



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

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District 10

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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 Regular Meeting Proposed Agenda Tuesday, November 12, 2024

School Administration Building #6, Municipal Center

2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

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

Attendee link: https://us02web.zoom.us/webinar/register/WN_kHJc_cEWR9-qBvM_-Hnkig Call-in (301) 715-8592 ID 869 8072 1479

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBCPSboard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on November 8, 2024.

1. **Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. ALL in VA Update
 - C. Cell Phone-Free Education Update
2. **Closed Session (as needed)**
3. **School Board Recess.....5:30 p.m.**
4. **Formal Meeting (School Administration Building #6 – School Board Room) 6:00 p.m.**
5. **Call to Order and Roll Call**
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognitions**
 - A. Arbor Day Tree Campus National Recognition – Corporate Landing Elementary School, Thalia Elementary School, and Corporate Landing Middle School
 - B. Virginia Association of Adult Continuing Education Teacher of the Year – Adult Learning Center
 - C. Virginia Board of Education Highest Achievement Award – Green Run Collegiate, Ocean Lakes High, Old Donation School, Princess Anne Elementary, Shelton Park Elementary, Tallwood Elementary, Tallwood High
 - D. Virginia Board of Education Continuous Improvement Award – Green Run High School
8. **Adoption of the Agenda**
9. **Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**
10. **Approval of Meeting Minutes**
 - A. October 22, 2024, Regular School Board Meeting **Added 11/8/2024**
11. **Public Hearing on the Building Utilization Committee's rezoning recommendation for Point O'View Elementary School and Larkspur Middle School**



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

The School Board will hear public comments at the November 12, 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 November 12, 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., November 12, 2024. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, [1-47](#) and [1-48](#) requirements for Public Comment and Decorum and Order.

13. Information

- A. Policy Review Committee (PRC) Recommendations:
 - 1. Bylaw 1-25/Public Complaints and Procedures
 - 2. Bylaw 1-28/Committees, Organizations and Boards – School Board Member assignments
 - 3. Bylaw 1-33/Formulation and Approval/Revision/Recission of Regulations
 - 4. Policy 2-9/Superintendent: Evaluation
 - 5. Policy 3-61/Tobacco and nicotine vaper products
 - 6. Policy 7-1/Relations with the Public
 - 7. Policy 7-6/Relations with the News Media
 - 8. Policy 7-10/Communications from the Public
 - 9. Policy 7-15/Distribution/Announcement of Outside Communications
 - 10. Policy 7-18/Community Engagement/Volunteers
 - 11. Policy 7-31/Parent Teacher Associations (PTAs) and Parent Teacher Student Associations (PTSAs)
 - 12. Policy 7-32/Gifts, Grants and Bequests
- B. Building Utilization Committee
- C. *Compass to 2030* Strategic Framework – Report on Public Comment
- D. Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation
- E. New Courses:
 - 1. Freshman Transition Strategies
 - 2. Introduction to Welding
 - 3. DE Aviation Maintenance I & II
 - 4. DE Medical Assistant I & II
 - 5. DE Emergency Medical Services I & II
 - 6. DE Paralegal I & II
 - 7. DE Renewable Energy Technologies I & II

14. Return to public comments if needed

15. Consent Agenda

- A. Kellam High School Turf Field Replacement
- B. Tallwood High School Track & Field Improvements
- C. Religious Exemption(s)
- D. Resolution: Celebrating Thanksgiving Day

16. Action

- A. Personnel Report / Administrative Appointments **Updated 11/15/2024**
- B. 2025-26 and 2026-27 School Calendar
- C. Division Literacy Plan
- D. Bayside Middle School Consolidation

17. Committee, Organization or Board Reports

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

19. Adjournment



Subject: All In VA Update **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** November 12, 2024

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

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

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

Recommendation:

That the School Board receive an update regarding the All In VA funds.

Background Summary:

The Department of Teaching and Learning and the Department of School Leadership developed a plan and are monitoring the plan for the use of funds provided by All In VA per the guidance of the Virginia Department of Education (VDOE).

Source:

VDOE

Budget Impact:

VBCPS will utilize Virginia All In funding to support the areas indicated in the grant: tutoring, VLA, and absenteeism.



All In Virginia Update

School Board Information

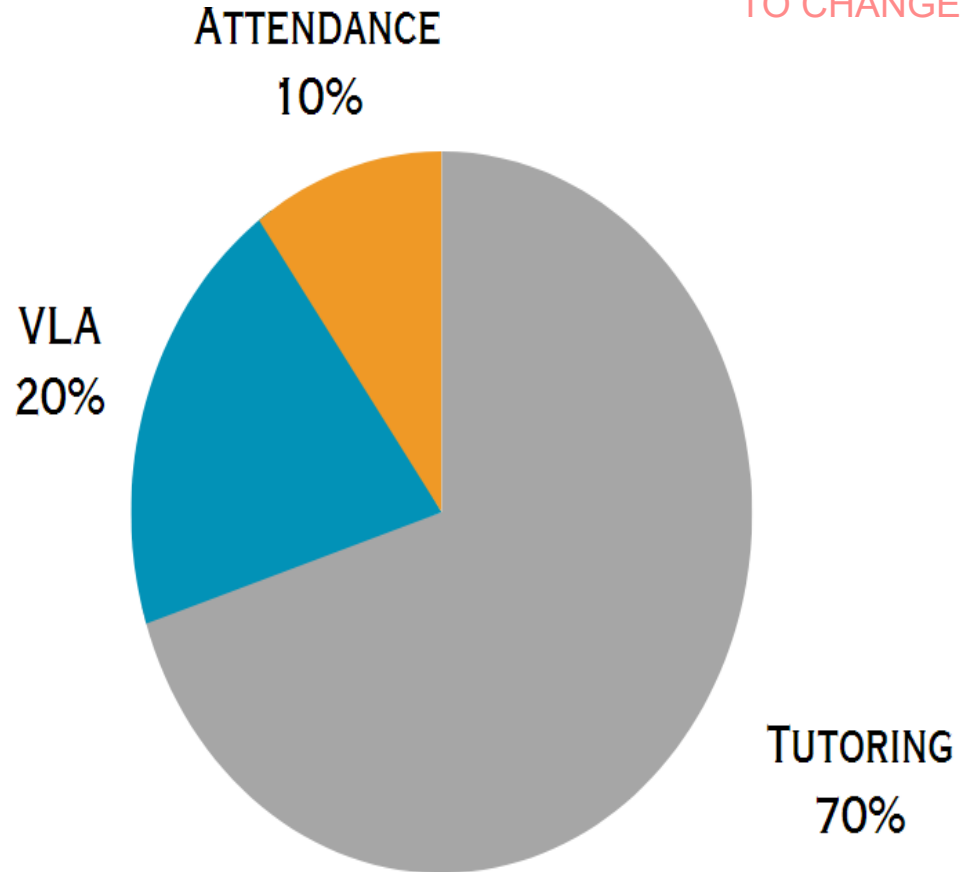
November 12, 2024

Department of Teaching and Learning

All In Virginia

- High-intensity tutoring
- Virginia Literacy Act (VLA)
- Chronic absenteeism

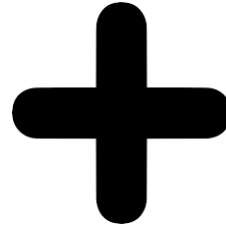
*Approximately \$20 million appropriated to VBCPS



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SUBJECT TO CHANGE



**ALL In
Tutoring**
VIRGINIA DEPARTMENT OF
EDUCATION





ALL In
Tutoring
VIRGINIA DEPARTMENT OF
EDUCATION

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2024-25 VDOE All In Funded Tutoring

All In Tutoring

Imagine Math

Zearn

Lexia

Approximately 13.2 million



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2024-25 VBCPS Funded Tutoring

Title I Tutoring

FEV Tutoring

Academic Support Tutoring

#AttendanceMattersVA

- *Continue implementing EveryDay Labs*
 - 14,908 students' attendance improved after receiving nudges
 - More professional learning opportunities for staff
 - Access to the attendance dashboard to readily respond to student and family needs

Front of First Mail Nudge

Your October Update
Casey has missed 6 days this school year*
How can we help?


Anytown Middle School
555 North Main Street
Anytown, USA 12345




Parent/Guardian of:
CASEY LEE
123 2nd Street
Anytown, USA 12345

Dear Parent/Guardian of Casey Lee,
Many families tell us it is helpful to get updates about their student's attendance. To help you track Casey's attendance, you may receive more letters this school year.
Casey is an important part of our school community. We want to partner with you to help Casey attend school every day.
If we can help with anything, call the school or see the resources on the back of this letter.
Sincerely,
(signer_name)
(signer_title)
(school_name)

Casey's Attendance Snapshot

Casey	6 Absences
Casey's Average Classmate	3 Absences

Total Missed Days of School

* Questions about this letter? Call 555 123 4567 and reference this unique code lct1234, or see the footnote on the back for more info.

Turn Over

#AttendanceMattersVA

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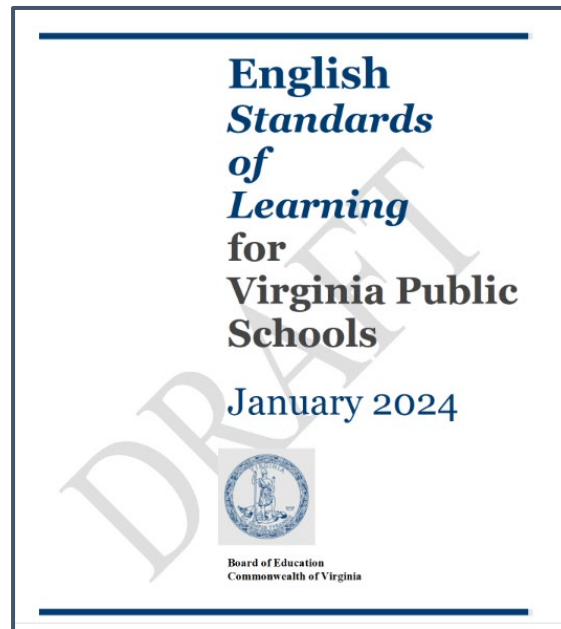
- Expansion of the attendance ambassador program
- Student Response Team (SRT) interventions
- Flexible in-person instructional time
 - Outside of the normal instructional day
 - Taught by a licensed teacher



Virginia Literacy Act (VLA) 2024-25

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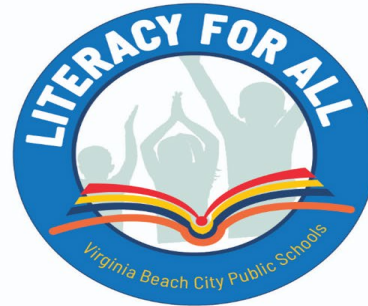
- *2024 Standards of Learning*
- *Division Literacy Plan*
- *Elementary core and K-8 supplemental materials*
- *VDOE Evidence-Based Literacy Instruction (EBLI) training*



Virginia Literacy Act (VLA) 2024-25

- *Virginia Language and Literacy Screening System (VALLSS)*
- *Student Reading Plans for students in high risk band*

≡ Integrated Systems of Support-Academic



Student Reading Plans (SRP)

All In Spending Update

	Remaining	Obligated
Tutoring	\$8,389,156.33	\$4,820,205.07
VLA	\$576,863.14	\$4,247,216.76
Absenteeism	\$1,352,270.70	\$651,445.00

Questions?





Subject: Cell Phone-Free Education Update **Item Number:** 1C

Section: Administrative, Informal, and Workshop **Date:** November 12, 2024

Senior Staff: Matthew D. Delaney, Chief Schools Officer

Prepared by: Matthew D. Delaney, Chief Schools Officer

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

Recommendation:

That the School Board receive an update on the guidance from the Virginia Department of Education regarding the implementation of a cell phone-free education. The purpose of the presentation is to provide an update on VBCPS response to the Guidance for a Cell Phone-Free Education, highlight the major difference between the guidance from VBCPS current policy and regulations, and share next steps VBCPS will take in responding to a Cell Phone-Free Education.

Background Summary:

Governor Youngkin issued Executive Order 33 on July 9, 2024. The order directed the Department of Education to establish a cell phone-free education. The VDOE held listening sessions that informed the draft guidance for cell phone-free education and received stakeholder feedback regarding the draft guidance. Final Guidance for a Cell Phone-Free Education was released on Sept. 16. The final guidance for a cell phone-free education states that every school division and local school board should review existing policies and or work to create or revise policies that adhere to the minimum guidance, no later than Jan. 1, 2025.

Source:

N/A

Budget Impact:

N/A



Cell Phone-Free Education Update

School Board Workshop
Tuesday, November 12, 2024
Department of School Leadership

Purpose

- Provide an update on VBCPS response to the Guidance for a Cell Phone-Free Education
- Highlight the major difference in the guidance from VBCPS current policy and regulations
- Share next steps VBCPS will take in responding to a Cell Phone-Free Education

Executive Order 33

- Establish a Cell Phone-Free Education
- Issue Guidance for a Cell Phone-Free Education



Commonwealth of Virginia
Office of the Governor

Executive Order

NUMBER THIRTY-THREE (2024)

ESTABLISHING CELL PHONE-FREE EDUCATION TO PROMOTE THE HEALTH & SAFETY OF VIRGINIA'S K-12 STUDENTS

By virtue of the authority vested in me as Governor of the Commonwealth, I hereby issue this Executive Order directing the Secretary of Education, Secretary of Health and Human Resources, Superintendent of Public Instruction, the Virginia Department of Education, and the State Health Commissioner to heed the call of parents, public health professionals, educators, and other stakeholders across the Commonwealth and take immediate actions to protect the health and safety of students in Virginia's K-12 public schools by issuing guidance on the establishment of cell phone-free education policies and procedures.

Importance of the Initiative

The necessity of implementing cell phone-free education in Virginia's K-12 public schools is increasingly evident. Parents, public health professionals, educators, and other stakeholders across the Commonwealth are expressing concern over the alarming mental health crisis and chronic health conditions affecting adolescents, such as depression and anxiety, driven in part by extensive social media usage and widespread cell phone possession among children. Cell phone-free education will significantly reduce the amount of time students can be on phones without parental supervision.

Children spend an average of 4.8 hours a day on social media, and recent studies indicate that spending more than three hours a day on social media doubles the risk of poor mental health for adolescents.¹ Most alarming is the Centers for Disease Control and Prevention data from 2019-2021, reporting that the rate of suicide has increased 167% since 2010 for girls and 91% since

¹ American Psychological Association (April/May 2024). <https://www.apa.org/monitor/2024/04/teen-social-media-mental-health>.

Guidance for Cell Phone-Free Education

Every school division and local school board should review existing policies and/or work to create or revise policies that adhere to the minimum guidance, no later than Jan. 1, 2025.

Guidance

for Cell Phone-Free Education
Pursuant to Executive Order 33

September 16, 2024



Difference Between VDOE Guidance and VBCPS Regulation 3-65.1

- **Instructional time:** any structured or unstructured learning experiences that occur from when the **first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.**
- **Bell-to-Bell:** when the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the academic school day.
 - **Bell-to-Bell** includes lunch and time in between class periods.

Cell Phone-Free Education Development

- Share how school-based personnel are trained to manage crisis situations, reunification plans and family notification processes during crisis situations.
- Clearly define a family-based emergency in documents and communicate family-based emergency protocols with families.
- Develop procedures for identifying any exemptions.
 - IEP and 504
 - Health Plans

Guidance
for Cell Phone-Free Education
Pursuant to Executive Order 33
September 16, 2024



Cell Phone-Free Education Development

- Dr. Robertson conducted three informational sessions to include receiving feedback from attendees.
 - Provided an overview of Executive Order 33
 - Shared opportunities for parents to engage
 - Received comments from participants on what they hoped for their child and what they feared for their child as a result of a cell phone-free educational environment

Hopes Identified by Participants

- Improve Focus and Academic Engagement
- Enhance Social Skills and Interpersonal Interaction
- Increase Independence and Responsibility
- Comply and Respect the Rules
- Reduce Anxiety Related to Device Use

Fears Identified by Participants

- Safety and Emergency Communication
- Mental Health and Emotional Security
- Distraction Substitution and Non-Compliance
- Social and Peer Interaction Concerns
- Loss of Academic and Extracurricular Communication
- Preparedness for Real-World Device Management

Cell Phone-Free Education Development

- Revised current regulation to meet Cell Phone-Free Education
 - Inclusion of Bell-to-Bell instructional time
 - Procedures for off-site events and activities
 - Determines cell phone and personal electronic communication device use before and after school, on school buses, within the school building and on school grounds
 - Enforcement expectations

Next Steps

- November 21: Policy Review Committee Meeting
- November 26: School Board Informational Item
- December 10: School Board Action Item
- Finalize preparation based on School Board decision



Questions



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

Section: Student, Employee and Public Awards and Recognitions **Date:** November 12, 2024

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

Prepared by: David Schleck, Public Relations Coordinator

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

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the Nov. 12, 2024, School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

- A. Arbor Day Tree Campus national recognition – Corporate Landing Elementary, Thalia Elementary, Corporate Landing Middle
- B. Virginia Association of Adult Continuing Education Teacher of the Year – Adult Learning Center
- C. Virginia Board of Education Highest Achievement Award – Cox High, Green Run Collegiate, Ocean Lakes High, Old Donation School, Princess Anne Elementary, Shelton Park Elementary, Tallwood Elementary, Tallwood High
- D. Virginia Board of Education Continuous Improvement Award – Green Run High School

Background Summary:

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

Recognition Criteria:

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

Source:

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

Budget Impact:

N/A



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

Section: Approval of Meeting Minutes **Date:** November 12, 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. October 22, 2024, Regular School Board Meeting

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

Background Summary:

N/A

Source:

Bylaw 1-40

Budget Impact:

N/A



School Board Services

Kimberly A. Melnyk, Chair
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Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
District 9

Donald E. Robertson, Ph.D., Superintendent

School Board Regular Meeting MINUTES
Tuesday, October 22, 2024

School Administration Building #6, Municipal Center

2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

- 1. *Administrative, Informal, and Workshop:*** Chair Melnyk convened the Administrative, Informal, and Workshop session at 4:00 p.m. on the 22nd day of October 2024.

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, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems.

The following School Board Member attended via Zoom: Ms. Brown (personal reasons/Virginia Beach) joined the meeting at 4:14 p.m. School Board Member, Ms. Manning was not present during the Administrative, Informal, and Workshop session.

- A. **School Board Administrative Matters and Reports:** Ms. Riggs mentioned the Legislative Committee and indicated if a School Board Member is on a committee, they need to attend the meeting(s) of the committee. Ms. Anderson mentioned the Sister Cities fundraiser event to raise money for the scholarship fund. Chair Melnyk distributed two sign-up sheets: November one-to-one meetings with Superintendent Robertson and November school visits with Superintendent Robertson.

Chair Melnyk mentioned the upcoming November 6 public hearing and opened the floor for discussion regarding the streaming of the meeting. Ms. Woodhouse, chief of staff, shared the logistical aspects and potential costs for the meeting. A brief discussion followed regarding broadcasting/streaming the meeting and logistics; public attending the meeting; other methods for public to share comments; administration's recommendation was not to live stream the meeting on November 6 from 6:00 p.m. to 8:00 p.m.; support administration recommendation regarding the meeting.

Ms. Weems made a motion to accept the recommendation of Ms. Woodhouse and Dr. Robertson to move on with that meeting November 6. Ms. Kendrick seconded the motion. There was a brief discussion about the meeting being held at Bayside Middle School and the need for a quorum at the meeting. Without further discussion, Chair Melnyk called for a vote. Ms. Weems restated the motion – to accept the administration's recommendation to meet at Bayside Middle on November 6 from 6:00 p.m. to 8:00 p.m. The School Board Clerk announced there were nine (9) ayes in favor of the motion by Ms. Weems: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms., Weems. The motion passed, 9-0-0.

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

Tuesday, October 22, 2024
School Board Regular Meeting
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- B. Department of Teaching and Learning Update: Danielle Colucci, chief academic officer, provided the School Board an update on the work of the Department of Teaching and Learning and summarized the support, services, and resources each office in the Department of Teaching and Learning provides to students, staff, teachers, administrators, and families. Ms. Colucci shared an overview including who we are, behind the scenes, in our schools and celebrations, of the following offices: elementary & secondary teaching & learning, career and technical education, programs for exceptional children, student support services, K-12 and gifted education, and instructional technology. Some upcoming community engagement events were mentioned: October 24 – Deaf Night at School, Corporate Landing Middle School; October 29 – College Night, Virginia Beach Convention Center; November 14 – Pre-K Family Discovery Night, virtual; November 20 – Title I Division Family Engagement Advisory Committee Meeting, Brock Environmental Center; February 20 – Onsite college admissions, location TBD; and May 28 – Military Signing Day – location TBD.

The presentation continued with questions and comments regarding the work done by the department; OPEC updates; cyclical review; and work done by student support services.

- C. Recovery School Update: Robert Jamison, executive director of Student Support Services, provided the School Board an update on the progress of the Region II Recovery School Steering Committee's work. The presentation outlined support from the General Assembly, a timeline of the completed tasks and next steps, and preliminary details for the proposed regional recovery school. The General Assembly appropriated \$1.5 million to be shared equally between Loudoun County and Virginia Beach City Public Schools. Of this amount, \$500,000 the first year and \$250,000 the second year is provided to Virginia Beach City Public Schools to support the establishment of a school for students residing in Superintendent's Region II. The Regional Steering Committee progress was highlighted. The committee visited the Region I Recovery School, collaborated on aligning programs, and formed a partnership; developed a rationale and compiled regional statistics; agreed on a name for the recovery school – Harbor Hope Center – and secured a location. The committee defined the program's purpose, created a mission, developed a program description, and developed goals and objectives. Other progress included determining staff, an academic model, a clinical approach, operational hours, and a transportation plan.

The committee is in the process of developing an enrollment and application process, a recruitment and marketing plan framework, a program budget, and a tentative daily schedule. The next steps included December – present Steering Committee update Part II workshop to respective board; January-present comprehensive regional recovery school plan through information and action agenda; January/February – assess regional approval and adjust regional plan accordingly; and February-July – staff and prepare for 2025-2026 opening.

The presentation continued with questions and comments regarding budget impacts; application process; satellite opportunities; name of recovery school; staff for school; number of students; the school building site; recovery specialist; work being done by committee; discipline referrals by school divisions; academics and courses; timeline; access to supports; recovery and education – don't need to choose over another; Harbor Hope Center goals; new School Board Members, and updates to the School Board.

2. **Closed Session**: There was no Closed Session during the Administrative, Informal, and Workshop session.
3. **School Board Recess**: Chair Melnyk adjourned the Administrative, Informal, and Workshop session at 5:24 p.m.
4. **Formal Meeting (School Administration Building #6 – School Board Room)** **6:00 p.m.**
5. **Call to Order and Roll Call**: Chair Melnyk convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:00 p.m. on the 22nd day of October 2024 and thanked the members of the public for joining the meeting in person and online.

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

Tuesday, October 22, 2024
School Board Regular Meeting
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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, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

The following School Board Member attended the meeting via Zoom: Ms. Brown (personal reasons/Virginia Beach).

