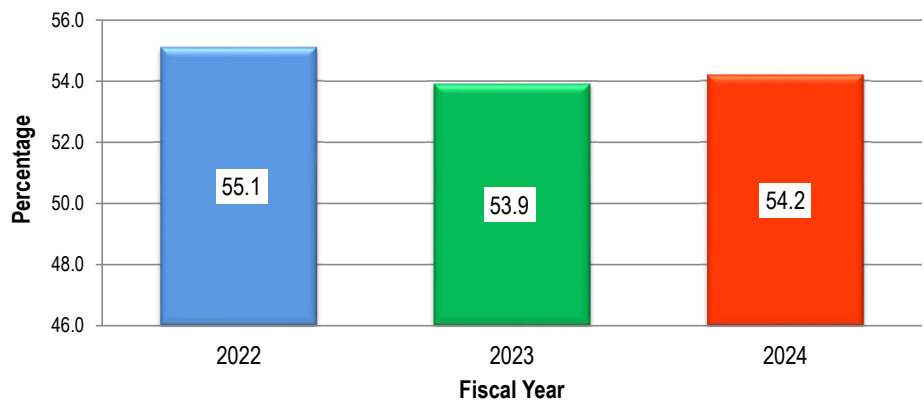
BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION CATEGORY	2024	687,864,470	<-----	363,286,436	52.81%	A
	2023	635,274,513	625,322,355	332,434,545	52.33%	
	2022	614,402,062	604,384,659	327,645,422	53.33%	
ADMINISTRATION, ATTENDANCE & HEALTH CATEGORY	2024	45,385,819	<-----	23,477,558	51.73%	A
	2023	43,371,357	39,297,434	21,924,017	50.55%	
	2022	39,967,923	37,191,274	20,896,200	52.28%	
PUPIL TRANSPORTATION CATEGORY	2024	54,887,016	<-----	30,839,057	56.19%	A
	2023	56,397,547	53,710,672	33,446,930	59.31%	
	2022	57,952,661	56,231,592	39,376,133	67.95%	
OPERATIONS AND MAINTENANCE CATEGORY	2024	118,291,989	<-----	69,192,108	58.49%	A
	2023	117,860,247	114,588,676	67,254,522	57.06%	
	2022	111,720,045	109,086,784	62,528,844	55.97%	
TECHNOLOGY CATEGORY	2024	43,609,506	<-----	28,341,679	64.99%	A
	2023	50,387,282	49,479,819	31,773,861	63.06%	
	2022	45,370,400	45,104,048	28,936,753	63.78%	
SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)	2024	950,038,800	<-----	515,136,838	54.22%	A
	2023	903,290,946	882,398,956	486,833,875	53.90%	
	2022	869,413,091	851,998,357	479,383,352	55.14%	
DEBT SERVICE CATEGORY	2024	50,071,611	<-----	27,419,012	54.76%	A
	2023	50,133,654	46,171,521	28,849,748	57.55%	
	2022	49,442,812	45,696,047	26,340,397	53.27%	

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

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



School Operating Fund
Expenditures/Encumbrances Percentage of Actual to
Budget as of January 31, 2024



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

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INSTRUCTION CATEGORY:	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ELEMENTARY CLASSROOM	193,938,202	18,308,215	96,340,285	128,449	97,469,468	49.7%
MIDDLE CLASSROOM	70,768,412	6,798,528	34,412,995	2,840,974	33,514,443	52.6%
HIGH CLASSROOM	96,894,431	9,334,210	46,839,470	92,989	49,961,972	48.4%
SPECIAL ED CLASSROOM	113,478,724	8,618,013	61,236,953	744,826	51,496,945	54.6%
TECH AND CAREER ED CLASSROOM	20,118,512	2,022,878	10,290,618	11,344	9,816,550	51.2%
GIFTED CLASSROOM	17,757,863	1,721,721	9,339,654	2,303	8,415,906	52.6%
ALTERNATIVE EDUCATION CLASSROOM	6,764,246	662,784	3,306,535	656	3,457,055	48.9%
REMEDIAL ED CLASSROOM	11,437,211	1,074,459	5,609,065		5,828,146	49.0%
SUMMER SCHOOL CC	1,600,057		1,174,002		426,055	73.4%
SUMMER SLIDE	268,626		344		268,282	0.1%
ADULT ED	2,368,576	175,422	1,178,681		1,189,895	49.8%
GUIDANCE	23,795,306	2,222,753	12,600,664	461	11,194,181	53.0%
STUDENT SERVICES	854,693	76,959	501,643		353,050	58.7%
SOCIAL WORKERS SCHOOL	4,830,034	663,098	2,689,035	212,364	1,928,635	60.1%
HOMEBOUND	286,392	14,841	74,631		211,761	26.1%
TEACHING AND LEARNING	18,913,401	917,512	13,572,158	701,771	4,639,472	75.5%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,333,716	85,521	774,593	30,000	529,123	60.3%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	568,790	52,313	389,261	5,710	173,819	69.4%
STUDENT LEADERSHIP	1,985,720	126,849	1,039,008	78	946,634	52.3%
SCHOOL LEADERSHIP	2,309,361	235,380	1,209,733	15,000	1,084,628	53.0%
STUDENT ACTIVITIES	9,509,853	344,063	7,423,128	13,740	2,072,985	78.2%
SPECIAL ED SUPPORT	5,137,443	495,717	2,990,172	1,447	2,145,824	58.2%
TECH AND CAREER ED SUPPORT	1,276,952	103,502	712,815		564,137	55.8%
GIFTED ED SUPPORT	2,836,783	221,424	1,483,033	250	1,353,500	52.3%
ALTERNATIVE ED SUPPORT	3,031,368	261,152	1,546,239	9,150	1,475,979	51.3%
LIBRARY MEDIA SUPPORT	15,666,080	1,524,504	7,771,954	98,136	7,795,990	50.2%
OFFICE OF PRINCIPAL-ELEMENTARY	31,858,287	2,787,824	17,890,595	3,743	13,963,949	56.2%
OFFICE OF PRINCIPAL-MIDDLE	13,145,123	1,162,334	7,456,360	14,869	5,673,894	56.8%
OFFICE OF PRINCIPAL-HIGH	14,335,655	1,211,797	8,060,233	8,616	6,266,806	56.3%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	794,653	70,664	435,703		358,950	54.8%
TOTAL INSTRUCTION	687,864,470	61,294,437	358,349,560	4,936,876	324,578,034	52.8%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD AND GOVT SERVICES	442,990	43,417	326,745	44,158	72,087	83.7%
LEGAL SERVICES	1,486,884	86,491	743,021	5,817	738,046	50.4%
OFFICE OF SUPERINTENDENT	1,233,715	88,362	700,763	5,000	527,952	57.2%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	2,589,940	203,803	1,273,110	170	1,316,660	49.2%
HUMAN RESOURCES	6,111,800	489,449	3,141,682	977	2,969,141	51.4%
PROFESSIONAL GROWTH AND INNOVATION	1,141,905	88,753	625,774		516,131	54.8%
CONSOLIDATED BENEFITS	2,848,500	228,127	1,487,775		1,360,725	52.2%
PLANNING INNOVATION AND ACCOUNTABILITY	2,686,341	164,122	1,191,425	13,173	1,481,743	44.8%
BUDGET AND FINANCE	5,974,637	457,123	3,545,635	6,488	2,422,514	59.5%
INTERNAL AUDIT	583,066	47,265	316,586	43	266,437	54.3%
PROCUREMENT SERVICES	1,464,001	102,257	678,507	19,935	765,559	47.7%
HEALTH SERVICES	9,658,113	894,787	4,641,790	3,450	5,012,873	48.1%
PSYCHOLOGICAL SERVICES	8,626,616	724,863	4,389,867		4,236,749	50.9%
AUDIOLOGICAL SERVICES	537,311	45,933	308,807	6,860	221,644	58.7%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	45,385,819	3,664,752	23,371,487	106,071	21,908,261	51.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

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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	3,229,467	278,615	1,936,978		1,292,489	60.0%
VEHICLE OPERATIONS	32,668,167	4,073,280	18,818,878	368,057	13,481,232	58.7%
VEHICLE OPERATIONS-SPECIAL ED	10,037,282	1,105,216	4,673,672	1,054,472	4,309,138	57.1%
MONITORING SERVICES-SPECIAL ED	4,193,526	286,551	1,662,850		2,530,676	39.7%
VEHICLE MAINTENANCE	4,758,574	358,324	2,324,150		2,434,424	48.8%
TOTAL PUPIL TRANSPORTATION	54,887,016	6,101,986	29,416,528	1,422,529	24,047,959	56.2%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	345,935	29,472	198,469		147,466	57.4%
FACILITIES AND MAINTENANCE SERVICES	57,064,790	3,825,289	32,968,651	3,913,551	20,182,588	64.6%
CUSTODIAL SERVICES	37,512,757	2,936,792	19,316,811	440,396	17,755,550	52.7%
GROUNDS SERVICES	5,444,060	1,361,015	2,722,030		2,722,030	50.0%
VEHICLE SERVICES	2,000,871	61,512	1,102,998	242,000	655,873	67.2%
SECURITY AND EMERGENCY MANAGEMENT	12,331,235	1,152,378	6,036,796	7,286	6,287,153	49.0%
DISTRIBUTION SERVICES	2,239,879	167,043	1,101,865	8,557	1,129,457	49.6%
TELECOMMUNICATIONS	1,352,462	68,725	961,055	171,643	219,764	83.8%
TOTAL OPERATIONS AND MAINTENANCE	118,291,989	9,602,226	64,408,675	4,783,433	49,099,881	58.5%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	191,933	3,918	92,582	104,083	(4,732)	102.5%
MIDDLE CLASSROOM	132,846	3,668	193,120	20,107	(80,381)	160.5%
HIGH CLASSROOM	181,054	18,353	138,502	19,075	23,477	87.0%
SPECIAL ED CLASSROOM	210,425	6,521	223,129	5,935	(18,639)	108.9%
TECH AND CAREER ED CLASSROOM	422,561	143,903	382,075	3,510	36,976	91.2%
GIFTED CLASSROOM	128,564	1,990	46,419	28,614	53,531	58.4%
ALTERNATIVE EDUCATION CLASSROOM				1,069	(1,069)	
REMEDIAL ED CLASSROOM	29,891		255,044		(225,153)	853.2%
SUMMER SCHOOL CC	10,527				10,527	
ADULT ED	68,499	2,154	22,638	3,500	42,361	38.2%
GUIDANCE	54,310	1,157	48,525		5,785	89.3%
STUDENT SERVICES	1,932				1,932	
SOCIAL WORKERS SCHOOL	8,054	2,046	3,040	480	4,534	43.7%
HOMEBOUND	107,465	6,521	27,188		80,277	25.3%
TEACHING AND LEARNING	184,886	2,060	430,351	1,068	(246,533)	233.3%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	34,000				34,000	
OFFICE OF DIVERSITY EQUITY AND INCLUSION	4,471		1,083		3,388	24.2%
STUDENT LEADERSHIP	2,362	214	4,887		(2,525)	206.9%
SCHOOL LEADERSHIP	57,722	54	35,736		21,986	61.9%
STUDENT ACTIVITIES	819		538		281	65.7%
SPECIAL ED SUPPORT	9,747	1,323	4,645		5,102	47.7%
TECH AND CAREER ED SUPPORT	3,195	34	3,713		(518)	116.2%
GIFTED ED SUPPORT	184,266	85,247	222,960		(38,694)	121.0%
ALTERNATIVE ED SUPPORT	172,335	975	32,744	23,175	116,416	32.4%
LIBRARY MEDIA SUPPORT	556,005	1,603	508,346	1,477	46,182	91.7%
OFFICE OF PRINCIPAL-ELEMENTARY	49,271	925	65,630	5,134	(21,493)	143.6%
OFFICE OF PRINCIPAL-MIDDLE	7,260	5,756	17,842	316	(10,898)	250.1%
OFFICE OF PRINCIPAL-HIGH	583	646	23,912	344	(23,673)	4160.5%
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 JANUARY 31, 2024

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	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
TECHNOLOGY CATEGORY:	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
INSTRUCTIONAL TECHNOLOGY SUPPORT	17,452,826	1,300,854	8,790,602	84,725	8,577,499	50.9%
BOARD AND GOVT SERVICES	3,932		9,823		(5,891)	249.8%
LEGAL SERVICES	87,618		71,457		16,161	81.6%
OFFICE OF SUPERINTENDENT	12,056	440	4,869	615	6,572	45.5%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	439,904	5,369	354,695	1,053	84,156	80.9%
HUMAN RESOURCES	296,092	3,338	228,367		67,725	77.1%
PROFESSIONAL GROWTH AND INNOVATION	187,368	5,347	159,737	636	26,995	85.6%
CONSOLIDATED BENEFITS	188,259	578	88,141		100,118	46.8%
PLANNING INNOVATION AND ACCOUNTABILITY	428,666	11,730	259,077	91,152	78,437	81.7%
BUDGET AND FINANCE	275,148	115,998	153,431	1,120	120,597	56.2%
RISK MANAGEMENT						
INTERNAL AUDIT	4,035	5	2,211		1,824	54.8%
PROCUREMENT SERVICES	173,134	4,698	100,937	96,499	(24,302)	114.0%
OFFICE OF TECHNOLOGY	1,221,734	102,712	669,439		552,295	54.8%
HEALTH SERVICES	806		106		700	13.2%
PSYCHOLOGICAL SERVICES	37,800	3,982	35,131	2,579	90	99.8%
AUDIOLOGICAL SERVICES			1,399		(1,399)	
TRANSPORTATION MANAGEMENT	7,707	191	7,154		553	92.8%
VEHICLE OPERATIONS	337,529	61,070	142,497	233,208	(38,176)	111.3%
VEHICLE OPERATIONS-SPECIAL ED	106,381	19,285	44,999	73,460	(12,078)	111.4%
VEHICLE MAINTENANCE	28,471	8,743	12,201		16,270	42.9%
SCHOOL DIVISION SERVICES	3,842	1	3,656	781	(595)	115.5%
FACILITIES AND MAINTENANCE SERVICES	1,558,820	25,194	1,004,373	350,163	204,284	86.9%
CUSTODIAL SERVICES	24,417	132	10,592		13,825	43.4%
VEHICLE SERVICES	92,869	16,667	38,890	70,571	(16,592)	117.9%
SECURITY AND EMERGENCY MANAGEMENT	134,662	187	123,302		11,360	91.6%
DISTRIBUTION SERVICES	59,348	152	51,739		7,609	87.2%
TELECOMMUNICATIONS	10,008	175	175		9,833	1.7%
TECHNOLOGY MAINTENANCE	17,620,590	1,124,762	11,250,117	713,464	5,657,009	67.9%
TOTAL TECHNOLOGY	<u>43,609,506</u>	<u>3,100,678</u>	<u>26,403,766</u>	<u>1,937,913</u>	<u>15,267,827</u>	65.0%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	<u>950,038,800</u>	<u>83,764,079</u>	<u>501,950,016</u>	<u>13,186,822</u>	<u>434,901,962</u>	54.2%
DEBT SERVICE CATEGORY:	<u>50,071,611</u>	<u>2,702,040</u>	<u>27,419,012</u>		<u>22,652,599</u>	54.8%

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2023 through January 31, 2024

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Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	359,824,438	36.56%	192,572,377	(167,252,061)	53.52%
State Share Sales Tax	95,578,220	9.71%	45,277,257	(50,300,963)	47.37%
Federal Government	13,500,000	1.37%	15,518,287	2,018,287	114.95%
City of Virginia Beach	512,019,244	52.03%	298,248,829	(213,770,415)	58.25%
Other Sources	3,232,803	0.33%	3,126,477	(106,326)	96.71%
Total Revenues	984,154,705	100.0%	554,743,227	(429,411,478)	56.37%
Prior Year Local Contribution*	15,955,706				
	<u>1,000,110,411</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	687,864,470	68.78%	363,286,436	324,578,034	52.81%
Administration, Attendance and Health	45,385,819	4.54%	23,477,558	21,908,261	51.73%
Pupil Transportation	54,887,016	5.49%	30,839,057	24,047,959	56.19%
Operations and Maintenance	118,291,989	11.83%	69,192,108	49,099,881	58.49%
Technology	43,609,506	4.36%	28,341,679	15,267,827	64.99%
Debt Service	50,071,611	5.00%	27,419,012	22,652,599	54.76%
Total Expenditures/Encumbrances	<u>1,000,110,411</u>	100.00%	542,555,850	457,554,561	54.25%

* 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 JANUARY 31, 2024

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ASSETS:

LIABILITIES:

CASH	957,517	CHECKS PAYABLE	231,583
ACCOUNTS RECEIVABLES	144,058	WIRES PAYABLE	2,702,041
DUE FROM GENERAL FUND	74,247,023	ACH PAYABLE	477,161
DUE FROM THE COMMONWEALTH	2,590,733	ACCOUNTS PAYABLE	297,004
PREPAID ITEM	167,089	ACCOUNTS PAYABLE-SCHOOLS	67,942
		SALARIES PAYABLE-OPTIONS	30,189,780
		SALARIES EMPLOYEE ESCROW	205,009
		FICA PAYABLE-OPTIONS	2,309,222
		TOTAL LIABILITIES	<u>36,479,742</u>
		FUND BALANCE	296,773
		ESTIMATED REVENUE	(984,154,705)
		APPROPRIATIONS	1,000,110,411
		ENCUMBRANCES	13,186,822
		RESERVE FOR ENCUMBRANCES	(13,186,822)
		EXPENDITURES	(529,369,028)
		REVENUES	<u>554,743,227</u>
		TOTAL FUND EQUITY	<u>41,626,678</u>
TOTAL ASSETS	<u>78,106,420</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>78,106,420</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

B 3

	<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	26,555,054	2,200,044	15,477,571	(11,077,483)	58.3%
SOCIAL SECURITY	11,380,738	942,876	6,633,245	(4,747,493)	58.3%
GROUP LIFE	788,764	65,348	459,730	(329,034)	58.3%
BASIC SCHOOL AID	200,215,771	17,860,762	114,569,451	(85,646,320)	57.2%
REMEDIAL SUMMER SCHOOL	259,522	28,482	28,482	(231,040)	11.0%
VOCATIONAL EDUCATION	2,178,491	180,484	1,269,730	(908,761)	58.3%
GIFTED EDUCATION	2,065,810	171,149	1,204,054	(861,756)	58.3%
SPECIAL EDUCATION	19,268,378	1,596,354	11,230,543	(8,037,835)	58.3%
PREVENTION, INTERVENTION AND REMEDIATION	4,845,265	401,423	2,824,055	(2,021,210)	58.3%
COMPENSATION SUPPLEMENT	30,198,042	2,778,782	16,135,083	(14,062,959)	53.4%
SPECIAL EDUCATION HOMEBOUND	58,168	21,371	21,371	(36,797)	36.7%
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	15,089,374	1,375,572	1,375,572	(13,713,802)	9.1%
FOSTER CARE	415,005			(415,005)	
SPECIAL ED-REGIONAL TUITION	5,249,475	277,822	277,822	(4,971,653)	5.3%
CAREER AND TECH ED-OCCUPATIONAL	376,114			(376,114)	
ENGLISH AS A SECOND LANGUAGE	2,236,894	178,353	1,296,800	(940,094)	58.0%
AT-RISK	10,444,757	867,337	5,955,770	(4,488,987)	57.0%
K-3 PRIMARY CLASS SIZE REDUCTION	5,357,810	489,178	489,178	(4,868,632)	9.1%
OTHER STATE FUNDS	22,841,006	1,903,417	13,323,920	(9,517,086)	58.3%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>359,824,438</u>	<u>31,338,754</u>	<u>192,572,377</u>	<u>(167,252,061)</u>	53.5%
STATE SHARE SALES TAX	<u>95,578,220</u>	<u>7,650,760</u>	<u>45,277,257</u>	<u>(50,300,963)</u>	47.4%
TOTAL FROM STATE SHARE SALES TAX	<u>95,578,220</u>	<u>7,650,760</u>	<u>45,277,257</u>	<u>(50,300,963)</u>	47.4%
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	541,375	1,017,088	(947,721)	51.8%
MEDICAID REIMB-TRANSPORTATION			43,998	43,998	
FEDERAL REIMB OF INTEREST			122,774	122,774	
OTHER FEDERAL REVENUE			269	269	
TOTAL FROM FEDERAL GOVERNMENT	<u>13,500,000</u>	<u>541,375</u>	<u>15,518,287</u>	<u>2,018,287</u>	115.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

B 4

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	511,685,653	42,579,177	298,054,234	(213,631,419)	58.2%
TRANSFER FROM SCHOOL RESERVE FUND	333,591	27,799	194,595	(138,996)	58.3%
TOTAL TRANSFERS	<u>512,019,244</u>	<u>42,606,976</u>	<u>298,248,829</u>	<u>(213,770,415)</u>	58.2%
RENT OF FACILITIES SCHOOLS	450,000	24,050	194,641	(255,359)	43.3%
REIM FOIA		70	466	466	
SETTLEMENTS			742,222	742,222	
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000	9,847	33,232	(66,768)	33.2%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750		500	(169,250)	0.3%
TUITION LPN PROGRAM	25,575		1,600	(23,975)	6.3%
TUITION SUMMER SCHOOL	700,000		549,220	(150,780)	78.5%
TUITION DRIVERS ED	322,125	26,232	81,857	(240,268)	25.4%
COLLEGE NIGHT FEES			15,450	15,450	
VENDING OPERATING RECEIPTS		31	201	201	
STOP ARM ENFORCEMENT	450,000	102,916	611,359	161,359	135.9%
SALE OF SALVAGE MATERIALS	12,000	3,902	46,325	34,325	386.0%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000	44,877	85,899	70,899	572.7%
REIMB SYSTEM REPAIRS			2,565	2,565	
LOST AND STOLEN-TECHNOLOGY			31,709	31,709	
DAMAGED-TECHNOLOGY		11,182	186,333	186,333	
LOST AND DAMAGED-CALCULATORS		50	7,910	7,910	
LOST AND DAMAGED-HEARTRATE MONITORS			204	204	
MISCELLANEOUS REVENUE	224,703		10,053	(214,650)	4.5%
INDIRECT COST-GRANTS	<u>600,000</u>	<u>83,595</u>	<u>524,731</u>	<u>(75,269)</u>	87.5%
TOTAL FROM OTHER SOURCES	<u>3,232,803</u>	<u>306,752</u>	<u>3,126,477</u>	<u>(106,326)</u>	96.7%
TOTAL SCHOOL OPERATING FUND	<u><u>984,154,705</u></u>	<u><u>82,444,617</u></u>	<u><u>554,743,227</u></u>	<u><u>(429,411,478)</u></u>	56.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

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ASSETS:		LIABILITIES:	
CASH	2,473,664	CHECKS PAYABLE	65,407
		ACH PAYABLE	2,479
		TOTAL LIABILITIES	<u>67,886</u>
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(6,021,170)
		APPROPRIATIONS	6,080,021
		ENCUMBRANCES	4,467
		RESERVE FOR ENCUMBRANCES	(4,467)
		EXPENDITURES	(3,340,383)
		REVENUES	<u>5,687,310</u>
		TOTAL FUND EQUITY	<u>2,405,778</u>
TOTAL ASSETS	<u>2,473,664</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>2,473,664</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	9,844	67,938	62,938	1358.8%	411.0%
BASKETBALL	120,000	50,527	66,716	(53,284)	55.6%	78.2%
FOOTBALL	250,000		229,119	(20,881)	91.6%	122.4%
GYMNASTICS	4,000	2,109	2,109	(1,891)	52.7%	64.7%
LACROSSE	25,000			(25,000)		
SOCCER	42,000			(42,000)		
WRESTLING	13,000	6,854	9,062	(3,938)	69.7%	77.2%
MIDDLE SCHOOL	65,000	18,117	54,665	(10,335)	84.1%	12.1%
TRANSFER FROM SCHOOL OPERATING	5,212,170		5,212,170		100.0%	100.0%
TRANSFER FROM GENERAL FUND	250,000	41,667	41,667	(208,333)	16.7%	
OTHER INCOME	35,000	2,217	3,864	(31,136)	11.0%	181.9%
TOTAL REVENUES	<u>6,021,170</u>	<u>131,335</u>	<u>5,687,310</u>	<u>(333,860)</u>	94.5%	99.0%
PYFB-ENCUMBRANCES	<u>58,851</u>					
TOTAL REVENUES AND PYFB	<u>6,080,021</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	3,107,020	290,110	1,751,943		1,355,077	56.4%	60.4%
FICA BENEFITS	237,684	22,577	134,813		102,871	56.7%	60.9%
PURCHASED SERVICES	1,461,425	243,609	675,065		786,360	46.2%	65.9%
VA HIGH SCHOOL LEAGUE DUES	51,250	(266)	24,240		27,010	47.3%	46.3%
ATHLETIC INSURANCE	200,000		187,881		12,119	93.9%	97.5%
MATERIALS AND SUPPLIES	833,651	28,878	556,502	4,467	272,682	67.3%	72.1%
CAPITAL OUTLAY	188,991		9,939		179,052	5.3%	43.4%
TOTAL	<u>6,080,021</u>	<u>584,908</u>	<u>3,340,383</u>	<u>4,467</u>	<u>2,735,171</u>	55.0%	64.1%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

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ASSETS:		LIABILITIES:	
CASH	16,780,760	CHECKS PAYABLE	40,766
CASH WITH CAFETERIAS	10,512	ACH PAYABLE	48,261
SUPPLIES INVENTORY	176,277	SALARIES PAYABLE-OPTIONS	659,911
FOOD INVENTORY	376,898	FICA PAYABLE-OPTIONS	50,523
FOOD-USDA INVENTORY	172,861	UNEARNED REVENUE	630,206
		TOTAL LIABILITIES	1,429,667
		FUND EQUITY:	
		FUND BALANCE	13,574,655
		ESTIMATED REVENUE	(40,798,266)
		APPROPRIATIONS	48,759,050
		ENCUMBRANCES	557,266
		RESERVE FOR ENCUMBRANCES	(557,266)
		EXPENDITURES	(20,191,123)
		REVENUES	14,743,325
		TOTAL FUND EQUITY	16,087,641
TOTAL ASSETS	17,517,308	TOTAL LIABILITIES AND FUND EQUITY	17,517,308

	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	65,541	438,722	363,722	585.0%	152.4%
SERVICE CHARGES	13,050,890	709,856	4,072,577	(8,978,313)	31.2%	33.5%
USDA REBATES FROM VENDORS	650,000	103,289	301,489	(348,511)	46.4%	45.6%
MISCELLANEOUS REVENUE			12,202	12,202		
TOTAL LOCAL REVENUE	13,775,890	878,686	4,824,990	(8,950,900)	35.0%	34.8%
SCHOOL BREAKFAST INITIATIVE	55,000	4,852	22,118	(32,882)	40.2%	
SCHOOL LUNCH	300,000	8,018	39,277	(260,723)	13.1%	
SCHOOL BREAKFAST	250,000	36,382	47,646	(202,354)	19.1%	18.1%
TOTAL REVENUE FROM COMMONWEALTH	605,000	49,252	109,041	(495,959)	18.0%	7.2%
SCHOOL BREAKFAST PROGRAM	6,382,249	553,630	2,677,956	(3,704,293)	42.0%	37.6%
NATIONAL SCHOOL LUNCH PROGRAM	17,230,127	1,373,103	6,729,372	(10,500,755)	39.1%	47.7%
USDA COMMODITIES	2,300,000			(2,300,000)		
CHILD AND ADULT CARE FOOD PROGRAM	350,000	33,756	171,779	(178,221)	49.1%	38.2%
USDA SUMMER FEEDING PROGRAM	155,000		223,614	68,614	144.3%	152.6%
OTHER FEDERAL REVENUE			6,573	6,573		
TOTAL REVENUE FROM FEDERAL GOV'T	26,417,376	1,960,489	9,809,294	(16,608,082)	37.1%	41.8%
TOTAL REVENUES	40,798,266	2,888,427	14,743,325	(26,054,941)	36.1%	39.0%
PRIOR YEAR FUND BALANCE (PYFB)	6,901,953					
PYFB-ENCUMBRANCES	1,058,831					
TOTAL REVENUES AND PYFB	48,759,050					

	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	1,293,191	7,402,578		9,119,293	44.8%	42.9%
FRINGE BENEFITS	5,839,297	496,360	2,516,562		3,322,735	43.1%	38.5%
PURCHASED SERVICES	1,271,405	26,283	649,005	367,658	254,742	80.0%	84.3%
OTHER CHARGES	70,805	2,967	31,765		39,040	44.9%	62.9%
MATERIALS AND SUPPLIES	19,802,969	2,675,981	8,273,018	127,157	11,402,794	42.4%	37.1%
CAPITAL OUTLAY	5,252,703	158,010	1,318,195	62,451	3,872,057	26.3%	49.8%
TOTAL	48,759,050	4,652,792	20,191,123	557,266	28,010,661	42.6%	40.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

B 7

ASSETS:		LIABILITIES:	
CASH	4,766,550	TOTAL LIABILITIES	
PREPAID ITEMS	286,868		
		FUND EQUITY:	
		FUND BALANCE	4,772,365
		ESTIMATED REVENUE	(5,028,701)
		APPROPRIATIONS	6,821,515
		ENCUMBRANCES	3,420
		RESERVE FOR ENCUMBRANCES	(3,420)
		EXPENDITURES	(4,534,143)
		REVENUES	3,022,382
		TOTAL FUND EQUITY	5,053,418
TOTAL ASSETS	5,053,418	TOTAL LIABILITIES AND FUND EQUITY	5,053,418

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	17,131	109,026	79,543	369.8%	88.9%
LOST AND DAMAGED	27,000	175	15,307	(11,693)	56.7%	17.9%
TOTAL LOCAL REVENUE	56,483	17,306	124,333	67,850	220.1%	55.0%
DEPT OF EDUCATION	4,972,218	411,940	2,898,049	(2,074,169)	58.3%	58.3%
TOTAL REVENUE-COMMONWEALTH	4,972,218	411,940	2,898,049	(2,074,169)	58.3%	58.3%
TOTAL REVENUES	5,028,701	429,246	3,022,382	(2,006,319)	60.1%	58.3%
PRIOR YEAR FUND BALANCE (PYFB)	1,572,037					
PYFB-ENCUMBRANCES	220,777					
TOTAL REVENUES AND PYFB	6,821,515					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	94,892	8,453	63,655		31,237	67.1%	63.1%
FRINGE BENEFITS	36,846	3,550	21,906		14,940	59.5%	56.3%
MATERIALS AND SUPPLIES	6,689,777	160,905	4,448,582	3,420	2,237,775	66.5%	82.7%
TOTAL	6,821,515	172,908	4,534,143	3,420	2,283,952	66.5%	82.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

B 8

ASSETS:		LIABILITIES:	
CASH	21,918,474	ACH PAYABLE	472
PREPAID ITEM	267,372	EST CLAIMS/JUDGMENTS PAYABLE	9,099,286
		TOTAL LIABILITIES	9,099,758
		FUND EQUITY:	
		RETAINED EARNINGS	10,522,496
		ENCUMBRANCES	280,807
		RESERVE FOR ENCUMBRANCES	(280,807)
		EXPENSES	(7,028,016)
		REVENUES	9,591,608
		TOTAL FUND EQUITY	13,086,088
TOTAL ASSETS	22,185,846	TOTAL LIABILITIES AND FUND EQUITY	22,185,846

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	81,189	499,794
RISK MANAGEMENT CHARGES		8,995,919
INSURANCE PROCEEDS	49,511	87,981
MISCELLANEOUS REVENUE	7,381	7,914
TOTAL REVENUES	138,081	9,591,608

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	35,557	250,205	
FRINGE BENEFITS	12,336	74,933	
OTHER PURCHASED SERVICES	43,400	386,366	273,161
FIRE AND PROPERTY INSURANCE	606	4,675,618	
MOTOR VEHICLE INSURANCE		164,277	
WORKER'S COMPENSATION	190,018	1,398,385	
GENERAL LIABILITY INSURANCE		2,623	
MISCELLANEOUS	5,586	65,502	
MATERIALS AND SUPPLIES	2,318	10,107	7,646
TOTAL	289,821	7,028,016	280,807

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

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ASSETS:		LIABILITIES:	
CASH	5,637,206	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	<u>75,000</u>
		FUND EQUITY:	
		FUND BALANCE	4,713,622
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	840,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	(40,000)
		REVENUES	564,584
		TOTAL FUND EQUITY	<u>5,562,206</u>
TOTAL ASSETS	<u>5,637,206</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>5,637,206</u>

	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	20,668	121,592	105,592	760.0%	177.5%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			32,796	32,796		
TOWER RENT-COX HIGH		3,768	172,018	172,018		
TOWER RENT-FIRST COLONIAL HIGH			36,499	36,499		
TOWER RENT-LANDSTOWN HIGH		43,976	43,976	43,976		
TOWER RENT-TALLWOOD HIGH			53,633	53,633		
TOWER RENT-TECH CENTER		6,655	94,662	94,662		
TOWER RENT-WOODSTOCK ELEM		3,480	9,408	9,408		
TOTAL REVENUES	<u>516,000</u>	<u>78,547</u>	<u>564,584</u>	<u>48,584</u>	109.4%	88.0%
PRIOR YEAR FUND BALANCE (PYFB)	284,000					
PYFB-ENCUMBRANCES	<u>40,000</u>					
TOTAL REVENUES AND PYFB	<u>840,000</u>					

	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	<u>840,000</u>		<u>40,000</u>		<u>800,000</u>	4.8%	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

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Revenues :

	FY 2024 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	46,799,867	3,452,107	10,909,489	(35,890,378)	23.3%
Federal Government	102,377,725	2,031,081	10,530,199	(91,847,526)	10.3%
Other Sources	3,434,835	24,435	510,147	(2,924,688)	14.9%
Transfers from School Operating Fund	9,836,270	(1,964)	9,836,270		100.0%
Total Revenues	162,448,697	5,505,659	31,786,105	(130,662,592)	19.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

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	36,103	221,485		127,058	63.55%
ALGEBRA READINESS	3,073,673	96,725	420,887	405,472	2,247,314	26.89%
ARP BEFORE & AFTER SCHOOL	294,101	5,696	77,807		216,294	26.46%
ARP HOMELESS GRANT II	191,401	7,146	56,156		135,245	29.34%
ARP HOMELESS I	15,110		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	833,450	13,374,251	4,993,231	16,406,809	52.82%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	990	990	990			100.00%
BAYPORT FOUNDATION	425,000	4,865	254,865		170,135	59.97%
BLUEFORGE - TCEC WELDING LAB	2,500,000		60,286	71,192	2,368,522	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	96,396	770,377	21,076	432,634	64.66%
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	21,247	196,616	20,242	90,046	70.66%
DODEA WLARP	2,000,000	15,324	139,699		1,860,301	6.98%
EARLY READING INTERVENTION	6,548,196	209,926	1,016,483	10,983	5,520,730	15.69%
FLEXIBLE PER PUPIL FUNDING	20,037,157	618,689	823,355	2,970	19,210,832	4.12%
GENERAL ADULT ED	29,877	2,279	17,977		11,900	60.17%
HAMPTON ROADS WORKFORCE COUNCIL - ALC	180,000	18,821	83,270		96,730	46.26%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY)	166,630	9,616	61,588		105,042	36.96%
HVAC CSLFRF	12,813,722		2,442,461	7,992,409	2,378,852	81.44%
INDUSTRY CERT EXAMINATIONS	64,877		64,877			100.00%
INDUSTRY CERT EXAMINATIONS STEM-H	24,363		22,749		1,614	93.38%
ISAEP	65,384	2,915	21,591		43,793	33.02%
JAIL EDUCATION PROGRAM	344,870	14,191	96,843		248,027	28.08%
JUVENILE DETENTION HOME	1,687,755	103,746	654,112	1,599	1,032,044	38.85%
MCKINNEY VENTO	86,039	1,029	8,848		77,191	10.28%
NATIONAL BOARD CERTIFICATION INCENTIVE	345,000	345,000	345,000			100.00%
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	29.40%
PERKINS CTE SECONDARY RESERVE FUNDS	13,000		13,000			100.00%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

B 12

	<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>
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	39,348		8,652		30,696	22.0%
POST 9-11 GI BILL	3,650		3,650			100.0%
PRE-K - GRADE 2 ACTIVE LEARNING	45,311	3,006	4,529	14,896	25,886	42.9%
PRESCHOOL - IDEA SECTION 619	1,012,181	45,039	303,525	2,040	706,616	30.2%
PROJECT GRADUATION	119,708	199	31,178		88,530	26.0%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	53,039	4,483	39,265		13,774	74.0%
RECRUITMENT AND RETENTION - ARP	48,500	14,802	14,802		33,698	30.5%
RESERVE FOR CONTINGENCY	8,724,596				8,724,596	
SCHOOL SECURITY EQUIPMENT	147,129	37,739	52,987		94,142	36.0%
SCHOOL-BASED HEALTH WORKFORCE	65,864	450	53,329		12,535	81.0%
STARTALK	206,219	7,074	53,014		153,205	25.7%
STEM COMPETITION	10,000				10,000	
TECHNOLOGY INITIATIVE	5,492,336	395	944,888		4,547,448	17.2%
TITLE I PART A	16,564,283	1,157,733	6,979,082	696,539	8,888,662	46.3%
TITLE I PART D SUBPART 1	109,887	615	26,392		83,495	24.0%
TITLE I PART D SUBPART 2	413,081	11,295	137,767		275,314	33.4%
TITLE II PART A	3,141,621	198,729	993,666		2,147,955	31.6%
TITLE III PART A LANGUAGE ACQUISITION	435,058	14,858	128,921		306,137	29.6%
TITLE IV PART A	2,149,829	42,067	507,954	104,949	1,536,926	28.5%
TITLE IV PELL	50,060	55	19,207		30,853	38.4%
TITLE VI-B IDEA SECTION 611	22,279,312	1,656,551	8,415,401	28,530	13,835,381	37.9%
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	656	91,938		11,355	89.0%
VA HUMANITIES BENEATH THE SURFACE	4,905				4,905	
VA PRESCHOOL INITIATIVE	9,410,462	718,619	3,579,563		5,830,899	38.0%
WORKPLACE READINESS	15,039	15,039	15,039			100.0%
TOTAL SCHOOL GRANTS FUND	<u>162,448,697</u>	<u>6,373,558</u>	<u>46,565,587</u>	<u>14,366,128</u>	<u>101,516,982</u>	<u>37.5%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

B 13

ASSETS:		LIABILITIES:	
CASH	71,380,779	CHECKS PAYABLE	3,225,116
		WIRES PAYABLE	43,004
		ACCOUNTS PAYABLE-HSA	(54,740)
		UNEARNED REVENUE	1,484,885
		EST CLAIMS-JUDGMENTS PAYABLE	8,991,000
		TOTAL LIABILITIES	<u>13,689,265</u>
		FUND EQUITY:	
		RETAINED EARNINGS	71,494,676
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(106,442,645)
		REVENUES	<u>92,639,483</u>
		TOTAL FUND EQUITY	<u>57,691,514</u>
TOTAL ASSETS	<u>71,380,779</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>71,380,779</u>

REVENUES:	MONTH'S REALIZED	YEAR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	277,017	1,759,067
EMPLOYEE PREMIUMS-CITY	1,007,095	7,430,529
EMPLOYER PREMIUMS-CITY	4,153,144	29,941,150
EMPLOYEE PREMIUMS-SCHOOLS	803,816	5,474,145
EMPLOYER PREMIUMS-SCHOOLS	7,127,169	48,029,490
COBRA ADMINISTRATIVE FEE-CITY	381	2,602
COBRA ADMINISTRATIVE FEE-SCHOOLS	352	2,500
TOTAL REVENUES	<u>13,368,974</u>	<u>92,639,483</u>

EXPENSES:	MONTH'S EXPENSES	YEAR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
SALARIES AND BENEFITS	679,676	2,931,628	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	10,319,989	44,842,775	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	14,362,971	58,668,242	
TOTAL EXPENSES	<u>25,362,636</u>	<u>106,442,645</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

ASSETS:		LIABILITIES:	
CASH	351,108	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	256,834
		ESTIMATED REVENUE	(124,000)
		APPROPRIATIONS	130,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	88,274
		TOTAL FUND EQUITY	351,108
TOTAL ASSETS	351,108	TOTAL LIABILITIES AND FUND EQUITY	351,108

	FY 2024	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT	2023
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED	PERCENT
INTEREST ON BANK DEPOSITS		3,358	17,437	17,437		REALIZED
VENDING OPERATIONS RECEIPTS	124,000	53,820	70,837	(53,163)	57.1%	104.8%
TOTAL REVENUES	124,000	57,178	88,274	(35,726)	71.2%	105.0%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	130,000					

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2023 THROUGH JANUARY 31, 2024

B 15

ASSETS:		LIABILITIES:	
CASH	2,052,028	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	990,167
		ESTIMATED REVENUE	
		APPROPRIATIONS	560,840
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	501,021
		TOTAL FUND EQUITY	2,052,028
TOTAL ASSETS	2,052,028	TOTAL LIABILITIES AND FUND EQUITY	2,052,028

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS		87,658	501,021	501,021	%
TOTAL REVENUES		87,658	501,021	501,021	
PRIOR YEAR FUND BALANCE (PYFB)	560,840				
TOTAL REVENUES AND PYFB	560,840				

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
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 JANUARY 31, 2024

B 16

ASSETS:		LIABILITIES:	
CASH	540,067	ACH PAYABLE	10,574
		TOTAL LIABILITIES	10,574
		FUND EQUITY:	
		FUND BALANCE	115,473
		ESTIMATED REVENUE	
		APPROPRIATIONS	497,774
		ENCUMBRANCES	156,279
		RESERVE FOR ENCUMBRANCES	(156,279)
		EXPENDITURES	(96,811)
		REVENUES	13,057
		TOTAL FUND EQUITY	529,493
TOTAL ASSETS	540,067	TOTAL LIABILITIES AND FUND EQUITY	540,067

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS		1,999	13,057	13,057	%
TOTAL REVENUES		1,999	13,057	13,057	
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	3,809	14,036	60,635	(6,127)	108.9%
MATERIALS AND SUPPLIES	350,990	4,900	69,490	30,689	250,811	28.5%
CAPITAL OUTLAY	78,240	6,765	13,285	64,955		100.0%
TOTAL	497,774	15,474	96,811	156,279	244,684	50.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2023 THROUGH JANUARY 31, 2024

B 17

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
601001-RENOV-REPLACMT-ENERGY MGMT II	15,325,000	39,191	1,178,733	11,169,984	1,913,760	2,241,256	85.38%
601002-TENNIS COURT RENOVATIONS II	2,000,000	11,916	35,285	1,671,361	49,201	279,438	86.03%
601005-JOHN B DEY ES MODERNIZATION	27,970,076	7,944	19,516	27,709,990		260,086	99.07%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000	10,299	10,299	32,436,565	25,997	7,438	99.98%
601007-PRINCESS ANNE MS REPLACEMENT	76,938,759	18,634	18,634	76,910,230	26,540	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	7,944	4,793,740	6,394,209	505,687	150,009,601	4.40%
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	35,000,000	11,916	1,729,724	32,282,049	196,685	2,521,266	92.80%
601017-RENOV & REPLACE-GROUND PH III	18,337,887	113,564	1,748,929	16,323,090	375,093	1,639,704	91.06%
601018-RENOV & REPLACE-HVAC PH III	59,108,316	189,355	1,823,212	31,423,957	16,375,372	11,308,987	80.87%
601019-RENOV & REPLACE-REROOFING PH III	30,950,000	270,252	4,150,102	21,806,403	3,730,634	5,412,963	82.51%
601020-RENOV & REPLACE - VARIOUS PH III	24,653,676	136,544	2,052,852	14,004,208	1,412,134	9,237,334	62.53%
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	19,860	43,005	1,399,273		1,435,464	49.36%
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	67,691	1,543,121	13,540,641	21,906	687,453	95.18%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	800,000	14,771	160,311	748,073	9,945	41,982	94.75%
601028-B F WILLIAMS ES-BAYSIDE 6TH REPLACEMENT	28,547,220	11,725	1,820,615	2,468,167	193,643	25,885,410	9.32%
601029-BAYSIDE HIGH SCHOOL REPLACEMENT	21,776,775	7,944	3,991,563	5,480,827	433,624	15,862,324	27.16%
601030-REPLACEMENT PAYROLL SYSTEM	10,382,407					10,382,407	
601031-SCHOOL BUS & FLEET REPLACEMENT	7,713,000	829,169	3,894,383	6,564,020	864,909	284,071	96.32%
601032-PHONE SYSTEM REPLACEMENT	7,266,223	825,366	1,861,808	4,688,122	2,577,563	538	99.99%
601999-PAYROLL ALLOCATION		(247,084)	150,117	150,117		(150,117)	
TOTAL CAPITAL PROJECTS	643,362,213	2,347,001	31,032,646	376,874,450	28,801,858	237,685,905	63.06%

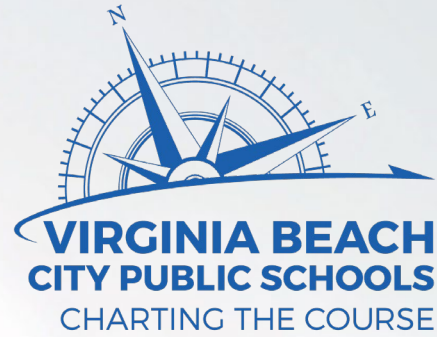
VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2023 THROUGH JANUARY 31, 2024

B 18

ASSETS:		LIABILITIES:	
CASH	2,245,855	CHECKS PAYABLE	796
		SALARIES PAYABLE-OPTIONS	163,300
		FICA PAYABLE-OPTIONS	12,494
		TOTAL LIABILITIES	<u>176,590</u>
		FUND EQUITY:	
		FUND BALANCE	12,554
		ESTIMATED REVENUE	(4,363,929)
		APPROPRIATIONS	4,363,957
		ENCUMBRANCES	5,480
		RESERVE FOR ENCUMBRANCES	(5,480)
		EXPENDITURES	(2,307,246)
		REVENUES	<u>4,363,929</u>
		TOTAL FUND EQUITY	<u>2,069,265</u>
TOTAL ASSETS	<u>2,245,855</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>2,245,855</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>4,363,957</u>					

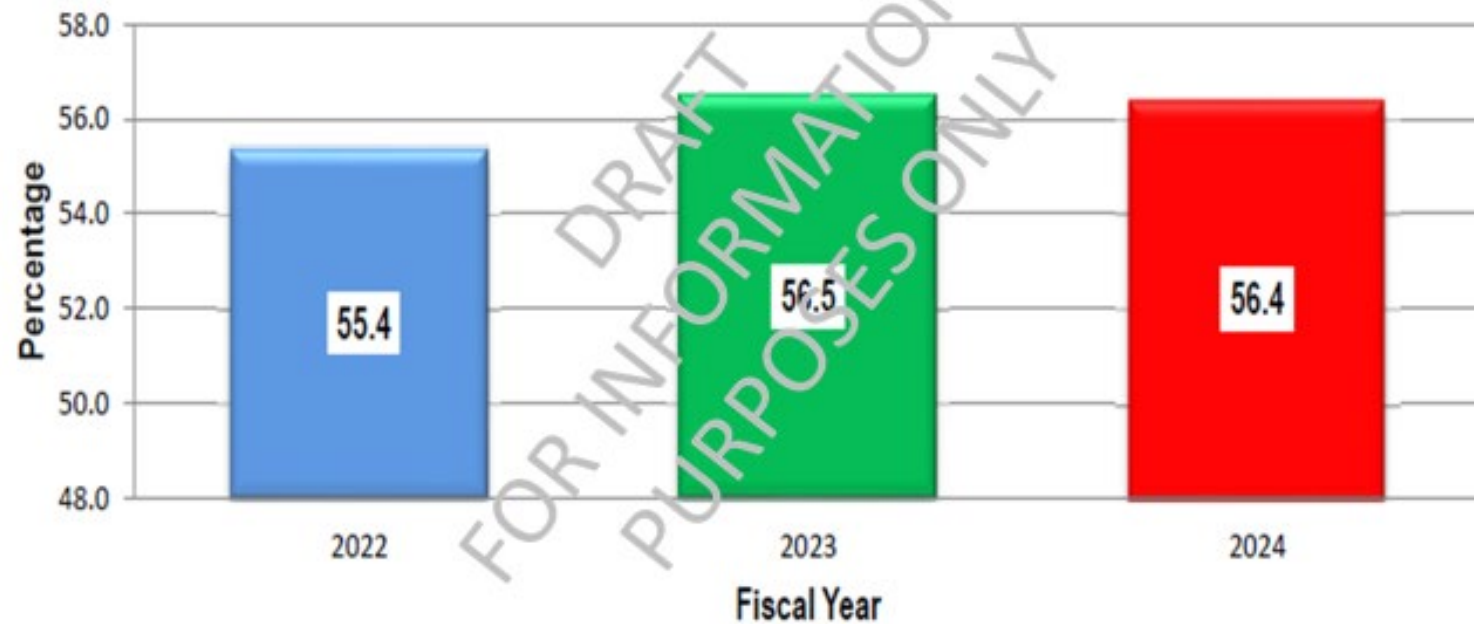
	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,670,860	272,496	1,448,109		1,222,751	54.2%	50.5%
FRINGE BENEFITS	911,686	103,087	515,911		395,775	56.6%	51.5%
PURCHASED SERVICES	436,422	109,718	159,330		277,092	36.5%	43.5%
OTHER CHARGES	76,574	4,349	88,987		(12,413)	116.2%	75.7%
MATERIALS AND SUPPLIES	<u>268,415</u>	<u>13,151</u>	<u>94,909</u>	<u>5,480</u>	<u>168,026</u>	37.4%	30.4%
TOTAL	<u>4,363,957</u>	<u>502,801</u>	<u>2,307,246</u>	<u>5,480</u>	<u>2,051,231</u>	53.0%	49.1%



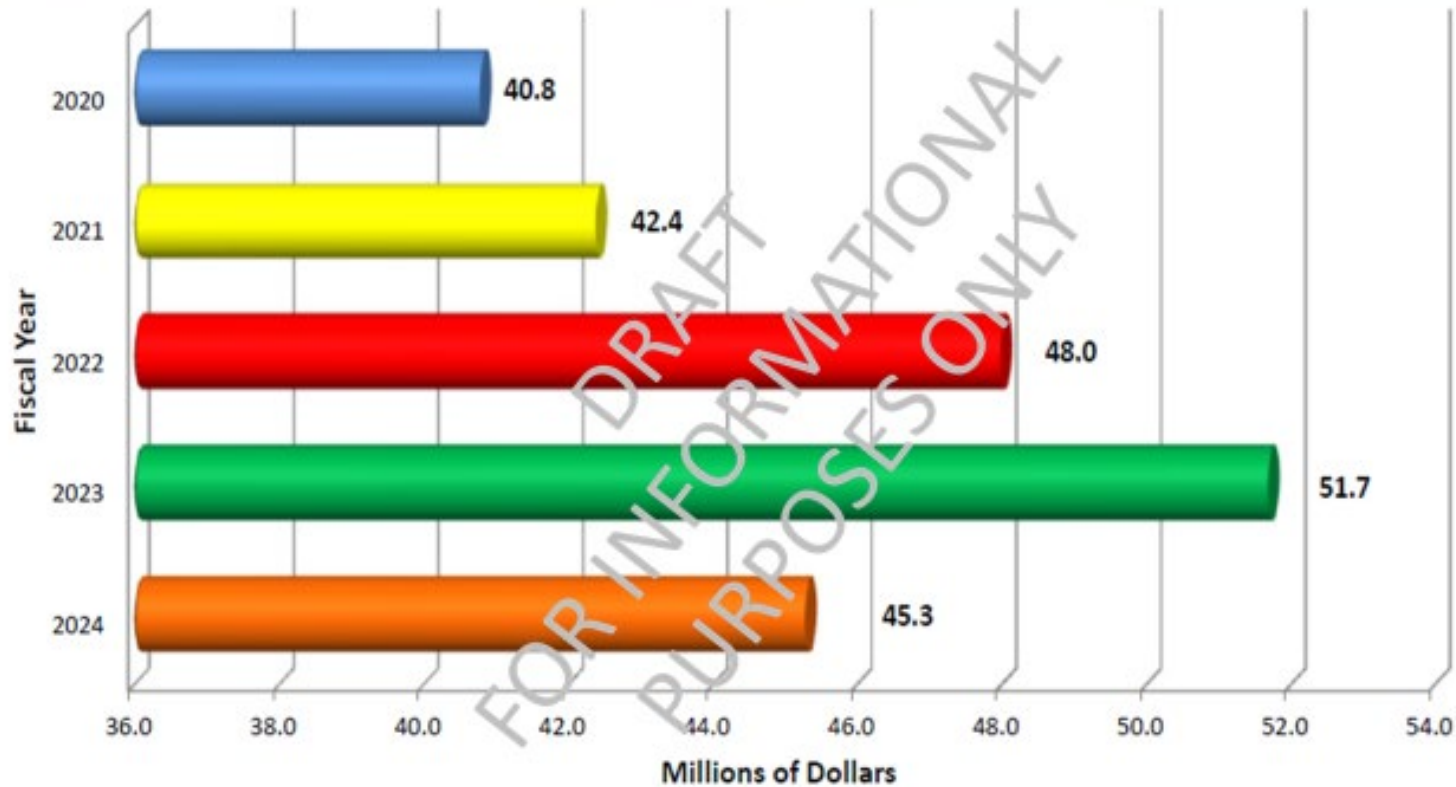
A Presentation to the School Board

By: The Department of Budget and Finance, Office of Business Services
Tuesday, February 27, 2024

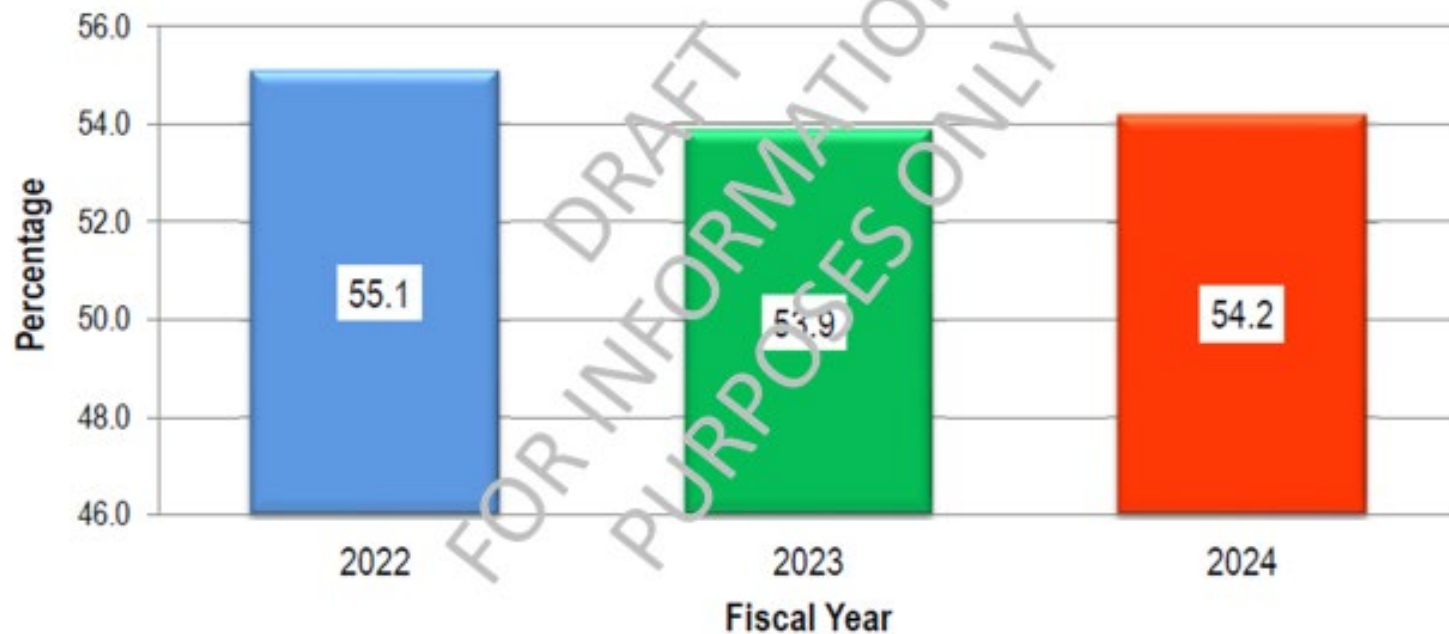
School Operating Fund Revenue Percentage of Actual to Budget as of January 31, 2024



State Sales Tax Revenue through January 31, 2024



School Operating Fund Expenditures/Encumbrances Percentage of Actual to Budget as of January 31, 2024





Subject: Policy Review Committee Recommendations **Item Number:** 12B 1-8

Section: Information **Date:** February 27, 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 February 15, 2024 meeting.

Background Summary

1. **Bylaw 1-12 /Oath of Office** – the PRC recommends updating the legal references.
2. **Bylaw 1-13/Orientation/In-Service Programs** – the PRC recommends adding “or as required by law or regulation” to section A.2.
3. **Policy 2-42/School Support Process** – the PRC reviewed this policy to remain complaint with the required five (5) year review period. There are no recommended changes to this policy.
4. **Policy 2-50/Appointment/Reappointment and reclassification** – the PRC recommends minor scrivener’s changes and removing the Editor’s Note to remain consistent with previous policy changes.
5. **Policy 5-45/Use of Drugs, Alcohol, Tobacco Products and Nicotine Vapor or Alternative Nicotine Products** – the PRC recommends adding language to the first paragraph in order to comply with Executive Order 28 regarding parental notification of student overdoses and updating the legal references to include VDOE’s Best Practices regarding Executive Order 28.
6. **Policy 6-69/Psychological Services** – the PRC reviewed this policy to remain complaint with the required five (5) year review period. There are no recommended changes to this policy.
7. **Policy 7-43/Fund-Raising by Students** - the PRC reviewed this policy to remain complaint with the required five (5) year review period. There are no recommended changes to this policy.
8. **Policy 7-48/Community Use of School Facilitates/Generally** - the PRC reviewed this policy to remain complaint with the required five (5) year review period. There are no recommended changes to this policy.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of February 15, 2023

SCHOOL BOARD BYLAWS

Oath of Office

On or before the initial January meeting of the School Board after a November election, the person elected to the School Board shall take the oath of office prescribed for officers of this Commonwealth. Any person appointed to fill a vacancy on the School Board shall take the same oath of office prior to undertaking any duties as a School Board Member. It is the responsibility of such person to appear before a judge of a court of record or the clerk of the court and to take the required oath.

It shall be the responsibility of each School Board Member to present to the Clerk of the School Board a record of having taken the required oath, which shall be retained by the Clerk.

Legal Reference

~~Code of Virginia § 15.2-1522, as amended. When and how officers qualify.~~

~~Code of Virginia § 22.1-31, as amended. Oath.~~

~~Code of Virginia § 49-1, as amended. Form of general oath required of officers.~~

~~Code of Virginia § 49-11, as amended. Failure to take oath.~~

Adopted by School Board: July 21, 1992

Amended by School Board: August 17, 1999

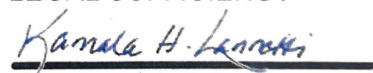
Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Reviewed by School Board: August 2, 2016

Amended by School Board: 2024

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Kamala H. Larrabee

SCHOOL BOARD BYLAWS

Orientation/In-service Programs

A. Orientation

1. Generally

The current School Board Members shall provide an orientation program to new School Board Members upon their election or appointment or within a reasonable time after those Members take office.

2. Documents

School Board Members shall be informed of how to locate School Board Bylaws, policies, regulations, the current budget, a directory of personnel, Virginia school laws and regulations, the Virginia Freedom of Information Act, the Virginia State and Local Governments Conflicts of Interest Act and such other documents deemed essential to the operation of the School Division, or as otherwise required by law or regulation.

B. In-service Programs

The School Board shall require each School Board Member to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to: personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of

data in planning and decision making; and current issues in education as part of their service on the School Board.

Legal Reference

Code of Virginia §22.1-253.13:5, as amended. Standard 5. Quality of classroom instruction and educational leadership.

Adopted by School Board: July 21, 1992

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 18, 2015

Amended by School Board: August 2, 2016

Amended by School Board: 2024

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Kamela H. Lencioni

ADMINISTRATION

School Support Process

A. Goals

The goals of the School Support Process in the School Division are:

1. To collaborate with the community on school improvement.
2. To develop measurable objectives that align with the strategic plan for the School Division and school specific needs which may include:
 - a. Raising student and school achievement in the core Standards of Learning disciplines;
 - b. Improving student and staff attendance;
 - c. Reducing the student drop-out rates;
 - d. Increasing the quality of instruction through professional development and licensure; and
 - e. Achieving the goal(s) and objectives of the School Division's strategic plan.
3. To seek continuous improvement in the schools.

B. Implementation

The School Support Process shall be implemented in the schools through activities of a School Planning Council, a Principal's Advisory Committee, an Instructional Leadership Team, and specific Action Teams. These bodies are integral in the development, implementation and review of the schools' Plans for Continuous Improvement.

C. Operating Principles

The Superintendent shall establish guidelines for the operation of the School Planning Council and the Principal's Advisory Committee.

D. Oversight and Accountability

1. The Department of School Leadership shall be responsible for collecting information from school principals to verify compliance with School Board Policies and School Division Regulations and for monitoring the development and implementation of schools' Plans for Continuous Improvement.
2. School Leadership will review each school's annual Plan for Continuous Improvement (PCI); and, in cooperation with school principals, will monitor outcomes related to the PCI throughout the year.
3. The Office of Planning, Innovation and Accountability will be responsible for annually surveying School Planning Council members and Principal's Advisory Committee members. Based upon survey results, the Office of Planning, Innovation and Accountability will prepare an annual report to be provided to the School Board.
4. Annual Review and Report

The School Support Process shall provide opportunities for school staff and community representatives to review annually the extent to which the school has met its goals and objectives. The School Division and the Virginia Department of Education produce annual school report cards to report school and student performance data, and the School Division produces additional reports regarding student outcomes and publishes the data on its website for public viewing.

Legal Reference

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

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

Adopted by School Board: October 20, 1992

Amended by School Board: September 2, 1997

Amended by School Board: January 19, 1999

Amended by School Board: November 5, 2002

Amended by School Board: May 9, 2006

Amended by School Board: February 5, 2008

Scrivener's Amendments: September 28, 2011

Scrivener's Amendments: August 15, 2013

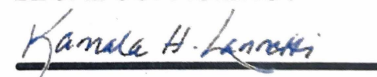
Amended by School Board: December 3, 2013

Amended by School Board: March 27, 2018

Amended by School Board: September 24, 2019

Reviewed by School Board: 2024

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Kamala H. Larrick

ADMINISTRATION

Appointment/Reappointment and Reclassification

A. Appointment/Reappointment

All administrative and supervisory personnel, except for temporary or part-time personnel, shall be appointed by the School Board upon the recommendation of the Superintendent.

When the Superintendent exercises authority to hire full-time administrators without first obtaining School Board approval, he/she shall require the administrator to sign an agreement setting forth the terms and conditions of employment as stated in all applicable School Board ~~P~~olicies or ~~R~~egulations which clearly states that school employment will cease absent formal action of the School Board to approve the employment within thirty (30) days if the position is full time.

B. Classification/Reclassification

The Superintendent is authorized to develop and implement regulations and procedures to classify and reclassify administrative, professional and classified positions to meet the needs of the School Division. Jobs that have experienced significant change may undergo job analysis to review and facilitate salary grade adjustment if needed in order to ensure equitable and fair compensation of employees.

C. Reassignment

The Superintendent may assign/reassign any administrator to any position within the School Division, provided that the Superintendent makes appropriate reports and explanations concerning such transfers upon the request of the School Board.

Editor's Note

~~See School Board Policy 4-11 Appointment~~

~~See School Board Policy 4-1 Definitions~~

Legal Reference

Code of Virginia § 22.1-70, as amended. Powers and duties of superintendent generally.

Code of Virginia § 22.1-297, as amended. Assignment of teachers, principals and assistant principals by superintendent.

Related Links

School Board [Policy 4-1](#)

School Board [Policy 4-11](#)

Adopted by School Board: October 20, 1992

Amended by School Board: February 17, 1998

Amended by School Board: September 7, 1999

Amended by School Board: June 8, 2004

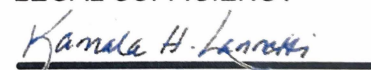
Amended by School Board: April 19, 2005

Amended by School Board: December 3, 2013

Amended by School Board: November 26, 2019

Amended by School Board: 2024

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STUDENTS

Use of Drugs, Alcohol, Tobacco Products and Nicotine Vapor or Alternative Nicotine Products

A. Drug-Free Schools

The Superintendent shall establish regulations to promote a drug-free environment in the schools, on school property and vehicles, and at school sponsored events. In accordance with guidance from the Virginia Department of Education as well as applicable law and regulation, the School Division will notify all families in the school division when a school-connected student overdose occurs.

B. Tobacco Products and Nicotine Vapor or Alternative Nicotine Products

Students are prohibited from smoking, distributing, selling, using or possessing tobacco products, nicotine vapor or alternative nicotine products at all times while on School Board owned or leased property, in School Board owned or leased vehicles, in any vehicle parked on School Board owned or leased property, at school-sponsored or school-related activities, and when going to or coming from school. Students in violation of this Regulation will be disciplined in accordance with the School Division's Code of Student Conduct.

C. Alcohol and Imitation alcohol products

Students shall not possess, distribute, sell, serve or consume any alcoholic beverages or imitation alcoholic beverage in or upon the grounds of any school, school vehicles, or at school sponsored events except for religious congregations that have rented school facilities and are using wine for sacramental purposes only.

D. Discipline

Students in violation of this Policy, applicable law or regulation or the Code of Student Conduct will be disciplined in accordance with applicable policy or regulation and the Code of Student Conduct. School administrators may refer violations to law enforcement or the court system.

Legal Reference

Code of Virginia § 4.1-309, as amended. Drinking or possession of alcoholic beverages in or on public school grounds; penalty.

Code of Virginia § 16.1-278.9, as amended. Delinquent children; loss of driving privileges for alcohol, firearm and drug offenses; truancy.

Code of Virginia § 18.2-247, as amended. Use of terms "controlled substances," "marijuana," "Schedules I, II, III, IV, V and VI," "imitation controlled substance" and "counterfeit controlled substance" in Title 18.2.

Code of Virginia § 18.2-255, as amended. Distribution of certain drugs to persons under 18 prohibited; penalty.

Code of Virginia § 18.2-255.2, as amended. Prohibiting the sale of drugs on or near certain properties; penalty.

Code of Virginia § 18.2-371.2, as amended. Prohibiting purchase or possession of tobacco products by minors or sale of tobacco products, nicotine vapor products, and alternative nicotine products to minors.

Virginia Board of Education 8 VAC 20-310-10, as amended. Health education program.

Code of Virginia § 22.1-206, as amended. Instruction concerning drugs, alcohol and substance abuse.

Code of Virginia § 4-1.309.1, as amended. Possessing or consuming alcoholic beverage while operating a school bus; penalty.