6. ***Moment of Silence followed by the Pledge of Allegiance:*** After the Pledge of Allegiance, the Salem Elementary School 5th Grade Chorus sang the National Anthem.
7. ***Student, Employee and Public Awards and Recognition:*** There were no awards presented at the meeting.
8. ***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. Kendrick made the motion, seconded by Mr. Callan. 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, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0. Note: Ms. Brown was not present via Zoom at the time of the vote.
9. ***Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings):***
Superintendent's Report: Superintendent Robertson shared the following information: 1) Princess Anne High School's Fabulous Marching Cavaliers appeared on the "Today" show earlier this month. The students performed on national television and at Pharrell Williams' "Piece By Piece movie premiere in New York City; 2) Virginia Beach City Public Schools (VBCPS) was ranked the No. 5 school division in Virginia by Niche, a national school ranking service; 3) GEICO recently awarded \$15,000 to the Virginia Beach Education Foundation for the Beach Bags program, which helps families who are struggling with putting food on the table. The donation will provide at least 3,000 Beach Bags for Virginia Beach City Public Schools students over weekends and holiday breaks.; 4) upcoming reminders: October 23 – Cell Phone Family Connection from 6:00 p.m. to 7:00 p.m. at Princess Anne High School, October 29 – College Information Night from 5:30 p.m. to 8:00 p.m. at the Virginia Beach Convention Center, October 30 – Cell Phone Family Connection from 6:00 p.m. to 7:00 p.m. at Kellam High School, and November 6 – Public Hearing regarding consolidating Bayside 6th Grade Campus and Bayside Middle School at 6:00 p.m. at Bayside Middle School; and 5) shared a video on how work-based and service learning helps our students be future-ready.
Administrative Recognition: Superintendent Robertson introduced the following appointment, which was approved at the October 8, 2024, School Board meeting: Samantha R. Phillips, administrative assistant at Newtown Elementary School, as assistant principal for Lynnhaven Middle School.
10. ***Approval of Meeting Minutes***
October 8, 2024, Regular School Board Meeting: Chair Melnyk called for any modifications to the October 8, 2024, regular School Board meeting minutes as presented. Hearing none, Chair Melnyk called for a motion to approve the October 8, 2024, minutes as presented. Ms. Riggs made the motion, seconded by Vice Chair Franklin. 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 October 8, 2024, meeting minutes as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0. Note: Ms. Brown was not present via Zoom at the time of the vote.
11. ***Public Comments (until 8:00 p.m.)***
There were seven (7) in-person speakers. The topics included school choice; school zones; family choice; vouchers; school calendar; pre-Labor Day option; adjusted dismissal days; early release days for elementary and middle schools; closing out school year and tasks to complete; library materials; inappropriate materials; policy to challenge books/materials; instructional days versus hours; Election Day; recovery school; and budget.

The Public Comments concluded at 6:37 p.m.

School Board of the City of Virginia Beach
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Tuesday, October 22, 2024
School Board Regular Meeting
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12. Information

- A. Interim Financial Statements – September 2024: Daniel Hopkins, director of Business Services, presented financial information to the School Board for the period ending September 30, 2024. The overall revenue trend remained acceptable at this point in the fiscal year. Federal revenue showed an acceptable trend at the end of September and Impact Aid received payments of approximately \$4.7 million. Other sources of revenue are acceptable at this point in the fiscal year. Sales tax receipts are at an acceptable level and are approximately \$640,000 higher than the same time last year. The expenditures and encumbrances trend continues to remain acceptable. There was one question regarding clarification on enrollment numbers.
- B. Division Literacy Plan: Lorena Kelly, Ph.D., executive director of elementary teaching and learning, provided the School Board information regarding Division Literacy Plan as mandated by the Virginia Literacy Act (VLA). The various sections of the Division Literacy plan were reviewed. The sections reviewed were Section One – planning for comprehensive communication, Section Two – selecting high-quality instructional materials, Section Three – ensuring Virginia Literacy Act evidence-based reading research training, Section Four – monitoring student assessment and progress, Section Five – assessing division level progress, and Section Six – engaging parents, caregivers, and community. The next steps were reviewed, which included Biennial K-8 Division Literacy Plan, professional learning requirements, and sharing updates as provided by Virginia Department of Education (VDOE).

The presentation continued with questions and comments regarding tutors and filling those positions; student assessments; and retirees coming back as tutors.

- C. 2025-26 and 2026-27 School Calendar: Matthew Delaney, chief schools officer, provided the School Board information on the calendar development process, including a summary of survey data and the calendar process parameters. Staff reviewed the 2025-26 and 2026-27 calendar recommendation and shared the rationale for a pre-Labor Day calendar for the 2025-26 and 2026-27 school years. School Board Policy 6-12, School Board Policy 6-13, and Code of Virginia 22.1-302 guide the school calendar development process. The calendar recommendation is that the School Board approve the pre-Labor Day calendars for 2025-26 and 2026-27 school years. A monthly comparison of the pre-Labor Day start calendar was provided for the 2025-26 and 2026-27 school years.

The presentation continued with questions and comments regarding the pre-Labor Day start; adjusted dismissal days; teacher workload, mandatory training; half-days for high school students during the last week of school; time teachers need at the end of the school year; Election Day as a flex day; number of school days; calendar parameters; final exams and retaking SOLs; other school division doing instructional hours instead of days; early release for high school students; graduation; suggestion of early dismissal for elementary and middle schools the last two days of school (Thursday and Friday); testing window; and the calendars to the School Board for Action on November 12.

13. **Return to public comments if needed**: As noted under Agenda Item #11, the Public Comments concluded at 6:37 p.m.

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

- A. Resolutions:
1. National Military Family Appreciation Month: Recommended that the School Board approve a resolution in observance of November as National Military Family Month.
 2. National Native American Heritage Month: Recommended that the School Board approve a resolution recognizing November as National Native American Heritage Month.
 3. National School Psychology Week: Recommended that the School Board approve a resolution recognizing November 11-15, 2024, as National School Psychology Week.

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4. American Education Week: Recommended that Virginia Beach City Public Schools recognizes the contributions of substitute teachers and education support professionals during the week of November 18-22, 2024, through the adoption of the American Education Week Resolution.
- B. Annual Field Trip Report SY 2023-24: Recommended that the School Board accept the 2023-2024 Field Trip Report.

Chair Melnyk called for any objections from the School Board voting on the Consent Agenda items. Hearing none, Chair Melnyk asked for the resolutions to be read. Ms. Anderson read the following resolution:

**National Military Family Appreciation Month
November 2024**

WHEREAS, our country owes the daily freedoms to the members of the Armed Forces, their family members and loved ones who share in their service and sacrifice; and

WHEREAS, we celebrate the exceptional service, strength and character of the approximately-20% military-connected youth and families of Virginia Beach City Public Schools; and

WHEREAS, we acknowledge that military families face unique challenges due to deployment, reintegration, service in combat zones and frequent relocations based on duty assignments; and

WHEREAS, the School Board of the City of Virginia Beach reaffirms its commitment to providing the resources and programs to support military-connected youth academically, socially and emotionally; and

WHEREAS, the Virginia Beach City Public School Board's *Compass to 2025* strategic plan calls for the continued creation of opportunities for military families and community members to purposely partner with schools in supporting student achievement, aspirations and social-emotional development; and

WHEREAS, November is recognized as Military Family Month

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes November as Military Family Month, and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all school staff and community members to initiate, support and participate in appreciation activities designed to recognize the exceptional role and unique sacrifices our military-connected youth make in our nation's best interest; and be it further

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 22nd day of October 2024

Ms. Weems read the following resolution:

**National Native American Heritage Month
November 2024**

WHEREAS, as the first people to inhabit North America, American Indians and Alaskan Natives have profoundly shaped our country's character and cultural heritage; and

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WHEREAS, Virginia began celebrating “American Indian Day” in 1987; and

WHEREAS, Virginia is home to seven federally recognized tribal nations, including the Chickahominy Indian Tribe, Chickahominy Indian Tribe-Eastern Division, Monacan Indian Nation, Nansemond Indian Nation, Pamunkey Indian Tribe, Rappahannock Tribe, and Upper Mattaponi Indian Tribe, as well as four additional state-recognized tribes, including the Cheroenhaka (Nottoway) Indian Tribe, Mattaponi Indian Tribe, Nottoway Indian Tribe of Virginia, and Patowomeck Indian Tribe of Virginia; and

WHEREAS, Native American men and women contribute to all areas of life in Virginia and the City of Virginia Beach, including, but not limited to, government, business, arts and sciences, medicine, education, law enforcement, and the military; and

WHEREAS, through the study of Native Americans and their traditions and values inspired — and continue to inspire — the ideals of self-governance and determination that are the framework of our nation; and

WHEREAS, the School Board of the City of Virginia Beach, through its core values and educational equity policy are committed to the cross-cultural competence within our school division;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November 2024 as National Native American Heritage Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and celebrate American Indians in Virginia, whose abilities and contributions strengthen our city and schools’ diverse culture; 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 22nd day of October 2024

Ms. Owens read the following resolution:

National School Psychology Week
Nov. 11-15, 2024

WHEREAS, Virginia Beach City Public Schools psychologists support the development of academic and social-emotional skills for all students, thus allowing each student to reach their full potential; and

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

WHEREAS, school psychologists are actively committed to helping students recognize their abilities, strengths, interests, and talents as these traits relate to their development and mental wellness; and

WHEREAS, school psychologists help parents focus on ways to further the educational, personal, and social-emotional growth of their children; and

WHEREAS, school psychologists work with teachers and other educators to help in meeting the individual needs of students; and

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WHEREAS, school psychologists use their expertise in child development, mental health, community resources, and crisis intervention to develop and implement interventions to support educational success.

WHEREAS, with this shared approach to supporting student learning and social-emotional growth, psychologists are considered an integral part of the educational process that enables all students to achieve success and wellness in school and life;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognize the second full week of November 2024 as National School Psychology 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 22nd day of October 2024

Ms. Riggs read the following resolution:

**American Education Week Resolution
Nov. 18-22, 2024**

WHEREAS, American Education Week is a time to honor and celebrate the dedication, hard work, and unwavering commitment of all individuals who contribute to the success of our educational system, including substitute teachers, and education support professionals; and

WHEREAS, substitute teachers and education support professionals play a crucial role in ensuring the smooth operation of schools, providing essential services, and supporting the overall educational experience of students; and

WHEREAS, substitute teachers often step in at a moment's notice to ensure that the continuity of education is maintained when the classroom teachers are absent, fostering a stable and productive learning environment; and

WHEREAS, education support professionals, including paraprofessionals, food services, custodial and maintenance services, security services, transportation services, and various other roles, are instrumental in providing invaluable assistance to educators and contributing to the development and well-being of students; and

WHEREAS, the dedication and commitment of substitute teachers and education support professionals extend far beyond their job descriptions, as they often serve as mentors, role models, and advocates for the students they interact with; and

WHEREAS, during American Education Week, November 18-22, 2024, the School Board of the City of Virginia Beach recognizes the contributions of substitute teachers and education support professionals to our education system and the future of our nation; and

NOW, THEREFORE, BE IT RESOLVED: the School Board of the City of Virginia Beach recognizes the week of November 18-22, 2024, as American Education Week in the Virginia Beach City Public Schools, and be it

FURTHER RESOLVED: That the contributions of substitute teachers and education support professionals in Virginia Beach City Public Schools be recognized during instructional time in the presence of students on Education Support Professionals Day, November 20, 2024, and Substitute Educators Day on November 22, 2024, and be it

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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 22nd day of October 2024

After the resolutions were read, Chair Melnyk called for a motion to approve the Consent Agenda as presented. Ms. Anderson made the motion, seconded by Vice Chair Franklin. Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Consent Agenda as presented. The motion passed unanimously, 11-0-0.

15. Action

- A. Personnel Report / Administrative Appointments: Chair Melnyk called for a motion to approve the October 22, 2024, personnel report and administrative assignments. Ms. Riggs made the motion, seconded by Vice Chair Franklin, that the School Board approve the appointments, and the acceptance of the resignations, retirements, and other employment actions as listed on the October 22, 2024, personnel report along with the administrative appointments as recommended by the Superintendent. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the October 2, 2024, personnel report and administrative appointments. The motion passed unanimously, 11-0-0.

Superintendent Robertson mentioned the following appointments: Aaron R. Popp, administrative assistant, Princess Anne and Three Oaks elementary schools, as assistant principal of W.T. Cooke Elementary School; Meghan M. Scott, instructional specialist, as coordinator of gifted education for the Office of K-12 and Gifted Programs; and Alicia D. Smith, coordinator of procurement services, as director of procurement services for the Office of Procurement Services.

- B. Budget Resolution Regarding FY 2023-24 Reversion and Revenue Sharing Formula Reconciliation: Chair Melnyk called for a motion to approve the budget resolution regarding FY 2023-24 reversion and revenue sharing formula reconciliation. Ms. Owens made the motion, seconded by Ms. Riggs. Chair Melnyk asked Ms. Anderson to read the resolution.

Ms. Anderson read the following resolution:

Budget Resolution Regarding FY 2023/24 Reversion and Revenue Sharing Formula Reconciliation

WHEREAS, on September 24, 2024, the School Board was presented with a summary of the unaudited financial statements for FY 2023/24 (year-ending June 30, 2024), showing the reversion amount to the city's General fund; and

WHEREAS, \$16,423,540 is the amount of School Operating reversion funds available (excluding debt service and revenues over/under budget); and

WHEREAS, \$5,327,022 is the amount remaining in debt service due to the timing of bond sales, increasing the School Operating reversion amount to \$21,750,562; and

WHEREAS, \$9,720,758 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$31,471,320; and

WHEREAS, \$176,939 reverted from the Athletics fund and \$45,364 reverted from the Green Run Collegiate Charter School fund; and

WHEREAS, the total amount available for re-appropriation is \$31,693,623; and

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WHEREAS, the city is currently indicating FY 2023/24 revenue under budget of \$1,162,099 based on the Revenue Sharing Formula; and

WHEREAS, the net funding available for re-appropriation is \$30,531,524; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$30,531,524:

- \$10,031,524 to be re-appropriated to the FY 2024/25 Capital Improvement Program
 - \$5,327,022 to be transferred in the form of pay-as-you-go funding with a corresponding reduction in authorized but unissued Public Facility Revenue Bonds
 - \$1,500,000 to be transferred in the form of pay-as-you-go funding for project 1-020 Renovations and Replacements – Various Phase III
 - \$3,204,502 to be to be transferred in the form of pay-as-you-go funding for project 1-030 Payroll System Replacement
- \$10,500,000 to be re-appropriated to the School Reserve Special Revenue fund to be set aside for FY 2025/26 Capital Improvement Program projects
- \$10,000,000 to be re-appropriated to the Health Insurance fund

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves the recommended uses of reversion funds as presented by the Administration; and be it

FURTHER RESOLVED: That the School Board requests that the City Council approve the re-appropriation of reversion funds shown above; and be it

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

Adopted by the School Board of the City of Virginia Beach this 22nd day of October 2024.

After the resolution was read, there was a brief discussion regarding the insurance fund; increase in number of claims; and potential increase to premiums. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the budget resolution regarding FY 2023-24 reversion and revenue sharing formula reconciliation.

The motion passed unanimously, 11-0-0.

- 16. Committee, Organization or Board Reports:** Vice Chair Franklin mentioned the GRC Governing Board meeting and shared information about GRC. Ms. Weems mentioned the Technical and Career Education Advisor Council meeting, workforce development, and upcoming presentation to the School Board on November 12 regarding dual enrollment courses. Ms. Anderson shared information about the Sister Cities Student Ambassador, applications are available in the schools, opportunity for scholarship money, and due date for applications is January 31. Chair Melnyk mentioned two upcoming meetings: October 23, Legislative Committee meeting at 3:00 p.m. and Building Utilization Committee Meeting at 4:00 p.m.

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

At 8:03 p.m., Vice Chair Franklin made the following motion, seconded by Ms. Kendrick 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:

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

Chair Melnyk called for a vote. He School Board Clerk announced there were eleven (11) ayes in favor of the motion to recess into Closed Session. The motion passed unanimously, 11-0-0.

Note: School Board Member, Ms. Brown did not attend the Closed Session since she participated via Zoom.

The School Board recessed into Closed Session at 8:07 p.m.

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

- C. Status of pending litigation or administrative cases, if needed; and
- D. Consultation with legal counsel regarding probable litigation and pending litigation matters: School Board Members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Cheryl R. Woodhouse, chief of staff; and Regina M. Toneatto, school board clerk.

Note: Vice Chair Franklin left the Closed Session at 8:22 p.m. and returned at 8:24 p.m. School Board Member, Ms. Kendrick left the Closed Session at 8:42 p.m. and returned at 8:43 p.m.

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- B. Updates on recent student matters: School Board Members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Cheryl R. Woodhouse, chief of staff; and Regina M. Toneatto, school board clerk.

At 8:44 p.m., the following staff left the Closed Session: Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Cheryl R. Woodhouse, chief of staff.

- A. School Board Attorney evaluation: School Board Members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; and Regina M. Toneatto, school board clerk.

The School Board reconvened at 8:57 p.m.

Kamala H. Lannetti, school board attorney, returned to the meeting.

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

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

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

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

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

- 18. Adjournment:** Chair Melnyk adjourned the meeting at 8:59 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Kimberly A. Melnyk, School Board Chair



Public Hearing on the Building Utilization Committee's Rezoning Recommendation

Subject: for Point O'View Elementary School and Larkspur Middle School

Item Number: 11

Section: Public Hearing

Date: November 12, 2024

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

Prepared by: Ronald D. Berkebile, Demographer/GIS Manager, Facilities Services

Melisa A. Ingram, Executive Director, Facilities Services

Presenter(s): Ronald D Berkebile, Demographer/GIS Manager, Facilities Services

Recommendation:

The School Board of the City of Virginia Beach is seeking public comment on the proposed rezoning recommendation from the Building Utilization Committee as briefed to the School Board at the September 24, 2024, School Board workshop. This proposed rezoning recommendation impacts Point O'View ES, Kempsville ES, Pembroke ES and Arrowhead ES, as well as Larkspur MS, Independence MS, and Kempsville MS attendance zones for the 2025-2026 school year, as advertised on page 7 in the Sunday, October 27, 2024, edition of *The Virginian-Pilot* and duplicated below:

Sunday, October 27, 2024 | 7

PUBLIC HEARING

Proposed Rezoning for School Year 2025-2026

The School Board of the City of Virginia Beach will hold a **PUBLIC HEARING** on Tuesday, November 12, 2024, at 6:00 p.m. in the School Administration Building, Municipal Center Building 6, Virginia Beach, Virginia. The purpose of this hearing will be to obtain public input on the Building Utilization Committee's rezoning recommendation for Point O'View Elementary School and Larkspur Middle School for the 2025-2026 school year. The Virginia Beach School Board has charged its *Building Utilization Committee (BUC)* with conducting annual reviews of the school division's attendance areas and making recommendations for adjustments. The recommendations under consideration are:

Recommendation:

- Point O'View Elementary School is forecasted to be over-capacity due to the increase of enrollment and new housing developments in school year 2025-2026. Adjacent school zones are at the lower bound of capacity, under-capacity or are forecast to be under-capacity. To bring balance to the area, Point O'View Elementary School, Pembroke Elementary School, Arrowhead Elementary School, and Kempsville Elementary School are under rezoning consideration for school year 2025-2026.
- Middle school zones would be adjusted to align with the newly rezoned elementary school zones. Affected middle schools, Larkspur Middle School, Independence Middle School, and Kempsville Middle School, are under rezoning consideration for school year 2025-2026. No high school zones will be adjusted.

For detailed information and maps on the proposed rezoning, please visit the website <https://www.vbschools.com/departments/services/facilities-services/proposed-school-rezoning-plan>. Any questions concerning this matter should be directed to the school division's Demographer, Office of Facilities Services, 1568 Corporate Landing Parkway, Suite 200, Virginia Beach, Virginia, or by phone (757) 263-1055 or e-mail vbschzones@vbschools.com.

Any citizen who desires to speak at this hearing should contact the Clerk of the School Board at (757) 263-1016. If you are physically disabled or visually or hearing impaired and need assistance at this meeting, please call the SCHOOL BOARD CLERK'S OFFICE at (757) 263-1016, Hearing impaired call TDD 711 (TDD - Telephone Device for the Deaf).

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Background Summary:

N/A

Source:

School Board Policy 5-14, Student Attendance Areas

Budget Impact:

N/A



Subject: Policy Review Committee's Recommendations

Item Number: 13 A1-12

Section: Information

Date: November 12, 2024

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

Prepared by: Kathleen Brown, PRC Chair and Kamala Lannetti, School Board Attorney

Presenter(s): Kamala Lannetti, School Board Attorney

Recommendation:

That the School Board review Policy Review Committee (PRC) recommendations regarding the amendment of certain bylaws and policies as recommended by the PRC at its October 17, 2024 meeting.

Background Summary

1. **Bylaw 1-25/Public Complaints and Procedures** – the PRC recommends removing part of Section B which references the Governance Committee and correcting the lettering.
2. **Bylaw 1-28/Committees, Organizations and Boards – School Board Member assignments** – the PRC recommends removing Section C 3 regarding the Governance Committee.
3. **Bylaw 1-33/Formulation and Approval/Revision/Recission of Regulations** – the PRC recommends removing language that limits the School Board's authority over School Board Regulations and add language that aligns with the Code of Virginia regarding the same.
4. **Policy 2-9/Superintendent: Evaluation** – the PRC recommends removing references to the Governance Committee.
5. **Policy 3-61/Tobacco and Nicotine Vaper Products** – the PRC recommends adding language that could include the use of alternative nicotine products, such as nicotine cessation products, during school hours or at school sponsored events.
6. **Policy 7-1/Relations with the Public** – the PRC recommends formatting and other changes that align with similar changes recently made to other policies and updating the name of the Department of Communications and Community Engagement.
7. **Policy 7-6/Relations with the News Media** – the PRC recommends changes to the policy and removing the Editor's Note as the information is located in the Related Links section of the Policy.
8. **Policy 7-10/Communications from the Public** – the PRC recommends removing the Editor's Note as the information is located in the Related Links section of the Policy.
9. **Policy 7-15/Distribution/Announcement of Outside Communications** – the PRC recommends updating the name of the Department of Communications and Community Engagement and removing the Editor's Note as the information is located in the Related Links section of the Policy.
10. **Policy 7-18/Community Engagement/Volunteers** – the PRC recommends updating the name of the Department of Communications and Community Engagement, updating the name of the Office of Family and Community Engagement, adding a link to the www.vbschools.com page that contains the online volunteer application, and removing the Editor's Note as the information is located in the Related Links section of the Policy.
11. **Policy 7-31/Parent Teacher Associations (PTAs) and Parent Teacher Student Associations (PTSAs)** – there are no recommended changes to this Policy. It is being reviewed to meet the requirements under the Code of Virginia.
12. **Policy 7-32/Gifts, Grants and Bequests** – the PRC recommends changes to formatting to align with other recent changes to policies and adding titles to Sections B and C.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.13:7 School board policies.

Policy Review Committee Meeting of October 17, 2024

Budget Impact:

N/A

SCHOOL BOARD BYLAWS

Public Complaints and Procedures

The School Board recognizes that situations may occur in the operation of the School Division which are of concern to parents, students, employees, and the general public. It is important that individuals be directed to the most immediate and proximate level for resolution as teachers and/or administrators are often in the best position to resolve matters regarding students or employees if they are made aware of the issue/concern and provided an opportunity to respond.

A. Complaints regarding students or employees

School Board Members should advise complainants that issues regarding students or employees are best dealt with through communication with appropriate staff members according to the Chain of Communication set forth below.

1. Chain of Communication

- a. Classroom teacher, if a student complaint;
- b. Assistant Principal;
- c. Principal or Worksite Supervisor;
- d. Appropriate Director or Executive Director;
- e. Appropriate Chief Officer;
- f. Chief of Staff;
- g. Superintendent.

2. Complaints unresolved through Chain of Communication

If the constituent has followed the Chain of Communication and the issue/concern remains unresolved, the School Board Member will refer the complaint to the Superintendent or designee for investigation and copy the other School Board Members on the referral. The School Board may hear appeals of the Superintendent's determinations at its sole discretion.