Virginia Department of Education, Best Practices: Executive Order Parental Notification, Law Enforcement Collaboration, and Student Education to Prevent Student Overdoses, as amended. November 2023

Related Links

School Division [Code of Student Conduct](#)

Adopted by School Board: May 18, 1979

Amended by School Board: March 15, 1988

Amended by School Board: April 18, 1989

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: June 6, 2000

Amended by School Board: August 19, 2014

Amended by School Board: June 25, 2019

[Amended by School Board: 2024](#)

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Kamala H. Lennetti

INSTRUCTION

Psychological Services

A. Generally

The School Division shall provide a comprehensive range of psychological services to facilitate learning and promote mental health by addressing the behavioral, emotional academic and mental health issues and concerns of students and staff that effect educational and work performance. These services include, but are not limited to: individual psychological, neuropsychological, and educational assessment; assessment of risk/threat; consultation with school staff, administrators, parents, and other professionals; psychological counseling for students and families; behavioral observation or intervention; curricular modification; case management; crisis intervention; staff development for school personnel; research and program evaluation; professional training of interns and practicum students; and other services as required to address the broad range of educational and behavioral concerns experienced by students and staff in the schools. These services are provided by qualified psychologists or under the direction or supervision of qualified psychologists who are validly licensed through the Virginia Department of Education and/or Virginia Board of Psychology. The School Board supports the provision of these services according to the standards for professional practice and ethical conduct of the National Association of School Psychologists (NASP) and the American Psychological Association (APA).

B. Parental Consent

When individual students are identified as needing any type of psychological service, as opposed to psychological services that are provided to all students in a school, grade, or class, parental/legal guardian of a minor student's or an adult student's consent must be obtained prior to providing that psychological service, except in emergency situations. As used in this Policy "consent" means that:

1. The parent/guardian of a minor student or adult student has been fully informed of all information relative to the psychological services for which consent is sought;
2. The parent/guardian or adult student understands and agrees in writing to the carrying out of the psychological services for which consent is sought and the consent describes the psychological services to be provided and indicates what information/records (if any) will be released and to whom; and
3. The granting of consent is voluntary and may be revoked at any time.
4. Parental/guardian consent is not required for students who are 18 years of age and older.

Legal Reference

Protection of Pupil Rights Amendment 20 U.S.C. § 1232 h, as amended.

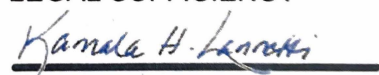
Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Reviewed by School Board: 2024

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Kamala H. Lannetti

COMMUNITY RELATIONS

Fund-Raising by Students

A. Generally

Fund-raising activities by a school, school-sponsored organization or student group shall include the following conditions:

1. Limiting the use of cash or prize incentives in any fund-raising activity;
2. Prohibiting any door-to-door sales or neighborhood canvassing by elementary and middle school students;
3. The limited use of instructional time to promote a fund-raising activity or to celebrate the outcome of a fund-raising activity. This restriction on the use of instructional time shall not apply to annual book fairs conducted under the supervision of a school's media specialist;
4. Food and beverages sold through fundraising are subject to the Smart Snack guidelines established by federal regulation. All food and beverage sales to students anywhere on campus during the school day must meet the Smart Snack guidelines. In accordance with federal and/or state regulation or guidance, the Superintendent or designee may create exceptions to these conditions for a limited number of fundraisers at the school each year. Fundraising

activities that take place outside of the school are exempt from nutrition standards. Consideration should also be given to the potential for allergic reaction to ingredients in items for sale as well as compliance with health code requirements when approving such sales;

5. Charitable gaming or gambling, as defined by state law and regulation, are prohibited by students and staff as a fundraising activity;
6. Fundraising activities that involve the use or sale of weapons, alcohol, tobacco, drugs, medications, imitations thereof, and/or any material that encourages violence, immorality, illegal, abusive behavior, or a reason determined the Superintendent or designee to be inappropriate for school related fundraiser are prohibited;
7. Students may not be required to participate in the fundraising activity as a condition of receiving educational services or participating in school sponsored activities;
8. Fundraising for personal private benefit is prohibited;
9. Fundraising through crowdsourcing or online fundraising programs must have prior approval from the principal with consultation from the Office of Business Services and/or the Department of Media/Communication. The Superintendent is authorized to develop regulations or guidance regarding this type of fundraising. Students or families must authorize release of contact information for such fundraising activities;

10. The Superintendent or designee are authorized to terminate any fundraising activity that is determined to be inappropriate to the educational environment, is inconsistent with policy or regulation, or otherwise reflects poorly on the School Division; and
11. The organizer will consider options that will provide the greatest financial return for the school based on students' participation in any fundraising activities.

B. High School Fund-Raising

Fund-raising activities by schools, school-sponsored organizations or student groups that require and/or encourage high school students to engage in door-to-door selling or to solicit funds within the community must have the prior authorization of the principal under regulations approved by the Superintendent.

C. In-school Projects

The individual school principal may use his or her discretion in approving or disapproving in-school fund-raising projects. These are projects in which students are involved either during the school day or are scheduled before and/or after school. Projects in this category take place on the school premises or where a sanctioned school function is being held.

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: October 20, 1992

Amended by School Board: November 18, 1997 (Effective Date December 1, 1997)

Amended by School Board: October 6, 1998

Scrivener's Amendments: June 10, 2014

Amended by School Board: September 25, 2018

Reviewed by School Board: 2024

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COMMUNITY RELATIONS

Community Use of School Facilities/Generally

The School Board encourages the use of the auditoriums, gymnasiums, other areas and appurtenances of school buildings by reliable community agencies and institutions, and responsible individuals for civic, cultural, recreational, and limited commercial purposes, subject to certain terms and conditions, provided it does not interfere with regular school functions and operations and provided it does not unlawfully discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability, genetic information or veteran status in the provision of any service.

Charges and fees for the use of these school facilities are designed not to limit or prohibit use, but to protect citizens from expenditures of public money appropriated for classroom instruction and for other purposes.

Regulations governing the use of school facilities are stated in order to protect the public's property and to promote the safety of citizens enjoying the use of such facilities.

Legal Reference

Code of Virginia § 22.1-131, as amended. Boards may permit use of school property; general conditions.

Code of Virginia § 22.1-132, as amended. Boards may impose certain conditions on use of property.

Related Links

School Board [Policy 5-53](#)
School Board [Policy 7-49](#)
School Board [Policy 7-55](#)
School Board [Regulation 7-55.1](#)

Adopted by School Board: October 21, 1969
Amended by School Board: October 15, 1974
Amended by School Board: September 19, 1978
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: October 20, 1992
Amended by School Board: September 2, 2003
Scrivener's Amendments: May 23, 2014
Amended by School Board: June 23, 2020

[Reviewed by School Board: 2024](#)

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Kamala H. Lannetti



Renaissance Academy Alternative Education Program:

Subject: Year-One Implementation Evaluation

Item Number: 12C

Section: Information

Date: February 27, 2024

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

Prepared by: Noël G. Williams, Ph.D., Program Evaluation Specialist

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

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

Office of Planning, Innovation, and Accountability

Presenter(s): Noël G. Williams, Ph.D., Program Evaluation Specialist

Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the Renaissance Academy Alternative Education Program: Year-One Implementation Evaluation Report and the administration's recommendations.

Background Summary:

The Renaissance Academy Alternative Education Program seeks to meet the needs of students who are not experiencing success in regular middle and high school settings. The program offers students support to meet their behavioral, academic, and social-emotional needs. Students enrolled at Renaissance Academy are recommended for placement by the Office of Student Leadership for behavioral concerns, principal-to-principal placement to best meet students' needs, or parent request. Students in the Renaissance Academy middle and high school alternative education program participate in Virginia Beach City Public Schools (VBCPS) general curriculum courses and opportunities that address students' social-emotional learning.

In accordance with School Board Policy 6-26, existing programs are evaluated based on an annual Program Evaluation Schedule which is approved by the School Board annually. The School Board approved the Renaissance Academy Alternative Education Program for an evaluation readiness report September 14, 2021. During the 2021-2022 school year, the evaluation plan was developed including the goals and objectives that would be assessed. The recommendation from the evaluation readiness report was that the Renaissance Academy Alternative Education Program undergo a three-year evaluation, with a focus on program implementation in 2022-2023 and 2023-2024 and on student outcomes in 2024-2025. The evaluation plan was approved by the School Board September 13, 2022. The year-one implementation evaluation during 2022-2023 focused on program components, student characteristics, referral and transition processes to and from Renaissance Academy, staff characteristics and professional learning, and family involvement. The evaluation also included baseline data related to student outcome goals and objectives, stakeholder perceptions, and the cost of the program to the division. Recommendations were included based on the results of the evaluation.

Source:

School Board Policy 6-26

School Board Minutes September 14, 2021

School Board Minutes September 13, 2022

Budget Impact:



Renaissance Academy Alternative Education Program: Year-One Implementation Evaluation

February 2024

By Noël G. Williams, Ph.D., Program Evaluation Specialist and
Heidi L. Janicki, Ph.D., Director of Research and Evaluation



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

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Introduction

Background of Program

What is Alternative Education?

The U.S. Department of Education defines alternative education as, “a public elementary/secondary school that: (a) addresses needs of students that typically cannot be met in a regular school; (b) provides nontraditional education; (c) serves as an adjunct to a regular school; or (d) falls outside the categories of regular education, special education, or career/technical education.”¹ Despite this U.S. Department of Education definition, within the educational community, there is no commonly used or accepted definition or classification of alternative education in school systems across the country. Two major reasons for the ambiguity surrounding alternative education are the fact that there are a wide variety of settings that school systems consider to be alternative (i.e., self-contained schools, residential facilities, etc.) and a myriad of reasons why students are placed in alternative settings.² The next section will explore how alternative education is defined and how it operates within Virginia Beach City Public Schools (VBCPS).

Alternative Education in Virginia Beach City Public Schools

VBCPS has a long history with alternative education settings. Several centers operated in VBCPS beginning in the 1960s including the Center for Effective Learning, the Career Development Center, and Open Campus. In 1993, School Board Policy 6-27 regarding alternative education was adopted and then revised in July 2022. The policy states “the School Board realizes that the needs of all of our students cannot be met within the formal school curriculum. Therefore, the School Board encourages alternative educational experiences that will enhance a student’s learning, and which will increase students’ ability to achieve success in the world of work. Alternative education programs will be provided where the needs have been identified, where the establishment of such programs is feasible, and where the proposed programs fall within the jurisdiction of this School Division.”³ In 1998, a five-year alternative education comprehensive plan was adopted by the School Board to support students’ educational and personal needs.⁴ The five-year plan stated the purpose of alternative education “is to restore an identified student to a level of academic performance and behavioral responsibility that supports the student’s educational and personal needs.” After the second year of implementation of the plan, the associate superintendent of the department of curriculum and instruction determined that a comprehensive review and evaluation of alternative education was necessary. As a result, in fall 2000, the superintendent recommended the appointment of an alternative education task force leader, which was approved by the School Board. The goal of the task force was to use a variety of information gathering techniques to effectively answer five specific questions: 1) What is the appropriate scope and authority of alternative education for VBCPS? 2) How effectively are existing programs identifying their purpose, missions, goals and objectives? 3) How effectively are existing programs achieving their goals and objectives? 4) Are there areas of identified need that are not being addressed by alternative education? 5) How effectively are students being transitioned into, from, and between alternative education programs? The task force conducted surveys and interviews of personnel, students, and parents, and reviewed documents in schools. The task force reported their findings and recommendations designed to enhance services so that students participating in alternative education could overcome challenges and thrive. The task force identified four goals in its comprehensive five-year plan. They were as follows:

- Goal 1: Improve the academic achievement of Virginia Beach Students.
- Goal 2: Reduce the number of students needing alternative placement as a result of their behavior.
- Goal 3: Reconceptualize and expand the focus of existing alternative education sites.
- Goal 4: Develop the leadership skills of at-risk students.⁵

Since the alternative education plan's inception, the program has evolved in its various program offerings, but the purpose of meeting students' unique needs has remained. In 2010, Renaissance Academy opened as a special purpose center for students in grades 6 through 12 and combined alternative education services from two separate middle and high school sites into one location.⁶

Background and Purpose of Program Evaluation

The Renaissance Academy Alternative Education Program was selected for the Program Evaluation Schedule based on criteria specified in the 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 program 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 Renaissance Academy Alternative Education 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 availability of information about the program's effectiveness.

After being selected for evaluation by the Program Evaluation Committee, the School Board approved the Renaissance Academy Alternative Education Program for an evaluation readiness report on September 14, 2021. During the 2021-2022 school year, the evaluation plan was developed by a committee of five participants consisting of the school's director, data specialist, program evaluators, and a representative from the Department of School Leadership. The recommendation from the evaluation readiness report was that the Renaissance Academy Alternative Education Program undergo a three-year evaluation during 2022-2023, 2023-2024, and 2024-2025. Years one and two of the evaluation plan during 2022-2023 and 2023-2024 would focus on the operation of the Renaissance Academy Alternative Education Program, while the third year of evaluation in 2024-2025 would focus on program effectiveness in terms of student outcomes and the degree to which the program met its goals and objectives. The recommended evaluation plan was presented to the School Board on August 23, 2022. On September 13, 2022, the School Board approved the Renaissance Academy Alternative Education Program: Evaluation Readiness Report including the program goals and objectives, the evaluation plan, and the recommendation concerning the three-year evaluation of the program.

This evaluation provides Renaissance Academy stakeholders, the school division administration, and the school board with information about the operation of the program, as well as baseline information about the goals

and objectives. Focusing on program operation will allow processes to be examined along with any modifications or changes made by the administration.

Program Goals and Objectives

As a result of the evaluation readiness process, 4 goals and 18 objectives were developed for the evaluation of the alternative education program in collaboration with the director of alternative education, data specialist, and Department of School Leadership. The goals were focused on student outcomes and included the following:

1. Students in alternative education at Renaissance Academy will build relationships that help foster their ability to demonstrate social-emotional competencies,
2. Students in alternative education will demonstrate success in school while attending Renaissance Academy,
3. Students in alternative education will successfully transition to their home school following enrollment at Renaissance Academy, and
4. Students in alternative education will graduate and develop a post-graduation plan.

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. Operational or implementation aspects of the program were assessed as part of the planned program evaluation questions.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions, including providing baseline data and preliminary analyses for student outcome goals and objectives. Qualitative data were collected through meetings with Renaissance Academy 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 collections methods:

- Communicated with the director of the Alternative Education/Renaissance Academy, assistant principal, and data specialist to gather implementation-related information.
- Reviewed Renaissance Academy program documentation.
- Administered surveys to Renaissance Academy staff, staff at comprehensive middle and high schools, Renaissance Academy students, and parents of Renaissance Academy students.
- Collected student survey data through the VBCPS Annual Spring Survey.
- Collected data from the VBCPS data warehouse related to student demographic characteristics, program-related information, and student progress (e.g., enrollment, academic performance, attendance).
- Collected staff-related data from the Department of Human Resources.
- Collected cost information from the Department of Teaching and Learning, Department of Human Resources, Department of Budget and Finance, and Office of Transportation and Fleet Services.

Student Survey

Due to the transient nature of the students attending Renaissance Academy, there was a two-pronged approach to administering the student survey during the 2022-2023 school year. A link to the anonymous online survey was provided to administrators at Renaissance Academy in December 2022 to administer to students exiting the program at any time during the year. Then, the anonymous survey was given in June 2023 to all remaining students at Renaissance Academy because at that point in the school year, students at Renaissance Academy would remain at the school for the remainder of the 2022-2023 school year. Overall student response rates ranged from 7 percent to 37 percent (see Table 1).

Table 1: Students at Renaissance Academy Response Rates by Grade Level

Group	Number of Respondents	Response Rate
6 th Grade	13	22%
7 th Grade	25	22%
8 th Grade	41	37%
Middle School Total	79	28%
9 th Grade	21	15%
10 th Grade	22	16%
11 th Grade	13	15%
12 th Grade	5	7%
High School Total	61	14%
Grand Total	140	19%

Annual Spring Survey

One of the purposes of the Annual Spring Survey is to combine survey items for multiple initiatives and programs for efficient collection of data needed for continuous improvement. Due to challenges with response rates on the survey developed exclusively for students at Renaissance Academy (see Table 1), the Annual Student Survey was reviewed for survey items that were aligned with concepts included in the goals and objectives. The Annual Student Survey was administered in April 2023 to all students in grades 4 through 12. On the Annual Student Survey, the middle school response rate for students at Renaissance Academy was 54 percent and the high school response rate for students at Renaissance Academy was 37 percent. Two survey items were identified to be identical, and student agreement responses on the Annual Student Survey were included in this evaluation for context due to the higher response rate providing a potentially more representative sample.

Plan for Survey Administration for Year-Two Evaluation in 2023-2024

The plan for survey administration for the year-two evaluation in 2023-2024 has been developed to yield a higher student response rate. The survey plan continues to include a two-pronged approach. First, the anonymous student survey link was provided to staff at Renaissance Academy in October 2023 to begin the data collection process earlier for students who may exit Renaissance Academy in the fall. In addition, all survey items for the alternative education program evaluation will be added as part of the 2024 VBCPS Annual Spring Survey rather than having a separate program evaluation survey for students. While this was not a feasible option in spring 2023 due to the length of the student survey, this option will be utilized in spring 2024.

Staff Surveys

Staff at Renaissance Academy including administrators, school counselors/school psychologists, student support specialists, and teachers received an email invitation to complete an anonymous survey in May and June 2023. Overall staff response rates ranged from 33 percent to 100 percent (see Table 2). Throughout the report, survey results were analyzed by school level. There were nine staff members who indicated they worked with both middle and high school students. Therefore, they were included in both the middle and high school percentages. However, their responses were only included once in the total calculation.

Table 2: Renaissance Academy Response Rates

Group	Number of Respondents	Response Rate
Administrators	5	83%
School Counselors/School Psychologists	2	33%
Student Support Specialists	3	100%
All Teachers	50	63%
Middle School Teachers Only*	12	39%
High School Teachers Only*	35	73%
Total	60	64%

*Note: This is an approximate response rate by school level. Only teachers that exclusively taught middle or high school were included in the response rate calculation by level. All other staff members could not be assigned a school level because they worked with both middle and high school students.

Staff at comprehensive secondary schools including principals, assistant principals, school counselors, school psychologists, and student support specialists received an email invitation to complete an anonymous survey regarding their knowledge and perceptions of the middle and high school alternative education program at Renaissance Academy. Overall staff response rates ranged from 11 percent to 72 percent (see Table 3). Of those comprehensive staff members who responded to the survey, 97 percent indicated they had experience working with students who attended the middle or high school alternative education program at Renaissance Academy. Perceptions in this report are based on comprehensive school staff members who indicated they had experience working with students who attended Renaissance Academy. In addition, throughout the report, comprehensive secondary staff members results are analyzed by school level. Two staff members indicated they worked with students in both middle and high school, therefore totals do not equal the sum of middle and high school staff.

Table 3: Staff at Comprehensive Secondary Schools Response Rates

Group	Number of Respondents	Response Rate
Principals	18	72%
Assistant Principals	40	55%
School Counselors	60	45%
School Psychologists	2	11%
Student Support Specialists	5	50%
Total	125	48%

Parent Survey

Parents of students who were enrolled at Renaissance Academy anytime during the 2022-2023 school year as of May 19, 2023 were emailed an anonymous survey in May and June 2023. Response rates were 11 percent at middle school and 14 percent at high school.

Table 4: Parent Response Rates by School Level

Group	Number of Respondents	Response Rate
Middle School	50	11%
High School	62	14%
Total	112	12%

For all stakeholders, survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). In addition, several items had response options such as “Don’t Know” and these responses were also excluded from the percentages. Survey results are reported at the division level, but results were also disaggregated and examined by school level (i.e., middle and high). Open-ended comments were analyzed for common themes.

Student Information From Data Warehouse

Quantitative data collected from the VBCPS data warehouse included student demographic characteristics and academic achievement as measured by Standards of Learning (SOL) assessments, discipline referral data, attendance data, core course grade averages, and data from the senior exit survey where postgraduation plans are collected for the Virginia Department of Education. Data were analyzed based on the specific evaluation question or objective that was developed for the purposes of the program evaluation. Because there is significant transition into and out of the alternative education program at Renaissance Academy during the school year based on the design of the program, appropriate groups of students needed to be determined for the data analyses. Specific criteria for including students in the data analysis are described in the appropriate sections of the report.

Evaluation Questions

The evaluation questions for this report were developed by the program evaluators in consultation with the director of alternative education/Renaissance Academy, data specialist, and a representative from the Department of School Leadership. The evaluation questions established for the year-one implementation evaluation were as follows:

- 1. What is alternative education in VBCPS?**
- 2. What options are part of alternative education in VBCPS to meet students’ needs?**
 - a. Renaissance Academy middle and high school program
 - Student support specialists and school counselors
 - Flexible schedule
 - Basic needs
 - Mentors
 - Career development and credentialing
 - World language
 - Evening program
 - b. Other Alternative Education Options to Meet Students’ Needs
- 3. What are the characteristics of the students attending the Renaissance Academy middle and high school alternative education program?**
- 4. What is the process and criteria for students to be referred to the Renaissance Academy middle and high school alternative education program and to transition back to their home school?**
 - a. Entry Process: Student discipline hearing process, principal placement, scheduling needs
 - b. Process to Transition to Home School: Criteria, transition plans for returning to home school
 - c. Reenrollment (i.e., returning to Renaissance Academy within the same school year)

5. What are the staff characteristics and qualifications and what professional learning opportunities are provided for alternative education staff?
6. What opportunities are provided for parents and families of students in Renaissance Academy's middle and high school alternative education program to be involved and engaged?
7. What progress has been made toward meeting the student outcome goals and objectives of the middle and high school alternative education program?
8. What were the stakeholders' perceptions of the middle and high school alternative education program?
9. What is the cost of the Renaissance Academy middle and high school alternative education program to the school division?

Evaluation Results and Discussion

Alternative Education in VBCPS

The first evaluation question focused on operationally defining alternative education in VBCPS including the mission, vision, and purpose.

The Renaissance Academy Alternative Education Program seeks to meet the needs of students who are not experiencing success in regular secondary (grades 6 through 12) settings. The program offers students different opportunities to best meet their needs when traditional education interventions do not effectively remedy students' behavior and/or academic difficulties.⁷ Some of the students participating in the Renaissance Academy Alternative Education Program are enrolled by choice and others are by assignment. Students enrolled at Renaissance Academy are recommended for placement by the Office of Student Leadership for behavioral concerns or recommended by school administrators through principal-to-principal placement to best meet students' needs.⁸ In prior years, students could be referred to Renaissance Academy to meet students' course scheduling needs but in 2022-2023, all high schools adopted the 4x4 schedule. Therefore, course scheduling is no longer a reason for enrollment.⁹ Parents can also initiate their student's enrollment at Renaissance Academy. The program serves both regular education and special education students, and some students are enrolled short-term, while others are enrolled long-term. The mission of Renaissance Academy is, "to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society."¹⁰ This mission also includes a focus on providing information and facilitating improved communication between parents, teachers, students, and other members of the community.

Students enrolled at Renaissance Academy participate in general curriculum courses. This curriculum includes comprehensive instruction that merges life skills necessary for success in the 21st century with existing Virginia Beach City Public Schools curricula. The curriculum aims to promote the development of self-determination, responsibility, and integrity in a learning environment that fosters a sense of self-esteem and importance to society. The program provides flexible learning opportunities that address student social-emotional learning. In addition, leadership skills are embedded throughout the curriculum. Additional information about the Renaissance Academy academic program for middle school students indicated it builds on students' strengths with the goal of remediating their academic needs through rigorous and relevant instruction. The environment is specifically designed to provide students with individualized attention and focused assistance based on their academic needs. The program operates as a school-within-a-school and focuses on developmental needs with the goal of grade-level performance. The class sizes are small, 15 students or less, which provides students the opportunity to form supportive relationships with fellow students and staff.¹¹ The components that make up the Renaissance Academy's alternative education program are explored in the following section.

Comprehensive secondary school staff who had experience working with students who have attended Renaissance Academy were asked about their understanding of the program. Almost all staff agreed (97%)

they understood the purpose of the Renaissance Academy middle and high school alternative education program in VBCPS, with slightly higher agreement among high schools.

Table 5: Staff at Comprehensive Secondary Schools Report Their Understanding of the Purpose of Renaissance Academy

Survey Item	MS	HS	Total
I understand the purpose of the Renaissance Academy middle and high school alternative education program at VBCPS.	94%	98%	97%

Alternative Education Options to Meet Students' Needs

The second evaluation question focused on the options that are available at Renaissance Academy to meet students' unique needs. These options include staffing and programmatic components within the Renaissance Academy middle and high school program which is the focus of the current program evaluation, as well as other alternative education program options.

Renaissance Academy Middle and High School Program

Student Support Specialists and School Counselors

Student support specialists at both Renaissance Academy and comprehensive secondary schools aim to provide effective and efficient transitions for students between alternative programs and home schools. All students transitioning from the Renaissance Academy and alternative education programs are referred to the student support specialists at Renaissance Academy and/or their home school. Students may also be referred to a student support specialist by their home school's support team. Student support specialists work collaboratively with the members of the school's support team in each secondary school to determine appropriate interventions for students identified as being at-risk. Specialists address issues related to academics, attendance, and behavior, and students are released from direct supervision from the student support specialist when they demonstrate improvements in attendance, academic performance, and behavior and receive positive feedback from parents and staff. School counselors meet with students and ensure they are meeting their scheduling and graduation requirements. In addition, school counselors conduct 504 meetings, conduct self-harm assessments, and provide drop-out prevention and intervention support. During the 2022-2023 school year, the decision was made to team student support specialists and school counselors with assistant principals and assign them to a cluster of home schools.

Flexible Schedule

Renaissance Academy has flexible scheduling to allow students to obtain the credits they need in order to obtain a high school diploma. For example, if courses they need are not offered at Renaissance Academy, students have the option to be placed in Edgenuity or Apex courses or students may be granted permission for concurrent enrollment with their home school to complete the course remotely.¹²

Basic Needs

Renaissance Academy operates from the belief that students' basic needs should be met so they can focus on their academic tasks. All students who attend Renaissance Academy receive free and reduced meals. All students are provided a clear backpack, water bottle, school supplies, and basic toiletries for free. The school uniform is sold to students at cost with no additional increased cost, and those who are unable to purchase it are provided it for free.¹³

Mentors

The Renaissance Academy provides students with mentorship meetings scaled to meet students' needs and meetings typically focus on self-awareness, self-management, social awareness, relationships skills, and responsible decision-making. The mentorship opportunities are being expanded for the 2023-2024 school year. For example, a mentorship program composed of retired VBCPS staff members is being developed for the 2023-2024 school year in addition to the implementation of tiered small group sessions.¹⁴

Career Development and Credentialing

One of the stated goals of the Renaissance Academy according to the current administration is for students to "enroll, employ, or enlist." In the 2022-2023 school year, staff at Renaissance Academy developed the RA Pathway Plan which is a five-year plan for career development. The goal is to offer programs and coursework for the following careers over the next several years: lawn maintenance, beekeeping, building maintenance, nail technician, and drone pilots. As of the 2023-2024 school year, Unmanned Systems (drone pilots) and Television Production I and II were introduced. The plan is for Introduction to Landscaping I and II and Building Maintenance I and II courses to be introduced in 2024-2025, and Nail Technician coursework to be introduced in 2025-2026 school year.¹⁵

The Career and Technical Education (CTE) courses offered at Renaissance Academy provide students with the opportunity to earn CTE credentials. The exams offered across the CTE courses include the Workplace Readiness Skills test, Servsafe Food Handler assessment, OSHA 10-Hour Construction Training, NRF Customer Service & Sales Exam, and the Microsoft Office Specialist exams (including MS Word, MS PowerPoint, MS Excel, and MS Access). Economics and Personal Finance courses allow students the opportunity to earn a CTE credential through the W!se Financial Literacy Certification Test.¹⁶ In addition, the school counseling department at Renaissance Academy hosted a career fair in April 2023. Attendees for the fair included: Air Force, US Army, Virginia Beach Parks, Recreation, and Tourism, Tidewater Community College, and Hardee's. Renaissance Academy hosted a college fair in October 2022.

World Languages

Offering a world language credit allows students at Renaissance Academy to take courses that count toward graduation credit. In the 2022-2023 school year, the Renaissance Academy received a staff allocation for a high school Spanish teacher. As a result, the Renaissance Academy offers face-to-face Spanish I and II courses, as well as facilitates online courses in advanced Spanish with in-person support. Additional online courses allow students to take French and German. Students enrolled in world language classes at their home school many continue to pursue that course credit while enrolled at Renaissance Academy through the flexible scheduling options.¹⁷

Evening Program

The evening program is a tuition-based option available to students based upon student enrollment. Currently with the division's change to a 4x4 model, there is no enrollment in the evening program. The program is designed to encompass three sessions, meeting Monday through Thursday. Session 1 is a two-hour session that meets Monday through Thursday. Session 2 is a four-hour session that meets on Monday and Wednesday evenings. Session 3 is a four-hour session that meets Tuesday and Thursday evenings. According to the director of Alternative Education and Renaissance Academy, the evening program has the ability to resume any time the need would arise.¹⁸

Comprehensive Secondary Staff Perceptions of Renaissance Academy Meeting Students' Needs

Comprehensive secondary staff have a unique stake in the Renaissance Academy program since they are involved with both the referral and transition of students back to the home school. Comprehensive secondary staff members were asked their perceptions of the Renaissance Academy middle and high school alternative education program meeting students' needs, improving students' behavior, and improving students' academic achievement. As indicated in Table 6, 68 percent of comprehensive secondary staff agreed the program meets students' needs, 53 percent agreed the program was effective at improving students' behavior, and 57 percent agreed the program was effective at improving students' academic achievement. Middle school staff from comprehensive schools had higher agreement levels than high school staff on each of the survey items. Renaissance Academy staff members, students, and parents were asked perceptions of the program meeting students' needs including improving behavior and academic achievement, and these results are presented in the student outcome goal section of the evaluation.

Table 6: Comprehensive Secondary Staff Members' Perceptions of Renaissance Academy Meeting Students' Needs

Survey Items	MS	HS	Total
The Renaissance Academy middle and high school alternative education program meets students' needs.	79%	60%	68%
The Renaissance Academy middle and high school alternative education program is effective at improving students' behavior.	59%	50%	53%
The Renaissance Academy middle and high school alternative education program is effective at improving students' academic achievement.	61%	57%	57%

Other Alternative Education Options to Meet Students' Needs

Due to the personalized nature of alternative education, VBCPS provides several additional options for students based on their needs. While these program options are available at Renaissance Academy, they are not specifically part of the Renaissance Academy middle and high school alternative education program that is the focus of this evaluation. The information is provided to illustrate the scope of alternative education options within VBCPS.

The Anti-Tobacco Use Program (ATUP) is a multi-level program designed to eliminate tobacco use and possession at school and school-related functions by providing education to students, parents, staff, and the community as to the health hazards regarding tobacco use. ATUP is available to students at all school levels and students and/or parents may request participation in ATUP.

The Substance Abuse Intervention Program (SAIP) is a ten-day instructional program designed for students who are first-time violators of School Board policies regarding drug and alcohol use and abuse. Students are offered this substance abuse program in lieu of long-term suspension from school. Students may also volunteer to participate in this program. SAIP takes place at the Renaissance Academy and transportation is provided.¹⁹

Choices is a ten-session instructional program for students in grades 6-12 who consistently demonstrate inappropriate behaviors that interfere with learning, excluding truancy. Students are referred to the program by the principal, parent/guardian, discipline hearing officer, or School Board Discipline Committee as an alternative to suspension. Choices is designed to serve eight to ten students at one time during the regular school day and takes place at the students' home school.²⁰

The Individual Student Alternative Education Plan (ISAEPP) is a Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED) certificate

and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. ISAEPP will only be considered for students after all measures to maintain students in a diploma program have been exhausted. To be referred to the program, students and/or parents contact a teacher, counselor, or administrator at their child's home school.²¹

Comprehensive secondary staff were surveyed about their familiarity with the purpose of the various alternative education programs at Renaissance Academy. A list of these results can be found in Appendix A.

Student Characteristics

The third evaluation question is focused on the characteristics of the students attending Renaissance Academy. During the 2022-2023 school year, 720 students were enrolled at Renaissance Academy at any time during the school year, with 284 students in grades 6 through 8 and 436 students in grades 9 through 12. These students include those enrolled in the Renaissance Academy's middle or high school alternative education program where they receive instruction in the general curriculum. These data do not include students who participated in other alternative education options. Table 7 displays demographic data for these students based on information from the VBCPS data warehouse.

Table 7: Demographic Characteristics of Students Enrolled in Renaissance Academy Any Time During the 2022-2023 School Year

Characteristic	MS (N=284)		HS (N=436)		Total (N=720)	
	N	%	N	%	N	%
Gender						
Female	108	38%*	159	36%*	267	37%*
Male	176	62%**	277	64%**	453	63%**
Ethnicity						
American Indian	1	<1%	1	<1%	2	<1%
Asian	1	<1%	7	<2%*	8	1%*
Black	163	57%**	257	59%**	420	58%**
Hispanic	30	11%	36	8%	66	9%
Multiracial	31	11%	48	11%	79	11%
Native Hawaiian/Pacific Islander	1	<1%	0	0%	1	<1%
White	57	20%*	87	20%*	144	20%*
Economically Disadvantaged	224	79%**	264	61%**	488	68%**
Identified Special Education	64	23%**	97	22%**	161	22%**
Identified Limited English Proficiency	3	1%	3	1%	6	1%
Identified Gifted	8	3%*	9	3%*	17	3%*
Military Connected	20	7%*	40	9%*	60	8%*

*More than 5 percent **below** the percentage at the division level based on cumulative enrollment.

More than 5 percent **above the percentage at the division level based on cumulative enrollment.

The majority of students enrolled at Renaissance Academy were male (63%). Overall, across both levels, the majority of the students were Black (58%) and 20 percent of the students were White. The majority of students at Renaissance Academy were economically disadvantaged (68%). At the middle school level, a higher percentage of students enrolled at Renaissance Academy were identified as economically disadvantaged than high school students. A little less than one-quarter of students at Renaissance Academy were special education students (22%), 8 percent were military connected, 3 percent were identified gifted, and about 1 percent were

identified English Learners (EL). There were notable higher percentages of Male, Black, economically disadvantaged, and special education students at Renaissance Academy compared to students at the overall division level. There were notably lower percentages of females, White, Gifted and military connected students at Renaissance Academy than students at the overall division level. Additional data showed that a total of 76 students (11%) were retained in their grade level during the 2022-2023 school year, and 137 students (21%) were retained at some point during their academic career, but not during the 2021-2022 school year.

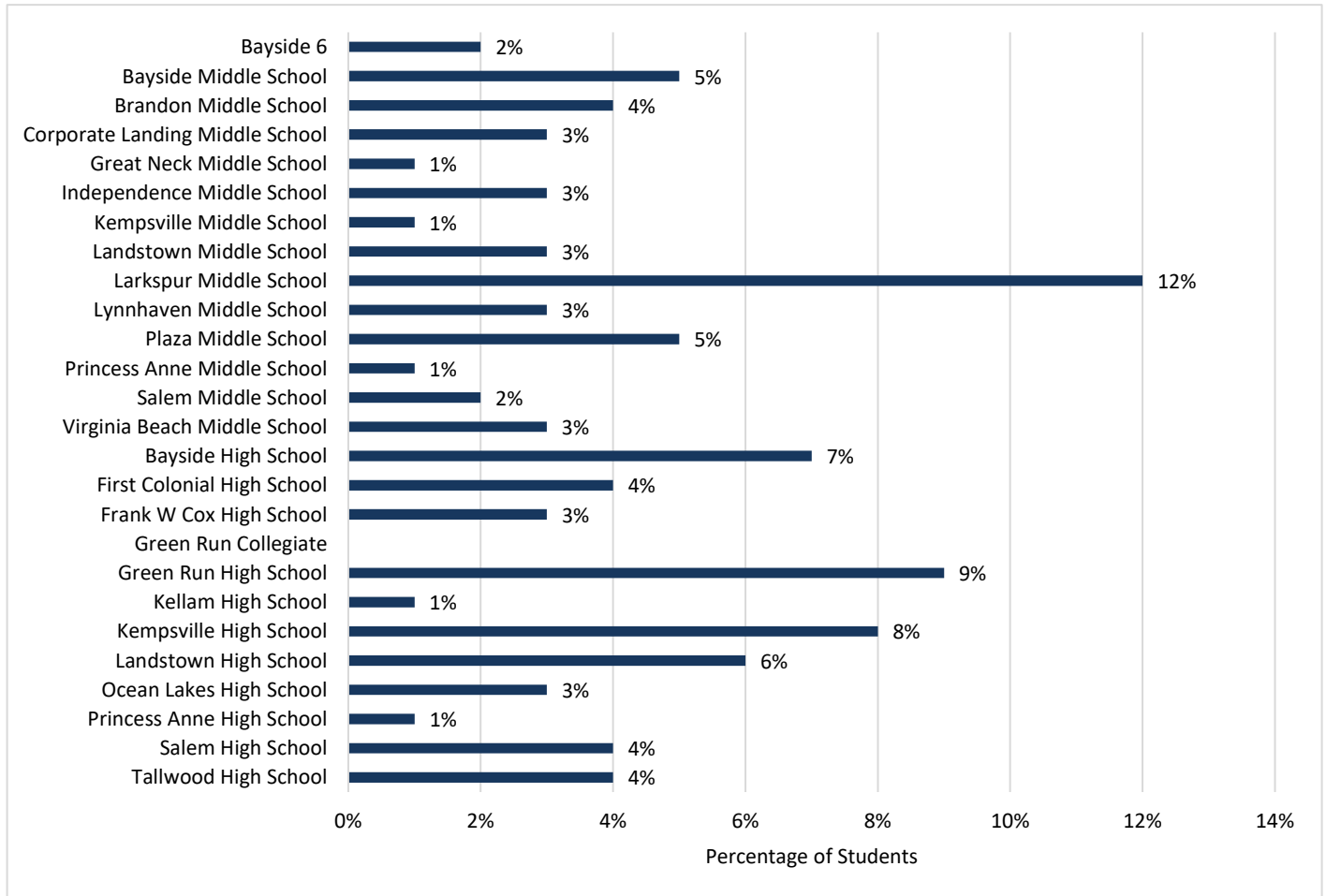
Of the 720 students enrolled at some time during the 2022-2023 school year, 58 percent (n=418) were enrolled in Renaissance Academy for the first time. The median number of days students were enrolled at Renaissance Academy was 76 days. Table 8 displays information about the length of student enrollment at Renaissance Academy in greater detail. When examining by grade level, a larger percentage of high school students were enrolled at Renaissance Academy for 90 percent or more of the school year than middle school students. A majority of the students enrolled at Renaissance Academy during 2022-2023 were there less than half of the school year (59%), while 41% percent were there for at least half of the year. Additionally, 10 percent (n=74) were enrolled the entire 2022-2023 school year or 180 days.

Table 8: Length of Student Enrollment at Renaissance Academy

Percent of Days Enrolled During the School Year	Percent of Enrolled Middle School Students	Percent of Enrolled High School Students	Percent of Total Enrolled Students
90% or more	10.2%	16.7%	14.2%
50%-89%	28.2%	26.6%	27.2%
10%-49%	58.8%	53.2%	55.4%
Less than 10%	2.8%	3.4%	3.2%

Figure 1 displays the students' last enrolled VBCPS home school for any student enrolled in Renaissance Academy during the 2022-2023 school year. The home school listed is students' last enrolled school prior to being enrolled in Renaissance Academy, which may have been in a school year prior to 2022-2023.²² The largest percentage of students had Larkspur Middle School listed as their last enrolled home school with 12 percent of students. The second most represented home school was Green Run High School with 9 percent, and the third was Kempsville High School with 8 percent of students. No students who attended Renaissance Academy during the 2022-2023 school year had Green Run Collegiate listed as their previous home school.

Figure 1: Students' Last Enrolled Home School



Note: N=669. This includes students who had a VBCPS middle school or high school listed as their last home school. There were 51 students who had their home school listed as another center or program, including SECEP Tidewater Regional Alternative Education Program, the VB Juvenile Detention Home or FAPT.

Referral and Transition Process

The fourth evaluation question focused on the process and criteria for students to be referred to the Renaissance Academy middle and high school alternative education program and to transition back to their home school. This section of the report focuses on the Renaissance Academy entry process, the process for students to transition back to their home school, and recidivism.

Entry Process

As previously mentioned, there were three avenues by which students enrolled at Renaissance Academy including referral by the Office of Student Leadership (OSL), principal-to-principal placement, or parent request. According to a summary of data provided by Renaissance Academy, based on student registrations, the majority of students were referred by the OSL due to behavior concerns during 2022-2023 (56%), and most remaining students were at Renaissance Academy at the start of the school year based on enrollment the prior year. Less than 1 percent were at Renaissance Academy as a result of principal placement. No students attended Renaissance Academy during the 2022-2023 school year due to parent requests.

According to the VBCPS Discipline Guidelines, there are five levels of responses to student behavior which are enforced by school personnel with students who exhibit inappropriate behavior that is in violation of school rules, *Code of Student Conduct*, School Board Policies and Regulations, and/or local, state, or federal laws. Responses to student behavior are progressive in nature; that is, the level of response increases as the number of instances of similar inappropriate behavior increases. Level 4 behaviors may require a student to report to the director of the Office of Student Leadership and result in a referral to Renaissance Academy. Level 5 behaviors are reserved for the most serious behaviors and result in a report to the director of the Office of Student Leadership. Once a student is referred to the OSL, a hearing takes place which includes an administrative statement that includes a recommendation for the outcome of the student (e.g., long-term suspension, alternative education placement, etc.). However, the final decision or outcome of the OSL hearing is made on a case-by-case basis and by the hearing officer.

Part of the entry process includes new student orientation which is a mandatory session for all students attending Renaissance Academy and their families. This orientation familiarizes students with the support team and provides them with information to help them successfully transition into their new educational experience. The orientation includes information about expectations, procedures, policies, and other pertinent details. In addition, families are provided with contact information of staff members who are directly supporting the students like the school counseling team and administrative team. Families are also provided the name of the individuals who comprise the student support team for each middle and high school. The student support team includes an administrator, student support specialist, and counselor. The orientation also includes the screening process to enter the building each day which includes going through a metal detector and search of items. Students are not allowed cell phones or any other electronic device or headwear (e.g., hats, hoods, scarves). All students are provided a clear backpack where they can store approved personal items. Families are provided with the hours of operation for both schools: high school hours are from 7:20 AM-2:00 PM and middle school hours are from 9:45 AM to 4:15 PM. Orientation includes information about transportation, which is provided to all students. Orientation includes school-wide expectations which are “Be Kind, Show Respect, Act Responsible,” and the Positive Behavioral Interventions and Supports (PBIS) matrix is discussed. The uniform policy is included which is required in order to enter the building every day. Staff members discuss the cost of the uniform which include a polo shirt or sweatshirt and khaki pants (full length). High school students wear gray and black polos while middle school students wear green and white polos. The orientation concludes with mandatory forms that must be completed: student registration, parent acknowledgement, media form, psychological services consent form, school search policy acknowledgement, and uniform policy acknowledgement.²³

Transition Process

According to Renaissance Academy orientation documents, students have the ability to transition back to their home school once they meet the following three criteria: good grades (C or higher in all classes), good attendance (no more than six unverified), and good behavior (no in-school or out-of-school suspensions). Once these criteria have been met, the OSL serves as the main conduit for communication between Renaissance Academy and the home school by providing a letter with information regarding the status of the students’ return.

The letter from OSL includes directions regarding the administrative process that needs to take place for students to withdraw from Renaissance Academy and re-enroll in their home school. A copy of this letter is given to the following stakeholders: the superintendent, the principal of the students’ home school, the director of alternative education, school counseling department chair, and mailed to the student’s parent or guardian. Each school is responsible for communicating the information regarding the students’ return to their staff.

Integral to this process is the transition specialist and the student support specialist (SSS) team. The transition specialist provides comprehensive information about returning students to the SSS team. Upon receiving the names of returning students, the SSS team members will introduce themselves and work toward establishing a rapport. They will work with students for at least nine weeks, monitoring their progress and providing necessary support to ensure a successful transition to the home school. Students' progress is monitored through a SSS protocol. This internal report assesses their performance after a marking period. Once a student demonstrates success through the established criteria, they "graduate" from these services with the team. If students do not meet the criteria, the SSS will extend the support for another nine weeks, repeating the review process until the student demonstrates they are able to transition to their home school successfully.

Reenrollment

Students who do not successfully transition back to their home school may be referred again to Renaissance Academy. Reenrollment is defined as the percentage of students who attend Renaissance Academy and transition back to their home school or school within VBCPS and then attend Renaissance Academy again all within the same school year. The students included in the analysis were those who were enrolled in Renaissance Academy during the 2022-2023 school year, exited Renaissance Academy at some point during the 2022-2023 school year and went back to their homeschool or another school within VBCPS and then reentered Renaissance Academy again within 2022-2023. As displayed in Table 9, 14 percent of students who attended Renaissance Academy during 2022-2023 went back to their home school or another school in VBCPS and then reenrolled at Renaissance Academy again during 2022-2023. When examining data by school level, middle school students had a higher rate of reenrollment (34%) than high school students (5%).

Table 9: Percentage of Students Returning to Renaissance Academy During the 2022-2023 School Year

Criteria	Middle School Students	High School Students	Total Number of Students
Students Who Exited Renaissance Academy to Go Back to Their Home School or Another School in VBCPS	56	120	176
Students Who Went Back to Renaissance Academy	19	6	25
Total	34%	5%	14%

Perceptions of Referral and Transition Process

Comprehensive secondary staff members were asked survey items related to student referral criteria and the transition process. As indicated in Table 10, 88 percent of staff members agreed they understand the criteria for students to be referred to the alternative education program. There were no notable differences among school levels for this survey item. Eighty-three percent of comprehensive secondary staff agreed they understood the transition process for students moving from their home school to the Renaissance Academy. High school staff members reported somewhat lower levels of agreement on this item (79%) than middle school staff members (85%). Sixty-five percent of comprehensive secondary staff agreed they understood the transition process for students moving from Renaissance Academy back to their home school. On this transition item, middle school staff members reported lower levels of agreement percentages (61%) than high school staff members (68%).

Table 10: Comprehensive Secondary Staff Members' Perceptions of Referral Criteria and Transition Process

Survey Items	MS	HS	Total
I understand the criteria for students to be referred to the Renaissance Academy middle and high school alternative education program.	87%	90%	88%
I understand the transition process for students moving from their home school to the Renaissance Academy middle and high school alternative education program.	85%	79%	83%
I understand the transition process for students moving from Renaissance Academy middle and high school alternative education program back to their home school.	61%	68%	65%

Comprehensive secondary staff members were also asked an open-ended question regarding any comments about the processes related to the students attending Renaissance Academy. Overall, 34 staff members provided a comment on this survey item which was 28 percent of those staff members who responded to the survey and indicated they worked with students who have attended Renaissance Academy. The most mentioned comment was related to enrollment processes. Enrollment suggestions varied to include more streamlined processes and faster time between OSL notification and actual Renaissance Academy enrollment or better communication during this time period. The next most mentioned topic was improved communication with students' home school. Staff would like more communication prior to students transitioning back to their home school and updates about students' progress while at Renaissance Academy. The third most mentioned comment included the belief that students who are referred to Renaissance Academy should be required to attend.

Staff Characteristics and Professional Learning

The fifth evaluation question is focused on the characteristics of the staff at Renaissance Academy and professional learning opportunities. Demographic characteristics were examined for full-time instructional staff at Renaissance Academy in comparison to the division instructional staff. In comparison to all instructional staff throughout the division, there were higher percentages of male Renaissance Academy instructional staff as well as instructional staff who were Black, while there were lower percentages of female Renaissance Academy instructional staff members as well as those who were White (see Table 11). The average number of years teaching was lower for instructional staff at both the middle and high school levels at Renaissance Academy compared to the division instructional staff while there was a larger percentage of teachers new to the division at the division instructional in comparison to staff at Renaissance Academy.

Table 11: Staff Characteristics for Renaissance Academy Instructional Staff and All Instructional Staff

Group	Renaissance Academy Instructional Staff (N=82)	Division Instructional Staff (Middle and High) (N=2,586)
Female	63%	72%
Male	37%	28%
American Indian	0%	0%
Asian	4%	3%
Black	29%	12%
Hispanic	1%	5%
Multiracial	5%	2%
Native Hawaiian/Pacific Islander	0%	0%
White	61%	77%
Percentage New to the Division	4%	9%
Average Years of Experience		
Middle*	11 years	13 years
High*	10 years	15 years
Percent Graduate Degrees	50%	53%

*Note: This is an approximate average years of experience by school level. Only teachers who exclusively taught middle or high school were included in the years of experience calculation. All other staff members could not be categorized by school level because they worked with both middle and high school students.

Staff at Renaissance Academy were surveyed about their satisfaction with their experience working at Renaissance Academy. As displayed in Table 12, approximately 87 percent of staff members indicated they were satisfied working at Renaissance Academy. There were no notable differences in satisfaction among school levels.

Table 12: Renaissance Academy Staff Reporting Satisfaction Working at Renaissance Academy

Survey Item	MS	HS	Total
Overall, how satisfied are you with your experience working at Renaissance Academy?	86%	86%	87%

Professional Learning

Renaissance Academy staff members were asked if they had participated in professional learning related to being a staff member at Renaissance Academy within the last three years. Of the 21 middle school staff members who responded, 18 (86%) reported they had participated in professional learning. Of the 44 high school staff members, 34 (77%) reported they had participated in professional learning. Of all 56 staff members who responded, 45 (80%) reported they had participated in professional learning in the past three years. When participants in professional learning were asked their perceptions of the opportunities, overall 70 to 73 percent agreed the professional learning helped prepare them to teach or provide services to students, enabled them to better meet students' needs, and that it was sufficient (see Table 13). A somewhat lower percentage of high school staff members agreed they received sufficient professional learning related to being a staff member at Renaissance Academy (67%).

Table 13: Renaissance Academy Staff Members' Perceptions of Professional Learning Within the Last Three Years

Survey Items	MS	HS	Total
Professional learning helped prepare me to teach and/or provide services to the students at Renaissance Academy.	71%	70%	73%
Professional learning enabled me to better meet the needs of students at Renaissance Academy.	75%	72%	72%
I received sufficient professional learning related to being a staff member at Renaissance Academy.	76%	67%	70%

Note: There are nine staff members who indicated they work with both middle and high school students, therefore, they are included in both in the middle and high school percentages. However, their responses are only included once in the total calculation.

Renaissance Academy members were also asked an open-ended question regarding professional learning topics they would be interested in learning more about. Overall, 22 Renaissance Academy staff members provided a professional learning topic they would be interested in learning more about which was 37 percent of those staff members who responded to the survey. The most mentioned topic was de-escalation strategies, followed by trauma-informed practices, anger management strategies, and behavior interventions.

Family Engagement

The sixth evaluation question focused on opportunities for parents or families to be involved and engaged in their child's education at Renaissance Academy. As previously mentioned, new student orientation is a mandatory session for all students and families attending Renaissance Academy. This orientation familiarizes students with the support team and provides them with information to help them successfully transition into the building. The orientation includes information about staff members, policies including uniforms and procedures for entering the building, behavior expectations, and required forms.

As displayed in Table 14, a high percentage of parents reported the orientation session at Renaissance Academy was very helpful or somewhat helpful in helping their family understand the program's expectations for their students. High school parents reported higher percentages than middle school parents.

Table 14: Parents' Perceptions of Orientation Session

Survey Item	MS	HS	Total
How helpful was the orientation session at Renaissance Academy in helping your family understand the program's expectations for students?	90%	97%	94%

In addition to the new student orientation, Renaissance Academy holds an open house every September to provide students, families, and teachers with opportunities to discuss current academic performance, attendance, and behavior. Renaissance Academy shares a quarterly newsletter with the community to share pertinent information including calendar updates, school and division-wide announcements, and showcase students' academic endeavors (i.e., 3D drawings, field trips to First Landing State Park and Chrysler Museum of Art).

Renaissance Academy also engaged with the community in a variety of ways. Tidewater Community College representatives and ACCESS counselors visited Renaissance Academy four times between December through May in support of the division-wide Future Ready goal. Renaissance Academy participated in the following divisionwide or school-sponsored activities: African American Male Summit (January 2023), Black History Month Workshop (February 2023, hosted by Renaissance Academy), Official for the Day (March 2023), parent and review meeting for a grant application (April 2023), Maud Lewis Open House and Fundraiser for Juvenile Arthritis (April 2023, hosted by Renaissance Academy), and African American Music Month Juneteenth Celebration (June 2023, hosted by Renaissance Academy).

Progress Toward Meeting Goals and Objectives

The seventh evaluation question focused on progress toward meeting the student outcome goals and objectives of the middle and high school alternative education program. Although the focus of the current evaluation was on implementation, baseline data for student outcome goals and objectives were analyzed to provide preliminary results. The results are organized by goal area with data represented for each objective. Survey results were also analyzed for two groups of students: “Exited/Planned to Exit” and “Planned to Stay.” “Exited/Planned to Exit” students included Renaissance Academy students who had either exited the program at some point during the 2022-2023 school year or intended to exit Renaissance Academy at the end of the school year and start the 2023-2024 school year at their home school. “Planned to Stay” included students who indicated they would be attending Renaissance Academy at the start of the 2023-2024 school year. Notable differences among these two groups were highlighted.

Build Relationships to Demonstrate Social-Emotional Competencies

Goal #1: Students in alternative education at Renaissance Academy will build relationships that help foster their ability to demonstrate social-emotional competencies.

Objective 1: Students will build positive relationships with students and staff at Renaissance Academy as measured by student and staff survey responses.

Students were surveyed about their perceptions of building positive relationships with students and staff at Renaissance Academy. Overall, students reported positive relationships with the different staff members at Renaissance Academy including teachers, administrators, student support specialists, and counselors ranging from 84 percent to 88 percent. Students reported lower agreement ratings on getting along well with other students. High school students reported higher agreement percentages on having positive relationships with other students than middle school students (88% vs. 68%) as displayed in Table 15. Students who “Exited/Planned to Exit” indicated higher agreement percentages on all relationship items than those who “Planned to Stay” ranging from 4 percentage points to 16 percentage points.

Table 15: Students’ Perceptions of Building Positive Relationships With Students and Staff

Survey Items	MS	HS	Total	Exited/Planned to Exit	Planned to Stay
I have positive relationships with teachers at Renaissance Academy.*	85%	95%	89%	94%	84%
I have positive relationships with the director/principal and assistant principal(s) at Renaissance Academy.*	81%	88%	84%	88%	79%
I have positive relationships with student support specialists at Renaissance Academy.	75%	87%	80%	81%	79%
I have positive relationships with school counselors at Renaissance Academy.	86%	89%	88%	91%	83%
I get along well with other students at Renaissance Academy.*	68%	88%	77%	83%	67%

*Note: These survey items are repeated in Objective 3 as part of the items in the Relationship Skills competency aggregate rating.

Staff at Renaissance Academy were surveyed about their perceptions of building positive relationships with students. As displayed in Table 16, 98 percent of staff agreed they had positive relationships with students at Renaissance Academy, 84 percent agreed students had positive relationships with the staff, and 57 percent agreed students at Renaissance Academy got along well with other students at Renaissance Academy. Staff members' perceptions of students' relationships with staff and other students were lower at middle school than high school.

Table 16: Renaissance Academy Staff Members' Perceptions of Building Positive Relationships With Students

Survey Items	MS	HS	Total
I have positive relationships with students at Renaissance Academy.	100%	98%	98%
Students have positive relationships with the staff at Renaissance Academy	76%	86%	84%
The students at Renaissance Academy get along well with other students at Renaissance Academy.	43%	61%	57%

Objective 2: Students will feel a sense of belonging and feel welcome at their school as measured by student survey responses.

Students were surveyed about their perceptions of feeling a sense of belonging and feeling welcome at Renaissance Academy. Students reported lower agreement percentages on items related to feeling like they belong or feel a sense of belonging at Renaissance Academy ranging from 53 percent to 62 percent. Students reported higher agreement percentages on items related to feeling valued and welcome at Renaissance Academy ranging from 62 percent to 77 percent. Overall, high school students had higher agreement ratings across all items as displayed in Table 17. Students who "Exited/Planned to Exit" indicated higher agreement percentages on welcome and feeling valued items except one item than those who "Planned to Stay" ranging from 3 percentage points to 8 percentage points.

Table 17: Students' Perceptions of Feeling a Sense of Belonging and Feeling Welcome at School

Survey Items	MS	HS	Total	Exited/Planned to Exit	Planned to Stay
I feel like I belong while I am at Renaissance Academy.	48%	60%	53%	52%	55%
Renaissance Academy provides a welcoming place for me to learn.	67%	89%	77%	79%	71%
I feel a sense of belonging at Renaissance Academy.	54%	71%	62%	61%	61%
I feel valued and included at Renaissance Academy.	67%	84%	74%	77%	69%

Objective 3: Students will demonstrate competency in Relationship Skills as measured by aggregate ratings on survey items that are part of the Relationship Skills social-emotional competency on the student survey, as well as staff survey responses.

The Relationship Skills competency includes areas such as communication, social engagement, relationship building, and teamwork. Aggregate ratings on the Relationship Skills social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 74 percent of the student responses to the Relationship Skills items were agreement responses. High school students had higher aggregate ratings on survey items (81%) than middle school students (68%) as displayed in Table 18. In addition, middle school students had lower agreement percentages than high school students on three items: "I feel like I belong while I am at

Renaissance Academy,” “I work out disagreements with other students by talking with them,” and “I care about other students at Renaissance Academy.” Differences on these items ranged from 12 to 24 percentage points. Students who “Exited/Planned to Exit” reported higher agreement percentage on the Relationship Skills competency than those who “Planned to Stay” by 10 percentage points.

Table 18: Students' Perceptions of Demonstrating Competency in Relationship Skills

Survey Items	MS	HS	Total	Exited/Planned to Exit	Planned to Stay
Relationship Skills Competency	68%	81%	74%	78%	68%
Items within Relationship Skills Competency:					
I have positive relationships with teachers at Renaissance Academy.	85%	95%	89%	94%	84%
I have positive relationships with the director/principal and assistant principal(s) at Renaissance Academy.	81%	88%	84%	88%	79%
I get along well with other students at Renaissance Academy.	68%	88%	77%	83%	67%
I feel like I belong while I am at Renaissance Academy.	48%	60%	53%	52%	55%
I care about other students at Renaissance Academy.	59%	71%	64%	67%	63%
I work out disagreements with other students by talking with them.	56%	80%	66%	74%	53%
I can work with someone who has different opinions than mine.	76%	89%	82%	86%	74%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in relationship skills. As displayed in Table 19, 20 percent of staff agreed students demonstrated competency in relationship skills. Nearly half of staff (47%) agreed students’ relationship skills improved while attending Renaissance Academy, but this was mainly based on high school staff (53%) who were more likely to agree students’ relationship skills improved than middle school staff (33%).

Table 19: Renaissance Academy Staff Members’ Perceptions of Students Demonstrating Competency in Relationship Skills

Survey Items	MS	HS	Total
Students demonstrate competency in relationship skills.	19%	20%	21%
Students’ relationship skills have improved while attending Renaissance Academy.	33%	53%	47%

Objective 4: Students will demonstrate competency in Self-Management as measured by aggregate ratings on survey items that are part of the Self-Management social-emotional competency on the student survey, as well as staff survey responses.

The Self-Management competency includes areas such as impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills. Aggregate ratings on the Self-Management

social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 79 percent of the student responses to the Self-Management items were agreement responses. High school students had higher aggregate ratings on survey items (88%) than middle school students (72%) as displayed in Table 20. In addition, middle school students had lower agreement percentages than high school students on two items: “I stop and think before doing anything when I get angry” and “I can control myself when I am upset.” Differences on these items ranged from 29 to 31 percentage points. Students who “Exited/Planned to Exit” reported higher agreement percentage on the Self-Management competency than those who “Planned to Stay” by 20 percentage points.

Table 20: Students’ Perceptions of Demonstrating Self-Management

Survey Items	MS	HS	Total	Exited/Planned to Exit	Planned to Stay
Self-Management Competency	72%	88%	79%	85%	65%
Items within Self-Management Competency:					
I am able to find positive ways to deal with problems in my life.	79%	93%	85%	89%	76%
I take action to reach the goals I set for myself	85%	93%	88%	91%	81%
I finish tasks even if they are hard for me.	81%	89%	85%	88%	80%
I stop and think before doing anything when I get angry.	51%	82%	65%	77%	39%
I can disagree with others without starting an argument or a fight.	74%	88%	80%	89%	60%
I can control myself when I am upset.	60%	84%	70%	77%	57%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in self-management skills. As displayed in Table 21, 18 percent of staff agreed students demonstrated competency in self-management skills. However, 46 percent of staff agreed students’ self-management skills improved while attending Renaissance Academy.

Table 21: Renaissance Academy Staff Members’ Perceptions of Students Demonstrating Competency in Self-Management Skills

Survey Items	MS	HS	Total
Students demonstrate competency in self-management skills.	14%	18%	18%
Students’ self-management skills have improved while attending Renaissance Academy.	48%	48%	46%*

*Note: Overall percentage is lower than individual school levels because there were nine staff members who indicated they worked with both middle and high school students. Therefore, they were included in both the middle and high school percentages. However, their responses were only included once in the total percentage.

Objective 5: Students will demonstrate competency in Responsible Decision Making as measured by aggregate ratings on survey items that are part of the Responsible Decision Making social-emotional competency on the student survey, as well as staff survey responses.

The Responsible Decision Making Skills competency includes identifying and solving problems, analyzing situations, evaluating, reflecting, and ethical standards. Aggregate ratings on the Responsible Decision Making social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 80 percent of the student responses to the Responsible Decision Making Skills items were agreement responses. High school students had higher aggregate ratings on survey items (88%) than middle school students (74%) as displayed in Table 22. Talk about the two lowest for MS here. Students who “Exited/Planned to Exit” reported higher agreement percentages on the Responsible Decision-Making competency than those who “Planned to Stay” by 13 percentage points.

Table 22: Students’ Perceptions of Demonstrating Responsible Decision Making

Survey Items	MS	HS	Total	Exited/Planned to Exit	Planned to Stay
Responsible Decision Making Competency	74%	88%	80%	84%	71%
Items within Decision Making Competency:					
I know how to decide right from wrong.	90%	86%	88%	90%	83%
I am able to make good choices that lead to success.	83%	93%	87%	90%	83%
I think about what might happen before I make a decision.	67%	89%	77%	88%	53%
I ask for advice when making an important decision.	70%	88%	78%	77%	78%
When I need help, I find someone to talk with.	61%	84%	71%	76%	59%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in responsible decision making skills. As displayed in Table 23, 16 percent of staff agreed students demonstrated competency in responsible decision making skills. However, half of all staff who responded to the survey agreed students’ responsible decision making skills improved while attending Renaissance Academy.

Table 23: Renaissance Academy Staff Members’ Perceptions of Demonstrating Responsible Decision Making

Survey Items	MS	HS	Total
Students demonstrate competency in responsible decision-making skills.	14%	16%	16%
Students’ responsible decision-making skills have improved while attending Renaissance Academy.	48%	52%	50%

Demonstrate Success While Attending Renaissance Academy

Goal #2: Students in alternative education will demonstrate success in school while attending Renaissance Academy.

Objective 1: Students will gain tools and strategies to demonstrate success in school as measured by student, staff, and parent survey responses.

All stakeholders including students, parents, Renaissance Academy staff, and comprehensive secondary school staff were surveyed about their perceptions of students’ gaining the tools and strategies for success in school while attending Renaissance Academy. As displayed in Table 24, 74 percent of students agreed while attending Renaissance Academy, they gained the tools and strategies for success. High school students had a higher

agreement percentage than middle school students (82% vs. 67%). There were no differences in agreement percentages when comparing students who exited or planned to exit (73%) and those who planned to remain at Renaissance Academy (73%). Overall, lower percentages of parents (52%) agreed while attending Renaissance Academy, their child gained the tools and strategies for success. Parents of high school students had a higher agreement rating than middle school parents (58% vs. 33%). Overall, a majority of staff at Renaissance Academy (59%) agreed while attending Renaissance Academy, students gained the tools and strategies for success. High school Renaissance Academy staff had a somewhat higher agreement percentage than middle school Renaissance Academy staff (59% vs. 52%).

Table 24: Stakeholders' Perceptions of Gaining Tools and Strategies for Success

Survey Items	MS	HS	Total
Student – While attending Renaissance Academy, I have gained the tools and strategies for success.	67%	82%	74%
Parent – While attending Renaissance Academy, my child gained the tools and strategies for success.	33%	68%	52%
RA Staff – While attending Renaissance Academy, students gained the tools and strategies for success in school.	52%	59%	59%

Objective 2: Students at Renaissance Academy will demonstrate satisfactory behavior as measured by a decline in the number of discipline referrals and referrals resulting in in-school and out-of-school suspensions after enrolling in Renaissance Academy, as well as student, staff, and parent survey responses.

The data analyzed for this objective included all students who attended a school in VBCPS prior to Renaissance Academy because student data outside of VBCPS is not maintained in the data warehouse.²⁴ The total number of students included in this analysis was 253. A decline was defined as having fewer referrals or suspensions when enrolled at Renaissance Academy than when they were enrolled at their home school during 2022-2023. In addition, to be included a student had to have had at least one referral or at least one suspension at their home school prior to attending Renaissance Academy. Without a referral or suspension, a student would not be able to show a decline for the purposes of this objective.

Overall, 70 percent of students demonstrated a decline in discipline referrals after enrolling in Renaissance Academy. When examining data by school level, a higher percentage of high school students demonstrated a decline (74%) than middle school students (67%). Overall, 76 percent of students demonstrated a decline in the number of in-school suspensions and 63 percent demonstrated a decline in the number of out-of-school suspensions. When examining data by school level, a higher percentage of middle school students demonstrated a decline in in-school suspensions (81%) than high school students (68%), while a higher percentage of high school students demonstrated a decline (75%) in out-of-school suspensions than middle school students (54%).

Table 25: Percentage of Students Demonstrating a Decline in Discipline Referrals and Suspensions After Enrolling in Renaissance Academy

School Level	Decline in Number of Discipline Referrals		Decline in Number of In-School Suspensions		Decline in Number of Out-of-School Suspensions		Decline in Total Number of Suspensions	
	N	%	N	%	N	%	N	%
Middle School	90	67%	63	81%	72	54%	85	63%
High School	87	74%	34	68%	88	75%	84	71%
Total	177	70%	97	76%	160	63%	169	67%

Stakeholders including students, parents, and Renaissance Academy staff were surveyed about their perceptions of students demonstrating satisfactory behavior. As displayed in Table 26, 84 percent of students agreed while attending Renaissance Academy, they demonstrated satisfactory behavior, and 88 percent of students agreed their behavior improved while attending Renaissance Academy. High school students had higher agreement percentages than middle school students for both survey items. Higher percentages of students who exited or planned to exit also agreed they demonstrated satisfactory behavior (86% vs. 78%) and their behavior had improved (90% vs. 82%) than students who planned to remain at Renaissance Academy next year. Overall, 62 percent of parents agreed while attending Renaissance Academy their child demonstrated satisfactory behavior with high school parents having a notably higher agreement percentage than middle school parents. Overall, 38 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students demonstrated satisfactory behavior with higher agreement levels at the high school level than the middle school level. Overall, 53 percent of Renaissance Academy staff agreed while at Renaissance Academy, students' behavior improved with relatively similar percentages at both middle and high schools.