B. Complaints regarding the School Board or School Board Members

Complaints that concern School Board actions, School Board operations, or individual School Board Members should be directed to the School Board. ~~The School Board directs the School Board Governance Committee to review such complaints and make recommendations to the School Board regarding resolution of the complaints. The School Board Governance Committee may develop procedures for processing and resolving such complaints.~~

~~C.~~ C. This Bylaw does not restrict rights to School Board hearings provided by law or other policies of the School Board.

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

Reviewed by School Board: August 2, 2016

Amended by School Board: January 28, 2020

Scrivener's amendments: December 13, 2022

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

SCHOOL BOARD BYLAWS

Committees, Organizations and Boards – School Board Member Assignments

The School Board utilizes committees, boards, and other organizations (hereinafter "Committee") to accomplish both internal and external goals. School Board Members may be assigned to represent the School Board's interest on any such Committee. School Board Members have no individual authority when serving in these assignments and may only exercise the authority specifically authorized by the School Board. The School Board recognizes the following types of Committees: a) Standing School Board Committees; b) Joint School Board/City Council Committees; c) Ad Hoc School Board Committees; d) School Division Standing Committees with School Board Liaisons; and e) Outside Committees.

A. General matters

1. Creation

The School Board may determine that certain School Division objectives require longer term study and analysis, and/or ongoing oversight. In such cases where concerns lend themselves to a committee approach, committees comprised of School Board Members either alone or in conjunction with members of the School Administration, other public bodies, or public organizations, and/or the public-at-large may be created by the School Board. The School Board shall describe the objectives of any such Committee in its minutes or other writing and provide it to the Committee.

2. Authority

Any such Committee shall have only such authority to bind the School Board as is expressly granted and shall have only such powers as the School Board has expressly granted or which, by implication, are reasonably necessary to accomplish the stated purpose(s).

3. Assignments

Unless otherwise specified, the School Board Chair in consultation with the Vice Chair will recommend to the School Board School Board Members and others to be assigned to Committees. The School Board by majority vote will appoint School Board Committee Members by July 1st of each year. Assignments may be reviewed in January of each year or when otherwise necessary. Each School Board Member should be assigned to at least one (1) Committee. Appointment to a Committee should take into consideration, but not be limited to, the following

(the order of considerations does not indicate priority of considerations) equitable distribution of Committee assignments among School Board Members; expressed interests of School Board Members; experience of School Board Member; a School Board Member's training, education and/or experience with the purpose of the committee; continuity of service and historical knowledge; availability for meetings; the need for diversity; the needs of the School Board; and other good and just cause.

Should one or more representatives of the School Board be needed to attend a Committee meeting prior to the School Board's adoption of Committee assignments, the Chair is authorized to temporarily appoint School Board Members to that Committee. 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.

The School Board is authorized to appoint alternates to Committees, should the School Board Member assigned require another School Board Member to substitute. In the absence of an alternate or when an alternate is unavailable, the Chair may assign another School Board Member to represent the School Board at a Committee meeting.

4. Individual Authority

Individual School Board Members appointed to any Committee shall have no authority to bind the School Board on any matter unless such authority is expressly granted by the School Board.

5. Reports

Assigned School Board Members shall report to the School Board on Committee activities when and in the format designated by the School Board.

6. Committee Chair

The Committee Chair will be chosen by the Members of the Committee unless otherwise specified. For the purposes of electing a Committee Chair, the most senior School Board Member attending the first meeting of the fiscal year (starting July 1st) (or the most senior assigned staff member attending the meeting if a School Board Member is not present at the first meeting) shall conduct the election of the Committee Chair. Until such time as a new Committee Chair is elected, the current Committee Chair may continue to serve as the Committee Chair so long as the Committee Chair remains appointed to that Committee. If the Committee Chair is no longer on the School Board, the most senior School Board Member on the Committee will serve as the Chair until a new chair is elected. All School Board created Committees shall be chaired by an assigned School Board Member unless the Committee structure specifically requires that another person be the Committee Chair. When choosing a Committee Chair, the following shall

be considered: a) continuity of membership; b) expressed interest of assigned School Board Members; c) diversity of membership; and d) needs of the School Board Committee.

7. Roles and Responsibilities of the Committee Chair

The Committee Chair shall have the responsibility for: a) presiding over the meetings or designating another Committee Member to preside in the Chair's absence; b) setting the direction for and establishing norms and protocols that allow for appropriate function and in an efficient manner; c) provide guidance and communicate expectations to other Committee Members; d) ensure that relevant, timely and effective decisions are executed and that all Committee Members are provided the opportunity to participate in the decision making process; e) ensure compliance with applicable law, bylaw, policy and regulation; f) ensure that appropriate notices are made, agendas and supporting materials are provided and that minutes of the meetings are kept if so required by law; g) contact new committee members; h) should try to maintain the agreed upon scheduled for Committee meetings and give consideration to the availability of Committee Members before changing the meeting date, time or location.

8. School Board Standing Committees will follow the School Board Standing Committee Procedures set forth in School Board Bylaw Appendix C.

B. Committee Meetings

1. Notices of Meetings by Committee Chair

The Committee Chair or the assigned staff member shall provide the School Board Clerk notice of the date, time, and location of Committee meetings so that the School Board Clerk or assigned staff member can give the public notice of meetings consistent with applicable law. The Committee Chair or the assigned staff member shall make available to the public, upon request, nonexempt agenda materials furnished to Members for the meeting as required by the Virginia Freedom of Information Act and other applicable law. Committee Meetings will be held in locations accessible to the public.

2. Public Access

Committee Meetings shall be open to the public but may be closed for all or a portion of the Meeting as permitted by the Virginia Freedom of Information Act and other applicable law or regulation. The Committee Chair or assigned staff member will make arrangements for any persons needing accommodations or other services to access the Committee Meetings.

3. Rules of Order

School Board Committees may, but are not required to, follow the Standing Rules and the Special Rules of Order.

C. School Board Standing Committees

The Committees listed below shall be considered Standing Committees of the School Board:

1. Internal Audit Committee

The Internal Audit Committee consists of three to four Members, including two or three Members of the School Board and one or more citizens of the City of Virginia Beach to serve as the third and/or fourth Member.

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 School Board has established the Department 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.

2. Policy Review Committee

The School Board Policy Review Committee (PRC) will consist of three School Board Members. The School Board, at its discretion, may appoint a citizen to serve as a voting member. The School Board Attorney, the Chief of Staff and other staff members appointed by the Superintendent will serve as liaisons to the PRC but will not be voting members.

The responsibilities of the PRC will be to consider input from the public, students, staff, the school administration, or other stakeholders and advise the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations.

~~3. Governance Committee~~

~~The Governance Committee will consist of the School Board Chair and the Chairs of the Internal Audit Committee, and the Policy Review Committee. Additionally, one other School Board Member will be appointed by the School Board Chair and approved by the School Board to also serve on the Committee. The Chair of the Governance Committee will be the Chair of the School Board. The Superintendent and the School Board Attorney will serve as the liaisons to the Committee but will not be voting members. The Governance Committee will be responsible for the following:~~

- ~~a. building and monitoring the School Board-Superintendent working relationship and addressing relationship issues as they occur, including approval of routine matters related to the Superintendent's contract and~~

- employment, initially addressing issues and concerns regarding the Superintendent's conditions of employment, and communication with the School Board concerning such matters;
- b. ~~developing procedures and an evaluation instrument for the Superintendent's evaluation;~~
 - c. ~~developing and presenting to the School Board annual goals for the Superintendent;~~
 - d. ~~establishing School Board Superintendent communication and interaction guidelines and monitoring compliance with such guidelines;~~
 - e. ~~planning strategic and/or operational retreats at which values and vision statements will be updated (as needed), environmental trends will be assessed, and strategic issues will be identified and analyzed;~~
 - f. ~~identifying training and educational opportunities for School Board Members to become better informed about School Board governance issues and public education matters and monitoring an annual budget to fund such opportunities;~~
 - g. ~~coordinating School Board self-evaluation procedures, instruments and training;~~
 - h. ~~developing guidelines for effective communication of School Board Committee work to the School Board, the School Administration, and the public;~~
 - i. ~~developing long range agenda forecasts for School Board consideration;~~
 - j. ~~reviewing and responding to complaints or concerns regarding School Board Members and developing procedures for handling such complaints;~~
 - k. ~~Establish protocol and procedures, subject to review by the School Board, regarding School Board Meetings and other matters relating to the School Board;~~
 - l. ~~Developing the School Board Attorney contract, job description and evaluation. Handling the annual evaluation process of the School Board Attorney, monitoring the needs and work of the Department of Legal Services; and~~
 - m. ~~such other duties assigned to the Governance Committee by the School Board.~~

4.3.Legislative Committee

The Legislative Committee will consist of three School Board Members, the School Board Attorney, the School Board's Legislative Consultant and those staff members appointed by the Superintendent who will serve as liaisons to the Committee but will not be voting members. 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.

5.4.Building Utilization Committee

The Building Utilization Committee (BUC) will consist of three School Board Members. The Superintendent may assign appropriate staff members to assist the BUC in its review but such staff members will not be voting members. The BUC will annually review enrollment projections and impact on optimal building utilization. At its discretion, the BUC may invite input from PTAs or other community groups directly impacted by any recommendation from the BUC.

6.5.Student Discipline Committees

Three Committees of the School Board shall be appointed 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. If only two School Board Members are present for a Committee hearing, the School Counselor may vote in place of the School Board Member, however any decision in which a School Counselor has cast a vote may be appealed to the School Board for a hearing.

D. Joint Standing School Board and City Council Committees/Boards

The Committees listed below shall be considered Joint Standing Committees of the School Board and the City Council. The Chair shall seek approval from the School Board for all Member appointments to such Committees. The Chair shall take into consideration the experience of the School Board Members, their interest in membership, diversity of membership and continuity of membership on a Committee. The Chair of each Joint

Standing School Board/City Council Committee shall be selected by the Committee Members unless otherwise specified.

1. CIP/Modernization Review Committee

The School Board Chair will appoint, 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.

E. School Board Ad Hoc Committees

A School Board Ad Hoc Committee and Ad Hoc Committee Chair shall be proposed by the School Board Chair and appointed by the School Board, as the need arises, to carry out a specified task, at the completion of which - that is, on presentation of its final report to the School Board, such Ad Hoc Committee will automatically cease to exist. An Ad Hoc Committee shall have those powers designated by the School Board. The following Committee(s) are designated School Board Ad Hoc Committee(s):

a. Ad Hoc School Site Selection Committee

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.

b. Other Ad Hoc Committees as needed.

F. School Division Standing Committees with School Board Member Liaisons

If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members of School Division Standing Committees. Voting rights of School Board Members serving as liaisons are determined by the Committee. The Superintendent shall provide a list of all such Liaison positions to the School Board by June 1st of each year.

1. The following Committees are designated as School Division Standing Committees with School Board Members assigned as Liaisons:

a. 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.

- b. 403 b Plan Oversight Committee
- c. Mental Health Taskforce

No more than two School Board Members will be assigned as liaisons to the Mental Health Taskforce.

G. Outside Committees, Organizations or Boards

The School Board Chair will recommend, and the School Board will approve School Board Members to represent the School Board on Outside Committees. In those instances, School Board Members have authority to bind the School Board for the limited purpose for which the Outside Committee exists. The Superintendent shall provide a list of all Outside Committees to the School Board by June 1st of each year. The School Board Chair will recommend, and the School Board shall appoint School Board Members to such Committees by majority vote. Outside Committees include, but are not limited to:

1. Green Run Collegiate Charter Board
2. Governor's School for the Arts;
3. Mayor's Committee for Persons with Disabilities;
4. SECEP - Southeastern Cooperative Educational Program;
5. VSBA - Virginia School Board Association Delegate Assembly;
6. Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee;
7. Sister Cities Association of Virginia Beach;
8. Deferred Compensation Board;
9. Access College Foundation; and
10. Virginia Beach Human Rights Commission

Related Links

School Board Bylaws [Appendix A](#)

School Board Bylaws [Appendix C](#)

School Board [Policy 3-96](#)

School Board [Internal Audit Charter](#), as amended.

Adopted by School Board: July 21, 1992

Amended by School Board: April 19, 1994

Amended by School Board: January 3, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: August 7, 2001

Amended by School Board: August 21, 2001

Amended by School Board: May 28, 2002

Amended by School Board: August 6, 2002

Amended by School Board: July 15, 2008

Amended by School Board: December 2, 2008

Amended by School Board: December 15, 2015

Amended by School Board: August 2, 2016

Amended by School Board: June 11, 2018

Amended by School Board: February 12, 2019

Amended by School Board: November 12, 2019

Amended by School Board: January 28, 2020

Amended by School Board: June 23, 2020

Amended by School Board: February 23, 2021

Amended by School Board: September 28, 2021

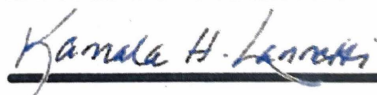
Amended by School Board: December 13, 2022

Amended by School Board: April 4, 2023

Amended by School Board: June 10, 2024

Amended by School Board: 2024

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SCHOOL BOARD BYLAWS

Formulation and Approval/Revision/~~Reeision~~Recission of Regulations

A. Formulation

~~A.~~

1. The School Board shall delegate to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools of this School Division shall be operated.
2. Such rules and detailed arrangements shall constitute the regulations governing the schools. They must be in every respect consistent with the policies adopted by the School Board. Staff is responsible to the Superintendent for familiarizing themselves with and following School Division regulations.
3. In the absence of applicable policy, the Superintendent is authorized to establish needed regulations subject to later confirmation in policy should the School Board so wish.

~~—The School Board itself shall formulate and approve or revise regulations only when specific state or federal mandates require School Board approval and may do so when the Superintendent so recommends in light of strong community attitudes or probable staff reaction.~~

B. Review

The School Board reserves the right to review, approve, amend or-and veto ~~administrative~~ regulations should they, in the School Board's judgment, be inconsistent or absent from ~~with the~~ policies adopted by the School Board.

C. Distribution

Regulations promulgated by the Superintendent shall be provided to the School Board in a timely manner. When the Superintendent promulgates new regulations or revises current regulations initial copies provided to the School Board for information shall show the previous language eliminated by strikeouts and new or revised language by double underlining in order that language eliminated and revised is clear.

Legal Reference

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

Adopted by School Board: July 21, 1992

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: December 13, 2022

Amended by School Board: 2024

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Kanaka H. Lemos

ADMINISTRATION

Superintendent: Evaluation

The School Board shall evaluate the Superintendent annually consistent with the performance standards set forth by the Virginia Board of Education and applicable law or regulation. ~~The School Board Governance Committee shall have responsibility for the evaluation procedures. The School Board Governance Committee shall have responsibility for the evaluation procedures.~~

Legal Reference

Code of Virginia, § 22.1-60.1, as amended. Evaluation of superintendent.

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

Virginia Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents, as amended.

Adopted by School Board: October 20, 1992

Amended by School Board: October 1, 2013

Amended by School Board: June 17, 2014

Amended by School Board: June 23, 2020

Reviewed by School Board: March 13, 2023

Amended by School Board: 2024

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Kamala H. Lenoir

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Tobacco, ~~and~~ nicotine vapor, ~~alternative nicotine~~ products- prohibited

Tobacco and nicotine vapor, or alternative nicotine products may not be used or distributed by any person on any school vehicle, school property or an on-site or off-site location where a school-sponsored or school related activity is taking place~~by any person~~. Use of alternative nicotine products during school hours or at school sponsored events requires completion of a medication order with the school nurse. The Superintendent or designee is authorized to develop appropriate regulations and procedures for notification and compliance with this Policy.

Editor's Note

Students may be subject to further disciplinary actions as set forth in the Code of Student Conduct and applicable policy and regulation.

School Board employees may be subject to disciplinary action for use or distribution of tobacco, nicotine ~~and~~ vaping, or alternative nicotine products.

Related Link

Regulation 5-45.1

Legal Reference

Code of Virginia § 22.1-79.5, as amended. Policy regarding tobacco and nicotine vapor products.

Adopted by School Board: May 28, 2019

Amended by School Board: 2024

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Kamala H. Lennetti

COMMUNITY RELATIONS

Relations with the Public

The School Board recognizes citizens' rights to participate in educational decisions and their right to be informed about how pupils are being educated and how school funds are spent. The School Board endorses an affirmative public communication policy and accepts responsibility for keeping the community informed about schools. In cooperation with administrators and teachers, it seeks opportunity to inform individual citizens and organizations about educational services, initiatives, accomplishments, needs, challenges, costs, revenues, expenditures and other pertinent topics.

A. Individual and group opinions, suggestions and questions accepted

The School Board and Superintendent seek and welcome individual and group opinions, suggestions, and questions regarding school matters. Regular School Board meetings shall be open to the public and to the news media. Closed sessions shall be held only in compliance with state law.

B. Recognition of news media

School Board Members, administrators, teachers, and staff recognize the news media, VBTV (the municipal cable television channel), the School Division's website and social media channels to be important means of keeping people informed about school-related news and information. They welcome the interest and assistance of publishers, editors, station managers, and reporters. School Board Members, administrators, teachers and staff desire to provide representatives of all news media with available non-confidential facts about schools. All news releases will be distributed electronically to local news media and will be posted on the School Division's website for convenient public access.

C. Providing information regarding school related matters

The Superintendent or designee is authorized and directed to prepare publications needed to keep citizens informed about educational services, initiatives, achievements, needs, costs, challenges, revenues, and expenditures and other pertinent topics. The Superintendent or designee is directed to provide parents, guardians and students at the beginning of each school year the academic objectives, standards of learning, and requirements for graduation as required by the Regulations Establishing the Standards for Accrediting the Public Schools in Virginia. The Superintendent or designee will ensure that each school provides access to to the adult student and the parents/legal guardians of minor students attending the school and to the school community a written School Performance Report Card that complies with the Regulations Establishing the Standards for Accrediting the Public Schools in Virginia.

D. Website accessibility

To ensure that information on the School Division's website, vbschools.com, is accessible to the greatest extent possible to all site visitors, including individuals with disabilities, the website

follows the Website Content Accessibility Guidelines (WCAG) 2.0. These guidelines were created by the World Wide Web Consortium to set website standards to assist individuals with disabilities. The School Division continuously reviews and updates its website to ensure compliance with current and future standards.

1. Some pages on vbschools.com contain links to third party sites, which are not within the control of VBCPS and may not comply with accessibility standards. VBCPS is not responsible for the content or accessibility of third party sites. The School Division is in the process of incorporating website accessibility into its procurement process for products or services used on vbschools.com.
2. Community members who are experiencing difficulty accessing information on vbschools.com, should contact the School Division's [Department of Communications and Community Engagement](#) ~~Department of Media and Communications~~ at 757-263-1075 to obtain the information in an alternative format.

E. Maintaining positive relationships

All School Board employees and volunteers shall seek to maintain positive relationships with students, parents/[legal guardians](#), organizations, and news media, thus helping implement this Policy.

Editor's Note

See also School Board Policy 7-10 and any implementing regulations.

Legal Reference

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

Virginia Board of Education Regulation, 8 VAC 20-131-270, as amended. School and community communications.

Related Links

School Board [Policy 7-10](#)

Adopted by School Board: October 21, 1969

Amended by School Board: November 18, 1986

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 15, 1998

Amended by School Board: May 25, 2004

Amended by School Board: May 9, 2006

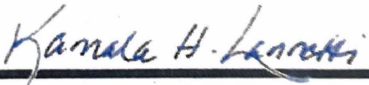
Amended by School Board: August 19, 2014

Amended by School Board: January 23, 2018

Amended by School Board: April 30, 2019

[Reviewed by School Board: 2024](#)

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COMMUNITY RELATIONS

Relations with the News Media

A. Generally

The School Board desires to cooperate with the news media in providing the public with pertinent facts concerning the School Division and its schools. The Superintendent or designee shall establish a basic and reliable source to which the news media may turn to for information.

B. Attendance at School Board Meetings

The School Board encourages the attendance of the news media at all open School Board meetings.

C. Interviews/Photographs/Videotaping

The School Board permits the interviewing/photographing/filming of students and teachers during the school day only if the interviews, in the judgment of the principal or Superintendent or designee, do not disrupt the educational program or tend to cause undue confusion. Permission will be required to interview/photograph/film either from the adult student or the parent/legal guardian of students under age eighteen (18). Crowd shots that are not meant to individually identify students will be exempt from the permission requirement. Permission, for the purpose of this Policy, will be defined as an adult student's or the minor student's parent or legal guardian's signature on the Parent Acknowledgement Form distributed with the annual School Handbook or by parent/legal guardian signature on an individual release form.

D. Athletic Contests and Student Performances

The Superintendent may permit the broadcasting and/or online streaming of athletic contests and student performances by radio or television provided that the broadcast is done as a public service or that the sponsor of the broadcast is appropriate. As such events are generally open to the public to attend and photograph, permission or release forms will not be required in such instances.

E. Student Participation in Media programs

When given approval by the Superintendent or ~~his/her~~ designee, students may participate in media programs if the programs' objectives are to educate the public concerning the public schools or to provide a learning experience for the participating students. Written parental/legal guardian permission must be secured for any student (under age 18) or from the adult student being interviewed, photographed or videotaped prior to the student's participation, unless the appropriate Parental Acknowledgement Form is on file in the student's school.

It shall be clearly understood that the School Board does not endorse the product or products of any sponsor.

Editor's Note

~~See School Board Policy 5-66: Student Directory Information~~
~~See School Board Policy 5-31: Student Records~~

Legal Reference

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

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232(g), as amended.

No Child Left Behind Act of 2001 as amended by Every Child Succeeds Act, 20 U.S.C. § 6301, et seq., as amended.

Related Links

School Board [Policy 5-31](#)

School Board [Policy 5-66](#)

Adopted by School Board: October 21, 1969

Amended by School Board: November 18, 1986

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

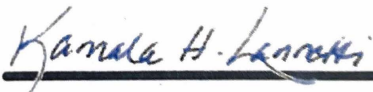
Amended by School Board: May 15, 2004

Amended by School Board: August 19, 2014

Amended by School Board: April 30, 2019

[Amended by School Board: 2024](#)

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COMMUNICATIONS AND COMMUNITY ENGAGEMENT

Communications from the Public

Communications from the public, including petitions and complaints, are to be directed first to the principal of the school involved and will then follow the lines of responsibility to the appropriate supervisor, followed by the Superintendent or designee for a response and/or resolution at the appropriate level. The Department of Communications and Community Engagement also will be notified of such complaints where appropriate.

Communications submitted to the School Board following a response and/or resolution by the Superintendent or designee will be reviewed by the School Board at its sole discretion. Public complaints that concern School Board actions, School Board operations, and individual School Board Members will be directed to the School Board. No anonymous communications shall be considered.

The Superintendent shall be given an opportunity to examine and evaluate all such information and to recommend action before the School Board attempts to make a decision regarding communications from the public.

Editor's Note

*For complaints regarding students or employees see School Board Bylaw 1-25
For challenged controversial materials see School Board Policy 7-12 and any implementing
regulations.*

Related Links

School Board [Bylaw 1-25](#)

School Board [Policy 7-12](#)

School Board [Regulation 7-12.1](#)

Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: April 30, 2019

[Amended by School Board: 2024](#)

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COMMUNITY RELATIONS

Distribution/Announcement of Outside Communications

A. Generally

The School Board prohibits the distribution, by means of students, of materials or information which publicly endorse, or support groups or organizations involved in a commercial endeavor for profit.

B. Public Announcements

Principals are authorized to arrange for announcements in the schools regarding community programs and scheduled activities or events that have educational or recreational value, as determined by the principal.