Table 26: Stakeholders' Perceptions of Demonstrating Satisfactory Behavior at Renaissance Academy

Survey Items	MS	HS	Total
Student – While attending Renaissance Academy, I have demonstrated satisfactory behavior.	81%	89%	84%
Student – While attending Renaissance Academy, my behavior has improved.	85%	90%	88%
Parent – While attending Renaissance Academy, my child demonstrated satisfactory behavior.	48%	74%	62%
RA Staff – While attending Renaissance Academy, students have demonstrated satisfactory behavior.	25%	45%	38%
RA Staff – While attending Renaissance Academy, students' behavior has improved.	50%	54%	53%

Objective 3: Students at Renaissance Academy will consistently attend school as measured by the percent of students with an attendance rate of 90 percent or higher.

The percentage of students at Renaissance Academy who consistently attended school was based on those with an attendance rate of 90 percent or higher. Analyses were limited to students who were enrolled for at least one quarter or approximately 45 days.²⁵ The total number of students included in this analysis was 605. As displayed in Table 27, overall, one-quarter of students had an attendance rate of 90 percent or higher. A higher percentage of middle school students (29%) had an attendance rate of 90 percent or higher than high school students (22%).

Table 27: Percentage of Students With An Attendance Rate of 90 Percent or Higher

School Level	Number of Students With Attendance Rate of 90% or Higher	Percentage With Attendance Rate of 90% or Higher
Middle School	68	29%
High School	83	22%
Total	151	25%

Stakeholders including students, parents, and Renaissance Academy staff were surveyed about their perceptions of students' attendance. As displayed in Table 28, 87 percent of students agreed while attending Renaissance Academy, their attendance was satisfactory, and 82 percent agreed their attendance improved while at Renaissance Academy. Higher percentages of students who exited or planned to exit also agreed their attendance had been satisfactory (89% vs. 81%) than students who planned to remain at Renaissance

Academy, but relatively similar percentages of students who exited or planned to exit agreed their attendance had improved than students who planned to remain at Renaissance Academy (81% vs. 83%).

Overall, 71 percent of parents agreed while attending Renaissance Academy their child demonstrated satisfactory attendance, and 54 percent of parents agreed their child's attendance improved while attending Renaissance Academy. Parents of high school students were more likely to agree their child's attendance improved than parents of middle school students. Overall, 42 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students had satisfactory attendance, and 48 percent agreed while at Renaissance Academy, students' attendance improved. For both attendance survey items, middle school staff had a higher agreement percentage than high school staff.

Table 28: Stakeholders' Perceptions of Attendance While Attending Renaissance Academy

Survey Items	MS	HS	Total
Student – While attending Renaissance Academy, my attendance has been satisfactory.	83%	91%	87%
Student – While attending Renaissance Academy, my attendance has improved.	81%	83%	82%
Parent – While attending Renaissance Academy, my child's attendance was satisfactory.	71%	71%	71%
Parent – While attending Renaissance Academy, my child's attendance improved.	48%	60%	54%
RA Staff – While attending Renaissance Academy, students' attendance was satisfactory.	60%	35%	42%
RA Staff – While attending Renaissance Academy, students' attendance has improved.	63%	42%	48%

Objective 4: Students at Renaissance Academy will demonstrate improvement in academic performance as measured by improvement in core course grade average after enrolling in Renaissance Academy, as well as student, staff, and parent survey responses.

The data analyzed for this objective included students who had the opportunity to have quarterly grades at their home school and quarterly grades at Renaissance Academy. Students had to have been enrolled at Renaissance Academy for at least one quarter (45 days) to be included. In addition, this objective included all students who attended a school in the VBCPS division prior to Renaissance Academy and who had valid quarterly core course grade averages at both their home school and Renaissance Academy (e.g., courses that were missing or had Pass/Fail grades were not included in the analyses). Finally, students who had the same core course grade averages at their home school and Renaissance Academy were not included in the percentage who showed improvement because maintaining the same core course average was not considered improvement for this objective. The total number of students included in this analysis was 231.

Overall, 68 percent of students demonstrated improvement in core course grade averages after enrolling in Renaissance Academy. When examining the results by school level, a higher percentage of high school students (78%) demonstrated improvement than middle school students (59%).

Table 29: Percentage of Students Demonstrating Improvement in Core Course Grade Averages

School Level	Number of Students With Improvement in Core Course Grade Averages	Percentage With Improvement in Core Course Grade Averages
Middle School	70	59%
High School	88	78%
Total	158	68%

Stakeholders including students, parents, and Renaissance Academy staff were surveyed about their perceptions of students' academic performance. As displayed in Table 30, 83 percent of students agreed while attending Renaissance Academy, their academic performance was satisfactory, and 83 percent of students agreed their academic performance improved. For both academic performance survey items, high school students had higher agreement percentages than middle school students. Relatively similar percentages of students who exited or planned to exit also agreed their academic performance had been satisfactory (83% vs. 81%), while similar percentages agreed their academic performance had improved than students who planned to remain at Renaissance Academy next year (83%).

Overall, 55 percent of parents agreed while attending Renaissance Academy, their child's academic performance improved with notable differences in agreement levels between parents of high school students (64%) and parents of middle school students (43%). Overall, 62 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students' academic performance improved with higher agreement among high school staff (68%) than middle school staff (40%).

Table 30: Stakeholders' Perceptions of Academic Performance at Renaissance Academy

Survey Items	MS	HS	Total
Student – While attending Renaissance Academy, my academic performance has been satisfactory.	76%	91%	83%
Student – While attending Renaissance Academy, my academic performance has improved.	79%	88%	83%
Parent – While attending Renaissance Academy, my child's academic performance improved.	43%	64%	55%
RA Staff – While attending Renaissance Academy, students' academic performance improved.	40%	68%	62%

Objective 5: Students who attend Renaissance Academy will demonstrate academic proficiency as measured by the percent passing the applicable Standards of Learning (SOL) tests.

Students included in this analysis were any student who took an assessment while at Renaissance Academy and had a valid scale score on the SOL test (e.g., zeros were not included in the analysis). No students who took alternate tests were included in this analysis because they did not take alternate tests while at Renaissance Academy. The total number of students included in the analyses are noted in Table 31. Overall, 69 percent passed the Writing: End-of-Course test, 66 percent passed the English: End-of-Course test, and 54 percent passed the Algebra I SOL test. Less than half of the students taking the other SOL tests earned a passing score. The remaining percentage of students passing each test are displayed in Table 31.

Table 31: Percent of Students Passing Standards of Learning (SOL) Tests

Test	Total Number of Students Who Took Test	% Pass
Grade 6		
Grade 6 English	44	30%
Grade 6 Math	38	11%
Grade 7		
Grade 7 English	71	23%
Grade 7 Math	67	10%
Grade 8		
Grade 8 English	51	27%
Grade 8 Math	47	9%
Grade 8 Science	50	12%
Grade 8 History	57	18%
Grade 8 Writing	49	4%
End-of-Course Test		
Algebra 1	92	54%
Biology	68	18%
Earth Science	13	46%
English	59	66%
Geography	32	28%
Geometry	18	0%
Virginia History	21	24%
World History I	45	9%
Writing	42	69%

Note: SOL tests were excluded if less than 10 students took the test.

Transition Successfully to Home School

Goal #3: Students in alternative education will successfully transition to their home school following enrollment at Renaissance Academy.

Objective 1: Students will gain tools and strategies to successfully transition back to their home school as measured by student, staff, and parent survey responses.

Stakeholders including students, parents, and Renaissance Academy staff were surveyed about their perceptions of students gaining tools and strategies to successfully transition back to their home school. As displayed in Table 32, 85 percent of students agreed they gained the tools and strategies to successfully transition back to their home school or school they attended prior to Renaissance Academy. High school students had somewhat higher agreement percentages than middle school students. Eighty-seven percent of students agreed they felt prepared to return to their home school, and 74 percent agreed they felt ready to return to their home school. Higher percentages of students who exited or planned to exit also agreed they had gained tools and strategies to successfully transition back (89% vs. 75%), they felt prepared to return to their home school (92% vs. 72%), and they felt ready to return to their home school (79% vs. 64%) than students who planned to remain at Renaissance Academy next year.

Overall, 55 percent of parents agreed their child gained tools and strategies to successfully transition back to their home school or school they attended prior to Renaissance Academy. Overall, 68 percent of parents agreed their child was ready to return to their home school. For both perception items pertaining to the

transition process, high school parents had higher agreement percentages than middle school parents especially related to their students gaining the tools and strategies to successfully transition back to their home school. Overall, 59 percent of Renaissance Academy staff agreed students have gained tools and strategies to successfully transition back to their home school or school they were enrolled in prior to Renaissance academy. Renaissance Academy high school staff had higher agreement percentages than middle school staff. Overall, 53 percent of Renaissance Academy staff agreed students were prepared to return to their home school. The majority of staff at comprehensive secondary schools (54%) agreed while attending Renaissance Academy, students gained the tools and strategies for success. Comprehensive middle school staff had higher agreement percentages than comprehensive high school staff (63% vs. 46%).

Table 32: Students' Perceptions of Gaining Tools and Strategies to Transition Back to Their Home School

Survey Items	MS	HS	Total
Student – I have gained tools and strategies to successfully transition back to my home school or the school I was enrolled at prior to attending Renaissance Academy.	82%	89%	85%
Student – I feel prepared to return to my home school.	86%	87%	87%
Student – I feel ready to return to my home school.*	76%	72%	74%
Parent – My child gained tools and strategies to successfully transition back to their home school, or school they were enrolled in prior to attending Renaissance Academy.	38%	67%	55%
Parent – My child is ready to return to their home school.	62%	72%	68%
RA Staff – Students have gained tools and strategies to successfully transition back to their home school, or school they were enrolled in prior to attending Renaissance Academy.	57%	61%	59%
RA Staff – Students are prepared to return to their home school.	52%	53%	53%
Comprehensive Secondary School Staff – While attending Renaissance Academy, students gained the tools and strategies for success in school.	63%	46%	54%

*Note: Student response options included: Yes/No/Don't Know

Objective 2: Students who return to their home school will demonstrate satisfactory behavior as measured by discipline referrals that are less than or consistent with the home school's average referral rate.

The data analyzed for this objective included students who had exited Renaissance Academy and returned to their home school. Students who exited Renaissance Academy in September or June were excluded from this analysis because they did not spend a sufficient amount of time at Renaissance Academy or at their home school to adequately assess their behavior through discipline referrals. The total number of students included in this analysis is noted in Table 33. Students were grouped by the home school where they enrolled after exiting Renaissance Academy and the former Renaissance Academy students' referral data were compared to their home school's average. This method allowed the school context for discipline referrals to be taken into account given there is variability within schools related to referral rates. Discipline data from the home schools came from the annual discipline report for 2022-2023.

Overall, after enrolling in a home school upon exiting Renaissance Academy, former Renaissance Academy students had a higher average number of referrals (2.1) compared to the students' home school's average referral rate (0.7). When examining data by school level, former middle school Renaissance Academy students

had a higher average number of referrals (3.6) than high school students (1.6). There were three individual middle schools and two individual high schools where former Renaissance Academy students had on average, a lower number of referrals compared to their home school's average number and therefore, demonstrating success for the purposes of this objective.

Table 33: Average Number of Referrals by School Level

School Level	Cumulative Enrollment	Referrals Per Total Number of Students: Home School*	Average Number of Referrals	Number of RA Students At School	Referrals Per Total Number of Students: RA Students	Average Number of Referrals
Middle School (n=10)	10235	9222	0.9	27	98	3.6
High School (n=11)	20891	11225	0.5	86	138	1.6
Total	31126	20447	0.7	113	236	2.1

*Note: Middle school and high schools in these data were based on the schools where Renaissance Academy students enrolled after leaving Renaissance Academy.

Objective 3: Students who return to their home school will consistently attend their home school as measured by attendance rates that are similar to or higher than their attendance rate while at Renaissance Academy.

The data analyzed for this objective included students who had exited Renaissance Academy and returned to their home school. Students who exited Renaissance Academy in September or June were excluded because they did not spend a sufficient amount of time at Renaissance Academy or at their home school to adequately assess their attendance. Assessing whether a student's attendance rate was similar to or higher than his or her attendance rate at Renaissance Academy was based on whether their percentage of days in attendance at their home school was the same or better. The total number of students included in this analysis was 111.

As displayed in Table 34, overall, half of former Renaissance Academy students had attendance rates similar or better once they returned to their home school. A higher percentage of middle school students had similar or better attendance rates (67%) than high school schools (44%).

Table 34: Percentage of Students With Attendance Rates Similar to or Better Than While at Their Home School

School Level	Number of Students With Similar or Better Attendance	Percentage With Attendance Rates Similar or Better While at Home School
Middle School	18	67%
High School	37	44%
Total	55	50%

Objective 4: Students who return to their home school will maintain their level of academic performance at their home school as measured by core course grade averages at the end of the year that are similar to or higher than their grade average while at Renaissance Academy.

The data analyzed for this objective included students who had exited Renaissance Academy and returned to their home school. Students who exited Renaissance Academy in September or June were excluded because they did not spend a sufficient amount of time at Renaissance Academy or at their home school for course grades to represent their academic performance at the site. Students who had the same core course grade average they had at Renaissance Academy or better were determined to be successful for the purpose of this objective, but this does not include those who had a zero as their core course grade average at Renaissance Academy and a zero as their core course grade average at their home school. The total number of students included in the analyses is noted in Table 35.

As displayed in Table 35, 21 percent of high school students maintained or improved their core course grade averages after returning to their home school, but no middle school students maintained or improved their core course grade averages after returning to their home school.

Table 35: Percentage of Students Who Maintained Their Academic Performance at Their Home School

School Level	Total Number of Students	Percentage
Middle School	21	0%
High School	77	21%
Total	98	16%

Graduate and Develop Postgraduation Plans

Goal #4: Students in alternative education will graduate and develop a postgraduation plan.

Objective 1: Students who attended Renaissance Academy during middle or high school will graduate in four, five, or six years as measured by the Virginia Department of Education (VDOE) on-time graduation rate data.²⁶

The data analyzed for this objective included students who were part of the 2022-2023 on-time graduation cohort who attended Renaissance Academy at any point during their middle school or high school years. In addition, students must have attended at least 45 days in total at Renaissance Academy. As displayed in Table 36, 70 percent of students who attended Renaissance Academy in middle school graduated in four years, whereas 58 percent who attended Renaissance Academy in high school graduated in four years. Of all students who were enrolled at any point during middle or high school, 61 percent graduated within four years.

Table 36: Percentage of Students Who Graduated in Four Years

School Level	Percentage of 2022-2023 Cohort Who Graduated in 4 Years
RA During Middle School	70%
RA During High School	58%
RA Anytime (Total)	61%

Note: Data only includes students who attended Renaissance Academy for at least 45 days in total and excludes students who were only enrolled in ISAEP.

Objective 2: Students who attend Renaissance Academy will report the academic/career planning process helped them to make informed decisions about college, employment, or military service as measured by student survey responses.

Students were asked their perceptions of their academic and career planning process. Overall, 74 percent of students agreed they received assistance, resources, and information at Renaissance Academy that helped them make informed decisions about their options after high school graduation. High school students reported higher levels of agreement at 83 percent than middle school students at 67 percent.²⁷ This survey item was asked on a survey of all high school and middle school students as part of Navigational Markers for *Compass to 2025*. For reference, division high school students overall reported similar agreement percentages as high school Renaissance Academy students (84% vs. 83%). However, division middle school students reported higher agreement percentages on this item than middle school Renaissance Academy students (84% vs. 67%).

Table 37: Students Reporting Academic/Career Planning

Survey Item	MS	HS	Total	Exited/Planned to Exit	Planned to Stay
I received assistance, resources, and information at Renaissance Academy that helped me make informed decisions about my options after I graduate from high school [e.g., college (enroll), employment (employ), or military service (enlist)].	67%	83%	74%	73%	74%

Objective 3: Students who attend Renaissance Academy will report they set goals for their learning and future plans as measured by student survey responses.

Students were surveyed about setting goals for their learning and future plans. Overall, 77 percent of students agreed as part of their experience at Renaissance Academy, they set goals for their learning and future plans. High school students reported higher levels of agreement at 84 percent than middle school students at 71 percent.²⁸ This survey item was asked on a survey of all high school and middle school students as part of Navigational Markers for *Compass to 2025*. For reference, division high school students overall reported similar agreement percentages as high school Renaissance Academy students (86% vs. 84%). However, division middle school students reported higher agreement percentages on this item than middle school Renaissance Academy students (82% vs. 71%).

Table 38: Students Reporting Setting Goals for Their Learning and Future Plans

Survey Item	MS	HS	Total	Exited/Planned to Exit	Planned to Stay
As part of my experience at Renaissance Academy, I set goals for my learning and my future plans.	71%	84%	77%	77%	75%

Students were asked an open-ended question on the survey about the assistance, resources, information, or activities they had at Renaissance Academy to help them make decisions about their future. Overall, 39 students provided a comment which was 28 percent of those students who responded to the survey. The most common response among middle and high school students was staff at Renaissance Academy provided them with encouragement or support. Several students named specific staff members they made connections with.

Objective 4: Seniors who graduate while at Renaissance Academy will report they have postgraduation plans as measured by VDOE student exit survey responses.

Seniors who graduated while at Renaissance Academy were asked their postgraduation plans on the senior exit survey to collect data for the Virginia Department of Education. As displayed in Table 39, 45 percent of students reported they did not have any or were undecided about their postgraduation plans, 38 percent indicated they planned to continue their education, 17 percent indicated they planned to attend a two-year college, and 14 percent reported they planned to attend a four-year college and employment, respectively. Seven percent reported they had other education plans such as business, technical, apprenticeship, or other educational opportunity and 3 percent indicated they planned to join the military.

Table 39: Seniors Who Graduated While At Renaissance Academy Postgraduation Plans

Postgraduation Plans	Percentage (n=29)*
None (No plans indicated or Undecided)	45%
Total Continuing Education**	38%
Two-Year College	17%
Four-Year College	14%
Other Education Plans (Business, Technical, Apprenticeship, or Other Educational Opportunity)	7%
Employment	14%
Military	3%

*Note: Includes 23 students who graduated while enrolled at Renaissance Academy and 6 students who graduated during the summer.

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

Stakeholder Perceptions

The eighth evaluation question focused on stakeholders' perceptions of the Renaissance Academy middle and high school alternative education program satisfaction, and what students gained from the program and areas of program improvement based on comments made by students, parents, and staff on the surveys.

Stakeholders' Perceptions of Program Meeting Students' Needs

Stakeholder Satisfaction

Table 40 displays the results for the survey item assessing overall satisfaction. Overall, 83 percent of students expressed satisfaction with their experience at Renaissance Academy. High school students had higher agreement percentages than middle school students (94% vs. 74%). Additionally, higher percentages of students who exited or planned to exit indicated they were satisfied with their experience at Renaissance Academy (84% vs. 78%) than students who planned to remain at Renaissance Academy next year.

Overall, 53 percent of parents expressed satisfaction with their students' experience at Renaissance Academy. Echoing students' experiences, parents of high school students were more likely to indicate they were satisfied than parents of middle school students (62% vs. 42%). Overall, 61 percent of comprehensive secondary staff expressed satisfaction with Renaissance Academy. Middle school staff members were more likely to indicate they were satisfied than high school staff members (76% vs. 50%). The majority of Renaissance Academy staff (65%) were satisfied with the experience students had at Renaissance Academy and percentages for middle and high school staff were similar.

Table 40: Overall Satisfaction with Renaissance Academy

School Level	Students	Parents*	RA Staff*	Comprehensive Secondary Staff
Middle School	74%	42%	65%	76%
High School	94%	62%	64%	50%
Total	83%	53%	65%	61%

*Note: Parents were asked the following survey question, "Overall, how satisfied are you with your child's experience at Renaissance Academy?"

**Note: Renaissance Academy Staff were asked the following survey question, "Overall, how satisfied are you with the experience students have at Renaissance Academy?"

Program Strengths and Areas for Improvement

Students were asked two open-ended questions on the survey about what they gained from enrolling in Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 58 students provided a comment about what they gained from the program which was 41 percent of those students who responded to the survey. The most common response regarding what they gained included tools to better control their behavior. High school students reported gaining friendships.

Overall, 38 students provided a comment about improvements they would suggest for Renaissance Academy which was 27 percent of those students who responded to the survey. The most common response among high school students was more freedom including a less stringent dress code and allowing cell phones. The second most discussed comment included improving teachers' classroom management skills. The most common response among middle school students included more support for improving their social-emotional learning skills, specifically their ability to control their anger. Echoing high school students' comments, the second most mentioned theme by middle school students included improving teachers' classroom management skills.

Renaissance Academy staff were also asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 36 Renaissance Academy staff members provided a comment about what students gained from the program which was 60 percent of those staff members who responded to the survey. The most common response regarding what students gained included students having access to one-on-one or small group instruction which provided them with more individualized and/or personalized instruction. The second most common theme included the program providing students with a new environment and/or a new opportunity to be successful.

Overall, 44 Renaissance Academy staff members provided a comment about improvements they would suggest which was 73 percent of those staff members who responded to the survey. The most common response among staff members was a need for more staff members who would then help keep class sizes small or support staff. The second most discussed topic was a need for direct teaching of social-emotional learning tools for students. The third most discussed theme included alternatives to the current model for discipline and a clear articulation of the mission and vision for alternative education within VBCPS.

Comprehensive secondary staff were also asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 74 comprehensive secondary staff members provided a comment about what students gained from the program which was 61 percent of those staff members who responded to the survey. The most common response among comprehensive secondary staff members was students gained individualized learning opportunities complemented by small class sizes and structure. The second most common response was improved behavior.

Overall, 65 comprehensive secondary staff members provided a comment about improvements they would suggest for Renaissance Academy which was 54 percent of those comprehensive secondary staff members who responded to the survey. The most common response was related to improving the transition process for students from their home school to Renaissance Academy and from Renaissance Academy back to their home school. Many staff members expressed a need for a shorter timeframe between the date students are referred to Renaissance Academy by the Office of Student Leadership and the date students actually begin attending Renaissance Academy. The second most common response was improving communication between Renaissance Academy and the home school related to students' progress related to behavior and academics.

Parents were also asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 32 parents provided a comment about what students gained from the program which was 29 percent of those parents who responded to the survey. The most common response was improved behavior including self-control and a better understanding of the relationship between actions and consequences. The second most common response among parents was the formation of positive relationships with staff members.

Overall, 40 parents provided a comment about improvements they would suggest for Renaissance Academy which was 36 percent of those parents who responded to the survey. The most common response among parents was better communication between parents and schools. The second most common response was related to more supports for their child's unique needs including mental health supports or therapy.

Additional Cost

The final evaluation question focused on the cost of the Renaissance Academy middle and high school alternative education program to the school division. This section of the report summarizes the total additional costs for Renaissance Academy from the 2022-2023 fiscal year. To the greatest extent possible, costs included in this section were for the middle and high school alternative education program and did not include costs for other alternative education options (e.g., ISAEP). Cost data were collected from the departments of School Leadership, Budget and Finance, Human Resources, and School Division Services. Costs for 2022-2023 related to the Renaissance Academy were totaled from the following areas: instructional supplies, technology, office supplies, professional learning, recognition/community building, local travel, staff costs, transportation, and building costs.

The total cost for the 2022-2023 school year was estimated to be \$14,062,434 (see Table 41). The largest expense was staffing costs which totaled an estimated \$11,776,132.²⁹ Staffing costs included 1 director of alternative education, 5 assistant principals, 22 middle school teachers, 51 high school teachers, 8 special education teachers, and 10 security assistants, along with other staff and costs associated with substitutes. The next largest cost was for student transportation which included approximately \$461,249 in driver costs and \$536,213 for operational costs which included fuel, maintenance, and vehicle depreciation at \$2.50 per mile. The third largest expense included building costs which included \$591,715 in building utilities (e.g., gas, water, etc.) and \$205,690 for building maintenance. An additional \$91,558 that Renaissance Academy received in School Allocations funding is not included in Table 41 because it could not be determined those funds were additional costs based on the per pupil school allocation funding process. To calculate the school allocations, the budget office uses projected student membership based on reports from the demographer and bases the Renaissance Academy school allocation on an enrollment number of 1,000 students and a set per pupil amount for each category of funding.³⁰ To the extent that a home school's projected membership numbers do not include students who were enrolled at Renaissance Academy, the home schools would not receive a per pupil allocation for those students.

Table 41: Cost of the Renaissance Academy Program in 2022-2023

Cost Category	Cost 2022-2023 Fiscal Year
Instructional Supplies	\$45,421
Technology	\$414,724
Office Supplies	\$8,882
Professional Learning	\$2,716
Recognition/Community Building	\$18,062
Local Travel	\$1,630
Staff Costs	\$11,650,410
Substitutes	\$125,722
Transportation	\$997,462
Building Costs (Utility and Building Maintenance)	\$797,405
Total Annual Operating	\$14,062,434

Summary

School Board Policy 6-27, adopted in August 1993 and updated in July 2022 recognizes that the needs of all students in VBCPS cannot be met within the formal school curriculum, therefore, alternative educational experiences, like Renaissance Academy, has the potential to meet students' unique needs.

The focus of this year-one evaluation was the implementation and operation of the program as well as providing baseline data for student outcome goals. The evaluation examined alternative education in VBCPS, options within alternative education, student characteristics, student referral and transition processes, staff characteristics and professional learning, family involvement opportunities, progress toward student outcome goals, stakeholders' overall perceptions, and cost to the division.

The Renaissance Academy Alternative Education Program aims to meet the needs of students in grades 6 through 12 who are not experiencing success in regular secondary settings. The program offers students different opportunities to best meet their needs when traditional education interventions do not effectively remedy students' behavioral and/or academic difficulties. Students attending Renaissance Academy are recommended for placement by the Office of Student Leadership for behavioral concerns, recommended by school administrators through principal-to-principal placement, or by parent request. The program serves both special education and regular education students, and some students are enrolled short-term while other are enrolled long-term. Almost all (97%) of comprehensive secondary staff agreed they understood the purpose of the Renaissance Academy program at VBCPS.

Students enrolled at Renaissance Academy participate in general curriculum courses, and the program includes instruction regarding life skills to promote the development of self-determination, responsibility, and integrity that fosters a sense of self-esteem. Students have an individualized plan with flexible learning opportunities that address social-emotional behavior and character components. Components of the Renaissance Academy middle and high school alternative education program during 2022-2023 included support from student support specialists and school counselors, flexible scheduling options, basic needs, mentors, career development and credentialing, and world languages. Comprehensive secondary staff were asked their perceptions of the program meeting students' needs based on their experiencing referring students to the program and transitioning out. Staff agreed (68%) the program meets students' needs, 53 percent agreed the program is effective at improving students' behavior, and 57 percent agreed the program is effective at improving students' academic achievement.

During the 2022-2023 school year, 720 students were enrolled at Renaissance Academy at some time during the school year, with 284 students in grades 6 through 8 and 436 students in grades 9 through 12. The majority of students enrolled were male (63%), over half of the students were Black/African American (58%), and 20 percent were White. The majority of students at Renaissance Academy were economically disadvantaged (68%). Twenty-two percent were special education students, 8 percent were military connected, 3 percent were identified gifted, and about 1 percent were identified English Learners (EL).

Over half of the students enrolled at Renaissance Academy were there for the first time during 2022-2023. The majority of students were enrolled for less than half the school year (59%), and 10 percent were enrolled for the entire school year. The median number of days students were enrolled was 76 days. The largest number of students had Larkspur Middle School, Green Run High School, and Kempsville High School as their last enrolled home school, ranging from 12 percent to 8 percent of students enrolled at Renaissance Academy.

Part of the evaluation focused on the criteria and process for students to be referred to Renaissance Academy, to transition back to their home school, and reenrollment at Renaissance Academy. Over half of students (56%) attending Renaissance Academy during the 2022-2023 school year were referred by the Office of Student Leadership due to behavior concerns and less than 1 percent attended due to principal referrals. The remaining students were at Renaissance Academy at the start of the school year. The criteria for students to transition back to their home school included good grades (C or higher in all classes), good attendance (no more than 6 unverified absences), and good behavior (no in-school or out-of-school suspensions). Integral to the transition process are the student support specialists who support students for at least nine weeks during their transition period. Overall, the reenrollment rate at Renaissance Academy during 2022-2023 was 14 percent based on students who attended Renaissance Academy during 2022-2023, went back to their home school or another school in VBCPS, and then went back to Renaissance Academy again during 2022-2023. When examining data by school level, middle school students had a higher rate of recidivism (34%) than high school students (5%). Staff members at comprehensive secondary schools were asked their perceptions of the referral and transition process. Overall, high percentages of staff (at least 83%) agreed they understood the referral criteria and transition process to Renaissance Academy. Somewhat lower percentages of staff (65%) agreed they understood the transition process for students moving from Renaissance Academy back to their home school. Comprehensive secondary staff members were also asked an open-ended question regarding any comments about the processes related to the students attending Renaissance Academy. The most mentioned comments were related to streamlining the enrollment processes, improved communication with students' home schools, and the belief that students who are referred to Renaissance Academy should be required to attend the school.

Regarding staff and professional learning at Renaissance Academy, in comparison to all instructional staff throughout the division, there were higher percentages of male Renaissance Academy instructional staff as well as instructional staff who were Black, while there were lower percentages of female Renaissance Academy instructional staff members as well as those who were White. Renaissance Academy instructional staff had on average a lower number of years of teaching experience than instructional staff throughout the division, and there was a larger percentage of Renaissance Academy instructional staff who were new to the division in comparison to instructional staff throughout the division. Overall, staff reported being satisfied (87%) with their experience working at Renaissance Academy. The majority of staff members (80%) reported participating in professional learning related to being a staff member at Renaissance Academy in the past three years. Overall, 70 percent of staff members who participated in professional learning agreed it was sufficient and 72 to 73 percent agreed it helped prepare them to teach or provide services to students and enabled them to better meet students' needs. Renaissance Academy staff were asked an open-ended survey question regarding professional learning topics they would be interested in learning more about. The most mentioned topics were de-escalation strategies, trauma-informed practices, anger management, and behavior interventions.

Renaissance Academy provides opportunities for families of students to be involved and engaged. New student orientation provided information about expectations, procedures, policies, and other pertinent details, and it is mandatory for all students and families attending Renaissance Academy. A high percentage of parents (94%) agreed orientation was helpful in helping their family understand the program's expectations. Renaissance Academy holds an open house every September and shares a quarterly newsletter with the community.

Baseline data for student outcome goals were analyzed to provide preliminary results. The student outcome goals focused on building relationships, demonstrating success in school while attending Renaissance Academy, transitioning to their home school following enrollment at Renaissance Academy, and graduating and developing a post-graduation plan. One pattern of results showed on most survey items, students who exited Renaissance Academy or planned to exit at the end of the school year had more positive perceptions on survey items related to the goal areas than students who were not exiting and returning to their home school for the start of the next school year. Another pattern of results showed students, parents, and Renaissance Academy staff at the middle school level generally had lower perceptions in multiple areas than high school students, parents, and Renaissance Academy staff.

Regarding the goal focused on building relationships, relatively high percentages of students agreed they had positive relationships with staff including teachers, the director/principal and assistant principals, student support specialists, school counselors, and school psychologists at Renaissance Academy (79% to 84%). Students had a somewhat lower percentage of agreement (67%) about getting along with other students at Renaissance Academy. High percentages of Renaissance Academy staff agreed they had positive relationships with students (98%) and students had positive relationships with staff (84%). Staff had a somewhat lower percent of agreement (57%) about students getting along well with other students. Students were surveyed about their perceptions of feeling a sense of belonging and feeling welcome at Renaissance Academy. Overall, 77 percent of students agreed Renaissance Academy provided a welcoming place to learn, yet 53 percent of students agreed they felt like they belonged while at Renaissance Academy. On the Relationship Skills competency aggregate rating, 74 percent of students' responses to multiple survey items were agreement responses. Overall, 21 percent of staff agreed students demonstrated competency in relationship skills, but 47 percent of staff agreed students' relationship skills improved while attending Renaissance Academy. On the Self-Management competency aggregate rating, 79 percent of students' responses on multiple survey items were agreement responses. Overall, 18 percent of staff agreed students demonstrated competency in self-management skills, but 46 percent agreed students' self-management skills improved while attending Renaissance Academy. On the Responsible Decision Making aggregate rating, 80 percent of students' responses on multiple survey items were agreement responses. Overall, 16 percent of staff agreed students demonstrated competency in responsible decision-making skills, but 50 percent agreed students' responsible decision making skills improved while attending Renaissance Academy.