C. Distribution of Literature

Communications to families sent home with students or distributed in digital or electronic format shall be reviewed carefully by each principal before permission is granted to distribute pamphlets, notices, and other communications. If a principal is in doubt, ~~he/she the principal~~ shall seek permission from the appropriate supervisor in the Department of School Leadership. If doubt exists at this level as to whether or not distribution should be made, permission shall be denied until the disposition of the matter is made by the Superintendent or designee.

Outside organizations seeking to distribute communications to more than one school or school administration site will submit the proposed communication to the ~~Department of Communications and Community Engagement~~ Department of Media and Communications. The ~~Department of Communications and Community Engagement~~ Department of Media and Communication will review the communication for compliance with applicable policy, regulation or law and alignment with the educational environment. If approved for distribution, the communication will be provided to applicable principals and be distributed to families.

D. Within Schools

The distribution within schools of notices or communications originating with non-school organizations shall be restricted to patron organizations and to those announcements of a specific nature which, in the judgment of the principal, are of significant educational value. Boy Scouts, Girl Scouts, and other patriotic groups (as defined by state or federal law) will be allowed to distribute notices or communications regarding membership to the same extent as other patron organizations.

E. By Students

Students should not be used to distribute notices or communications to parents unless such communications originate with the school, are of an official school nature, including patron organizations affiliated with the school, or possess significant educational value. Students shall

only be used to distribute information of a non-school nature when it pertains to school-related organizations or when, in the judgment of the principal, such notice of information is of educational significance and/or important to the community as a whole.

F. Use of Interoffice (Pony) Mail Services/Communication Systems

The use of the School Division's interschool mail distribution service and communication systems shall be limited to school business and, with the approval of the Superintendent or ~~his/her~~ designee, communications by parent-teacher organizations, other school-related organizations, or employee associations as defined in Policy 4-32.

Editor's Note

For advertising in the schools see School Board Policy 7-14 and any implementing regulations.

For acceptable use of computer systems see School Board Policy 6-64 and School Board Regulation 6-64.1.

Legal Reference

Boy Scouts of America Equal Access Act, 20 U.S.C. §7905, et seq., as amended

Related Links

School Board [Policy 4-32](#)

School Board [Policy 6-64](#)

School Board [Regulation 6-64.1](#)

School Board [Policy 7-14](#)

Adopted by School Board: October 20, 1992

Amended by School Board: May 9, 2006

Amended by School Board: August 19, 2014

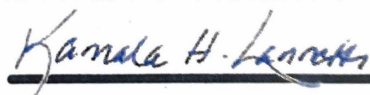
Amended by School Board: August 2, 2016

Amended by School Board: April 24, 2018

Amended by School Board: April 30, 2019

[Amended by School Board: 2024](#)

APPROVED AS TO
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COMMUNITY RELATIONS

Community Engagement/Volunteers and Partnerships

A. Generally

1. The School Board recognizes that volunteers from families and community members as well as volunteers from and partnerships with community businesses, military or other public or private agencies or faith-based organizations make valuable contributions to the educational program and that their engagement increases the support of the schools by the community.
2. The Superintendent, or designee, in collaboration with family and community members, will review annually and revise as necessary the Guidelines for School Volunteers and Partners. The publication will contain a volunteer/partner code of ethics and guidelines for serving as a volunteer or partner in education.
 - a. Family/community members shall be encouraged to become involved as volunteers and partners in education for the purpose of assisting and enhancing the educational experience for all public school students.
 - b. The principal or designee will provide orientation, job descriptions and specific assignments for the volunteers/partners. For special events, volunteers and partners who are family members of students may be permitted to ride the school bus to and from school under School Board regulations of the Superintendent.
 - c. Prior to service as a school volunteer or partner, all candidates for these programs will be provided information/training to familiarize them with the procedures governing their service.
 - d. All volunteers and partners will be provided a copy of the Guidelines for School Volunteers and Partners, and the code of ethics requirements for volunteers and partners will be explained.

B. Responsibilities

1. The administration of the schools and the instructional program are the responsibility of School Board ~~employees~~employees, and the responsibility cannot be delegated. Volunteers and partners work under the direction of the School Administration and School staff who retain the responsibility for the instruction and supervision of students in their charge.
2. All volunteers and partners will be required to comply with the code of ethics requirements and responsibilities listed in the Guidelines for School Volunteers and Partners.

3. The Office of **Family and** Community Engagement will coordinate partnerships and carry out the following responsibilities:
 - a. Establish program goals;
 - b. Identify community partners;
 - c. Match partners with schools to meet student needs;
 - d. Orient appropriate personnel from partnering organizations;
 - e. Support school-based Community Engagement Liaisons;
 - f. Monitor the program; and
 - g. Conduct an annual evaluation of the program.

C. Volunteers and Partners in Education Programs

1. Volunteer in Education

Each school will maintain a Volunteer in Education program coordinated by the Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA) and overseen by the school principal or designee. Volunteer opportunities shall be identified by school principals and may include mentorship programs to provide students with social, emotional and additional academic support.

2. Partners in Education

A Partners in Education program designed to pair individual public schools with businesses, military or other public or private agencies or faith-based organizations will be coordinated by personnel in the **Department of Communications and Community Engagement** ~~Department of Media and Communications/Office of Community Engagement~~ as designated by the Superintendent to support student success. The principal at each school shall designate a staff member as the school's community engagement liaison to support the **Department of Communications and Community Engagement's** ~~Department of Media and Communications/Office of Community Engagement's~~ initiatives.

Editor's Note

*For Community Engagement programs see School Division
website: www.vbschools.com/community*

Related Links

[Community - Virginia Beach City Public Schools \(vbschools.com\)](http://www.vbschools.com)

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: May 25, 2004

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. Lencioni

COMMUNITY RELATIONS

Parent-Teacher Associations (PTAs)

The School Board shall encourage the establishment of a Parent-Teacher Association (PTA) or Parent-Teacher-Student Association (PTSA) in each school and shall cooperate with the Virginia Beach Council of PTAs in its efforts to promote public education. The Superintendent shall encourage principals to cooperate with PTAs/PTSAs in mutual activities.

In the event questions arise concerning PTA/PTSA activities which conflict with School Board policy, the Superintendent or designee shall schedule a meeting that may include the principal, the president of the Virginia Beach Council of PTAs, and the local PTA/PTSA president to resolve the question. The Superintendent shall encourage principals and teachers to become active members of their respective schools' PTA/PTSA.

Legal Reference

Virginia Board of Education Regulation, 8 VAC 20-131-270, as amended. School and community communications.

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

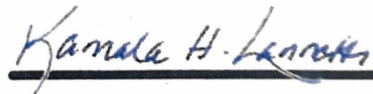
Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: May 28, 2019

Reviewed by School Board: 2024

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COMMUNITY RELATIONS

Gifts, Grants and Bequests

In accordance with applicable law and regulation, the School Board may accept any devise, bequest, grant, endowment or donation of any property, real or personal.

The School Board authorizes the Superintendent to specify the manner in which gifts are made, to define the type of gift or grant which is appropriate and to reject those deemed inappropriate or unsuitable.

A. Gifts, grants and bequests shall:

1. Be administered in line with the intent of the donor;
2. Be deemed fitting and appropriate;
3. Be of value to the educational program;
4. Include installation costs unless waived by the Superintendent or designee; and
5. Not require excessive maintenance or personnel training costs.

B. Accepting gifts, grants or bequests

The ~~principal or~~ Superintendent or designee, on behalf of the School Board, shall formally acknowledge receipt of gifts, grants and bequests made to a school or the School Division. Such donations become the property of the School Division.

C. Corporate or private sponsorship on interscholastic sports

Corporate or other private sponsorship of interscholastic activities is governed by School Board Policy 7-70 and School Board Regulation 7-70.1 and is not defined as a gift, grant, or bequest.

Legal Reference

Code of Virginia §22.1-126, as amended. Property given, devised or bequeathed to school board.

Related Links

School Board [Policy 7-70](#)

School Board [Regulation 7-70.1](#)

Adopted by School Board: June 21, 1977

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: June 17, 1997
Amended by School Board: August 19, 2014
Reviewed by School Board: May 28, 2019

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lenzetti



Subject: Building Utilization Committee Item Number: 13B

Section: Information Date: November 12, 2024

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

Prepared by: Ronald D. Berkebile, Demographer/GIS Manager

Melisa A. Ingram, Executive Director, Facilities Services

Presenter(s): Ronald D. Berkebile, Demographer and GIS Manager

Recommendation:

That the School Board receive information regarding the Building Utilization Committee's (BUC) proposed rezoning recommendation for school year 2024-2025, including information on the public outreach and communications plan that the BUC discussed at their October 23, 2024 meeting. The proposed rezoning plan impacts Point O'View ES, Kempsville ES, Pembroke ES, Arrowhead ES, Larkspur MS, Independence MS, and Kempsville MS attendance zones.

Background Summary:

The School Board reviewed the Building Utilization Committee's (BUC) proposed rezoning recommendation for school year 2024-2025 at their September 24, 2024 School Board workshop. The proposed rezoning plan impacts Point O'View ES, Kempsville ES, Pembroke ES, Arrowhead ES, Larkspur MS, Independence MS, and Kempsville MS attendance zones. Public outreach began on September 25, 2024 through website information, survey availability, e-mail notifications, ParentSquare notifications, carrier mail letters, schools newsletters, and social media postings. Public community meetings were held on September 30, 2024 at Larkspur MS & October 1, 2024 at Point O'View ES. A Public Hearing for the proposed rezoning plan was advertised and is being held during the School Board meeting on November 12, 2024.

School Board Policy 5-14, School Attendance Zones: *The School Board recognizes that only through effective long-range planning for enrollment can the School Division be adequately prepared to meet the needs of its current and future student population. In order to assure such planning, the School Board establishes procedures which require annual review and recommendations from the Building Utilization Committee regarding enrollment trends and their impact on School Division facilities and which will assure adequate opportunity for community reaction prior to any redistricting decision by the School Board.*

Source:

School Board Policy 5-14, Student Attendance Areas

Budget Impact:

N/A



Building Utilization Committee

Proposed 2025-2026 Point O'View ES Rezoning Plan

School Board Information

November 12, 2024

Office of Facilities Services, Demographics and Planning

Proposed 2025/2026 Rezoning Plan - Point O'View ES

BUC Recommendation Elementary School Rezoning Boundary Changes

Hatched areas =
Impacted areas in the
proposed plan
former Point O'View,
Kempsville, and
Arrowhead ES zones

Arrowhead ES gains:

- **Area A:** 14 existing students (pink hatch)
35 **Artistry on Greenwich** (blue block)

Point O'View ES gains:

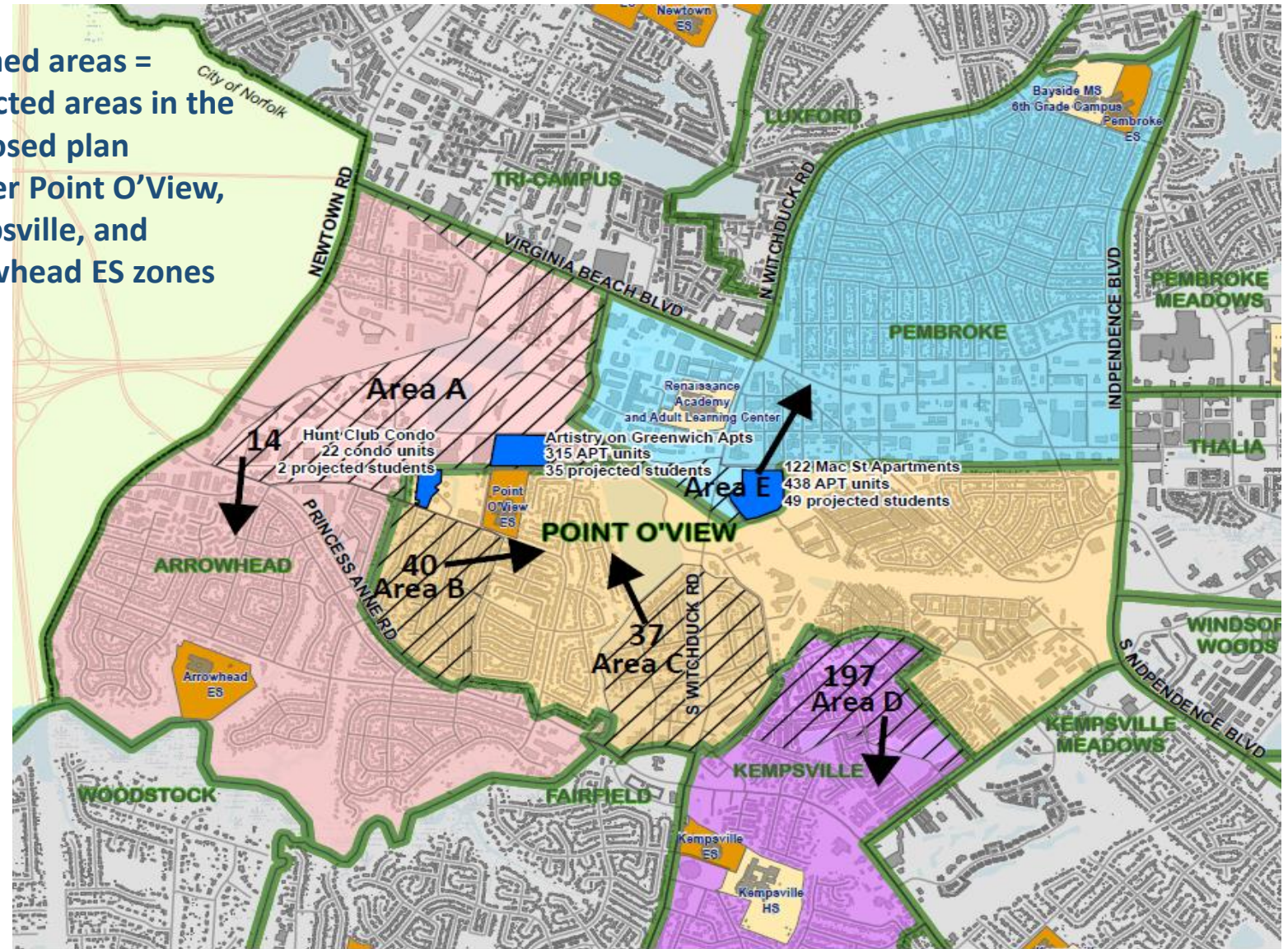
- **Area B:** 40 existing students (orange hatch)
- **Area C:** 37 existing students (orange hatch)

Kempsville ES gains:

- **Area D:** 197 existing students (purple hatch)

Pembroke ES gains:

- **Area E:** 49 students **122 Mac Street**
(blue block)



Proposed 2025/2026 Rezoning Plan – Middle Schools

BUC Recommendation: Middle School Rezoning

Independence MS gains:

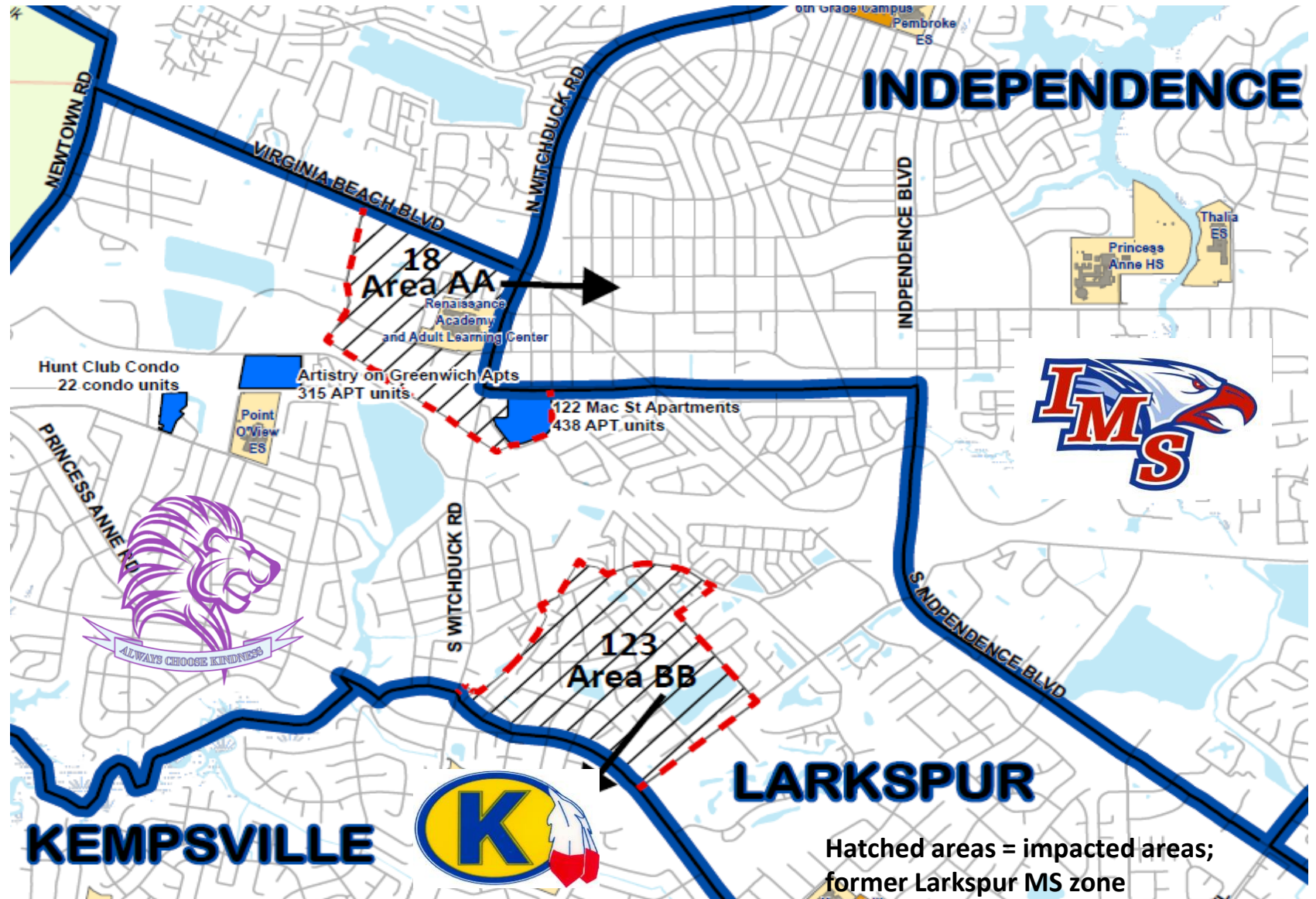
- 37: Area AA total students
 - 19: 122 Mac St
 - 18 existing students

Kempsville MS gains:

- 123: Area BB existing students

Larkspur MS membership reduction

Middle schools in range long-term

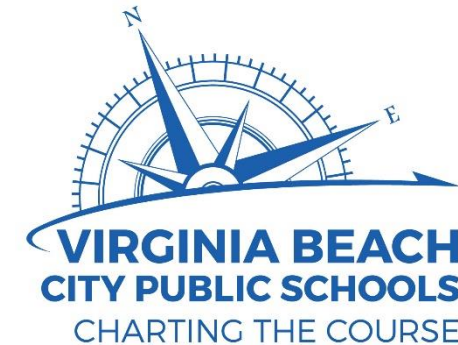


School Board Policy 5-14

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Rezoning factors considered:

- Optimal school space utilization
- Keeping neighborhoods together
- New residential construction
- Minimizes zonal movements
- Unifies feeder patterns
- Neutralizes transportation demand
- Long-term solutions
- Enhances student educational experience



Community Outreach

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SUBJECT TO CHANGE

- 8,410 e-mail notifications to parents and staff at all schools impacted
- 5,546 ParentSquare notifications
- 2,183 impacted residential units received carrier mail letters
- Information was included in impacted schools' newsletters
- Social media postings were made
- Survey link and QR code was available Sept. 25 - Oct. 9

Public Input Meetings and Survey Overview

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Public input meetings

- Non-staff attendance at Larkspur MS public input meeting: 7
- Non-staff attendance at Point O'View ES public input meeting: 20

Completed survey responses: 96

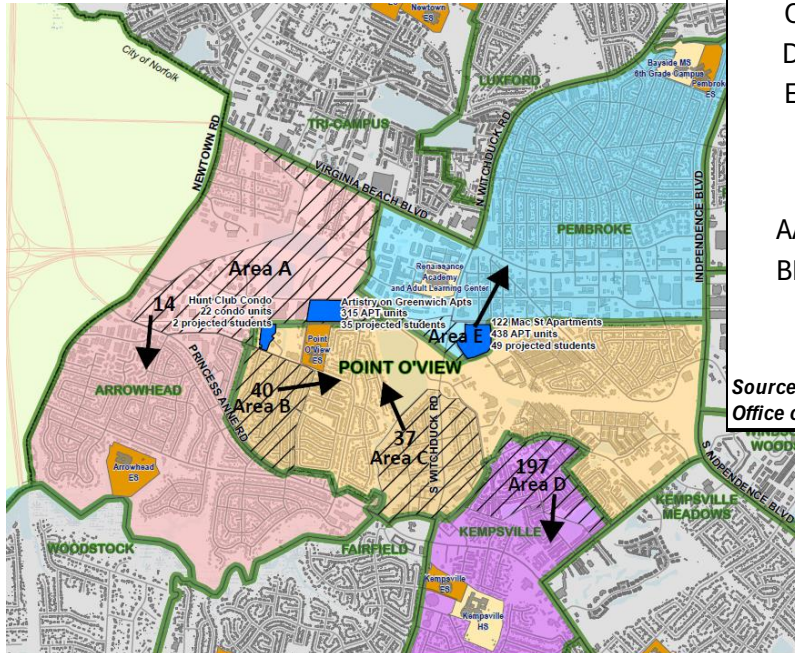
Incomplete survey responses: 41

Survey overview – completed parent responses

- Elementary school responses areas A-E: 29 10.1% of 288 students impacted
- Not affected elementary school responses: 17 Less than 0.1%

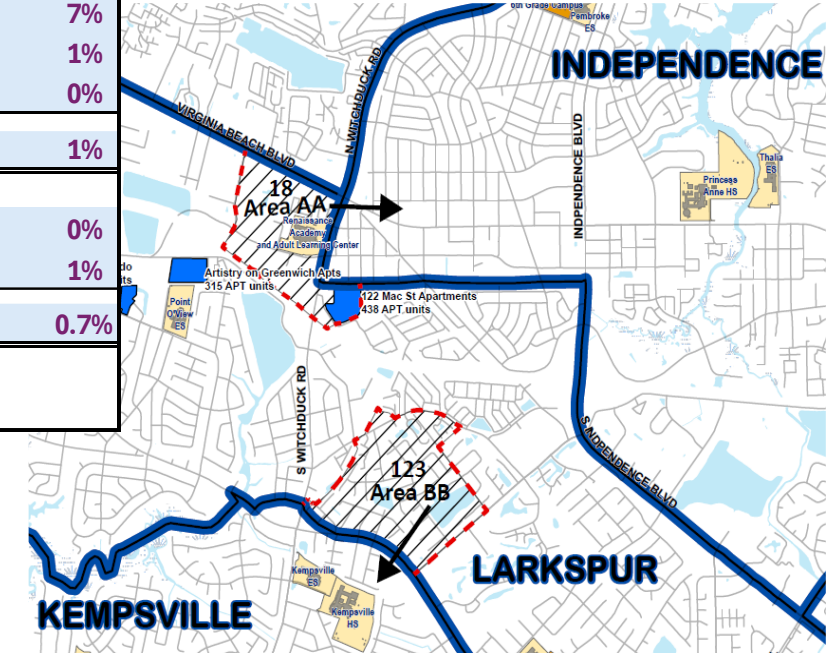
- Middle school responses areas AA-BB: 7 5.0% of 141 students impacted
- Not affected middle school responses: 19 Less than 0.1%

Parental Survey Response Summary



Survey Response Rates						
Areas	Survey Responses	Impacted Student Students	Rate	Residential Units	Unaffected Respondents	Unit Rate
A	0	14	0%	303	0	0%
B	8	40	20%	308	2	3%
C	13	37	35%	187	2	7%
D	8	197	4%	938	12	1%
E	0	0	0%	0	3	0%
	29	288	21%	1,736	17	1%
AA	0	18	0%	240	6	0%
BB	7	123	6%	1,370	6	1%
	7	141	5%	1,610	12	0.7%

Sources: Office of Planning, Innovation and Accountability and
Office of Facilities Services, Demographics and Planning Division

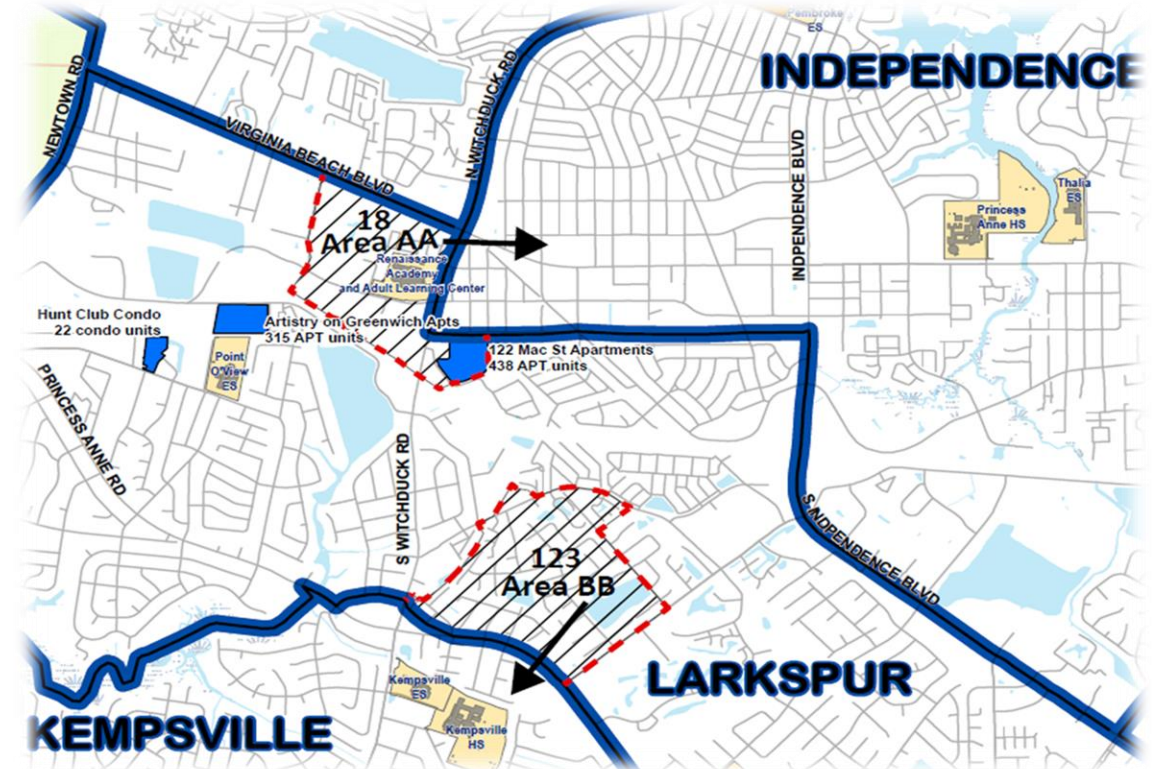
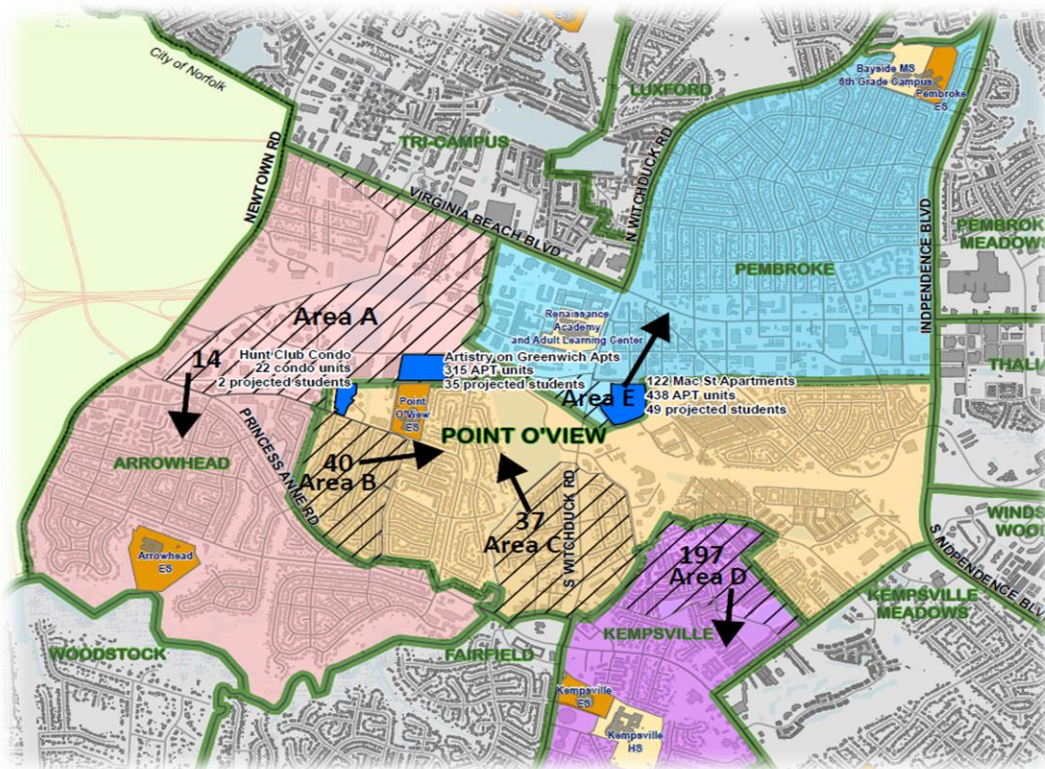


Staff Survey Respondents

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Arrowhead ES	0	(0%)
Kempsville ES	7	(8%)
Pembroke ES	0	(0%)
Point O'View ES	4	(3%)

Independence MS	7	(8%)
Kempsville MS	2	(2%)
Larkspur MS	4	(2%)
Total	24	(3%)



As you plan for the upcoming rezoning...

...what is your primary concern?

- Parents (59):

overcrowding	adverse effects on students, services or programs	bought house for a specific school
--------------	---	------------------------------------
- Staff (20) :

overcrowding	available space, crowded hallways	behavior and classroom management
--------------	-----------------------------------	-----------------------------------

...what do you see as potential benefits?

- Parents (57):

no benefit	address overcrowding	academic and extracurricular opportunities	reduce class sizes
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- Staff (21) :

no benefit	manageable class size	better academic environment	reduce behavior issues
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...how can VBCPS help you or your student prepare for this change?

- Parents (47):

do not make these changes	Clear communication about changes	Ensure schools have resources and staff necessary
---------------------------	-----------------------------------	---
- Staff (17) :

Clear communication with parents and staff
--

Parent and Staff Top Factors

Top Factors	Parents	Staff	Citizen	All Respondents
Best Use of Space	12	9	0	21
Keep Neighborhoods Together	23	7	3	33
Long-term Solutions	25	10	1	36
Construction Considerations	3	10	1	14
Reduce Divided Feeder Patterns	17	2	2	21
Transportation Considerations	14	4	0	18
Costs of Various Options	3	0	0	3
Student Educational Experience	35	17	1	53
Rezoning as Few Schools and Students	30	5	2	37

Note: Numbers indicate how many times the factor was selected. Respondents could select up to three factors.

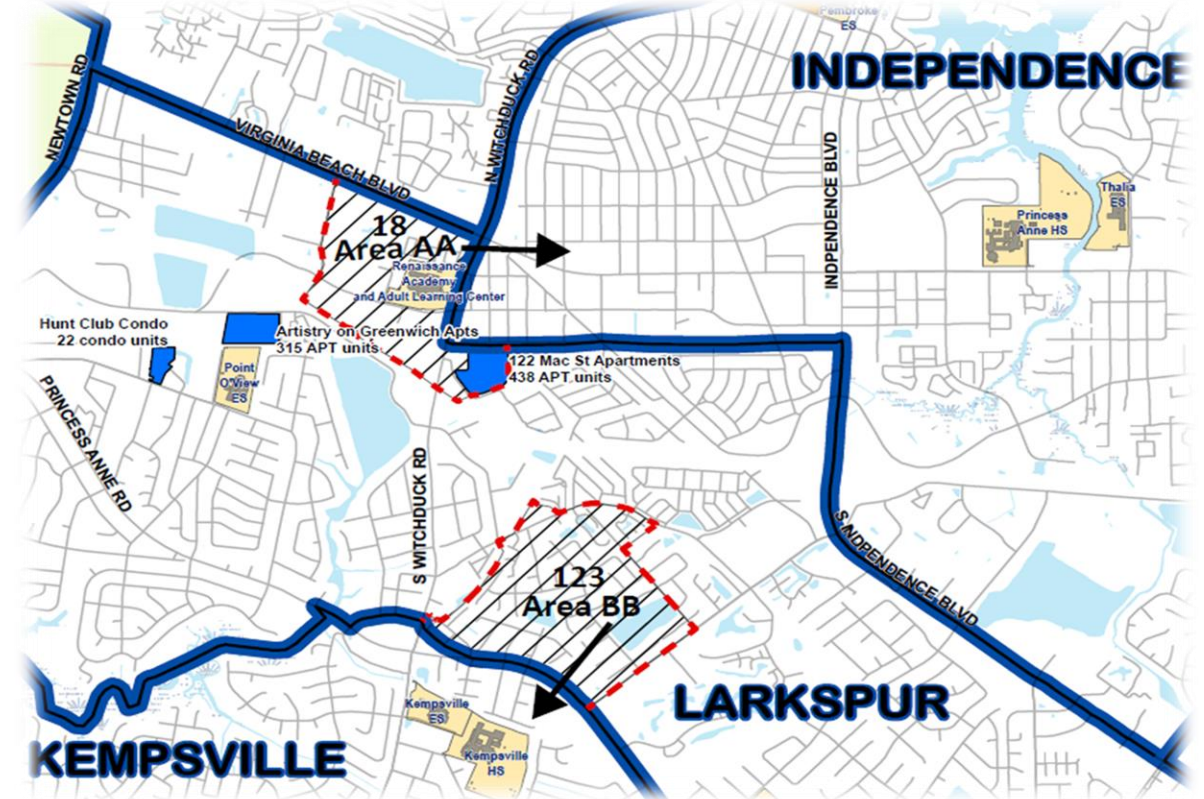
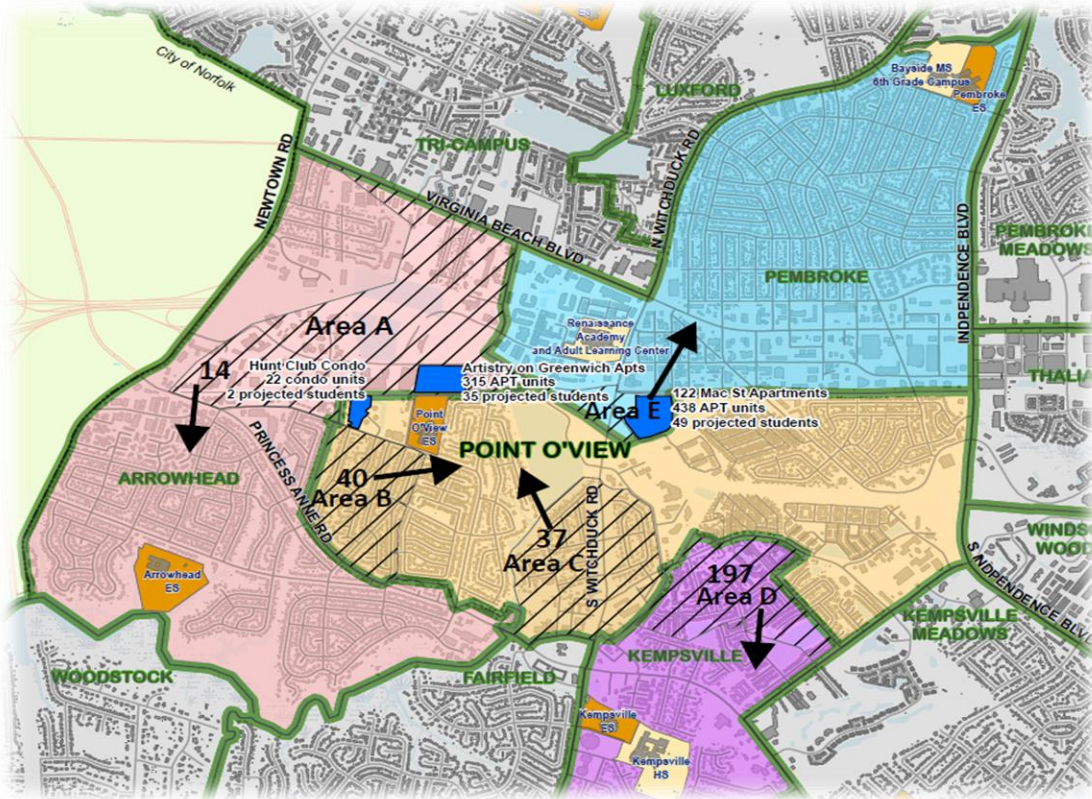
Top Parental and Staff Survey Factors

Student educational experience

Long-term solutions

Rezoning as few students as possible

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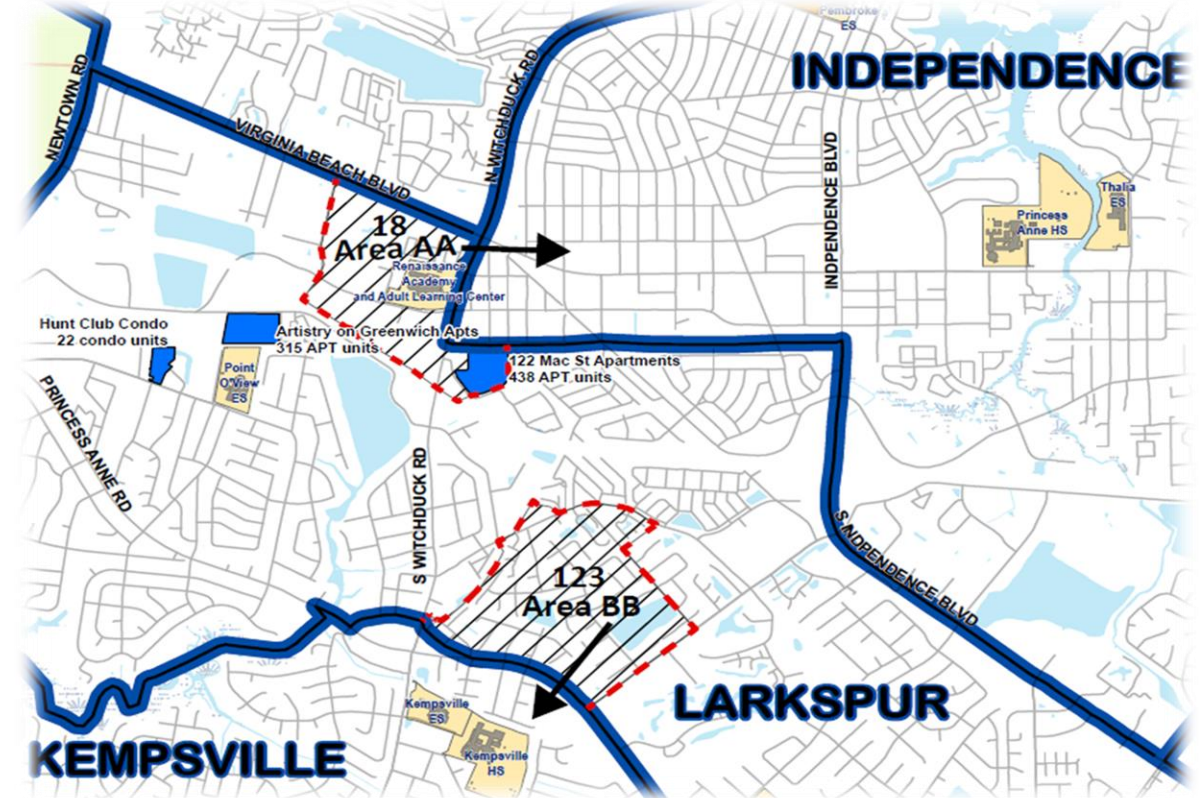
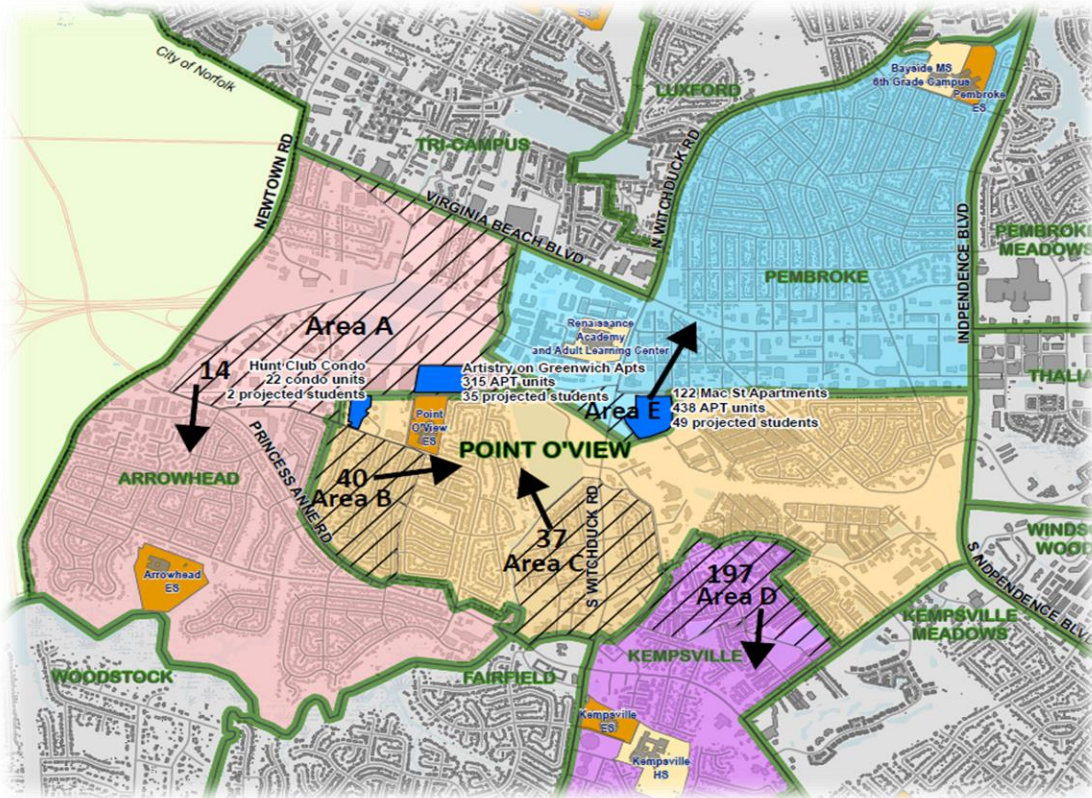


Rezoning Timeline Progression

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- Sept. 24: School Board workshop
- Sept. 27: Website, survey, and communications
- Public community meetings
 - Mon Sept. 30th 6:30 pm – 7:30 pm Larkspur MS public auditorium
 - Tues Oct. 1st 5:00 pm – 6:00 pm Point O'View ES cafeteria
- Oct. 23: Building Utilization Committee meeting #2
- **Nov. 12: School Board information and public hearing**
- Dec. 10: School Board action

Questions





Subject: Compass to 2030 Strategic Framework – Report on Public Comment **Item Number:** 13C

Section: Information **Date:** November 12, 2024

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

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

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

Recommendation:

That the School Board receive the final strategic framework that is intended to guide the work of the school division through 2030. This presentation will recap the public comments received from October 9 through October 23, 2024, revisions made to the framework, and next steps in the planning process.

Background Summary:

Standard 6 Planning and Public Involvement of the Virginia *Standards of Quality* § 22.1-253.13:6 requires each local board to adopt a divisionwide comprehensive, unified, long-range plan. At the local level, School Board Regulation 7-21.7 provides additional direction for developing the division's strategic framework. The strategic planning cycle officially began on July 10, 2023, when the School Board engaged in an input activity focused on the development of the division's next strategic framework. Over the course of the year, public input was gathered through a variety of methods, the Ad Hoc Strategic Planning Committee was convened to develop the goals for the framework, and strategy development sessions were held with division personnel.

Source:

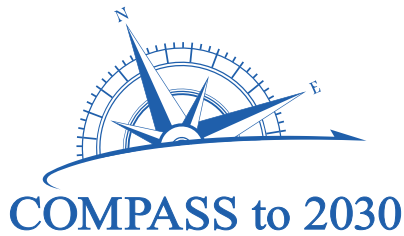
Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement
School Board Regulation 7-21.7

Budget Impact:

N/A

The Strategic Framework

OF VIRGINIA BEACH CITY PUBLIC SCHOOLS



***LEARNING TODAY,
LEADING TOMORROW***



DRAFT



Dear Virginia Beach City Public Schools Community,

It is with great pride and enthusiasm that we present to you our new strategic framework, *Compass to 2030*. This framework represents the culmination of months of thoughtful collaboration with students, staff, families, and community members. Together, we have outlined a clear path to ensure that every student is prepared for the challenges and opportunities of tomorrow. Grounded in our mission to empower every student to be future ready, this framework reaffirms our commitment to creating a safe and inclusive learning environment for all.

As we move forward, the strategies and goals set forth in this framework will guide our efforts to enhance academic achievement, support student well-being, invest in staff, and partner with families as well as our community to advance organizational excellence. This work reflects the values we hold dear and underscores the vital role that each member of our community plays in shaping the future of Virginia Beach City Public Schools.

We are deeply grateful for your ongoing support and partnership. By working together, we can ensure that our students not only meet but exceed expectations, equipping them with the knowledge, skills, and character needed to thrive in an ever-evolving world.

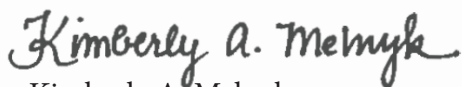
Thank you for your commitment to our shared vision. We look forward to the journey ahead as we implement *Compass to 2030* and continue to make a lasting impact on the lives of our students.

Sincerely,



Donald E. Robertson Jr., Ph.D.

Superintendent, Virginia Beach City Public Schools



Kimberly A. Melnyk

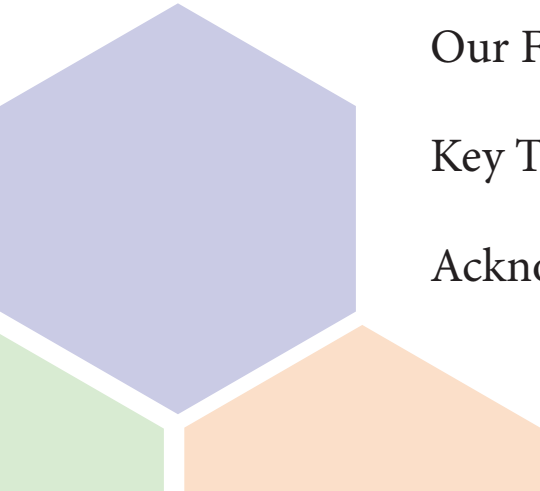
School Board Chair, Virginia Beach City Public Schools





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Our Vision

Every student is achieving at his or her maximum potential in an engaging, inspiring, and challenging learning environment.