Regarding the goal focused on students demonstrating success in school while attending Renaissance Academy, 74 percent of students, 52 percent of parents, 59 percent of Renaissance Academy staff, and 54 percent of comprehensive secondary school staff agreed while attending Renaissance Academy, students gained the tools and strategies for success in school. Overall, 70 percent of students demonstrated a decline in discipline referrals, and 67 percent of students demonstrated a decline in the total number of suspensions after enrolling in Renaissance Academy. Eighty-four percent of students, 62 percent of parents, and 38 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students demonstrated satisfactory behavior. Additionally, 88 percent of students and 53 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students' behavior improved. Overall, one-quarter of students had an attendance rate of 90 percent or higher. When asked about students' attendance while attending Renaissance Academy, 87 percent of students, 71 percent of parents, and 42 percent of Renaissance Academy staff agreed students' attendance was satisfactory. Additionally, 82 percent of students, 54 percent of parents,

and 48 percent of Renaissance Academy agreed students' attendance improved while attending Renaissance Academy. Overall, 68 percent of students demonstrated improvement in core course grade averages after enrolling in Renaissance Academy. When asked about academic performance, 83 percent of students agreed their academic performance was satisfactory. Additionally, 83 percent of students, 55 percent of parents, and 62 percent of Renaissance Academy staff agreed students' academic performance had improved while attending Renaissance Academy. Students' academic proficiency as measured by the percent passing applicable Standards of Learning (SOL) tests was examined. Overall, 69 percent passed the Writing: End-of-Course test, 66 percent passed the Reading: End-of-Course test, and 54 percent passed the Algebra I SOL test while enrolled at Renaissance Academy. Less than half of students passed the other SOL tests taken while at Renaissance Academy.

Regarding the goal that students will successfully transition to their home school following enrollment at Renaissance Academy, 85 percent of students, 55 percent of parents, and 59 percent of Renaissance Academy staff agreed students gained tools and strategies to successfully transition back to their home school or school they had enrolled in prior to attending Renaissance Academy. When asked if they felt prepared to return to their home school, 87 percent of students agreed they were prepared to return, and 53 percent of Renaissance Academy staff agreed students were prepared. When asked if they felt ready to return to their home school, 74 percent of students felt ready along with 68 percent of parents. When examining the extent to which students demonstrated satisfactory behavior after returning to their homeschool, overall, former Renaissance Academy students had a higher average number of referrals compared to students' home school's average referral rate. Overall, half of middle and high school students had attendance rates similar or better once they returned to their home school compared to when they were at Renaissance Academy. In terms of students maintaining their academic performance at their home school, 21 percent of high school students maintained their core course grade averages after returning to their home school, while no middle school students maintained their core course grade averages after returning to their home school.

Regarding the goal that students will graduate and develop a post-graduation plan, 70 percent of students who attended Renaissance Academy in middle school graduated in four years, whereas 58 percent who attended Renaissance Academy in high school graduated in four years. Based on students who were enrolled at Renaissance Academy at any time, 61 percent graduated within four years. When asked if students received assistance, resources, and information at Renaissance Academy that helped them make informed decisions about their options after high school, 74 percent of students agreed, and 77 percent of students agreed they set goals for their learning as part of their learning experience at Renaissance Academy. Students were asked an open-ended question on the survey about the assistance, resources, information, or activities they had at Renaissance Academy to help them make decisions about their future. The most common response among middle and high school students was staff at Renaissance Academy provided them with encouragement or support. Renaissance Academy seniors who graduated were asked their postgraduation plans. Forty-five percent of students who graduated did not have a plan indicated or were undecided about their postgraduation plans, 17 percent indicated they planned to attend a two year college, and 14 percent reported they planned to attend a four year college and employment, respectively, 7 percent had other education plans (business, technical, apprenticeship, or other educational opportunity), and 3 percent planned to join the military.

Stakeholders' were asked their overall perceptions of the Renaissance Academy middle and high school alternative education program and provided an opportunity to comment on what students gained from enrollment and areas for improvement. When asked about their overall satisfaction with the Renaissance Academy alternative education program, 83 percent of students, 53 percent of parents, and 61 percent of comprehensive secondary staff agreed. The majority of Renaissance Academy staff (65%) were satisfied with the experience students had at Renaissance Academy.

When stakeholders were asked what students gained from enrolling in Renaissance Academy, the most common responses among middle and high school students were tools to better control their behavior, and high school students reported gaining friendships. The most common responses from Renaissance Academy staff members included students having access to one-on-one or small group instruction which provided them with more individualized and/or personalized instruction, and it provided them with a new environment and/or a new opportunity to be successful. The most common responses among comprehensive secondary staff members were individualized learning complemented by small class sizes and structure and improved behavior. The most common responses among parents were improved behavior, including self-control and a better understanding of the relationship between actions and consequences, and the formation of positive relationships with staff members.

Regarding how the middle and high school alternative education program at Renaissance Academy could be improved, the most common responses among high school and middle school students were more freedom, including a less stringent dress code and allowing cell phones, improving teachers' classroom management skills, and support for improving their social-emotional learning skills, specifically their ability to control their anger. The most common responses for improvement among Renaissance Academy staff members were more staff members to keep class sizes small or to support staff, direct teaching of social-emotional learning strategies, alternatives to the current model for discipline, and a clear articulation of the mission and vision for alternative education within VBCPS. The most common responses for improvement among comprehensive secondary staff were related to improving the transition process for students from their home school to Renaissance Academy and from Renaissance Academy back to their home school and improving communication between Renaissance Academy and the home school. The most common responses among parents for improvement were better communication between parents and Renaissance Academy and more student supports.

The cost for the Renaissance Academy middle and high school program during the 2022-2023 school year totaled an estimated \$14,062,434. The three largest expenses included staffing costs (\$11,776,132), transportation (\$997,462), and building costs (\$797,405).

The recommendations included continuing the Renaissance Academy middle and high school alternative education program with modifications as follows: identify and implement strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision making skills, especially at the middle school level at Renaissance Academy; increase the availability of professional learning opportunities for staff related to managing students behaviors in the classroom and teaching students' strategies for anger management; review and strengthen the transition process from Renaissance Academy to the students' home school including evaluating the criteria and procedures for return to support student success; and enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school.

Recommendations and Rationales

Recommendation #1: Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 5. (*Responsible Group: Renaissance Academy*).

Rationale: The first recommendation is to continue the Renaissance Academy Alternative Education Program with modifications noted in recommendations 2 through 5 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: Identify and implement strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills especially at the middle school level at Renaissance Academy. (*Responsible Group: Renaissance Academy*).

Rationale: The second recommendation is to identify and implement strategies or activities to improve students' relationships skills with other students as well as their self-management and responsible decision making skills especially at the middle school level at Renaissance Academy. When students were surveyed about their Relationship Skills, Self-Management Skills, and Responsible Decision-Making Skills competencies, middle school students reported lower aggregate ratings across all competencies than high school students ranging from 6 to 16 percentage points. When examining specifically students' perceptions of peer relationships, 68 percent of middle school students reported agreement with getting along well with other students. Renaissance Academy middle school staff members had a similar pattern of results with 43 percent agreeing students got along well with other students at Renaissance Academy. Only about half of middle school students reported being able to work out disagreements with other students by talking with them. Renaissance Academy staff reported low levels of agreement students demonstrated competency regarding relationship skills, self-management skills, and decision making skills ranging from 16 percent to 21 percent. Levels were low for both middle and high school staff, but middle school staff reported lower levels across all three competencies. Around half of Renaissance Academy staff did report students showed improvement across these competencies while attending Renaissance Academy suggesting additional improvement is possible with appropriate strategies.

Recommendation #3: Increase the availability of professional learning opportunities for staff related to managing student behaviors in the classroom and teaching students strategies for anger management. (*Responsible Group: Renaissance Academy*).

Rationale: The third recommendation is to increase the availability of professional learning opportunities for staff related to managing student behaviors in the classroom and teaching students strategies for anger management. When staff members were asked if they received sufficient professional learning related to being a staff member at Renaissance Academy, 67 percent of high school staff and 76 percent of middle school staff agreed with this item. Overall, 73 percent of staff agreed the professional learning helped prepare them to teach or provide services to students and 72 percent agreed it enabled them to better meet the students' needs at Renaissance Academy. When staff were provided an opportunity to list professional learning topics they would be interested in learning more about, topics were related to managing student behaviors like de-escalation strategies, trauma-informed practices, anger management, and behavior interventions. In addition, when students were asked how Renaissance Academy could be improved, students reported better classroom management from teachers.

Recommendation #4: Review and strengthen the transition process from Renaissance Academy to the students' home school including evaluating the criteria and procedures for return to support student success. (Responsible Groups: Department of School Leadership, Office of Student Leadership, and Renaissance Academy).

Rationale: The fourth recommendation is to review and strengthen the transition process from Renaissance Academy to the students' home school including evaluating criteria and procedures for return to support student success. When comprehensive secondary staff who worked with students who had attended Renaissance Academy were asked about understanding the transition process for students moving from Renaissance Academy back to their home school, 61 percent of middle school staff and 68 percent of high school staff agreed. Comprehensive secondary staff reported in survey comments the need for this transition process to be improved through additional communication prior to students returning to their home school and communication about students' progress while they were at Renaissance Academy. Overall, parents (55%) and Renaissance Academy staff (59%) had relatively low agreement levels when asked about students gaining the tools and strategies to successfully transition back to their home school, with lower agreement among parents and staff of middle school students. In addition, 53 percent of Renaissance Academy staff reported students were prepared to return to their home school. Overall, 54 percent of comprehensive secondary staff agreed while attending Renaissance Academy, students gained the tools and strategies for success in school. Based on behavior, attendance, and academic measures, both middle and high school students appeared to have a challenge maintaining their performance once they transitioned from Renaissance Academy back to their home school. On average, former Renaissance Academy students at both levels had more referrals than their home school average referral rate, about half the students maintained their attendance rate, and 16 percent maintained their course grade average. When examining reenrollment data, 34 percent of middle school students who exited Renaissance Academy in 2022-2023 reenrolled in Renaissance Academy in the same year along with 5 percent of high school students.

Recommendation #5: Enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school. (Responsible Groups: Renaissance Academy and Department of Teaching and Learning).

Rationale: The fifth recommendation is to enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school. Of the 18 SOL tests taken by middle and high school students, only 3 tests (Writing: EOC, English: EOC, and Algebra 1) had a majority of students pass the test (54% to 69%). The remaining 15 tests had pass rates ranging from 0 percent to 46 percent. When students returned to their home school, overall, 16 percent of students maintained or improved their core course grade averages compared to when they were at Renaissance Academy. When examined by school level, no middle school students maintained or improved their core course grade averages after returning to their home school, while 21 percent of high school students maintained or improved their core course grade averages. Although students generally agreed (85%) they gained the tools and strategies to successfully transition back to their home school, parents, comprehensive secondary staff, and Renaissance Academy staff had lower agreement rates to the same survey item ranging from 54 to 59 percent. Middle school parents had the lowest agreement (38%) students gained tools and strategies to transition back to their home school. In addition, 53 percent of Renaissance Academy staff agreed students were prepared to return to their home school. Enrollment data showed some students attended Renaissance Academy during 2022-2023, returned to their home school, and then reenrolled at Renaissance Academy in the same year. Middle school students reenrolled at Renaissance Academy during 2022-2023 at a higher rate (34%) than high school students (5%).

Appendix

Appendix A

Comprehensive secondary staff were asked their familiarity with alternative education program at Renaissance Academy. As displayed in the table below, 88 percent of staff indicated they were familiar with the purpose of the middle and high school Renaissance Academy program, 86 percent indicated they were familiar with the purpose of SAIP, 79 percent indicated they were familiar with the purpose of Choices, and 75 percent indicated they were familiar with the purpose of student support specialists. In addition, 58 percent of comprehensive secondary staff indicated they were familiar with the purpose of ISAEP, 50 percent indicated they were familiar with the purpose of the Anti-Tobacco Use program, and 31 percent indicated they were familiar with the purpose of the online learning program. High school staff members had higher familiarity agreement percentages about the purpose of the ISAEP program, SAIP, Anti-Tobacco Use Program, and online learning compared to middle school staff members, but middle school staff members had higher familiarity agreement percentages about the purpose of the middle and high school program at Renaissance Academy, Choices, and student support specialists.

Comprehensive Secondary Staffs Members' Perceptions of Familiarity With Alternative Education Programs at Renaissance Academy

I am familiar with the purpose of the following alternative education programs at Renaissance Academy. . .	MS	HS	Total
Renaissance Academy (middle/high school program)	89%	87%	88%
Substance Abuse Intervention Program (SAIP)	81%	90%	86%
Choices	87%	71%	79%
Student Support Specialists	78%	71%	75%
Individual Student Alternative Education Plan (ISAEP)	22%	89%	58%
Anti-Tobacco Use Program	46%	53%	50%
Online Learning	28%	32%	31%

Note: Two staff members indicated they work with both middle and high school students, therefore, they are included in both in the middle and high school percentages. However, there responses are only included once in the total calculation.

Endnotes

- ¹ Mark Glander, "Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2014–15" (NCES 2016-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubs2016/2016076.pdf>, 2016, p. B-1.
- ² Skip Kumm, Sarah Wilkinson, and Sara McDaniel, *Alternative Education Settings in the United States," Intervention in School and Clinic*, 2020, pp. 1-4.
- ³ Source: <https://schoolboard.vbschools.com/policies/section-6/6-27>
- ⁴ Virginia Beach City Public Schools, Alternative Education Task Force Report (draft).
- ⁵ Virginia Beach City Public Schools, Alternative Education Five-Year Plan, 1998-2003, March 1998.
- ⁶ Source: <https://www.vbschools.com/about/data/historical-overview-of-vbcps>
- ⁷ As cited in Virginia Beach City Public Schools, Renaissance Academy Alternative Education Program: Evaluation Readiness Report, August 2022.
- ⁸ Source: <https://vbcoursecatalog.vbschools.com/renaissance-academy-alternative-programs-grades-912>
- ⁹ Source: James Miller, personal communication, July 18, 2022.
- ¹⁰ Source: <https://renaissanceacademy.vbschools.com/>
- ¹¹ Secondary School Curriculum for Students of Virginia Beach City Public Schools, 2019-2020.
- ¹² A. Livingston, personal communication, October 23, 2023.
- ¹³ A. Livingston, personal communication, October 23, 2023.
- ¹⁴ A. Livingston, personal communication, October 23, 2023.
- ¹⁵ A. Livingston, personal communication, October 23, 2023.
- ¹⁶ A. Livingston, personal communication, October 23, 2023.
- ¹⁷ A. Livingston, personal communication, October 23, 2023.
- ¹⁸ J. Miller, personal communication, January 12, 2024.
- ¹⁹ Source: Page 52
<https://resources.finalsite.net/images/v1691005313/vbschoolscom/p2ppsczg6jdvzksloosp/CodeStudentConduct.pdf>
- ²⁰ Source: Page 51
<https://resources.finalsite.net/images/v1691005313/vbschoolscom/p2ppsczg6jdvzksloosp/CodeStudentConduct.pdf>
- ²¹ Source: <https://vbcoursecatalog.vbschools.com/renaissance-academy-alternative-programs-grades-912>
- ²² The year that students were last enrolled in their VBCPS home school varied. For example, the last home school enrollment for students was as follows: three students in 2016-2017, four students in 2017-2018, 22 students in 2018-2019, 33 students in 2019-2020, 67 students in 2020-2021, and 465 students in 2021-2022.
- ²³ A. Livingston, personal communication, October 23, 2023.
- ²⁴ Students who attended SECEP and Juvenile Detention Center are not included in the analysis. The data warehouse maintains some data points on these students including demographic information, but it does not include discipline data.
- ²⁵ This analysis was conducted with student attendance of 7 days, 30 days, and 45 days. All percentages remained constant at 25% at all three attendance numbers.
- ²⁶ The on-time graduation (OTG) cohort includes students who earned a Board of Education approved diploma within four years of entering high school for the first time. The cohort includes special education and English Learner (EL) students who took additional years to graduate on time based on the formula approved by the Virginia Board of Education.
- ²⁷ Students at Renaissance Academy took the VBCPS Annual Student Survey in April 2023. Response rates on this survey item were higher which can provide a more representative sample of the overall population of students at Renaissance Academy. On the annual survey, 63% (n=102) of middle school students agreed and 67% (n=94) of high school students agreed they received assistance, resources, and information at the school to help them make informed decisions about their options after they graduate high school.
- ²⁸ On the Annual Spring Survey, 67% (n=101) of middle school students agreed and 73% (n=94) of high school students agreed as part of their school experience, they set goals for their learning and future plans on the VBCPS Annual Student Survey.
- ²⁹ The estimate of staff costs is based on the average salary cost calculated using the average hourly rate for each position based on Renaissance Academy allocated positions as of December 14, 2022. Staffing costs also included fringe benefits

(i.e., FICA, Virginia Retirement System, and life insurance) costs at 26.82 percent and health insurance costs per FTE at \$8,804. This information was provided by the Office of Budget Development.

³⁰ C. Armstrong, personal communication, January 25, 2024.

Donald E. Robertson Jr., Ph.D., Superintendent
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Produced by the Office of Planning, Innovation, and Accountability
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February 2024

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VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Renaissance Academy Alternative Education Program: Year-One Implementation Evaluation

The table below indicates the proposed recommendations resulting from the **Renaissance Academy Alternative Education Program: Year-One Implementation 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 Program Evaluation	Administration's Recommendations
<u>Information</u> February 27, 2024 <u>Consent</u> March 12, 2024	Renaissance Academy Alternative Education Program: Year-One Implementation Evaluation	<ol style="list-style-type: none">1. Recommendation #1: Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 5. (<i>Responsible Group: Renaissance Academy</i>)2. Recommendation #2: Identify and implement strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills especially at the middle school level at Renaissance Academy. (<i>Responsible Group: Renaissance Academy</i>)3. Recommendation #3: Increase the availability of professional learning opportunities for staff related to managing student behaviors in the classroom and teaching students strategies for anger management. (<i>Responsible Group: Renaissance Academy</i>)4. Recommendation #4: Review and strengthen the transition process from Renaissance Academy to the students' home school including evaluating the criteria and procedures for return to support student success. (<i>Responsible Groups: Department of School Leadership, Office of Student Leadership, and Renaissance Academy</i>)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Program Evaluation	Administration's Recommendations
<u>Information</u> February 27, 2024 <u>Consent</u> March 12, 2024	Renaissance Academy Alternative Education Program: Year-One Implementation Evaluation	5. Recommendation #5: Enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school. (<i>Responsible Groups: Renaissance Academy and Department of Teaching and Learning</i>)	The administration concurs with the recommendations from the program evaluation.



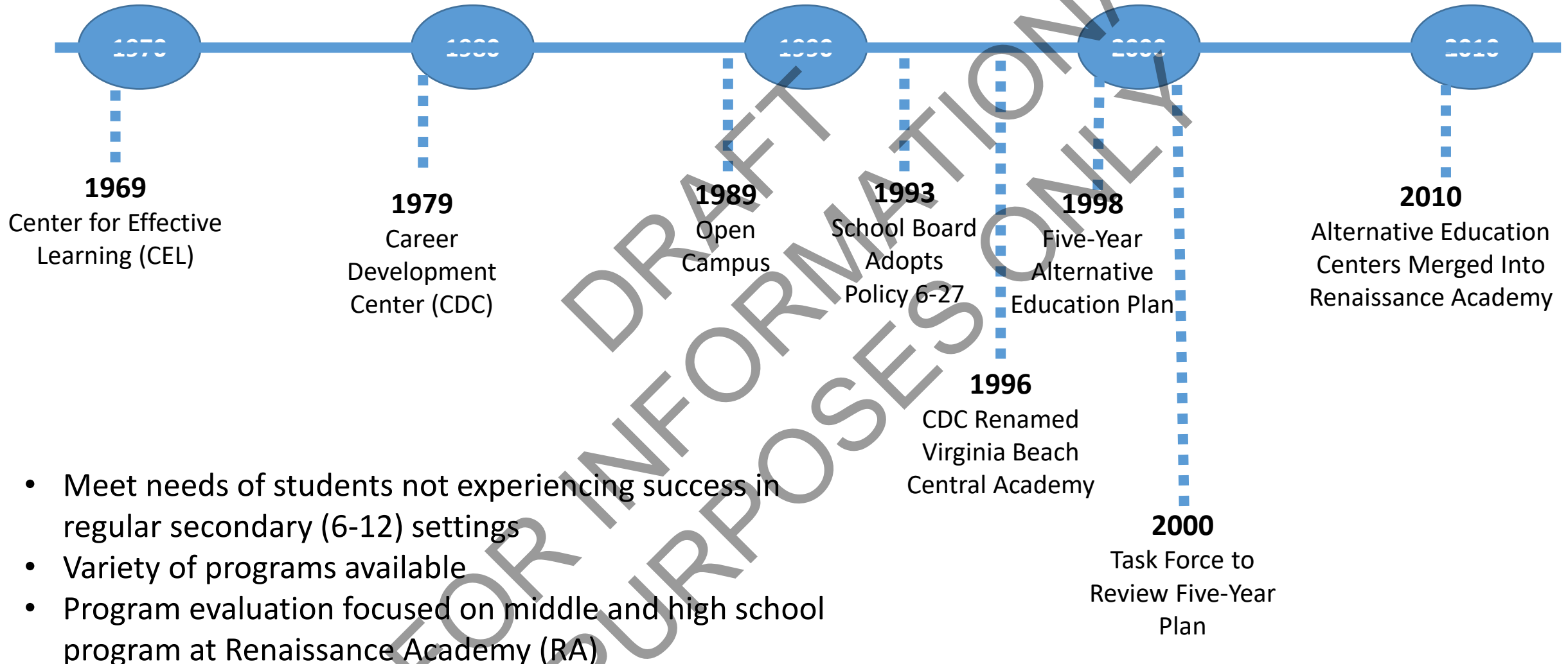
Renaissance Academy Alternative Education Program: Year-One Implementation Evaluation

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting
February 27, 2024

Background: History of Alternative Education in VBCPS

2



Evaluation Process and Method

- Year-One Implementation Evaluation

- Program components
- Student characteristics
- Referral and transition process
- Staff characteristics and professional learning
- Family involvement
- Baseline student outcome data
- Stakeholders' perceptions
- Cost

- Data Collection

- Surveys
- Document review
- Data warehouse
- Interviews
- Budget documents

Survey Group	Respondents	Response Rates
Renaissance Academy Staff	60	64%
Comprehensive Secondary Staff*	125	48%
Students	140	19%
Parents	112	12%

* Includes administrators, school counselors, psychologists, and student support specialists

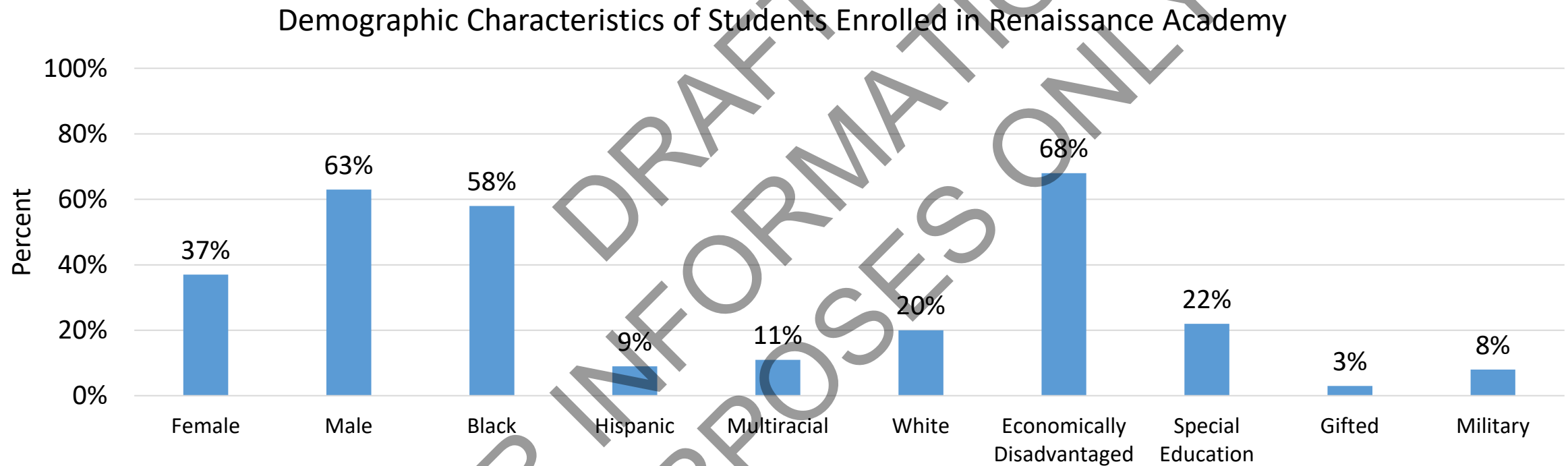
Renaissance Academy Middle and High School Alternative Education Program

4

- Offers general curriculum courses
- Addresses social-emotional learning
- Components to meet students' needs:
 - Student support specialists and school counselors
 - Flexible schedule
 - Basic needs
 - Mentors
 - Career development and credentialing
 - Renaissance Academy Pathway Plan
 - World languages

Student Characteristics

- 720 students (284 middle and 436 high) enrolled during 2022-2023

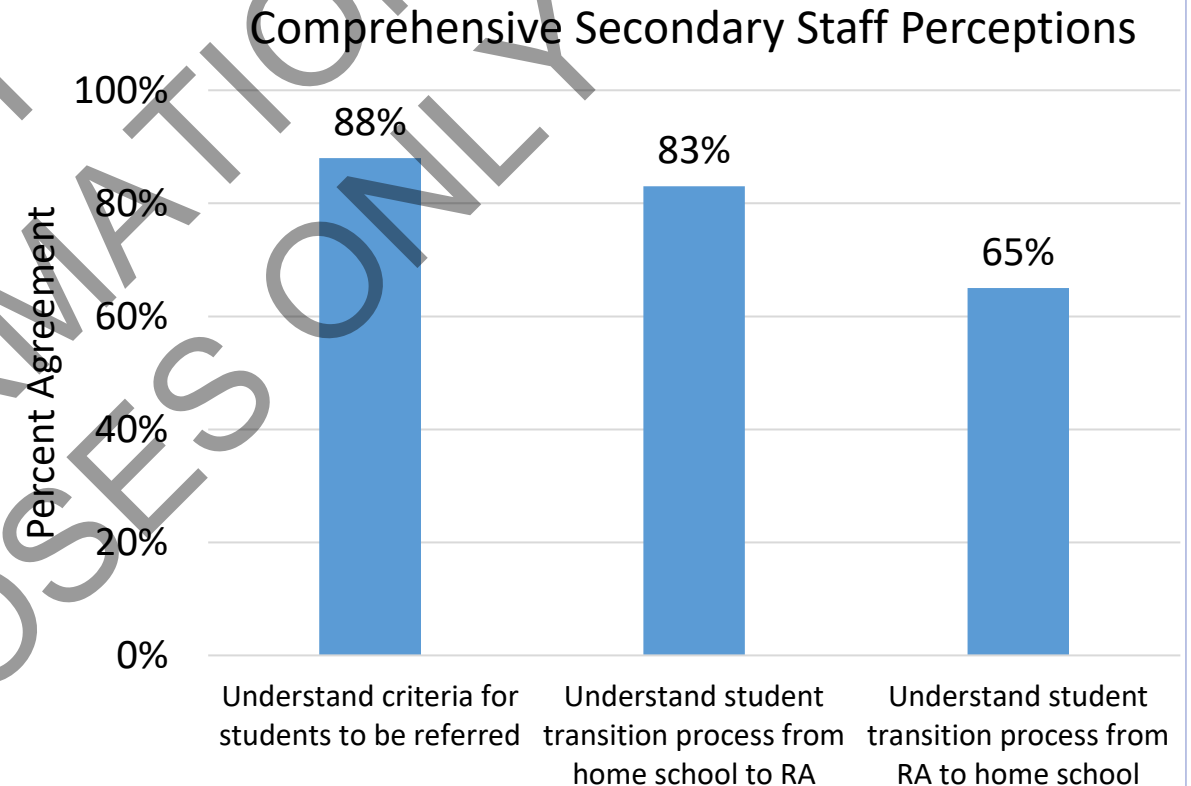


- 58% of students enrolled for first time
- 59% of students enrolled less than half the school year
- 10% enrolled entire 2022-2023 school year

Referral, Transition, and Reenrollment

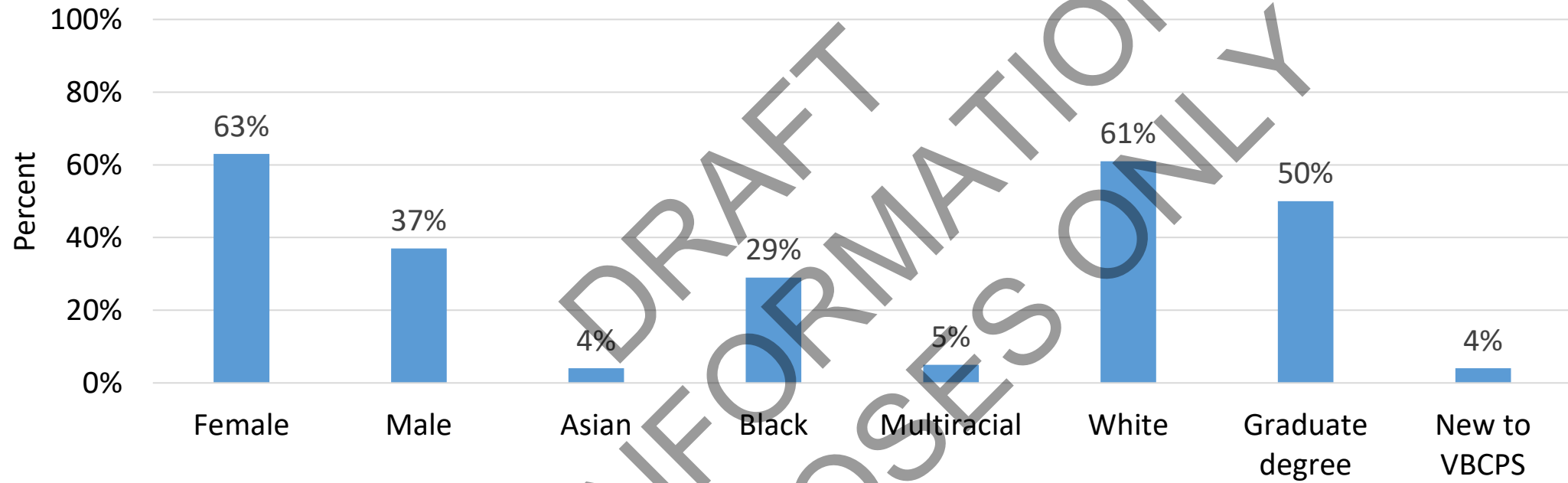
6

- **Referral:** Office of Student Leadership (OSL), principal-to-principal placement, and parent request
 - Most enrollment due to student behavior offenses and continued enrollment from prior year
- **Transition Process:** Three criteria (grades, attendance, behavior)
 - OSL communicates with home school
 - Students supported for 9 weeks by student support specialists
 - “Graduate” or continue support
- **Reenrollment**
 - 14% of students reenrolled
 - Higher reenrollment rate for middle school students (34%) than high school students (5%)



Instructional Staff Characteristics

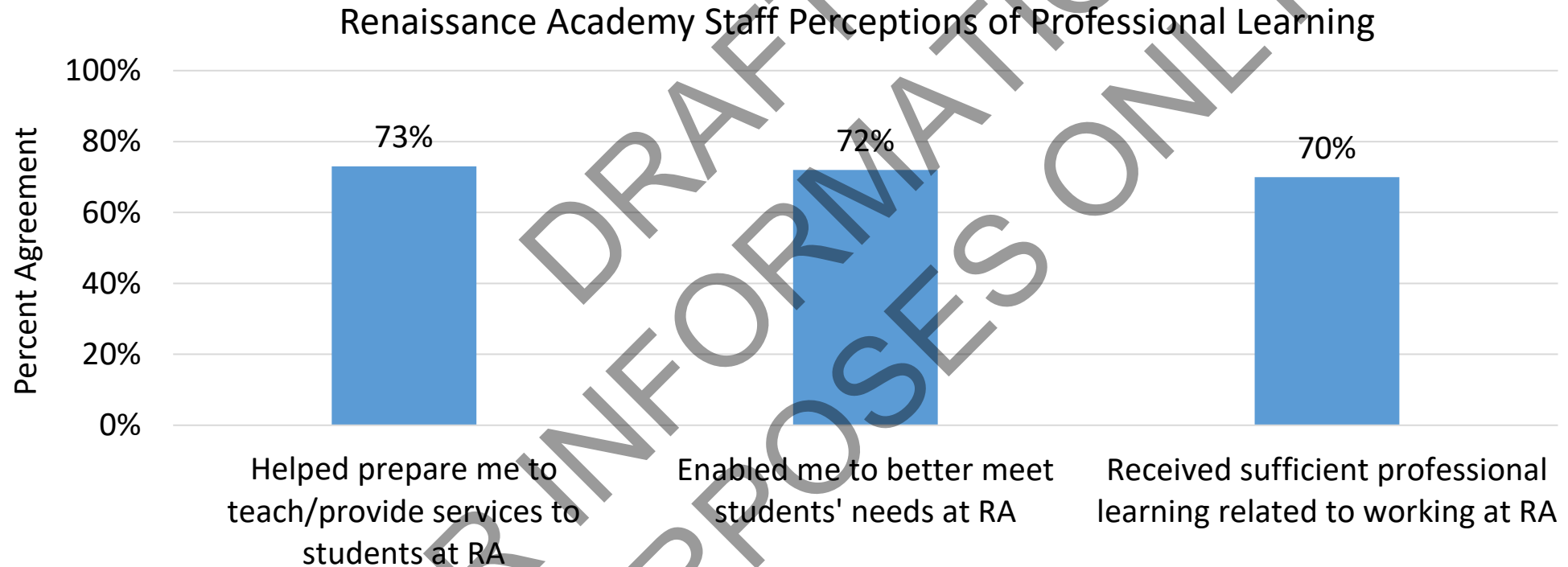
Demographic Characteristics of Renaissance Academy Staff