Our Mission

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

Our Core Values

*Put
Students
First*

STUDENT-CENTERED DECISION MAKING

Choosing actions that, above all else, benefit and support student learning, growth, and safety.

*Seek
Growth*

CONTINUOUS LEARNING

Pursuing formal and informal learning opportunities to foster personal growth and improvement for all.

*Be
Open to
Change*

INNOVATION

Encouraging new ideas or improved ways of teaching, learning, and working to achieve our mission.

*Do Great
Work
Together*

COLLABORATION

Working together and building partnerships that will benefit our students, division, and community.

*Value
Differences*

RESPECT

Fostering a trusting, open, ethical, honest, and inclusive environment where diversity of thought and individual contributions are prized.

Our Planning Process

More than a year ago, we embarked on a journey to create a new strategic framework that will guide our school division into the future. The ***Compass to 2030*** framework reflects our commitment to preparing our students for success in a rapidly changing world. Throughout this process, we have sought and valued input from our community to ensure that the plan aligns with the needs and aspirations of our students, families, and staff. To develop the framework, we engaged in a comprehensive and collaborative process, including:

- **Community Meetings:** We held open meetings inviting our community to learn about our accomplishments as a division and provide input into the future of the division.
- **Public Input Website:** We provided a platform for you to share your ideas about the skills and abilities students need to be successful in the future and what VBCPS can do in partnership with families and the community to help students gain these skills.
- **Focus Groups:** We conducted targeted discussions with diverse groups representing students, parents, educators, and community leaders to gather in-depth perspectives.
- **Community Strategic Planning Committee:** A dedicated committee of parents, students, teachers, support staff, administrators and community members worked diligently to review public input and draft goals that reflect our shared vision for the future.
- **Strategy Sessions:** Key central office staff engaged in strategy sessions to further refine the framework by identifying strategies that were specific, strategic, feasible, impactful, measurable, and aligned with each goal.
- **Public Comment Period:** We invited students, staff, families, and community members to provide feedback on the draft framework using an online platform. The feedback received and subsequent revisions to the framework were shared with the School Board in November 2024.

Compass to 2030 represents our shared commitment to ensuring every VBCPS student is future ready.

See page 8 for more details about the VBCPS Future-Ready Profile.



Our Framework at a Glance

GOALS	
1 Challenge and Support Each Student to Excel and be Future Ready	2 Enhance Student Well-Being, Resilience, and Responsibility
Challenge and support each student to excel academically and gain the skills and attributes outlined in the VBCPS Future-Ready Profile to successfully navigate future pathways.	Provide a safe and inclusive learning environment that supports the well-being of students and strengthens the social-emotional skills they need to be resilient individuals and responsible leaders.
EQUITY EMPHASES	
Engage in inclusive teaching practices that incorporate multiple perspectives, ensure access to and sustained support in courses and programs aligned with students' future aspirations.	Strengthen students' sense of belonging through increased access to mentors, extracurricular activities, and leadership opportunities. Monitor multiple sources of data and address disparities.
STRATEGIES	
1.1 Implement evidence-based, differentiated instruction in all classrooms. 1.2 Inform students, families, and staff of the range of programs and services offered in the division (e.g., K-12 Continuum of Advanced Academics, career and technical education courses, fine arts, etc.) through targeted outreach and education efforts. 1.3 Implement comprehensive curriculums that equip students with the critical financial, digital, and media literacy skills needed to make informed decisions and engage responsibly with the world around them. 1.4 Engage students in learning experiences aligned with the division's Future-Ready Profile that produce works of substance, promote student reflection, increase ownership of learning, and inform the development of postsecondary goals. 1.5 Provide increased opportunities for career awareness, exploration, and experience through the K-12 Academic and Career Planning process to ensure students are enrolled, enlisted, or employed after graduation.	2.1 Integrate instructional practices that support students to learn about, practice, and develop social-emotional skills. 2.2 Amplify diverse student voices and increase students' opportunities for providing input in school and division processes and procedures. 2.3 Use the division's Integrated Systems of Support to identify and address the diverse academic, behavioral, and social-emotional needs of students and develop a user-friendly resource outlining the supports available. 2.4 Promote mental health awareness and implement procedures to systematically address identified mental health needs by connecting students and their families with appropriate support.
KEY NAVIGATIONAL MARKERS	
• Percent of students meeting grade-level benchmarks in reading • Percent of students meeting grade-level benchmarks in mathematics • Percent of secondary students enrolling in and successfully completing advanced courses • Percent of students reporting they have a solid plan after graduation • Percent of students with disabilities graduating on time with standard or advanced diplomas	• Percent of students reporting school is safe • Percent of students reporting they have a trusted adult at school • Percent of students participating in extracurricular activities or clubs • Percent of students reporting a sense of belonging • Percent of students with 90% or higher attendance

Compass to 2030: Learning Today, Leading Tomorrow

GOALS		
3 Value and Invest in Staff Enhance and sustain a positive work culture and climate that values and invests in recruiting, supporting, and retaining a high-quality, diverse workforce exemplifying the division's core values.	4 Partner with Families and the Community to Support Students Cultivate mutually supportive partnerships among families, schools, and the community to support student achievement and well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.	5 Advance Organizational Excellence Pursue the effective, efficient, and equitable use of division resources, operations, and processes to best meet the needs of students and staff.
EQUITY EMPHASES		
Prioritize the recruitment and retention of a high-quality workforce reflective of our student demographics and ensure staff have the skills needed to support a diverse range of learners.	Identify and address any barriers that may exist for family and community involvement and engagement including, but not limited to, language access. Collaborate with community and business partners to leverage resources, support opportunities, and provide comprehensive wraparound services.	Establish a comprehensive set of guiding principles to ensure that resources are allocated and operations are conducted in an equitable, efficient, and transparent manner across schools and the division.
STRATEGIES		
3.1 Create a comprehensive retention and support plan for provisionally licensed teachers. 3.2 Develop and promote pathways and pipelines to employment within VBCPS. 3.3 Expand employee recognition programs to encompass a broader range of employee groups. 3.4 Build awareness and enhance resources to support the health and well-being of all employees. 3.5 Increase opportunities and access to professional learning, with an emphasis on non-exempt employees.	4.1 Create and maintain open and accessible communication channels to enhance family and community engagement. 4.2 Provide resources and support to ensure families have the ability to communicate effectively in their preferred language to access information, services, and opportunities. 4.3 Match community needs with appropriate resources and support services to empower families to make informed decisions about their children's education and well-being. 4.4 Develop a calendar of family engagement events throughout the school year to promote stronger relationships between schools and the broader community. 4.5 Establish and maintain diverse partnerships with local and regional businesses and organizations to offer students real-world work experiences, with a focus on inclusivity and support for students with disabilities.	5.1 Create an environment where everyone understands their role in maintaining both online and physical safety and security. 5.2 Identify opportunities to automate tasks and improve division processes, and track how these changes save time and resources. 5.3 Implement the Government Finance Officers Association (GFOA) best practices in school budgeting framework to develop a strategic financial plan based on <i>Compass to 2030</i> . 5.4 Implement a strategic facilities management plan that prioritizes the most critical needs, leverages energy-efficient solutions to reduce long-term costs, and is aligned with the processes and procedures of the Department of Budget and Finance. 5.5 Continue to implement sustainable practices supporting social, environmental, and economic outcomes.
KEY NAVIGATIONAL MARKERS		
- Percent of staff reporting job satisfaction - Percent of staff reporting professional learning opportunities are appropriate to meet their needs - Percentage of staff aware of resources to support their health and well-being - Teacher Retention Rate - Vacancy Rate	- Percent of families aware of events, programs, and resources provided for parents/caregivers to support students - Percent of families reporting satisfaction with opportunities available to be involved in their child's school - Percent of students reporting their schools provide them with real-world learning experiences - Percent of graduates participating in a work-based or service learning experience	- Percent of schools meeting or exceeding VDOE accountability requirements - Percent of schools meeting accreditation standards - Percent of staff reporting their school has the necessary resources to support students' needs - Student and parent satisfaction with student's educational experience - Percent of staff reporting the workplace is safe

Our Future-Ready Profile

While mastering the basics of reading, writing, and math is essential, today's world demands much more from our students. We believe the attributes outlined in our Future-Ready Profile are vital for preparing students not only for academic success but also for life beyond school, where adaptability, problem solving, and the ability to work with diverse perspectives are key to thriving both personally and professionally. This profile is for all students – elementary, middle, and high – and recognizes that preparing students for the future begins long before they graduate.



By partnering with our families and wider community to develop these qualities alongside core academic skills, we are equipping every student to be a well-rounded, future-ready individual.

Compass to 2030 Key Terms

Academic and career planning process - student-driven, adult-supported journey that helps students explore their interests, develop skills, and create personalized plans for achieving post-secondary success in college, careers, or the military.

Comprehensive wraparound services - a wide range of supports provided to students and their families to address students' academic, social, emotional, physical, and mental health needs, helping them succeed both in and out of school.

Differentiated instruction - instruction designed to meet the varying needs, abilities, and interests of students, ensuring each can learn and succeed.

Digital literacy - the ability to effectively find, evaluate, create, and communicate information using digital technologies, such as computers and the internet. It also includes the responsible use of emerging technologies, like Artificial Intelligence, to enhance critical thinking and foster intellectual growth.

Evidence-based instruction - classroom practices based on the best available scientific evidence.

Equity - ensuring that all individuals have access to the resources and opportunities they need to succeed, recognizing that individuals may require varying levels of support.

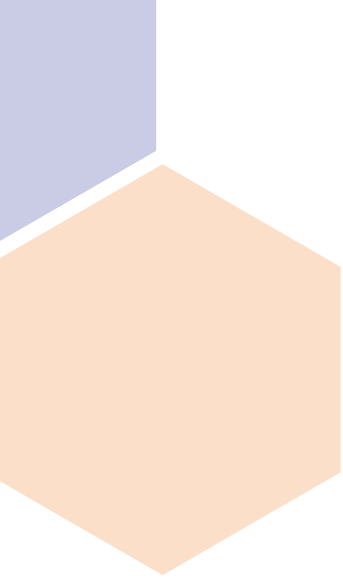
Financial literacy - the ability to understand and manage personal finances, including budgeting, saving, investing, and making informed financial decisions.

Future-Ready Profile - outlines the key skills and attributes that students need for future success in school and beyond.

Government Finance Officers Association (GFOA) - a professional association for government finance officials in the United States and Canada. It was founded in 1906 to promote excellence in public financial management by providing training, resources, and advocacy for public finance professionals at all levels of government.

Inclusive learning environment - a learning environment where each student is valued, challenged, and supported to ensure success.

Inclusive teaching practices - teaching practices designed to engage every student in high-quality learning experiences with consideration of each student's unique needs and strengths.



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

K-12 Continuum of Advanced Academics - a range of opportunities offered in VBCPS to provide challenging and rigorous learning experiences.

Media literacy - the ability to access, analyze, evaluate, and create media in various forms, understanding its impact on audiences and society.

Non-exempt employees - employees who are eligible for overtime pay according to the U.S. labor laws, specifically the Fair Labor Standards Act (FLSA). Positions include clerical, custodians, bus drivers, maintenance craftsmen, and fleet technicians just to name a few.

Sense of belonging - the extent to which students feel they are a valued member of their school's community.

Social-emotional skills - the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Sustainable practices - actions that promote environmental, economic, and social responsibility to support a healthy learning and working environment, minimize emissions, conserve limited resources, and deliver financial benefits.

Well-being - a state of physical, mental and social health, characterized by personal fulfillment, positive emotions, and the ability to effectively manage life's challenges.

Works of substance - learning experiences and the associated student work that serve as evidence of rigorous, relevant, and real-world learning. Substantive work challenges and supports all students to excel academically and includes evidence of learning in content and the transferable life skills identified in the VBCPS Future-Ready Profile.

Acknowledgments

Thank you to all the students, staff, families, and community members who provided valuable input during the development of our new strategic framework, *Compass to 2030*!

We thank you for the commitment you made to submitting comments, completing surveys, and sharing your thoughts. We recognize the time you invested and we value your contributions as an important part of the strategic planning process.

We look forward to continuing to work together over the next five years to fulfill our collective commitment to ensure our students are future ready. To stay up to date on our progress and initiatives, visit vbschools.com/about/strategicplan for updates and information.

Special thanks to the members of the Ad Hoc Strategic Planning Committee for their role in developing *Compass to 2030*.

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For further information, please call (757) 263-1030.

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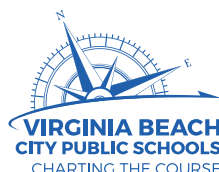
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Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Robin.Reese@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456, (757) 263-1088, Robert.Wnukowski@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policies 5-31 and 5-44 and School Board Regulations 5-44.1 and 5-44.2 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees) and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

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November 2024

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Compass to 2030

Strategic Framework

Report on Public Comment

School Board Information

November 12, 2024

Office of Planning, Innovation, and Accountability

Feedback on *Compass to 2030*

2

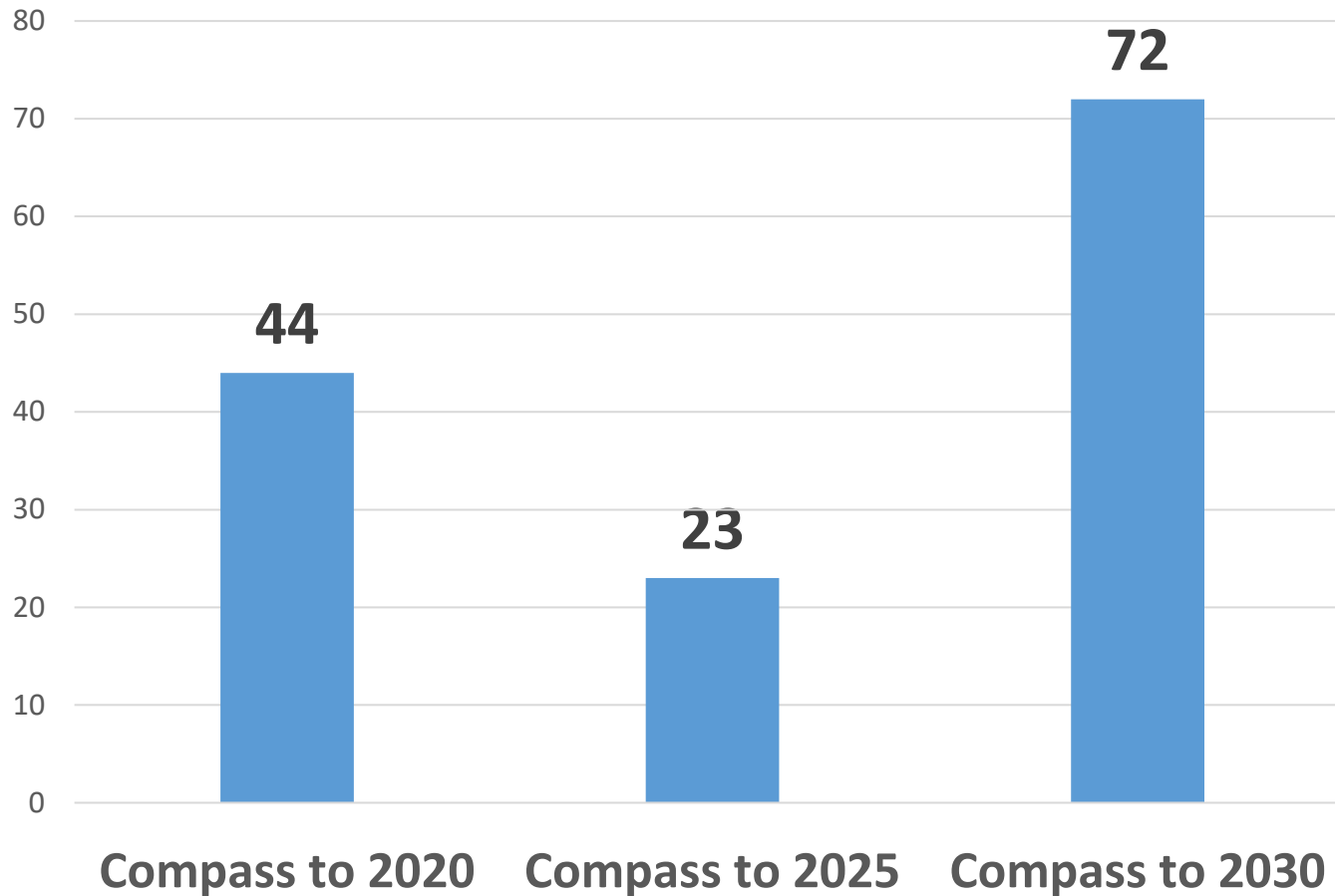
- Shared the draft strategic framework with Ad Hoc Strategic Planning Committee and Compass Collaborative (Sep. 2024)
- Shared the draft strategic framework as a School Board Information Item (Oct. 8, 2024)
- Gathered public comment via an online form (Oct. 9 – 23, 2024)
 - Notified families and staff through an AlertNow message
 - Included in the October division newsletter
 - Added banner to VBSchools.com inviting public comment

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Feedback on *Compass to 2030*

3

Public Comments



Questions posed:

- What do you like about the draft plan?
- What questions do you have about the draft plan?
- What other suggestions do you have that could strengthen the plan's impact for students in the coming years?

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Feedback on *Compass to 2030*

4

■ Process

- Reviewed comments to identify themes
- Shared comments with Senior Leadership
- Identified potential revisions to add clarity and context

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Feedback on *Compass to 2030* - Themes

5

■ What do you like about the plan?

- Clarity, structure, concise plan
- Support for SEL and Inclusivity
- Focus on future-ready skills
- Focus on students and/or teachers
- Community engagement and involvement
- Nothing

■ What questions do you have about the plan?

- How will it be implemented?
- What are the plans for communicating about the plan and engaging the community?
- What are the plans for measuring and ensuring progress?

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Feedback on *Compass to 2030* - Themes

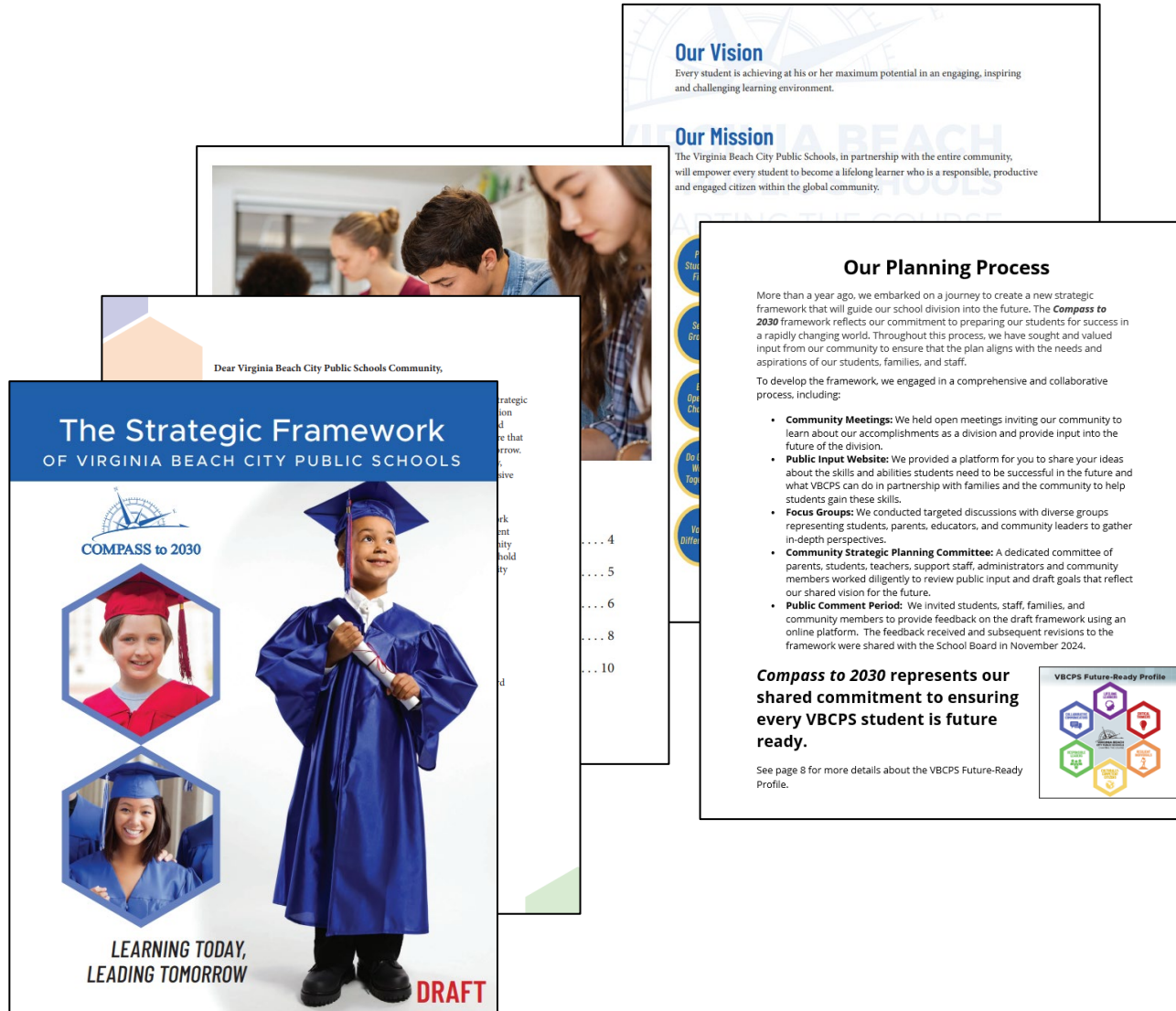
6

- **What other suggestions do you have that could strengthen the plan's impact for students in the coming years?**
 - Communicate progress and updates
 - Focus on future-ready attributes
 - Include students more

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Compass to 2030 Revisions

7



Added information
about the planning
process and the people
involved in developing
the framework (p. 5)

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8

Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

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

More than a year ago, we embarked on a journey to create a new strategic framework that will guide our school division into the future. The *Compass to 2030* framework reflects our commitment to preparing our students for success in a rapidly changing world. Throughout this process, we have sought and valued input from our community to ensure that the plan aligns with the needs and aspirations of our students. far

To develop the framework, we process, including:

- **Community Meetings:** We learn about our accomplishments and the future of the division.
- **Public Input Website:** We learn about the skills and abilities that VBCPS can do in partnership with students gain these skills.
- **Focus Groups:** We conduct focus groups representing students, parents, and in-depth perspectives.
- **Community Strategic Planning:** Parents, students, teachers, and community members worked diligently on our shared vision for the future.
- **Public Comment Period:** We invited community members to provide input on our online platform. The feedback and framework were shared with the community.

Compass to 2030 re-
shared commitment
every VBCPS stud
ready.

See page 8 for more details about the Profile.