- 11 years average teaching experience for middle school and 10 years for high school staff
- 87% satisfied working at Renaissance Academy

Professional Learning

- 80% reported participating in professional learning in past 3 years



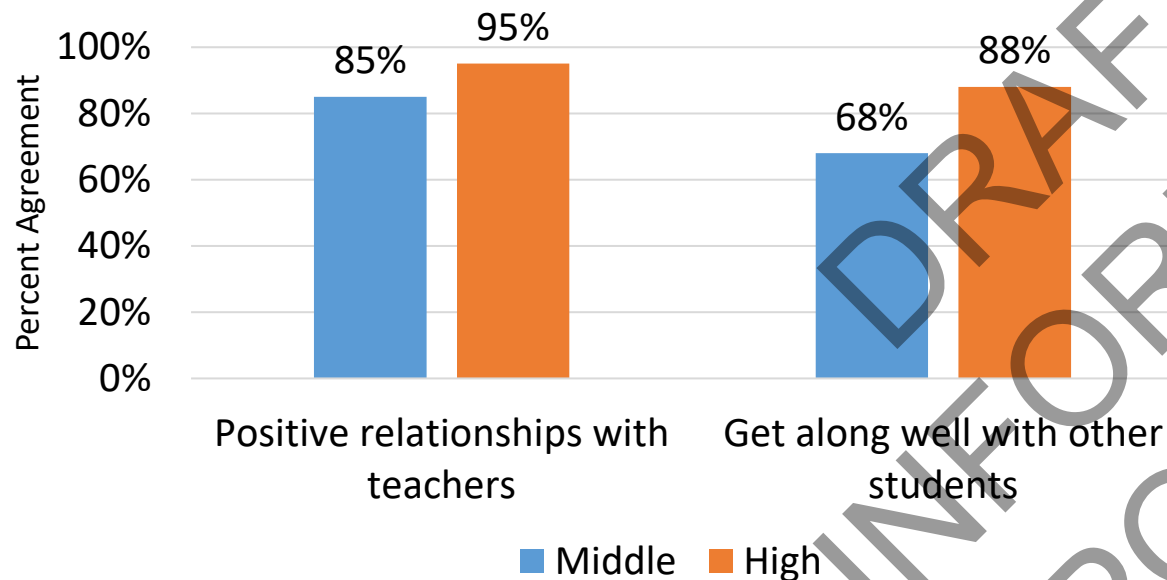
- Desired professional learning topics: de-escalation strategies, trauma-informed practices, anger management strategies, and behavior interventions

Family Involvement

- Mandatory new student orientation
 - Staff information
 - Policies, procedures, and entry process
 - Dress code
 - Criteria to return to home school
 - Forms
- 94% of parents indicated orientation session was helpful
- Open House
- Quarterly newsletter
- Community outreach

Goal 1: Build Relationships to Demonstrate SEL Competencies

Student Perceptions of Their Relationships With Others at RA



- 98% of RA staff agreed they had positive relationships with students

Renaissance Academy Staff Members' Perceptions of Students' SEL Skills

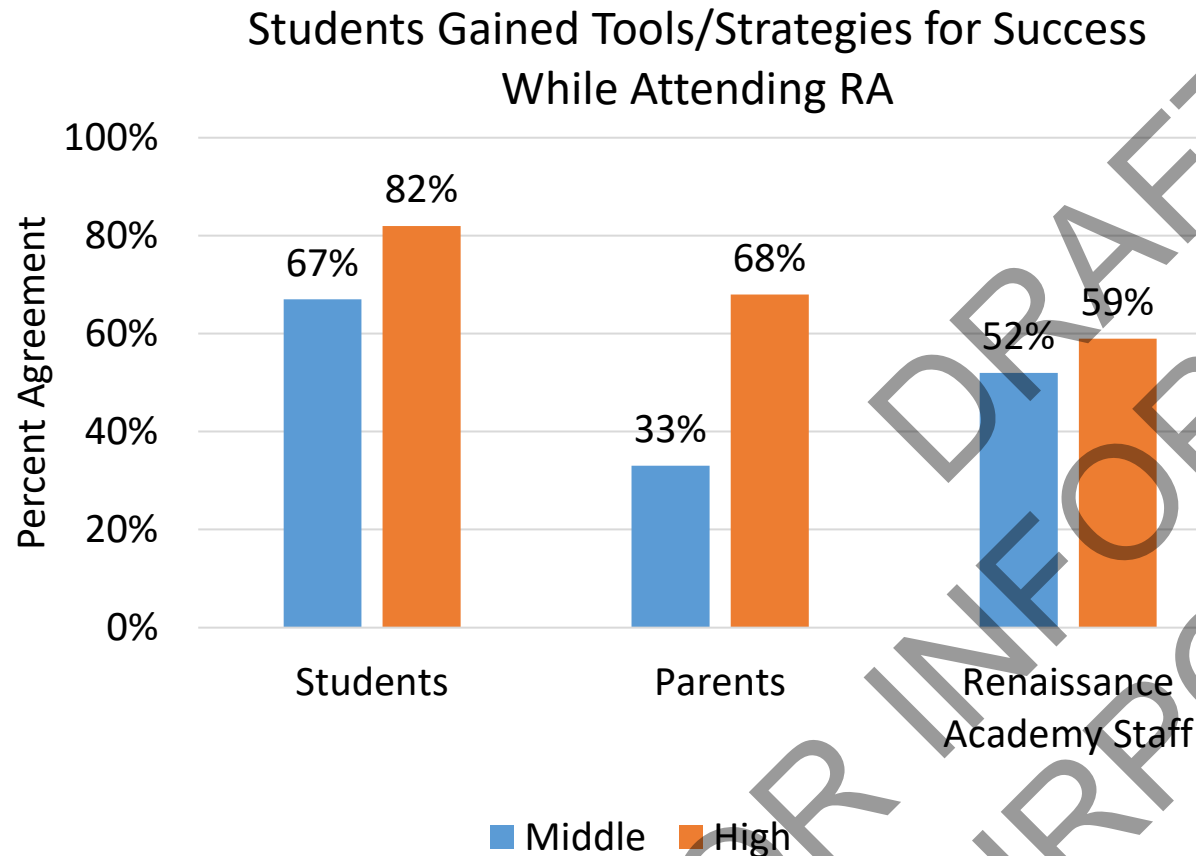
Measure for Students' SEL	Overall
Demonstrate relationship skills	21%
Relationship skills improved*	47%
Demonstrate self-management skills	18%
Self-management skills improved	46%
Demonstrate responsible decision-making skills	16%
Decision-making skills improved	50%

*Lower agreement among MS staff

- Middle school students' ratings lower in each SEL area

Goal 2: Demonstrate Success in School While Attending Renaissance Academy

11



Measure While Attending Renaissance Academy	Overall
Decline in number of referrals*	70%
Decline in number of suspensions*	67%
Attendance rate of 90% or higher**	25%
Students with improvement in core course grade averages*	68%
SOL pass rates	54%-69% passed EOC Writing, English, and Algebra I

* High school results more positive

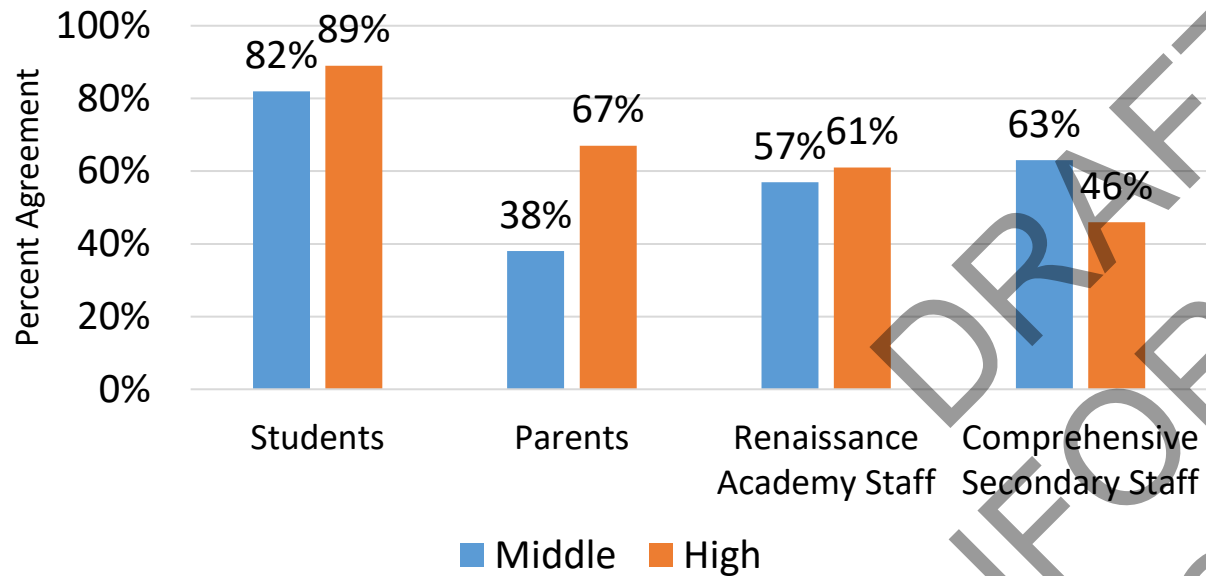
**Middle school results more positive

- 53% of RA staff agreed students' behavior improved, 48% agreed attendance improved, and 62% agreed academic performance improved.

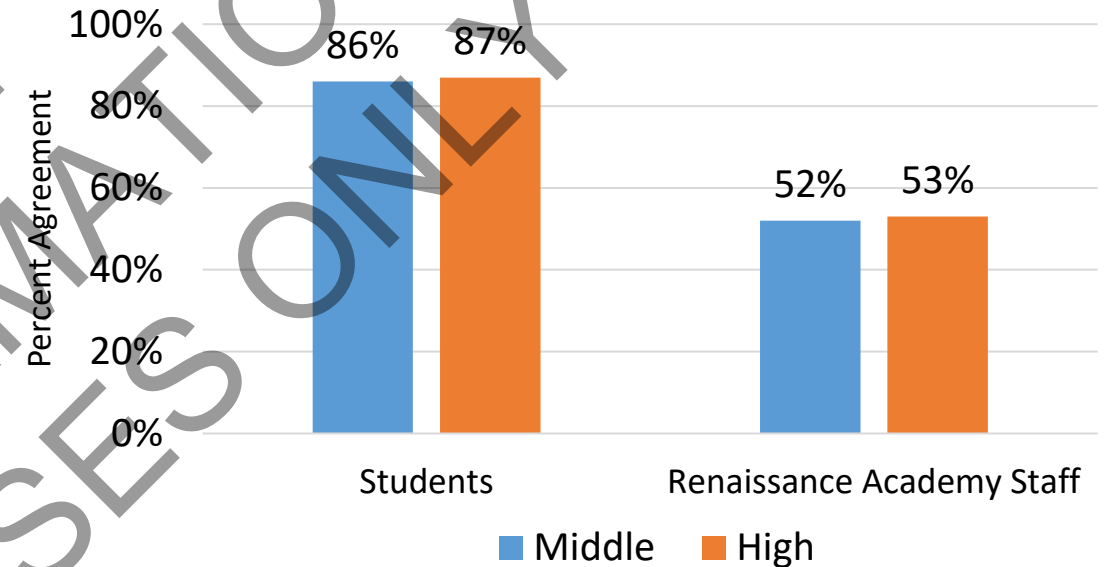
Goal 3: Transition Successfully to Home School

12

Students Gained Tools/Strategies to Successfully Transition Back to Home School



Students Were Prepared to Return to Home School



Measure After Returning to Home School	Overall
Demonstrate satisfactory behavior	Referrals higher than home school average
Maintained attendance rate	50%
Maintained course grade average	16%

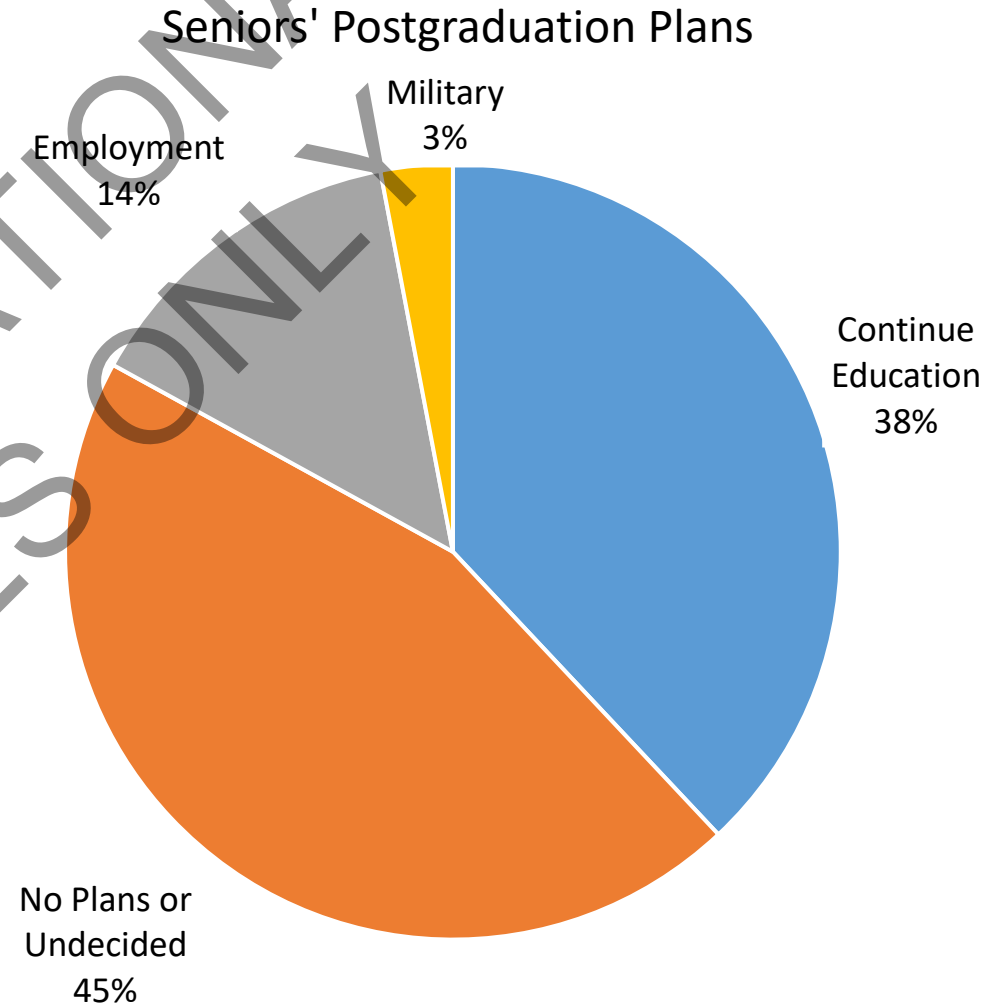
* Behavior and academic measures more positive at high school and attendance more positive at middle school

Goal 4: Graduate and Develop Postgraduation Plans

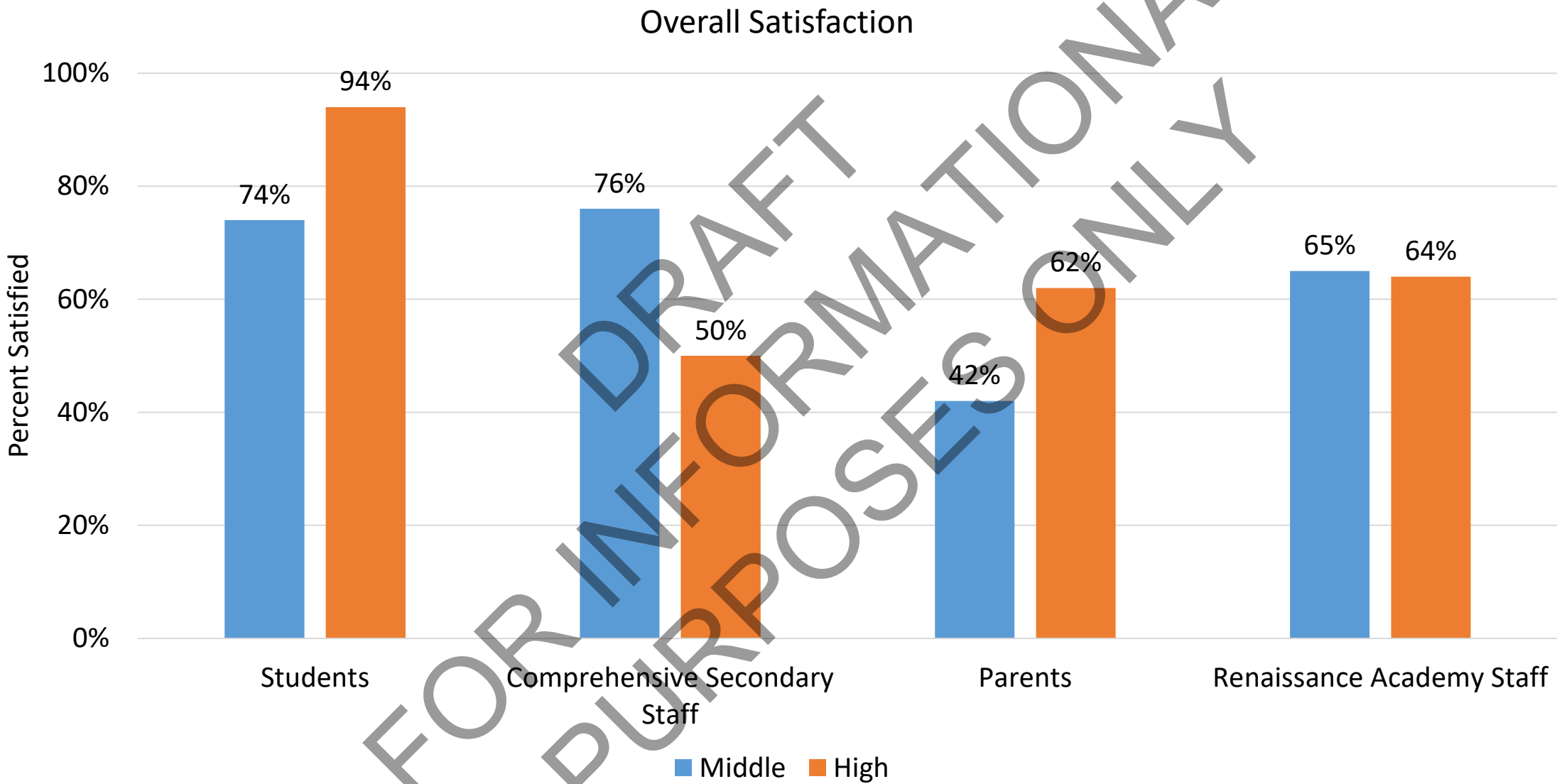
13

Measure	Overall
Graduated in 4 years	61% of students who were enrolled at RA during MS or HS
Received assistance, resources, and information at RA to make informed decisions about options after graduation*	74%
Set goals for learning and future plans*	77%

* Lower agreement among MS students



Stakeholder Perceptions



Cost

- Total cost for 2022-2023 school year: \$14,062,434
- Three largest expenses included:
 - Staffing costs (\$11,776,132)
 - Transportation (\$997,462)
 - Building costs (\$797,405)

Recommendations

- *Recommendation #1:* Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 5.
- *Recommendation #2:* Identify and implement strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills especially at the middle school level at Renaissance Academy.

Recommendations

- *Recommendation #3:* Increase the availability of professional learning opportunities for staff related to managing student behaviors in the classroom and teaching students strategies for anger management.
- *Recommendation #4:* Review and strengthen the transition process from Renaissance Academy to the students' home school including evaluating the criteria and procedures for return to support student success.

Recommendations

- *Recommendation #5:* Enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school.

Administration's Response

- Administration concurs with recommendations from program evaluation
- Recommendation #1: Continue Renaissance Academy middle and high school alternative education program with modifications
- Recommendation #2: Students' relationship, self-management, and responsible decision-making skills
 - Focus on interventions and supports
 - 1:1 and small group counseling sessions
 - Choices Program for behavior interventions in middle school
 - Responsible decision-making and graduation supports in high school

Administration's Response (Cont.)

- Recommendation #3: Staff professional learning related to managing student behaviors and strategies for students' anger management
 - Training in verbal de-escalation techniques
 - Increased collaboration between behavior intervention specialist and staff
 - Additional support for special education teachers
- Recommendation #4: Transition process from Renaissance Academy to students' home school
 - Conducting a thorough review of the existing processes and procedures, including criteria to return to the home school
 - Adjustments made to decrease delays in students' transition
 - Concurrent enrollment with home school while at RA

Administration's Response (Cont.)

- Recommendation #5: Instructional strategies and academic opportunities
 - Additional support provided by instructional specialist
 - Data-driven instructional planning
 - Focus on intervention and remediation strategies
 - Professional learning



Renaissance Academy Alternative Education Program: Year-One Implementation Evaluation

Planning, Innovation, and Accountability
Office of Research and Evaluation

Questions?



Subject: Resolution: National Women's History Month **Item Number:** 14A1

Section: Consent **Date:** Feb. 27, 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 March 2024 as National Women's History Month. The Women's History Month theme for 2024 is "**Writing Women Back Into History.**"

Background Summary:

Throughout 2024, the National Women's History Alliance (NWHHA) will encourage recognition of women, past and present, who have been active in all forms of media and storytelling including print, radio, TV, stage, screen, blogs, podcasts and more. The timely theme honors women in every community who have devoted their lives and talents to producing art, pursuing truth, and reflecting the human condition decade after decade. From the earliest storytellers through pioneering journalists, our experiences have been captured by a wide variety of artists and teachers. These include authors, songwriters, scholars, playwrights, performers and grandmothers throughout time. Women have long been instrumental in passing on our heritage in word and in print to communicate the lessons of those who came before us. Women's stories, and the larger human story, expand our understanding and strengthen our connections with each other.

As in previous years, the Alliance, which is centered in Santa Rosa, Calif., will encourage local communities throughout the country to use the year's theme to guide their own celebrations. The NWHHA will popularize national efforts through online celebrations, a special magazine and thematic products that recognize and honor these brave, accomplished and influential women who told – and continue to tell – our stories. Today and over the years ahead, their dedication and shared desire to give voice to the voiceless are critical to keeping us informed, entertained and aware.

Source:

<https://nationalwomenshistoryalliance.org/>

Budget Impact:

None

**Resolution
National Women's History Month
March 2024**

WHEREAS, American women of every race, class and ethnic background have made historic contributions to the growth and strength of our school division, communities and nation in countless recorded and unrecorded ways; and

WHEREAS, American women have played and continue to play critical economic, cultural and social roles in every sphere of the life of the nation by constituting a significant portion of the labor force working inside and outside of the home; and

WHEREAS, American women were particularly important in the establishment of early charitable, philanthropic and cultural institutions in our nation that are still evident today; and

WHEREAS, American women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement and other movements, especially the peace movement, creating a more fair and just society for all; and

WHEREAS, despite the significant contributions to education, business, military and healthcare, the role of American women in history has been consistently overlooked and undervalued, in the literature, teaching and study of American history;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of March 2024 as National Women's History Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and recognize women in both the public and private sectors who provide healing and hope for the betterment of all throughout the community; 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 27th day of February, 2024

SEAL

Kimberly A. Melnyk, School Board Chair

Donald E. Robertson Jr., Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: Fine Arts in Our Schools Month **Item Number:** 14A2

Section: Consent **Date:** Feb. 27, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: John Brewington, Fine Arts Coordinator

Presenter(s): Crystal L. Lewis-Wilkerson, Ed.D., Director of K-12 and Gifted Programs

Recommendation:

That the School Board approve the Month of March 2024 as "Fine Arts in Our Schools Month".

Background Summary:

The designated month is set aside to recognize the importance and benefits of art, dance, music and theatre arts education in the school curriculum.

Source:

National Parent Teacher Association
National Art Education Association
Art and Craft Materials Institute
National Association for Music Education American
Association for Theatre in Education Educational
Theatre Association

Budget Impact:

N/A

RESOLUTION
Fine Arts in Our Schools Month
March 2024

WHEREAS, fine arts programs in Virginia Beach City Public Schools provide curricular, co-curricular and extracurricular experiences in art, dance, music and theatre arts for all student members of the school community and for the Virginia Beach community at large; and

WHEREAS, the School Board of the City of Virginia Beach recognizes the importance of fine arts to all our students, not only while they are in school but also throughout their lives; and

WHEREAS, art, dance, music and theatre arts are now and have been a vital part of the curriculum and instruction of the public schools of Virginia Beach; and

WHEREAS, the month of March has been designated as Music in Our Schools Month, Youth Art Month, and Theatre in the Schools Month by their national associations;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognizes the month of March 2024 as Fine Arts in Our Schools Month in Virginia Beach City Public Schools; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach expresses its appreciation to our fine arts educators for enhancing our lives and the lives of our children through art, dance, music and theatre arts; 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, Virginia, this 27th day of February 2024

Kimberly A. Melnyk, School Board Chair

S E A L

Donald E. Robertson Jr., Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: VSBA Students & Schools in Challenging Environments Month Item Number:14A3

Section: Consent

Date: Feb. 27, 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 March as Virginia School Boards Association Students and Schools in Challenging Environments Month.

Background Summary:

School systems exist to deliver positive student outcomes. Public schools in Virginia drive our Commonwealth's economic, social and quality of life excellence by preparing our students for success in college, career, military and productive pathways. In an effort to increase awareness of and support for each and every student in Virginia, the VSBA Board of Directors has designated the month of March as VSBA Students and Schools in Challenging Environments Month.

School board members, superintendents, teachers and families play a critical role in defining vision, values and goals of excellence for student outcomes while creating educational climates where all students receive the resources they need, so they graduate prepared for success after high school.

Source:

<https://www.vsba.org/>

Budget Impact:

N/A

Resolution
VSBA Students and Schools in Challenging Environments Month
March 2024

WHEREAS, challenging environments in schools have become an increasingly significant area of concern in the United States and Virginia; and

WHEREAS, the code of the Commonwealth of Virginia, through the acts of the legislative, executive and judicial branches, acknowledges geographical and local challenges with funding public education and seeks to remedy disparities across the state; and

WHEREAS, we recognize that factors including, but not limited to, disability, race, ethnicity and socioeconomic status have a demonstrated history of impacting the educational opportunities provided to a student; and

WHEREAS, the promise of public education is for every child to be successful in school and life; and

WHEREAS, it is important for Virginia Beach families, students, teachers and school administrators to be aware of the diverse needs and strengths of learners, and to encourage discussion of the challenges and opportunities as a school community; and

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of March 2024 as VSBA Students and Schools in Challenging Environments Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to advocate and increase awareness about the supports necessary to improve Virginia Beach's challenged school environments; 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 27th day of February, 2024

SEAL

Kimberly A. Melnyk, School Board Chair

Donald E. Robertson Jr., Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: National School Social Work Week **Item Number:** 14A4

Section: Consent **Date:** Feb. 27, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer, Department of Teaching and Learning

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

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

Recommendation:

That the School Board approve a resolution recognizing March 3-9, 2024, as National School Social Work Week.

Background Summary:

National School Social Work Week, sponsored by the School Social Work Association of America (SSWAA), is celebrated from March 3-9, 2024, to focus public attention on the unique contribution of school social workers within U.S. school systems and in Virginia Beach City Public Schools. National School Social Work Week highlights the tremendous impact school social workers can have in helping to reduce environmental barriers to learning.

This special week provides recognition for school social workers as a vital part of the educational process for the most vulnerable students as they meet the challenges of the 21st century. School social workers are critical to providing students with strong social and emotional supports and skills, as well as identifying students early who have mental health and behavioral needs. The ultimate goal is to keep our students and their families engaged in the educational process.

School social workers are certified, experienced practitioners with a master's degree in social work. The combination of their training and experience make them an integral part of the total instructional program. The School Social Work Association of America has chosen "Pearls of Wisdom" as its theme for this year, highlighting the pearls of wisdom that each School Social Worker brings to their campus and community.

Source:

School Social Workers Association of America

Budget Impact:

N/A

RESOLUTION
National School Social Work Week
March 3-9, 2024

WHEREAS, the week of March 3-9, 2024, is set aside to honor the contributions school social workers have made to help identify and remove environmental barriers to learning, thus allowing students to reach their full potential; and

WHEREAS, Virginia Beach City Public Schools social workers are committed to mobilizing family, school and community resources to enable students to learn and fully benefit from their educational program; and

WHEREAS, social workers are valuable members of the multidisciplinary team serving schools, providing a wide range of services to students, parents and staff; and

WHEREAS, social workers use their expertise in child development, community resources, mental health and crisis intervention to develop and implement interventions to support educational success; and

WHEREAS, social workers assist the most vulnerable children and adolescents, including children with disabilities, children living in homelessness, children living in poverty, pregnant teens, suicidal teens, truants and other at-risk children; and

WHEREAS, this shared approach to assisting students promotes students' learning and helps guide students to high school graduation and postsecondary experiences and the skills necessary to be productive citizens;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognize the second full week of March 2024 as National School Social Work 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 27th day of February, 2024

Kimberly A. Melnyk, School Board Chair

SEAL

Donald E. Robertson Jr., Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: Read Across America Day

Item Number: 14A5

Section: Consent

Date: Feb. 27, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer, Department of Teaching and Learning

Prepared by: Lorena L. Kelly, Executive Director of Elementary Teaching and Learning

Presenter(s): Lorena L. Kelly, Executive Director of Elementary Teaching and Learning

Recommendation:

That the School Board approve a resolution endorsing the National Education Association's *Read Across America Day*.

Background Summary:

The National Education Association is working to build a nation of readers through *Read Across America Day*. This program has focused on motivating children and teens to read through events, partnerships and reading resources.

Source:

National Education Association

Budget Impact:

N/A

RESOLUTION
Read Across America Day
March 2, 2024

WHEREAS, the citizens of Virginia Beach stand firmly committed to promoting reading as the catalyst for our students’ future academic success, their preparation for America’s jobs of the future and their ability to compete in a global economy; and

WHEREAS, Virginia Beach City Public Schools has provided significant leadership in the area of community involvement in the education of our youth, grounded in the principle that education investment is key to the community’s well-being and long-term quality of life; and

WHEREAS, “National Education Association’s (NEA) *Read Across America Day*,” a national celebration of reading on March 2, 2024, motivates students to read a variety of literature that are about everyone, for everyone;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach calls on all the citizens of Virginia Beach to assure that every child is in a safe place reading together with a caring adult on March 2, 2024, and be it

FURTHER RESOLVED: That this body enthusiastically endorses “NEA’s *Read Across America Day*” and recommits our community to engage in programs and activities that improve the reading abilities of all children; and be it

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

Adopted by the School Board of the City of Virginia Beach this 27th day of February, 2024

Kimberly A. Melnyk, School Board Chair

SEAL

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

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Policy Review Committee Recommendations **Item Number:** 14B 1-3

Section: Consent **Date:** February 27, 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 January 18, 2024 meeting.

Background Summary

1. **Policy 6-60/Textbooks**- The PRC recommends changes made to align with current School Division practices and update the Legal Reference section.
2. **Policy 6-67/Social Work Services**- The PRC recommends minor scrivener's changes as necessary.
3. **Policy 6-79/Homebound Services**- The PRC recommends updating the Editor's Notes to align with current School Division Guidelines.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of January 18, 2023

INSTRUCTION

Textbooks

A. Adoption

All textbooks (to include print ~~or electronic and online~~) as the main resource in a course must be adopted by the School Board in accordance with regulations established by the Virginia Board of Education. All supplemental textbooks shall have the approval of the Superintendent or a designee prior to use in the classroom.

In addition to staff, the Superintendent or designees may appoint parents/legal guardians and students to textbook screening committees to assist in recommendations for the adoption of textbooks in the School Division.

~~B. Free Textbooks~~

~~The Superintendent is authorized to establish a system for providing free textbooks/primary resources to all students.~~

~~C. Sale of Textbooks~~

~~Textbooks may be sold at the retail price approved by the Virginia Board of Education.~~

Legal Reference

Code of ~~Virginia~~ Virginia § 22.1-238, as amended. Approval of textbooks.

Code of Virginia. § 22.1-239, as amended. Basal textbooks.

~~Virginia Board of Education Regulations 8VAC20-720-170, as amended.
Regulations Governing Local School Boards and School Divisions.~~

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

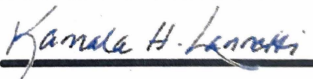
Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: March 21, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Social Work Services

School social work services shall be provided in the School Division to recognize and to provide for the individual needs and differences of students. These services shall include individual student consultation; consultation with parents, teachers, principals, and other administrators; development of social/cultural evaluations; in-service training to school personnel to serve as a liaison with appropriate community agencies; and other functions which address the broad range of student needs.

Legal Reference

Code of Virginia § 22.1-253.13:2, as amended. Standard 2. Instructional, ~~A~~administrative, and ~~S~~support ~~P~~personnel.

Virginia Board of Education Regulations 8VAC20-620-10, as amended.
Regarding School Guidance and Counseling Programs in the Public
Schools of Virginia.

Protection of Pupil Rights Amendment, 20 U.S.C. § 1232 h, as amended.

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

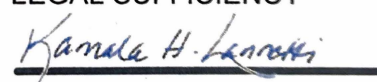
Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Reviewed by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Homebound Instruction

The School Board is committed to meeting the needs of all students including those students who are temporarily unable to be physically present in school. The School Board shall maintain a program of homebound instruction to comply with Virginia Board of Education directives and the Superintendent shall develop regulations implementing this program.

Editor's Note

See also Virginia Department of Education's "Homebound Instructional Services Guidelines" (revised ~~November~~February, 201~~8~~2). For School Division's implementation, see the ~~Office of Student Leadership's Procedures for Referral and Implementation of "Homebound Services Manual."~~ (revised August 2022)

Legal Reference

Code of Virginia § 22.1-253.13:3, as amended. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

Virginia Board of Education Regulations, ~~8~~8VAC20-131-180, as amended. Off-site instruction.