GOALS	
1 Challenge and Support Each Student to Excel and be Future Ready Challenge and support each student to excel academically and gain the skills and attributes outlined in the VCPHS Future Ready Profile to successfully navigate future pathways.	2 Enhance Student Well-Being, Resilience, and Responsibility Provide a safe and inclusive learning environment that supports the well-being of students and strengthens the social-emotional skills they need to be resilient individuals and responsible leaders.
EQUITY EMPHASIS Engage in inclusive teaching practices that incorporate multiple perspectives, ensure access to and sustained support in courses and programs aligned with students' future aspirations.	
STRENGTHS 1. Implement evidence-based, differentiated instruction in all classrooms. 2. Invite stakeholders of the range of programs and services offered in the division (e.g., K-12 Continuum of Advanced Academics, career and technical education courses, etc.) through targeted outreach and education efforts. 3. Implement comprehensive data collection that equip students with the critical financial, digital, and media literacy skills needed to make informed decisions and equip students ready to work in the world. 4. Engage students in learning experiences aligned with the division Future Ready Profile that produce works of substance, promote student reflection, increase ownership of learning, and inform the development of postsecondary goals. 5. Provide increased opportunities for career awareness, exploration, and experience through the K-12 Academic and Career Planning process to ensure students are credentialed, enrolled, or employed after graduation.	
KEY NAVIGATIONAL MARKERS • Percent of students meeting grade-level benchmarks in reading • Percent of students meeting grade-level benchmarks in mathematics • Percent of secondary students enrolling in and successfully completing advanced courses • Percent of students reporting they have a solid plan after graduation • Percent of students with disabilities graduating on-time with a diploma or advanced diploma	
1. Integrate instructional practices that support students to learn about, practice, and develop social-emotional skills. 2. Amplify diverse student voices and increase students' opportunities for providing input in school and division processes and procedures. 3. Use the division Integrated Systems of Support to identify and address the diverse academic, behavioral, and social-emotional needs of students and use a <i>family-ready</i> resource outlining the supports available. 4. Promote mental health awareness and implement procedures to systematically address identified mental health needs by connecting students and their families with appropriate support. • Percent of students reporting schools is safe • Percent of students reporting they have been treated adult in school or clubs • Percent of students participating in extracurricular activities or clubs • Percent of students reporting a sense of belonging • Percent of students with 90% or higher attendance	

GOALS			
3	Value and Invest in Staff	4	Partner with Families and the Community to Support Students
	Enhance and sustain a positive work culture and climate that values and invests in recruiting, supporting and retaining a high-quality, diverse workforce exemplifying the district's core values.		Cultivate meaningful supportive partnerships among families, schools, and the community to increase student achievement and well-being, enhance real-world learning, and broaden opportunities for career exploration and exposure.
ADVANCE ORGANIZATIONAL EXCELLENCE			
5	Value and Invest in Staff	6	Advance Organizational Excellence
	Enhance and sustain a positive work culture and climate that values and invests in recruiting, supporting and retaining a high-quality, diverse workforce exemplifying the district's core values.		Pursue the efficient, effective, and equitable use of division resources, operations, and processes to best meet the needs of students and staff.
GOAL EMPHASES			
1	Promote the recruitment and retention of a high-quality workforce effective of our student demographics and ensure all staff are skilled to support a diverse range of learners.	2	Establish a comprehensive set of guiding principles to ensure that resources are allocated and operations are conducted in an equitable, efficient, and transparent manner across schools and the division.
STRATEGIES			
3.1	Create a comprehensive retention and support plan for provisionally licensed teachers.	4.1	Create and maintain open and accessible communication channels to enhance family and community involvement.
3.2	Develop and promote pathways and pipelines to employment within VEDCA.	4.2	Provide resources and support to ensure families have the ability to communicate effectively in their preferred language to access information, services, and opportunities throughout the year.
3.3	Expand employee recognition programs to encompass a broader range of employee groups.	4.3	Match community needs with appropriate resources and support services to empower families to make informed decisions about their children's education and well-being.
3.4	Build awareness and enhance resources to support the health and well-being of all employees.	4.4	Develop a calendar of family engagement events throughout the school year to promote strong relationships between schools and the broader community.
3.5	Increase opportunities and access to professional learning, with an emphasis on non-employee stakeholders.	4.5	Establish and maintain diverse partnerships with local and regional businesses and organizations to offer students real-world work experiences, with a focus on inclusivity and support for students with disabilities.
KEY NAVIGATIONAL MARKERS			
1	Percent of staff reporting job satisfaction	2	Percent of families aware of events, programs, and resources provided for parent/caregivers to support students
1	Percent of staff reporting professional learning opportunities are appropriate to their needs	2	Percent of families reporting satisfaction with opportunities available to be involved in their child's education
1	Percentage of staff aware of resources available to support their health and well-being	2	Percent of students reporting their schools provide them with real-world learning experiences
1	Turnover Rate	2	Percent of graduates participating in a work-based learning or service learning experience
1	Y-axis Rate	2	Percent of schools meeting or exceeding VEDCA accountability requirements
1	Percent of staff reporting their school has the resources to support students with disabilities	2	Percent of schools meeting accreditation standards
1	Student and parent satisfaction with student's educational experience	2	Percent of staff reporting their school has the resources to support students with disabilities
1	Percent of staff reporting the workplace is safe	2	Percent of schools meeting accreditation standards

Thank you to all the students, staff, families, and community members who provided valuable input during the development of our new strategic framework, *Compass to 2030*!

Academic and career planning process - student-driven, adult-supported journey that helps students explore their interests, develop skills, and create personalized plans

Our Future-Ready profile was created with input from our community to highlight the skills and qualities students need for future success. This profile serves to inspire and guide the efforts of students, teachers, schools, and the entire division.

The infographic features four hexagonal icons arranged in a 2x2 grid, each representing a pillar of 21st-century skills. The top-left icon is purple with a lightbulb inside a head silhouette, labeled 'LIFELONG LEARNERS'. The top-right icon is red with a lightbulb, labeled 'CRITICAL THINKERS'. The bottom-left icon is yellow with a person silhouette, labeled 'CULTURALLY-COMPETENT CITIZENS'. The bottom-right icon is orange with a person silhouette, labeled 'RESILIENT INDIVIDUALS'. To the left of the icons is a vertical banner with the text '21ST CENTURY SKILLS' and 'ANNA BEACH PUBLIC SCHOOLS'.

LIFELONG LEARNERS

CRITICAL THINKERS

RESILIENT INDIVIDUALS

CULTURALLY-COMPETENT CITIZENS

21ST CENTURY SKILLS

ANNA BEACH PUBLIC SCHOOLS

WALK THE COURSE

Be Future Ready

CULTURALLY-COMPETENT CITIZENS
Respect and understand their own culture and others, staying aware of the impact of global issues

RESPONSIBLE LEADERS
Take responsibility for their actions and contribute positively to their communities

COLLABORATIVE COMMUNICATORS
Clearly express ideas, actively listen, consider different viewpoints and collaborate effectively to achieve common goals

Steps to Be Future Ready

CULTURALLY-COMPETENT CITIZENS
Respect and understand their own culture and other
staying aware of the impact of global issues

RESPONSIBLE LEADERS
Take responsibility for their actions and contribute positively to their communities

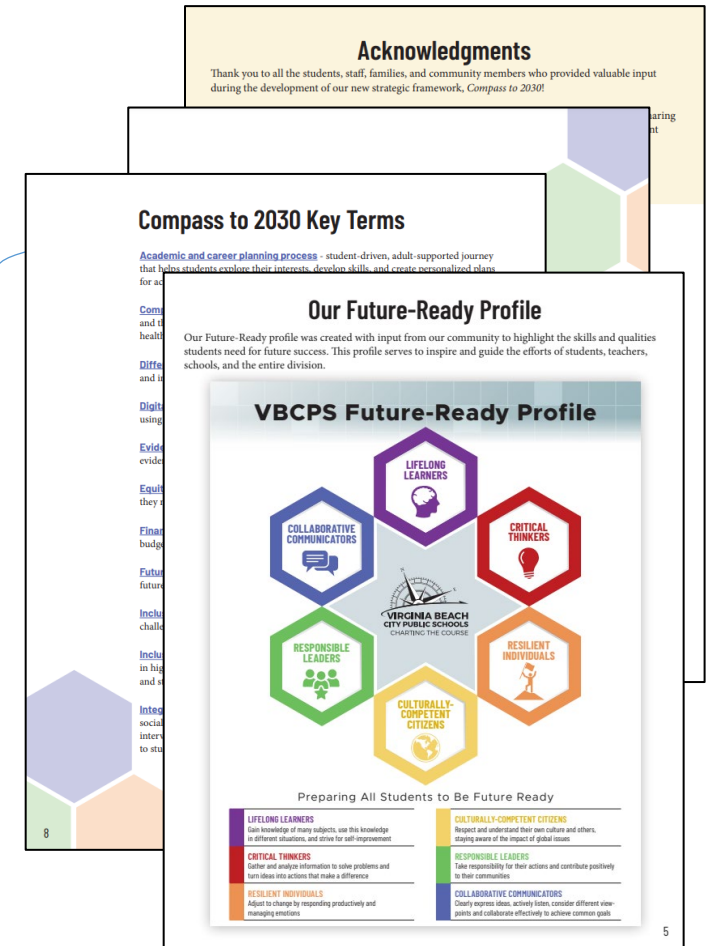
COLLABORATIVE COMMUNICATORS
Clearly express ideas, actively listen, consider different points and collaborate effectively to achieve common goals.

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Compass to 2030 Revisions

9

Provided additional context around the division's future-ready profile (page 8)



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Compass to 2030 Revisions

10

Goal

1) Challenge and Support Each Student to Excel and Be Future Ready

Original Strategy

1.2 Inform stakeholders of the range of programs and services offered in the division (e.g., K-12 Continuum of Advanced Academics, career and technical education courses, etc.) through targeted outreach and education efforts.

Revised Strategy

1.2 Inform **students, families, and staff** of the range of programs and services offered in the division (e.g., K-12 Continuum of Advanced Academics, career and technical education courses, **fine arts**, etc.) through targeted outreach and education efforts.

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Compass to 2030 Revisions

11

Compass to 2030 Key Terms

Original Definition	Revised Definition
<u>Digital literacy</u> – the ability to effectively find, evaluate, create, and communicate information using digital technologies, such as computers and the internet.	<u>Digital literacy</u> – the ability to effectively find, evaluate, create, and communicate information using digital technologies, such as computers and the internet. It also includes the responsible use of emerging technologies, like Artificial Intelligence, to enhance critical thinking and foster intellectual growth.

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Thank you to all the students, staff, families, and community members who provided valuable input during the development of our new strategic framework, *Compass to 2030*!

We thank you for the commitment you made to submitting comments, completing surveys, and sharing your thoughts. We recognize the time you invested and we value your contributions as an important part of the strategic planning process.

We look forward to continuing to work together over the next five years to fulfill our collective commitment to ensure our students are future ready. **To stay up to date on our progress and initiatives, visit vbschools.com/about/strategicplan for updates and information.**

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Next Steps

14

- Present *Compass to 2030* for action (Nov. 26, 2024)
- Continue to gather student feedback on the Future-Ready Profile (Nov. 2024 – Feb. 2025)
- Strategy specific action planning (Dec. 2024 – Feb. 2025)
- Office/Departmental Strategy Sessions (Feb. – Apr. 2025)
- Initial roll-out to schools via Annual Strategic Action Agenda (Apr. 2025)
- Broader Launch of *Compass to 2030* (July – Aug. 2025)
 - School Board Retreat
 - Summer Administrators' Leadership Conference
 - Start of School Year Kick-Off
- Baseline data for key navigational markers (Nov. 2025)

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Questions

15



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Behavioral and Mental Health Supports for Students:

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

Section: Information **Date:** November 12, 2024

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

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

Recommendation:

That the School Board receive the Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation Report and the administration's recommendations.

Background Summary:

Virginia Beach City Public Schools (VBCPS) has multiple supports in place to address students' needs. This program evaluation focused on six specific initiatives that were expanded or first implemented in 2023-2024 to address students' mental health and behavior challenges: Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, Behavior and Social Emotional (BASE) Program, Rapid Response, and Bridge Program. These six behavioral and mental health initiatives offer supports at different school levels (i.e., elementary, middle, and high) within a tiered Integrated Systems of Support framework.

According to School Board Policy 6-26, new programs or initiatives will be evaluated for a minimum of two years. On September 13, 2023, the School Board approved the 2023-2024 Program Evaluation Schedule, in which selected behavioral and mental health supports for students were recommended for an implementation evaluation. The year-one implementation evaluation during 2023-2024 focused on each initiative's purpose, target audience and participants, program components, goal areas, perceptions, and cost to the school division. Additionally, the evaluation included data related to staff members' familiarity with the initiatives and general perceptions of the behavioral and mental health supports for students. Recommendations were also included based on the results of the evaluation.

Source:

School Board Policy 6-26
School Board Minutes September 13, 2023

Budget Impact:



Behavioral and Mental Health Supports for Students

Year-One Implementation Evaluation

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

November 2024



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

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Introduction

Background

Mental and physical health are equally important components of overall health.¹ As defined by the Centers for Disease Control and Prevention (CDC), mental health includes emotional, psychological, and social well-being. It affects how individuals think, feel, and act. It helps determine how individuals handle stress, relate to others, and make healthy choices. The importance of mental health exists at all stages of life from childhood and adolescence through adulthood.² Recently, supporting the mental health of students in schools has become a federal recommendation focused on prioritizing three interrelated components of health: social (how individuals relate to others), behavior (how individuals act), and emotion (how individuals feel) to promote overall well-being.³ Mental health influences how an individual thinks, feels, behaves, and interacts with others.⁴ Aligning with federal recommendations, the Virginia Department of Education (VDOE) created the Office of Behavioral Health and Wellness in January 2024 aimed at helping schools address the rise in mental health and behavioral challenges facing Virginia students postpandemic.⁵ Even prior to the pandemic, Virginia Beach City Public Schools (VBCPS) made student well-being a focus in the school division's strategic framework, *Compass to 2025*, with a goal to support the physical and mental health of all students and to strengthen the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible. Working towards that goal, VBCPS has created or expanded several initiatives aimed to support students' behavioral and mental health.

Mental health can change over time and is influenced by many factors. For example, in 2019, the COVID-19 pandemic resulted in drastic changes to the daily life and activities of students. During the pandemic, the proportion of emergency department visits related to mental health increased 24 percent for 5- to 11-year-olds and 31 percent for 12- to 17-year-olds between January and October 2020.⁶ Additionally, 14 percent of American parents reported their child experienced increases in behavior problems between March and June of 2020.⁷ As the country has entered the "postpandemic" era, schools across the country have continued to witness an unprecedented rise in mental health and behavioral challenges compared to prepandemic years. Nationally, mental health data show that the percentage of 13- to 17-year olds who had emergency department visits related to mental health increased 7 percent from the year prior to the pandemic (March 2019-February 2020) to two years later (March 2021-February 2022).⁸ There was a larger increase for female adolescents, with mental health emergency department visits increasing 22 percent during this time. Through the National Alliance on Mental Illness organization, a poll of approximately 1,000 parents was conducted in November 2021, which found 44 percent of parents indicated they were very or somewhat concerned about their child's mental health.⁹ In 2021, the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry, and Children's Hospital Association declared a national state of emergency for child and adolescent mental health.¹⁰ Further supporting mental health concerns, as of 2022, suicide is the second leading cause of death in youth aged 10 to 14 and the third leading cause of death in those aged 15 to 24.¹¹ In regards to behavior, a survey conducted by the Institute of Education Sciences in May 2022 showed that 83 percent of educators surveyed agreed the pandemic negatively impacted the behavioral development of students.¹² This survey also showed that 56 percent of survey respondents indicated classroom disruptions from student misconduct have increased (influenced by the pandemic), and 48 percent indicated rowdiness outside of the classroom (e.g., hallways, lunchroom) and student acts of disrespect have increased. In addition, students have appeared less engaged in school with chronic absenteeism on the rise (e.g., missing 10% or more of the school year). According to an analysis of national attendance data, approximately 28 percent of the student population was chronically absent in 2022, which was a substantial increase from the prepandemic rate of 15 percent in 2019.¹³

Virginia Beach City Public Schools (VBCPS) are not immune to these mental health and behavioral challenges. According to a School Board presentation on April 29, 2024, there were 1,378 suicide risk assessments

conducted for VBPCS students during the 2022-2023 school year. Similar to nationwide data, the percentage of VBCPS students who were chronically absent increased since the pandemic from 9.4 percent of students who were chronically absent in 2018-2019 to 17.4 percent in 2022-2023.¹⁴ Although remaining higher than the prepandemic year, recent data suggest a decline in this trend with 11.7 percent of students in VBCPS reported to have been chronically absent in 2023-2024. Behavior concerns for students in VBCPS also appeared to increase. Compared to a prepandemic year, there was an increase in the percent of students receiving a discipline referral at least once (from 16% in 2018-2019 to 18% in 2022-2023) and suspended at least once (from 9% in 2018-2019 to 11% in 2022-2023).¹⁵ The severity of behaviors also increased as evidenced by an increase in disciplinary hearings, which are held for more severe incidents (i.e., long-term suspension or expulsion requests). There was an increase in disciplinary hearings from 765 during the 2017-2018 school year to 1,505 during the 2022-2023 school year.¹⁶

Within this context, VBCPS has multiple supports in place to address students' needs. Although this program evaluation focused on six specific initiatives, VBCPS offers other behavioral and mental health supports to all students throughout the division. For example, all schools have school counselors who provide services to students on personal and social development, and schools have access to behavior intervention specialists who work with teachers and school staff, as well as students and parents, to address student behavior.¹⁷ Each school also implements the Student Response Team initiative where staff collaborate and use data to make decisions within a tiered system of support for students who need additional support in the areas of academics, behavior, and attendance.¹⁸ Additionally, schools implement Positive Behavioral Interventions and Supports (PBIS), which is a framework that supports students' behavioral, academic, social, emotional, and mental health within a tiered system of support.¹⁹ Care Solace is another service offered at no cost to all students, staff, and families that helps facilitate locating providers and scheduling mental health appointments with community-based providers. VBCPS also provides a list of mental health resources on the [VBSchools website](#).

Along with supports available through the school counseling program and the behavior intervention specialists, VBCPS has developed or expanded the following initiatives that offer additional supports to staff, students, and parents to address students' mental health and behavior challenges: Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, Behavior and Social Emotional (BASE) Program, Rapid Response, and Bridge Program. These six initiatives offer supports at different school levels (i.e., elementary, middle, and high) and can be viewed within a tiered continuum of behavioral and mental health services that is comprised of evidence-based practices within the Integrated Systems of Support framework. In VBCPS, Integrated Systems of Support is a tiered approach to addressing students' academic, social-emotional, and behavioral needs through data-informed decision-making, intervention, and progress monitoring. It is a fluid and data-driven framework or organization that includes three tiers to support students' educational, social, emotional, and behavioral needs. Tier 1 support includes providing support for all students within a classroom or school. Tier 1 strategies include making connections with students and establishing consistent and predictable routines. The Responsive Practices initiative supports students at the Tier 1 level. Tier 2 support generally provides targeted support for students who, based on data, are not responding to Tier 1 supports. Tier 2 supports include targeted interventions typically in a small group format. Tier 3 support generally includes intensive interventions for students, based on data, with chronic, or intense social, emotional, or behavioral needs. Tier 3 support provides intensive and individualized support.²⁰ The BASE Program, Rapid Response, and Bridge Program support students at the Tier 3 level. Students likely have needs that are met by supports within and across all tiers, and supports are layered. For example, a student who receives Tier 3 support should also have access to Tier 1 and 2 supports.^{21,22} The Schoolwide Behavior Intervention Support Professional Learning and Communities in Schools initiatives support students at multiple tiers.

These behavioral and mental health supports initiatives began implementation or were expanded in VBCPS during the 2023-2024 school year. It is important to note that two initiatives (BASE Program and Rapid Response) are accessible to all elementary school students throughout the division and one initiative (Bridge Program) is accessible to all secondary students throughout the division based on referral processes. The other three initiatives (Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, and Communities in Schools) are available at select schools only. During the 2023-2024 school year, the Responsive Practices and Schoolwide Behavior Intervention Support Professional Learning initiatives provided support at select elementary schools only, while the Communities in Schools initiative provided support at select schools across the three school levels. Because initiatives were at varying stages of implementation as of 2023-2024, details regarding implementation of each initiative will be discussed within each initiative's section in this evaluation report.

Purpose of Program Evaluation

Because the selected behavioral and mental health supports for students were primarily new or expanded initiatives and operated with local resources, evaluation of Behavioral and Mental Health Supports for Students was required for at least two years by School Board Policy 6-26. On September 12, 2023, the School Board approved the Behavioral and Mental Health Supports for Students initiatives for an initial implementation evaluation to be conducted during the 2023-2024 school year. The Behavioral and Mental Health Supports for Students evaluation addressed the following six initiatives: Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, BASE Program, Rapid Response, and Bridge Program. It was proposed that the initiatives be evaluated together because they were recently implemented or expanded, and the initiatives offered a continuum of behavioral and mental health supports and services through a tiered system that provided supports to students across all three school levels.

This year-one evaluation provides the School Board, Superintendent, and central office staff overseeing the initiatives with information about implementation and focused on each initiative's purpose, target audience and participants, program components, goal areas, perceptions of the initiative, and cost to the school division. Additionally, the evaluation includes data related to staff members' familiarity with the initiatives and general perceptions of behavioral and mental health supports for students. While this evaluation provides an initial description of the initiative-specific goals and perceptions related to those goal areas, the second year of the evaluation of behavioral and mental health supports for students during 2024-2025 will focus on collecting and analyzing outcome data related to the goals of the initiatives.

Program Goals and Objectives

Goals for the student behavioral and mental health supports initiatives were identified after discussions with the central office implementation teams overseeing the six initiatives and based on a review of program documentation. Because the initiatives varied in their focus and purpose, specific goal areas were identified for each individual initiative. These specific goal areas are described in each initiative's section of this report. Each initiative's goal areas were reviewed, and the following themes emerged across the initiatives:

- student behavior and discipline
- social and emotional learning skills
- well-being and mental health
- absenteeism
- empowering teachers and increasing capacity to address student needs and manage the classroom learning experience

While the focus of this evaluation is on the behavioral and mental health supports for students, the Office of Research and Evaluation acknowledges the growing field of research focused on the interplay between mental health and academic outcomes. When students are experiencing mental health challenges, it can interfere with their ability to pay attention in class and participate in a meaningful way.²³ Mental health challenges can negatively impact a student's problem-solving ability, standardized achievement test scores, and end-of-course grades.²⁴ Furthermore, if mental health challenges are not addressed, there is an increased potential for students to drop out of school.²⁵ While not supporting students' mental health can have negative academic outcomes, the inverse is also possible; supporting students' mental health has positive academic outcomes. For example, early detection of mental health concerns leads to improved academic achievement and reduced disruptions at school.²⁶ Outside of a student's home, schools are the most likely place where mental health concerns will be detected.²⁷ Students spend a substantial amount of their day at school providing the opportunity to identify when help may be needed and to connect students and families with supports to help meet their needs.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions. Quantitative data were gathered through closed-ended survey questions. Qualitative data were collected through interviews with program managers, document reviews, observations during site visits, and open-ended survey questions. Open-ended survey questions were analyzed using a Constant Comparative Method (CCM) based on grounded theory. CCM uses a systematic approach for coding that allows for patterns and themes to emerge through multiple coding iterations.²⁸

The Office of Research and Evaluation evaluators used the following data collection methods:

- Interviewed central office staff who oversee implementation of each initiative to gather implementation-related information. Staff were from the departments of Teaching and Learning and School Leadership, as well as the offices of Student Support Services and Professional Growth and Innovation.
- Reviewed programmatic documents to gather implementation-related information.
- Conducted site visits at schools to observe implementation of applicable initiatives (i.e., BASE Program, Schoolwide Behavior Intervention Support Professional Learning, and Responsive Practices).
- Administered surveys to teachers and teacher assistants, administrators, other instructional staff, student support staff, and other staff who were potentially involved in the behavioral and mental health supports for students, such as nurses and security personnel.
- Administered surveys to parents of students who participated in applicable initiatives (i.e., BASE Program, Communities in Schools, Rapid Response, and Bridge Program).
- Collected staff-related demographic data from the Department of Human Resources for school-based staff working with select initiatives (i.e., BASE Program and Schoolwide Behavior Intervention Support Professional Learning).
- Obtained information regarding the students participating in the initiatives, which depending on the program, included either student demographic information or the total number of students participating in the program along with summary information.
- Collected data from the VBCPS data warehouse related to student demographic characteristics (i.e., BASE Program).