Adopted by School Board: October 21, 1969

Amended by School Board: February 20, 1979

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

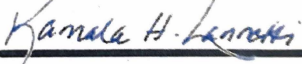
Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Scrivener's Amendments: November 6, 2013

Amended by School Board: June 20, 2017

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY





Subject: Old Donation School Selection Process **Item Number:** 14C

Section: Consent **Date:** Feb. 27, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

Crystal Lewis-Wilkerson, Ed. D., Director K-12 & Gifted Program

Presenter(s): Danielle E. Colucci, Chief Academic Officer

Recommendation:

That the school board approve the proposed amendment of the Local Plan for the Education of the Gifted (Old Donation School Selection Process).

Background Summary:

Each year, VBCPS reviews the Local Plan for the Education of the Gifted and provides the School Board with any updates. The Department of Teaching and Learning has submitted an amended plan as part of the update.

Source:

N/A

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Office of the Superintendent Department of Teaching and Learning

MEMORANDUM

TO: School Board Members

THROUGH: Donald E. Robertson, Jr. Ph.D., Superintendent

FROM: Danielle E. Colucci, Chief Academic Officer

SUBJECT: Proposed Amendment to the Local Plan for the Education of the Gifted

DATE: Feb. 13, 2024

The purpose of this communication is to request a formal amendment to the current Virginia Beach City Public Schools (VBCPS) 2020-2025 Local Plan for the Education of the Gifted, effective on Feb. 27, 2024, until the current plan expires. This request is intended to ensure changes to the processes for the selection at Old Donation School (ODS) enacted after the approval of the posted plan (2020) are explicitly reflected in the division's Local Plan.

The following changes are requested:

Page 79, First paragraph

**Page 79 shifted to page 80.*

Current: ODS is a grade 2-8 school that houses a full-time GIA program. ~~Students who wish to be considered for placement must complete an application to be considered and must be identified for gifted services by VBCPS prior to applying for ODS. The selection committees for ODS then review each profile and rate the students for their potential for exceptional performance. The top candidates are invited to attend the school. Ultimately, the acceptance of placement at ODS is determined by the parents/guardians.~~

Revised: ODS is a grade 2-8 school that houses a **General Intellectual Aptitude (GIA)** program and offers a program for dance, grades 3-8, and art, grades 3-5. Each grade level at ODS has limited seating; therefore, enrollment at ODS is offered to applicants who are chosen through a review and ranking process that includes procedures for choosing applicants for enrollment from similarly rated applicants. Applicants submit an application that is rated using multicriteria by the ODS selection committee. Rating of applicants is done to determine the applicants' demonstrated potential to be successful in the rigorous and unique educational program at ODS. No single criterion determines an applicant's rating, and there is no guarantee a specific rating will result in enrollment at ODS.

Page 79, Determination of Services, GIA

**Page 79 shifted to page 81.*

Current: The chairperson of the Gifted Identification and Placement Committee is responsible for notifying the parents/guardians of each student of the decision of the Committee. This notification takes place within fourteen instructional days from the date the decision is made.

Services and related placement may include the following:

- Placement in the neighborhood school gifted program.
- Eligibility for placement in the full-time gifted program at ODS

Revised: The chairperson of the Gifted Identification and Placement Committee is responsible for notifying the parents/guardians of each student of the decision of the Committee. Notifications take place within fourteen instructional days from the date the decision is made.

Services and related placement may include the following:

- Placement in the neighborhood school gifted program.
- Eligibility for enrollment in the full-time gifted program at ODS

Page 80, Second and third paragraphs

**Page 80 shifted to page 81.*

Current: ~~Students may apply to ODS to receive gifted services for GIA. All applicants must meet the criteria for identification for gifted services. The top candidates of those who apply are invited to attend. Teachers at ODS must develop and implement differentiated curriculum and instruction to meet the needs of each student and ensure there is a match between a student's capabilities and the services delivered.~~

~~Selection for ODS~~

~~The goal of the selection process used at ODS is to select the top candidates from those who apply. The overarching question for selection is, "For whom is this program the best fit?" The selection committee uses the following three questions as consideration when examining ODS applications:~~

- ~~• Is there evidence throughout the application that this student needs more than what is provided through the resource cluster program at his/her home school?~~
- ~~• Is there evidence that shows this student has the potential to be successful in the ODS setting?~~
- ~~• Is there evidence that the student is either achieving at high levels OR is displaying gifted characteristics and behaviors as identified by the parent, teachers, and/or GRT?~~

Revised: ODS is a grade 2-8 school that houses a General Intellectual Aptitude (GIA) program. Students who wish to be considered for enrollment must be identified for gifted services by VBCPS and complete an application to be considered to receive GIA services at ODS. Teachers at ODS must develop and implement differentiated curriculum and instruction to meet the needs of each student and ensure there is a match between a student's capabilities and the services delivered.

Page 81

**Page 81 shifted to page 82.*

Current:

- Student Achievement (as indicated on the most current report card)
- Standardized Test Scores
- ~~Parent Information~~
- Teacher Information
- GRT Information
- Student Responses to Interview Questions

Revised:

- Student Achievement (~~as indicated on the most current report card~~)
- Standardized Test Scores
- ~~Parent Information~~
- Teacher Information
- GRT Information
- **Performance Based Task (Grade 1 Only)**
- Student Responses to Interview Questions (**Grades 5-12**)

Current: A rating scale of 5-1, with 5 being the highest recommendation is used.

Listed below are the descriptions for each numerical rating:

- 5=~~consistently~~ strong in all the application components; ~~a definite yes~~
- 4=strong in most of the application components; ~~a likely yes~~
- 3=shows strength in some application components, but not consistently strong; ~~possible, but not likely yes~~
- 2=few consistent areas of strength; ~~a likely no~~
- 1=~~not recommended~~

Revised: A rating scale of 5-1, with 5 being the highest recommendation is used. Listed below are the descriptions of each numerical rating:

- 5-**exceptionally** strong in all the application components
- 4-strong in most of the application components
- 3-shows strength in some application components, but not consistently strong
- 2-few consistent areas of strength
- 1-**does not demonstrate strengths in most areas; may not be successful in the program**

The committee uses a numerical rating scale to complete a holistic evaluation of the applicants and rate them by their rating scores. No single criterion determines an applicant's rating, and there is no guarantee a specific rating will result in enrollment at ODS. A minimum of three readers rate each application independently **and record an individual rating**. The committee

members stop periodically to check the reliability of the ratings; if readers are more than one number apart in the rating, the application receives further independent review by additional readers and group discussion as needed. When the number of students receiving the highest rating (e.g., 5-5-5) exceeds the number of open seats, all students with the highest rating will be placed in an applicant pool from which a random selection will occur.

Page 99, Fifth Paragraph

**Page 99 shifted to page 101.*

Current: ~~Students may apply to ODS for gifted services for GIA. All applicants to ODS must meet the criteria for identification for gifted services prior to being considered. The top candidates of those who apply are invited to attend. ODS teachers must develop and implement differentiated curriculum and instruction to meet the needs of each student and ensure there is a match between a student's capabilities and the services delivered.~~

Revised: ODS is a grade 2-8 school that houses a General Intellectual Aptitude (GIA) program. Students who wish to be considered for enrollment must be identified for gifted services by VBCPS and complete an application to be considered to receive GIA services at ODS. ODS teachers must develop and implement differentiated curriculum and instruction to meet the needs of each student and ensure there is a match between a student's capabilities and the services delivered.



Subject: Recommendation for General Contract: VBCPS TCEC Welding Lab Renovations **Item Number:** 14D

Section: Consent **Date:** Feb. 27, 2024

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

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

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

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with SpaceMakers Inc. for the VBCPS Technical & Career Education Center Welding Lab Renovations in the amount of \$1,124,579.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	SpaceMakers Inc.
Contract Amount:	\$1,124,579
Construction Budget:	\$2,500,000
Number of Responsive Bidders:	3
Average Bid Amount:	\$1,199,859.67
High Bid:	\$1,349,000

Source:

School Board Policy 3-90

Budget Impact:

BlueForge Alliance Grant Funding



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

Section: Action **Date:** February 27, 2024

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

Prepared by: Cheryl R. Woodhouse

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

Recommendation:

That the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the February 27, 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
February 27, 2024
2023-2024

Scale	Class	Location	Effective	Employee Name	Position/reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	2/7/2024	Vilma P Sawi	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	2/7/2024	Robert E Sanders	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	2/14/2024	Dayana P Cameron	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	2/7/2024	Kelsi S Bromwell	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	2/14/2024	Sanaa Lahlou	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	2/12/2024	Shawn K Felder	Custodian II Head Night	Not Applicable	CAREONE Management, LLC, NJ
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	2/7/2024	Emanuela Wolf	Custodian I	Not Applicable	Noble Communications, MO
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	2/8/2024	Marie A Stewart	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	2/12/2024	Shante D Gladney	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	2/7/2024	Rashawn Brooks	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	2/20/2024	Jeanette L Shirkey	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	2/14/2024	Emily G Perry	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	2/8/2024	Christopher J Burdette	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	2/14/2024	Micaela R Hughes	School Nurse	University of Virginia, VA	VCU Health System, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Three Oaks	2/7/2024	Lindsay Hendricks	Physical Education Assistant	Christopher Newport University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Three Oaks	2/7/2024	Whitney J Sinnen	General Assistant	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	2/12/2024	Billy R Hines	Custodian II Head Night	Not Applicable	Diamond Resorts Holdings, LLS, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	2/14/2024	Alexandra G McDonald	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	2/7/2024	Barbara L Burrell	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	2/14/2024	Linda A Lese	Special Education Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	2/7/2024	Christina Minkewicz	Clinic Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	2/20/2024	John Williams	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	2/14/2024	Sharlott M Castillo Yatsko	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	2/7/2024	Leonel R Mora	Custodian III Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	2/16/2024	Tiffany D Ferebee-Smith	School Office Associate II	ECPI College of Tech, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	2/14/2024	Matthew Guimba	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	2/7/2024	Merry H Blaha	School Office Associate II	Not Applicable	Public Defenders Office Ports., VA
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	2/14/2024	Benjamin Newsome	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	2/21/2024	Justin M Burns	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	2/6/2024	Leilani Tucker	Baker/Cook	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	2/20/2024	Nancy McCabe	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Adult Learning Center	2/5/2024	Lee A Bray	Foundation Transition Planner	City Univ of NY Hunter College, NY	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Communications & Community Engagement	2/12/2024	Lakeeta L Simmons	Custodian III	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	3/4/2024	Nadia S Robichaud	Administrative Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	2/14/2024	Syreetta D Johnson	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	2/9/2024	Amy R Allen	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Corporate Landing	2/16/2024	Cyril T Sheridan	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Hermitage	3/8/2024	Julie P Wheeler	General Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Ocean Lakes	2/9/2024	Melinda B Stewart	Kindergarten Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	2/9/2024	Sarah J Legler	Kindergarten Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke Meadows	2/7/2024	Emilee J Schroeder	Custodian I (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Providence	2/23/2024	Tina Carr	Special Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Three Oaks	2/16/2024	Lori M Wharton	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	2/29/2024	Sydney Herman	School Office Associate II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	2/26/2024	Ali G Carlton	ISS Coordinator (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Bayside	2/20/2024	Nasthilia Y Lawton	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	2/7/2024	Amy L Hamed	Security Assistant, .400 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	2/2/2024	Mathew N Tenorio	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Technology	2/19/2024	Aaliya Syed	Customer Support Center Supervisor (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	2/19/2024	Thomas A Gumm	Bus Driver - Special Ed, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	2/26/2024	Broncacco Cozzo	Bus Driver, 6.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	2/29/2024	Taylor M Chatto	Financial Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Plaza	6/30/2024	Diane McKearney	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Teaching and Learning	6/30/2024	Lynn F Hodges	Instructional Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Support Services	3/29/2024	Betty J McGrath	School Social Worker	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Support Services	6/30/2024	Stephen F Fox	Psychologist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	2/21/2024	Jessica C Powers	Seventh Grade Teacher	Univ of Colorado Col Springs, CO	US Navy, CA
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	2/14/2024	Michelle T Avondet	Sixth Grade Teacher	Western Governors University, UT	Park City School District, UT
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	2/14/2024	Hannah L Rusek	English Teacher	Univ South Carolina Columbia, SC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	2/14/2024	Michelle R Grohe	Family & Consumer Science Teacher, .400	Western Washington University, WA	United Stated Navy
Assigned to Instructional Salary Scale	Appointments - High School	Salem	3/6/2024	Robin L Fance	Special Education Teacher	Sam Houston State University, TX	LEARN Charter School Network, IL
Assigned to Instructional Salary Scale	Resignations - Elementary School	Corporate Landing	2/21/2024	Linda B Abilaoudi	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Landstown	6/30/2024	Annalise L Sears	Music/Vocal Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Lynnhaven	6/30/2024	Julia Letherer	Third Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Newtown	4/30/2024	Alexandrea D Anderson	Third Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Trantwood	2/9/2024	Nadia E McKee	Second Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	6/30/2024	Stacy L Hassler	School Counselor (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	6/30/2024	Allison L Marino	Seventh Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	6/30/2024	Brianne R Vogel	Sixth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Lynnhaven	6/30/2024	Christina L Elliott	Sixth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	2/29/2024	Kathryn L Korslund	Seventh Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Cox	2/15/2024	Lyndsey Berry	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Bayside	6/30/2024	Glenda B Bowen	Seventh Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Larkspur	6/30/2024	Patricia A Keklock	Sixth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Princess Anne	6/30/2024	Allen M Brewer Jr	Health & Physical Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Bayside	6/30/2024	Paul G Beck	Technology Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Miscellaneous	Office of Programs for Exceptional Children	6/30/2024	Dawnette M Fuller	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Miscellaneous	Office of Programs for Exceptional Children	6/30/2024	Heather R Lewis	Speech/Language Pathologist	Not Applicable	Not Applicable
Administrative	Appointments - Elementary School	Brookwood	3/11/2024	Laura D Celentano	Principal	University of Phoenix, AZ	VBCPS
Administrative	Appointments - Middle School	Virginia Beach	TBD	Shana N Remian	Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - High School	Kellam	TBD	Bethany A Bayliss	Assistant Principal	Old Dominion University, VA	VBCPS



Subject: Policy Review Committee Recommendations **Item Number:** 15B1

Section: Action **Date:** Feb. 27, 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 January 18, 2024 meeting and the February 13, 2024 School Board Meeting.

Background Summary

1. **Bylaw 1-9/Qualifications**- The PRC recommends changes to align with the recent federal district court decision made regarding voting districts in Virginia Beach and to more clearly explain the expectations laid out in this Bylaw.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of January 18, 2023
School Board Meeting of February 13, 2024

SCHOOL BOARD BYLAWS

Qualifications

Qualifications for election or appointment to, and continuing service on, the School Board of the City of Virginia Beach are established in the legal reference to this ~~B~~bylaw or as required by a court of competent jurisdiction.

A. Qualifications for district or at large position

1. In order to qualify as a candidate for School Board, a person must be qualified to vote for and hold that office. In order to hold any office of the Commonwealth or its governmental units, elective by the people, the candidate must have been a resident of the Commonwealth for one year next preceding his election and be qualified to vote for that office.

2. Notwithstanding any other requirements imposed by local, state or federal law or regulation, each person elected or appointed to a district position on the School Board, at the time of election or appointment to the School Board, must be a qualified voter and a bona fide resident of such district. A person elected or appointed to the at large position on the School Board, at the time of election or appointment to the School Board, must be a qualified voter and bona fide resident of the City of Virginia Beach.

B. Vacancy of office for failure to maintain voter or residency requirements

If any School Board Member elected or appointed to a district position on the School Board ceases to be a qualified voter and/or a bona fide resident of that district, such person's position on the School Board shall be deemed vacant. If the School Board Member elected or appointed to the at large position on the School Board ceases to be a qualified voter and/or a bona fide resident of the City of Virginia Beach, such person's position on the School Board shall be deemed vacant.

C. Oath of office

Unless otherwise provided by law, on or before the day on which the term of office begins, an elected or appointed School Board Member shall qualify by taking the oath prescribed by Code of Virginia § 49-1, as amended, required by law, before the circuit court for the City of Virginia Beach, or before the clerk of the circuit court of the City of Virginia Beach. School Board Memebbers may qualify up to and including the day of the initial meeting of the new term office. Bond shall not be required for School Board Members. ~~Upon election or appointment, School Board Members shall make oath, as required by Code of Virginia Section§ 15.2-1522, to qualify for office.~~

D. Compliance with Virginia State and Local Government Conflict of Interests Act filings

~~Upon election or appointment, as a condition of assuming office, School Board Members shall~~ In accordance with the requirements set forth in Code of Virginia § 2.2-3118.2, as amended, School Board Members shall file, as a condition to assuming office or employment, a disclosure statement of their personal interests and other information as is required on the form prescribed pursuant to Code of Virginia § 2.2-3117, as amended, and thereafter shall file such a statement annually on or before February 1. The general registrar, the clerk of the local governing body, or the clerk of the school board, as appropriate, shall transmit to the local electoral board, immediately after the filing deadline, a list of the candidates who have filed initial or annual statements of economic interests. ~~he file a disclosure statement of their personal interests with the School Board Clerk, as required by the Virginia State and Local Government Conflict of Interests Act.~~

Legal Reference

Charter of the City of Virginia Beach § 16.06, as amended. Qualifications of candidates for election to the board.

Code of Virginia § 2.2-3115, as amended. Disclosure by local government officers and employees.

Code of Virginia § 22.1-29, as amended. Qualifications of members.

Code of Virginia § 22.1-57.3, as amended. Election of school board members; election of tie breaker.

Code of Virginia § 24.2-506, as amended. Petition of qualified voters required; number of signatures required; certain towns excepted.

Code of Virginia § 24.2-507, as amended. Deadlines for filing declarations and petitions of candidacy.

Code of Virginia § 15.2-1522, as amended. When and how officers qualify.

Code of Virginia § 15.2-1523, as amended. Record of qualification.

Code of Virginia § 15.2-1524, as amended. Failure to qualify vacates office.

Code of Virginia § 15.2-1526, as amended. Removal vacates office.

Code of Virginia § 15.2-1526.34, as amended. Certain officers not to hold more than one office.

Code of Virginia § 22.1-29, as amended. Qualifications of members.

Code of Virginia § 22.1-57.3, as amended. Election of school board members; election of tie breaker.

Code of Virginia § 24.2-500, as amended. Qualification of candidates.

Code of Virginia § 24.2-501, as amended. Statement of qualification as requirement of candidacy.

Code of Virginia § 24.2-502, as amended. Statement of economic interests as requirement of candidacy.

~~Code of Virginia § 2.2-3115, as amended. Disclosure by local government officers and employees.~~

Adopted by School Board: July 21, 1992

Amended by School Board: September 5, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti



Subject: Policy 6-65 Amendment Library Media Centers/Professional Libraries **Item Number:** 15B2

Section: Action **Date:** Feb. 27, 2024

Senior Staff: N/A

Prepared by: David Culpepper, School Board Member

Presenter(s): David Culpepper, School Board Member

Recommendation:

That the School Board approve an Amendment to Policy 6-65 Library Media Centers/Professional Libraries to require the Superintendent or designee to create a Content Committee to develop procedures related to library materials with sexually explicit content in schools.

Background Summary

School Board Members David Culpepper proposes an amendment to Policy 6-65 to add a Section D that would require the Superintendent or designee to create a Content Committee consisting of senior staff members, Library Media Specialists and other knowledgeable staff members for the purpose of developing procedures to: 1) ensure that elementary school libraries do not have library materials that contain sexually explicit content; and 2) identify incoming library materials for secondary school libraries that contain sexually explicit content and list such library materials on the School Division website.

INSTRUCTION

Library Media Centers/Professional Libraries/Content Committee

~~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.

D. Content Committee

The Superintendent or designee shall create a Content Committee and assign senior staff members and at least four Library Media Specialists, and other knowledgeable staff members to serve on the Content Committee. The School Board Attorney or designee shall serve as the Content Committee liaison and provide advice. The purpose of the Content Committee will be to develop procedures to be used by the schools to ensure that elementary school library materials do not contain sexually explicit content. The Content Committee shall develop procedures for identifying incoming library materials at the secondary level libraries that contain sexually explicit content and for listing any such library material that meets that definition in a prominent location on the School Division website. "Sexually explicit content" shall have the same meaning as that term is set forth in Code of Virginia §2.2-2827, as amended.

Legal Reference

Code of Virginia §2.2-2827, as amended. Restrictions on state employee access to information infrastructure.

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

I move to amend policy 6-65 to add section:

D. Content Committee

The Superintendent or Designee shall create a committee comprised of senior staff, the School Board attorney, and at least four Library Media Specialists for the purposes of developing a process to ensure there is no sexually explicit content, as defined by Virginia Code §2.2-2827 in elementary school libraries. The committee shall develop a process for incoming materials at the secondary level meeting the definition of sexually explicit content, as defined by Virginia Code §2.2-2827 to be placed on a list located in a prominent location on the division website.

Virginia Code: 2.2-2827

"Sexually explicit content" means (i) any description of or (ii) any picture, photograph, drawing, motion picture film, digital image or similar visual representation depicting sexual bestiality, a lewd exhibition of nudity, as nudity is defined in § 18.2-390, sexual excitement, sexual conduct or sadomasochistic abuse, as also defined in § 18.2-390, coprophilia, urophilia, or fetishism.



Subject: School Board Committee Assignment Modifications for term ending June 30, 2024 **Item Number:** 15C

Section: Action **Date:** Feb. 27, 2024

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Kimberly A. Melnyk, School Board Chair

Recommendation:

That the School Board approve the list of committee assignments for the term ending June 30, 2024.

Background Summary:

Pursuant to Bylaw 1-28, Assignments may be reviewed in January of each year or when otherwise necessary. Assignments to a Committee are effective until June 30th of each year or until such time as the School Board appoints new Committee Members, whichever is later.

Source:

Bylaw 1-28 Committees, Organizations and Boards – School Board Member Assignments

Budget Impact:

N/A

			FY2024 Recommendation
C.	BYLAW 1-28: SCHOOL BOARD MEMBER STANDING COMMITTEES ASSIGNMENTS		
C1.	Internal Audit: The Internal Audit Committee consists of a minimum of three Members, including at least two Members of the School Board and a third Member from the business community. The Internal Audit Committee assists the full School Board in considering internal and external audit matters, including the timely reporting to the School Board of material actions or inactions of school employees that could lead to charges of malfeasance in office by School Board Members or School Division employees or agents. The Internal Audit Committee has established the Office of Internal Audit, which reports directly to the Internal Audit Committee, and through the Internal Audit Committee, to the full School Board, as more particularly set forth in Policy 3-96 and the Internal Audit Charter. <i>[Generally, will meet quarterly; subject to change]</i>		Jennifer Franklin Trenace Riggs Jessica Owens Larry Davenport (citizen member)
C2.	Policy Review (PRC): The School Board Policy Review Committee will consist of three School Board Members. The School Board, at its discretion, may appoint a citizen to serve as a voting member. School Board Legal Counsel and the Chief of Staff or designee will serve as liaisons to the Committee but will not be voting members. The Chief of Staff may assign other staff members to serve on the Policy Review Committee for designated periods of time for the purpose of assisting the Policy Review Committee. The Policy Review Committee will be responsible for advising the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations. <i>[Generally, will meet Thursday following the 1st regular School Board meeting of the month; subject to change]</i>		Beverly Anderson Kathleen Brown Jessica Owens*
C3.	Planning and Performance Monitoring Committee (PPM): Consists of three School Board members. The Supt. and other staff members assigned by the Supt. will serve as liaisons to the committee but will not be voting members. The purpose of the committee is to provide transparent oversight of school division resources and processes to ensure effective and efficient operations to in support of the division's vision, mission and strategic goals as well as coordinate School Board member engagement in strategic and operational planning including budget development. Responsibilities are outlined in Bylaw 1-28, C3 <i>[Generally, will meet the second Monday of the month; subject to change]</i>		Beverly Anderson* Jennifer Franklin Kimberly Melnyk
C4.	Governance: Consists of the School Board Chair and the Chairs of the Internal Audit Committee, the Policy Review Committee, and the Planning and Performance Monitoring Committee. Additionally, one other School Board Member will be recommended by the School Board Chair and approved by the School Board to also serve on the Committee. The Superintendent will serve as a liaison to the Committee but will not be a voting member. Responsibilities are outlined in Bylaw 1-28, C4 <i>[Generally, will meet the first Wednesday of every month; subject to change]</i>		School Board Chair* Audit Chair PPM Chair PRC Chair Jessica Owens
C5.	Legislative: The Legislative Committee will consist of three School Board Members, School Board Legal Counsel, the School Board's Legislative Consultant and those staff members appointed by the Superintendent. The Legislative Committee is responsible for the development of the School Board's proposed annual legislative package. The legislative package, priorities and positions shall be based upon input from the School Board and the Superintendent. The Legislative Committee is also responsible for developing the School Board's regional legislative position and for acting as the School Board's liaison to the Virginia General Assembly as well as other publicly elected bodies.		David Culpepper Victoria Manning Trenace Riggs
C6.	Building Utilization: The Building Utilization Committee (BUC) annually reviews enrollment projections and impact on optimal building utilization. Three School Board Members shall be assigned to the BUC. The Superintendent may assign appropriate staff members to assist the BUC in its review. At its discretion, the BUC may invite input from PTAs or other community groups directly impacted by any recommendation from the BUC. (ref. SB Pol 5-14, Sec C)		Michael Callan David Culpepper* Carolyn Weems
C7.	Student Discipline: The Chairman shall recommend and the School Board shall approve three Committees of the School Board to hear student discipline cases as needed. Each Committee shall consist of three (3) voting School Board Members and one (1) nonvoting school counselor. Each Member of a Committee, excluding the school counselor, has authority to make motions and vote on that Committee. Each Committee shall meet to determine cases dealing with expulsions and long-term suspensions as set forth in School Board policy or regulation. A unanimous decision of a Committee consisting of three School Board Members regarding long-term suspensions and expulsions is final. If a Committee's decision is not unanimous, or if the decision is made by a Committee of less than three (3) School Board Members, the decision of the Committee may be appealed to the full School Board.		David Culpepper Chair or Vice Chair Trenace Riggs
			Michael Callan Victoria Manning Carolyn Weems
			Beverly Anderson* Kathleen Brown Jessica Owens

		FY2024 Recommendation
D. JOINT SCHOOL BOARD AND CITY COUNCIL COMMITTEES		
D1.	CIP/Modernization Review Committee: Joint City Council/School Board Committee which meets annually to review status of ongoing school modernization program. The School Board Chair will recommend and the School Board will approve two School Board members and one alternate to serve on the Committee. The School Board Chair will appoint the Committee Chair.	Victoria Manning* Kathleen Brown Beverly Anderson (alt.)
E. SCHOOL BOARD AD HOC COMMITTEES		
E1.	School Site Selection: The School Site Selection Committee is an Ad Hoc School Board Committee that is appointed as needed to assist the School Board in considering proposals for new school sites.	As needed
E2.	Workforce Development: The purpose of the Ad Hoc Workforce Development Committee is to prepare a report to the School Board and the City Council regarding the needs of the City of Virginia Beach for current and future workforce development.	Carolyn Weems Kathleen Brown
E3.	Jericho Road: The Ad Hoc Committee to Study Open Space Uses for School Property on Jericho Road as approved at the June 27, 2023 School Board meeting.	Carolyn Weems* Kathleen Brown
SCHOOL DIVISION STANDING COMMITTEES WITH SCHOOL BOARD MEMBERS AND/OR LIAISONS		
F.	If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members and/or Liaisons of School Division Standing Committees. The Committees will determine the voting rights of the Liaisons.	
F1a	Equity Council: The Equity Council addresses issues related to diverse populations and how the organizational climate contributes to fostering: greater student achievement; effective communication across all levels and with the greater community; honoring and listening to all voices; providing focused opportunities discussion, feedback, input and support to the implementation of Compass to 2025 and future School Board goals; reporting on all aspects of diversity and equity with a special focus on students of color; resources and support to further the work educational equity within the School Division. The Superintendent will designate a staff member to serve as the Chair of the Equity Council. No more than two (2) School Board Members will be assigned as liaisons to the Equity Council.	Jessica Owens Kimberly Melnyk Kathleen Brown (alt.)
F1b	403b Plan Oversight Committee: Established by Charter approved by the School Board February 25, 2020 to delegate to a 403(b) Plan Oversight Committee (consisting of at least 3 but no more than 9 voting members to include one School Board member with the CFO serving as the Chair of the committee), general responsibility and discretionary authority for the administration, interpretation and operation, and investment of plan assets of the School Board of the City of Virginia Beach Section 403(b) Retirement Savings Plan.	Michael Callan
F1c	Mental Health Task Force:	Jessica Owens Carolyn Weems
OUTSIDE ORGANIZATIONS		
G.	The School Board Chair will recommend and the School Board will approve School Board Members to represent the School Board on Outside Organizations. In those instances, School Board Members have authority to bind the School Board for the limited purpose for which the Outside Committee allows.	
G1.	Green Run Collegiate Charter Board	Kimberly Melnyk Jennifer Franklin (alt.)

G2.	Governor’s School for the Arts: Programs in dance, vocal and instrumental music, performing arts, theatre, and visual arts for talented and motivated students who want to develop their potential in the arts to a high degree [Same mbr assignment as SECEP since committees meet back to back at same location]	Kimberly Melnyk Beverly Anderson (alt.)
G3.	Mayor’s Committee for Persons with Disabilities: On behalf of all people with disabilities, and in an advisory capacity to the Mayor, our mission is to raise the awareness of the Mayor, City Council, City Administration and the community at-large of the needs of persons with disabilities. We assist in formulating solutions to meet those needs and provide advice on issues involving compliance with state and national legislation addressing their needs.	
G4.	Southeastern Cooperative Educational Programs (SECEP): Provides a formal structure through which eight local school systems can plan and operate programs for alternative education and children with special needs [Same mbr assignment as GSA since committees meet back to back at same location]	Kimberly Melnyk Beverly Anderson (alt.)
G5.	Virginia School Boards Association (VSBA) Voting Delegate at Annual Convention held in November in Williamsburg, VA: NOTE: Any Board member who serves on the VSBA Board of Directors cannot be a voting delegate.	Trenace Riggs (alt.)
G6.	Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee (EAC): The EAC is the decision-making body on matters related to the policy, planning and operation of WHRO public education related activities	Michael Callan Jennifer Franklin (alt.)
G7.	Sister Cities Association of Virginia Beach: The mission of the Virginia Beach City Association (VBSCA) is to foster international understanding, friendship, and cooperation by promoting people-to-people exchanges and continuing relationships between our city and citizens	Trenace Riggs Beverly Anderson (alt.)
G8.	457 Deferred Compensation Board: The city council has authorized the adoption of the Commonwealth of Virginia 457 Deferred Compensation Plan (COV457). The City’s/Schools 457 Deferred Compensation Plan (COV457) is managed by the Virginia Retirement System (VRS) which administers the investment policy and prudent fiduciary standards. The 457 Deferred Compensation Plan is subject to the periodic oversight and input to (VRS) of the local 457 deferred compensation board. The appointee also requires City Council approval.	Michael Callan
G9.	Virginia Beach Human Rights Commission: Assignment initiated Feb. 2016 by invitation from the VB Human Rights Commission for a School Board liaison to serve on the committee	Kimberly Melnyk Jennifer Franklin (alt.)
G10.	Access College Foundation: ACCESS College Foundation was founded in 1988 to eliminate barriers to postsecondary education and increase college attainment for underrepresented and low-income students. Access College Foundation mission - provide educational pathways leading to certification or college degree attainment and career opportunities for students, particularly those who may not otherwise have access.	Trenace Riggs

POLICY 7-21 Citizens’ Advisory Committees

**FY2023 Members
Assignments**

SCHOOL BOARD LIAISONS TO CITIZENS' ADVISORY COMMITTEES

With the exception of the Strategic Plan Committee, the School Board may designate one School Board Member and one School Board Member alternate to serve as the School Board Liaison to a Citizens’ Advisory Committee. Such liaison will not have voting rights on the committee and will not have the authority to bind the School Board regarding any matter related to the committee.

B1.	Special Education Advisory Committee	Victoria Manning Jennifer Franklin (alt.)
B2.	General Advisory Council for Technical and Career Education	Carolyn Weems Jennifer Franklin (alt.)
B3.	Community Advisory Committee for Gifted Education	Jennifer Franklin Michael Callan (alt.)
B4.	Interagency Adult Basic Education Advisory Committee	Michael Callan Chair or Vice Chair (alt.)

POLICY 7-21 Citizens' Advisory Committees		FY2023 Members Assignments
B5.	School Health Advisory Committee	Victoria Manning (alt.)
B6.	Strategic Plan Committee: Citizen members shall be appointed by the School Board upon recommendation of the Superintendent. In addition, the School Board Chair will recommend and the School Board will approve two (2) School Board Members to serve.	Every five years Michael Callan Beverly Anderson
OTHER		
	Virginia Beach Education Foundation (VBEF): The mission of the Education Foundation is to raise private sector support to fund innovative learning programs and other teacher initiatives that support the students of Virginia Beach City Public Schools.	School Board Chair



Subject: Closed Session Item Number: 17

Section: Closed Session Date: Feb. 27, 2024

Senior Staff: _____

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, 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.
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. Request for grievability determination - set date.
- B. Status of certain student related matters.
- C. Status of pending litigation or administrative cases.
- D. Consultation with legal counsel regarding probable litigation and pending litigation matters.
- E. Superintendent Evaluation Process for 2023-24.

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.