- Collected school-specific information related to goal areas and implementation-related information from central office staff who oversee the initiatives (i.e., Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools).
- Collected school-specific data reported in the Navigational Markers that related to school goal areas (i.e., Responsive Practices).
- Gathered cost data from the departments of Teaching and Learning, School Leadership, and Human Resources, as well as the offices of Transportation and Fleet Management and Professional Growth and Innovation.

Due to the sensitive nature of the Rapid Response and Bridge programs which dealt directly with student mental health concerns, no student-identifiable information was collected for students who participated in these programs. In addition, within the Communities in Schools Memorandum of Understanding (MOU) with VBCPS, it was the expectation that “students and parents have the right to expect that all volunteers and CIS staff will keep information about them confidential.” Therefore, no student-identifiable information was collected for students who participated in the CIS initiative. For these three programs, only summary data were collected regarding students who participated, and survey efforts ensured confidentiality was maintained.

Document and Quantitative Data Collection

To gather implementation-related information, documentation was collected and reviewed for relevant information from each initiative. Documentation included: MOUs or Service Agreements, handbooks or playbooks, program or organization-specific websites, and additional programmatic information created or provided by staff (e.g., data monitoring files). Data from the September 30 enrollment file and the Navigational Markers (e.g., self-management and sense of belonging data) were also reviewed. Student demographic characteristics for the BASE Program were collected from the VBCPS data warehouse.

Surveys

Staff Surveys

The Office of Research and Evaluation invited teachers and teacher assistants, administrators, other instructional staff (e.g., reading specialists, instructional technology specialists), student support staff (e.g., psychologists, school counselors, student support specialists), and other related staff who could have been involved in the initiatives (e.g., nurses, security personnel) to complete a survey regarding their perceptions of the behavioral and mental health supports for students. Staff received an email invitation with a link to participate in the online survey in April 2024. Of the staff invited to complete the survey, 25 percent of staff responded to the first substantive item following the initial demographic items (i.e., position and school level). Approximated response rates by staff group and overall number of respondents are shown in Table 1.²⁹ Response rates by staff group ranged from 23 percent for classroom teachers and teacher assistants to 39 percent for student support staff.

Table 1: Staff Survey Response Rates by Staff Group

Group	Overall Number of Invitations Sent	Overall Number of Respondents	Overall Response Rate
Teachers and Teacher Assistants	5,262	1,226	23%
Administrators	260	85	33%
Other Instructional Staff	797	207	26%
Student Support Staff	363	140	39%
Other Related Staff	318	90	28%
All Staff	7,000	1,748	25%

The numbers of respondents by school level are shown in Table 2. Response rates could not be calculated due to some positions not being exclusive to one school level.

Table 2: Number of Survey Responses by Staff Group and School Level

Group	Elementary	Middle	High	Total
Teachers and Teacher Assistants	480	297	451	1,226
Administrators	46	15	24	85
Other Instructional Staff	123	38	49	207
Student Support Staff	78	37	43	140
Other Related Staff	39	28	24	90
All Staff	766	415	591	1,748

Note: Staff could have selected more than one level; therefore, the individual levels do not sum to the total.

On the survey, staff were asked to indicate which of the six behavioral and mental health supports they were familiar with in the school division. Familiarity was defined on the survey as ranging from hearing or knowing about an initiative to being actively involved in implementing the initiative. Due to some initiatives being available to students or staff at certain school levels, only the initiatives that were relevant to the staff member's selected school level(s) were shown as options to choose on the survey. In addition, some initiatives only operated at select schools (i.e., Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, Responsive Practices), whereas the other initiatives were available to students throughout the division at the specified school level (i.e., BASE Program, Rapid Response, Bridge Program). For the initiatives that only operated at select schools, these school names were listed on the survey within the descriptions of the initiatives; therefore, staff could determine whether they worked at a school where these initiatives were operating.

If staff indicated they were familiar with an initiative, they received additional questions about their level of involvement with the initiative and their perceptions of the initiative. Within survey sections about initiatives that operated at select schools only, staff were asked to indicate whether they worked at one of the schools where the initiative was operating. After answering initiative-specific questions, staff were directed to questions about general behavioral and mental health supports at their school. If staff indicated they were not familiar with any of the initiatives that are the focus of this evaluation, they were directed to the general questions about behavioral and mental health supports at their school. To improve the accuracy of the survey results, staff primary job location as of the date of the survey was included in the survey results. No other identifying information, such as name or position, was included in the results to maintain anonymity.

Parent Surveys

Parents of students who participated in initiatives that offered individualized services to referred students (i.e., Communities in Schools, BASE Program, Rapid Response, and Bridge Program) were invited to participate in a survey about the initiative. Parents were not invited to participate in a survey for Responsive Practices or Schoolwide Behavior Intervention Support Professional Learning because during 2023-2024 these initiatives focused on professional learning for staff to assist staff with classroom practices and procedures. In April 2024, parents of students who participated in the BASE Program during the 2023-2024 school year as of April 2024 received an email to participate in the survey about the BASE Program. The overall response rate for parents of students who participated in the BASE Program was 32 percent (see Table 3).

To preserve the confidentiality of the students who participated in the Rapid Response and Bridge programs to the greatest extent possible, parent email addresses of students who participated in these programs during 2023-2024 as of April 2024 were provided only to the educational data specialist in the Office of Research and Evaluation by the coordinator of counseling services. The educational data specialist securely distributed the

survey to these parents and restricted access within the survey platform to prevent access to the distribution list. For both programs, there was a parent response rate of 2 percent (see Table 3). Due to the limited number of responses for both programs (3 responses in total), parent perceptions regarding these programs were not included in the evaluation report.

For the Communities in Schools initiative, to align with the MOU and preserve confidentiality to the greatest extent possible, individual Communities in Schools site coordinators at each school were asked to email a survey invitation to parents of students who received individualized services through Communities in Schools. The approximated response rate for parents of students participating in Communities in Schools was 3 percent (see Table 3). Although the parent response rate for Communities in Schools was low, a summary of results was included in the evaluation report due to the number of respondents (N=13).

Table 3: Parent Survey Response Rates by Initiative

Initiative	Overall Number of Invitations Sent	Overall Number of Respondents	Overall Response Rate
BASE Program	31	10	32%
Rapid Response	47	1	2.1%
Bridge Program	81	2	2.4%
Communities in Schools	383*	13	3.4%*

*The Communities in Schools response rate was approximated based on the total number of students on the CIS coordinators' caseloads throughout the 2023-2024 school year (N=383).

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).

Interviews

Central office staff who oversee the six behavioral and mental health supports for students were invited to participate in interviews regarding the initiatives in March 2024. Separate interviews were held for each initiative. Central office staff were from the departments of Teaching and Learning and School Leadership, as well as the offices of Student Support Services and Professional Growth and Innovation. Interview questions focused on the purpose of the initiative, implementation history, initiative components, family engagement, goals and data collection, strengths and successes, challenges and areas for improvement, and potential future directions. During interviews, additional documentation was requested if needed.

Two additional interviews were conducted in May 2024 for the Communities in Schools initiative. One interview was held with the executive director of Communities in Schools of Hampton Roads and program director for Virginia Beach and Norfolk. Another interview was held with the six Communities in Schools site coordinators who implemented the initiative at the six schools in VBCPS during 2023-2024. For both interviews with Communities in Schools staff, several VBCPS central office staff who oversee the initiative and principals at the schools also attended. Interview questions focused on the purpose of the initiative, initiative components, family engagement, goals and data collection, strengths and successes, and challenges and areas for improvement. These interviews also focused on gathering specific details of the initiative at each individual school, including how the initiative varied across the six schools.

Site Visits

The Office of Research and Evaluation staff program evaluators conducted site visits at select schools between March and May 2024 to observe implementation of select initiatives that had classroom-based aspects of their initiative (e.g., Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, BASE Program). One of the schools visited was also a Communities in Schools site. Central office staff overseeing the

initiatives assisted in identifying the schools that would be best to observe including schools at differing phases of implementation. The purpose of these visits was to enable program evaluators to see the programs in operation to provide context for reviewing other documentation and data.

Evaluation Questions

Evaluation questions were created by the program evaluators after discussions with the central office implementation teams for the six initiatives and aligned with the content of the interview questions. These evaluation questions were used for each of the six initiatives included in this evaluation report, and the presentation of the information was organized by the primary tier of the services for students during 2023-2024 (e.g., Tiers 1, 2, and/or 3).

The evaluation report has three primary sections noted below along with applicable evaluation questions established for the implementation evaluation.

1. Familiarity with Behavioral and Mental Health Supports for Students
 - To what extent were staff aware of the six behavioral and mental health supports for students?
2. Selected Behavioral and Mental Health Support for Students
 - What was the purpose and overview of the initiative, including the initiative location, implementation history, and oversight of the initiative?
 - Who was the target audience and/or participants for the initiative?
 - What were the components of the initiative, including how the initiative operates, professional learning related to the initiative, and family engagement efforts?
 - What were the initiative's goals and objectives and what baseline results were available related to the goals and objectives?
 - What were the general perceptions of the initiative, including areas of strengths and challenges?
 - What were the costs to the school division for the initiative, as well as future plans?
3. General Perceptions of Behavioral and Mental Health Supports for Students
 - What were the perceptions of staff regarding supports for student behavior and mental health available in the school division more generally?

Evaluation Results and Discussion

Familiarity with Behavioral and Mental Health Supports for Students

This section of the evaluation report focused on the school-based staff awareness of the six behavioral and mental health supports for students that were included in this evaluation. It is important that staff throughout the division or who work at the schools that operate these initiatives have awareness of these initiatives to ensure that students are provided these supports when needed. On the survey, staff were asked to indicate which of the six behavioral and mental health supports they were familiar with. Familiarity was defined as ranging from hearing or knowing about an initiative to being actively involved in implementing the initiative. Data for this staff survey item were analyzed to gauge the staff awareness of the initiatives.

For the initiatives available to students throughout the division at a specified school level (i.e., BASE Program, Rapid Response, Bridge Program), survey data were analyzed for all staff at that specified school level. Because the BASE and Rapid Response programs were available to students throughout the division at the elementary school level, survey data for elementary school staff were analyzed. The percentages of elementary school staff who indicated they were familiar with these two initiatives are shown in Table 4. Overall, 43 percent of elementary school staff indicated they were familiar with the BASE Program

and 28 percent were familiar with Rapid Response. Because the Bridge program was available to students throughout the division at the secondary level, survey data for secondary school staff were analyzed. The percentages of secondary staff who indicated they were familiar with the Bridge Program are shown in Table 4. Overall, 16 percent of secondary staff indicated they were familiar with the Bridge Program.

When further examining the familiarity with the initiatives by staff group, results showed most elementary school administrators (78%-85%) and student support staff (72%-86%) indicated they were familiar with the BASE and Rapid Response programs (see Table 4). Lower percentages of elementary school teachers/teacher assistants (19%-36%), other instructional staff (15%-29%) and other related staff (31%-44%) indicated they were familiar with these elementary school programs. Similarly, most student support staff at the secondary level (78%) and approximately half of secondary administrators (54%) were familiar with the Bridge program. Lower percentages of secondary teachers/teacher assistants (9%), other instructional staff (7%), and other related staff (24%) were familiar with the program. It is important to note that completing the referrals for some of the programs is designated to certain staff groups, but it is important for all staff to be made aware of the resources available to students through these initiatives because other staff members can play a role in initiating early steps.

Table 4: Percentages of Staff Familiar With Divisionwide Initiatives by Staff Group

Group	Administrators	Student Support Staff	Teachers and Teacher Assistants	Other Instructional Staff	Other Related Staff	Total Group
Elementary						
BASE Program	78%	86%	36%	29%	44%	43%
Rapid Response	85%	72%	19%	15%	31%	28%
Secondary						
Bridge Program	54%	78%	9%	7%	24%	16%

For the initiatives that only operated at select schools (i.e., Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools), survey data were analyzed only for staff at the select schools. The percentages of staff who were familiar with the three school-specific initiatives were approximated based on staffs' primary job location as of the date of the survey. Nearly all staff who worked at the select schools operating the Schoolwide Behavior Intervention Support Professional Learning (97%) and Responsive Practices (93%) initiatives indicated they were familiar with the initiative. A lower percentage of staff who worked at the select schools operating Communities in Schools (66%) indicated they were familiar with the initiative.

In summary, high percentages of student support staff at all school levels (72%-86%) and elementary school administrators (78%-85%) were familiar with the divisionwide behavioral and mental health supports initiatives at their respective levels; however, notably lower percentages of teachers at all levels (9%-36%) and secondary administrators (54%) indicated they were familiar. Additionally, lower percentages of staff at schools that operated the Communities in Schools initiative (66%) indicated they were familiar with Communities in Schools although it is a schoolwide initiative offering supports to students across the school community. Teachers may not be the official individuals referring the students to these programs, especially in the cases of the Rapid Response and Bridge programs, but it is important that teachers have awareness of these programs because teachers interact with students daily and should be aware of the types of initiatives that are available to support students' behavioral and mental health.

Selected Behavioral and Mental Health Supports for Students

This section of the evaluation report focused on the details related to the six behavioral and mental health supports for students that were included in this evaluation. For each initiative, information is provided about the initiative's purpose, target audience and participants, program components, goal areas, perceptions of the initiative, and cost to the school division.

The initiatives were organized based on the tier the initiatives focused on within the continuum of behavioral and mental health services within VBCPS' Integrated Systems of Support. The Responsive Practices initiative is presented first as it supports students at the Tier 1 level. The Schoolwide Behavior Intervention Support Professional Learning and Communities in Schools initiatives are presented next as they include multiple components that support students at more than one tier (e.g., Tiers 1, 2, and 3). Finally, the BASE Program, Rapid Response, and Bridge Program are presented last as they support students at the Tier 3 level.

Responsive Practices

Purpose and Overview

The Responsive Practices initiative within VBCPS is rooted in the Responsive Classroom philosophy. Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline.³⁰ It operates as a Tier 1 support comprised of a set of practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. There are four key domains of Responsive Classroom, which include engaging academics, positive community, effective management, and developmentally responsive teaching. In addition, there are several classroom practices and strategies that are the core of the Responsive Classroom approach to integrating and building academic and social-emotional skills, which are morning meeting, establishing rules, logical consequences, and guided discovery. Within VBCPS, historically, the primary Responsive Classroom practice adopted was morning meetings. According to Responsive Classroom, morning meetings involve a classroom gathering at the beginning of each day to greet and share with each other, engage in a group activity, and read the teacher's morning message.

The Responsive Practices initiative in VBCPS is overseen by the Office of Professional Growth and Innovation (PGI) within the Department of School Leadership. Two PGI professional learning specialists provide ongoing support and coaching for school staff implementing the initiative. According to PGI staff, this initiative supports students' behavioral and mental health through student-centered academic teaching, as well as taking a proactive approach to creating conditions where students can use prosocial behaviors, understand expectations, and develop positive relationships with teachers. The practices also aim to create safe and engaging classrooms, provide a school community, and foster student self-management skills.

In 2019, PGI created the Academy, which involved providing support and coaching to a small group of teachers to implement aspects of Responsive Practices within their classrooms, including morning meetings. School administrators could apply to have select teachers participate in the academy. A small group of teachers completed the final cycle of the academy during the 2023-2024 school year. According to PGI staff, the teachers who attended this academy throughout the past few years could have then provided information to other teachers at their individual schools regarding Responsive Practices.

PGI has also provided professional learning to school counselors and other student support services staff regarding Responsive Practices. PGI staff have also partnered with the Department of Teaching and Learning to strengthen academic connections within morning meetings. In addition, PGI supports divisionwide professional learning offered through Frontline around Responsive Classroom practices more generally. According to PGI staff, many schools throughout the division have staff who implement morning meetings to some extent.³¹

Beginning in the 2023-2024 school year, the support provided by PGI regarding Responsive Practices shifted from working with individual teachers through the academy to a whole-school approach due to the need to better support teachers managing student behavior challenges. The focus of this evaluation is on this whole-school approach to Responsive Practices. During the 2023-2024 school year, the Responsive Practices initiative was implemented with all teachers and students at two schools, Brookwood and White Oaks elementary schools. These two schools were selected by DOSL and PGI staff because the schools were diverse based on different geographic areas, different levels of readiness across the teachers and principals based on previous experience with Responsive Practices, and principal willingness.³² PGI staff indicated the purposes of the initiative for 2023-2024 varied based on the school. The focus of the Responsive Practices initiative at Brookwood was to increase social-emotional skills, including increasing positive behaviors. At White Oaks, the focus was to increase student sense of belonging due to the high percentage of military-connected students enrolled at the school. When staff at Brookwood and White Oaks were surveyed, all staff (100%) who were involved with the initiative agreed they understood the purpose of the Responsive Practices initiative at their school.

Target Audience/Participants

The participants of professional learning and ongoing support related to the Responsive Practices initiative were staff at Brookwood and White Oaks elementary schools, which primarily included teachers and teacher assistants during 2023-2024. In addition, the Responsive Practices initiative supported students at the Tier 1 level. Therefore, all students at Brookwood and White Oaks were supported by this initiative.

Survey Respondents

On the Behavioral and Mental Health Supports for Students survey, a total of 437 staff indicated they were familiar with the Responsive Practices initiative. As noted above, the focus of this evaluation is on the school-wide approach to the Responsive Practices initiative at Brookwood and White Oaks. There were 35 respondents who indicated they worked at these two schools implementing the initiative, whereas 314 staff indicated they did not work at one of these schools. Although not the focus of this evaluation, perceptions of the 314 staff who indicated they were familiar with Responsive Practices but did not work at one of the two schools are provided in Appendix A. It is possible that these staff previously received professional learning related to Responsive Practices (e.g., morning meeting) through another method as noted in the history above (e.g., the Academy).

Of those 35 respondents at the schools implementing the initiative, 31 staff members further indicated they were involved with the initiative and/or indicated they had participated in the professional learning. The perceptions for these 31 staff members were included in this report. Of those who were familiar and involved with the Responsive Practices initiative, the majority were classroom teachers or teacher assistants (77%). The remaining respondents were other instructional staff (16%), administrators (3%), and student support staff (3%).

Initiative Components

In preparation for the implementation of the Responsive Practices initiative, school administrators at the two schools selected the Responsive Practice(s) they felt would best meet their school's goals. At Brookwood, morning meeting was selected as the primary practice for classroom teachers to implement in their classrooms. Morning meetings involve everyone in the classroom gathering in a circle at the beginning of each day and proceeding through the four morning meeting components: greeting, sharing, group activity, and teacher's morning message.³³ At White Oaks, according to PGI staff, teachers were already implementing morning meetings in their daily routine. For the 2023-2024 school year, White Oaks teachers could choose

between focusing on either teacher language or interactive modeling in their classroom. Teacher language involves the intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.³⁴ Interactive modeling involves an explicit practice for teaching procedures and routines, such as those for entering and exiting the room, as well as academic and social skills, such as engaging with the text or giving and accepting feedback.³⁵ According to PGI staff, some teachers at White Oaks also used two other practices: energizers, which are short, playful, whole-group activities that are used as breaks in lessons, and closing circle, which involves a short gathering at the end of the day that promotes reflection and celebration through participation in a brief activity.

When staff at Brookwood and White Oaks were surveyed, the majority of staff (74%) who were involved with the initiative indicated they focused on morning meetings in their classroom or school during the 2023-2024 school year (see Table 5). The majority of staff who indicated their focus was morning meeting (70%) were staff at Brookwood. Approximately 39 percent of staff involved in Responsive Practices indicated their focus area during 2023-2024 was teacher language and 26 percent indicated their focus area was interactive modeling. White Oaks staff composed the majority of staff who indicated their focus was teacher language (83%) and interactive modeling (75%). Only 3 percent of staff indicated they did not have a focus area during 2023-2024.

Table 5: Responsive Practices Staff Focus Areas

Survey Item	Morning Meeting	Teacher Language	Interactive Modeling	None
Which of the following area(s) did you focus on during the 2023-2024 school year in your classroom/school? (N=31)	74%	39%	26%	3%

Morning Meetings

Morning meetings involve the classroom gathering in a circle at the beginning of each day and proceeding through the greeting, sharing, group activity, and teacher’s morning message. The greeting involves students and teachers greeting one another by name, and sharing involves students sharing information about events in their lives, including opportunities for students to make empathetic comments and ask questions.³⁶ The group activity involves everyone participating in a brief, lively activity that fosters cohesion and practicing social and academic skills. During an observation of a morning meeting at a site visit, the students engaged in a game of charades with groups of students as different teams. The teacher’s morning message involves the students reading and interacting with a short message written by the teacher, including information to help students focus on their schoolwork for the week. During a classroom observation, the teacher read her message, which was written as a formal letter and visible to the students on the board. Students actively followed the words while the teacher read, and students identified the punctuation marks by using different hand or body movements for each punctuation. The overall purposes of morning meetings are to set the tone for respectful and engaged learning in a climate of trust; build positive community by fulfilling students’ need to belong, feel significant, and have fun; model and practice social-emotional skills; and review or practice academic skills or content in a way that gets students interested in learning.

As a reminder, prior to the 2023-2024 school year, morning meeting was selected at Brookwood as the primary practice for classroom teachers to implement in their classrooms, while teachers were already implementing morning meetings in their daily routine at White Oaks.

Staff members who indicated their focus was on morning meetings were provided additional survey items about their practices. Overall, the majority of staff who focused on morning meetings also indicated they started every morning with a morning meeting (see Table 6). Only 9 percent of staff indicated they started

some of their days with a morning meeting and another 9 percent indicated they had not started as of the time of the survey.

Table 6: Staff Reported Frequency of Morning Meetings

Survey Item	Every Morning	Some Mornings	Have Not Started
How many mornings a week do you start school with a morning meeting? (N=23)	83%	9%	9%

Teacher Language

Teacher language is the professional use of words, phrases, and pace to enable students to engage in active, interested learning; be contributing members of a positive learning community; and develop positive behaviors.³⁷ There are five general expectations that guide this practice.³⁸ The first guideline is to be direct and genuine, which includes providing comments as statements that are clear and specific without sarcasm, as well as communicating intentions with actions or body language. During an observation in the classroom, when a teacher needed to redirect a student who was distracted with a stuffed animal, she moved it away from the student and said, “Let’s move it here.” The second guideline is to convey faith in children’s abilities and intentions, which includes praising specific behaviors but avoiding naming individual students as examples, as well as allowing equal opportunities for students to share. For example, a teacher was observed praising her students by saying, “Give your brain a kiss” and encouraging a student by saying, “Say it with confidence.”

The third guideline is focusing on action, which includes not using judgmental language and describing specific behaviors instead of abstract concepts. The fourth guideline is keeping it brief, which involves using concise language with explanations kept to one to two sentences, allowing for students to recall expectations, and avoiding threats or warnings. During observations of teachers in the classroom, teachers provided clear directions when transitioning to a new activity without repeating themselves. The final guideline is to know when to be silent, which involves providing directions one time and providing support if needed, allowing sufficient wait time before calling on students, using a slow and steady pace of speech, allowing students to speak as frequently as the teacher, and not repeating students’ comments for the purpose of confirmation.

As a reminder, for the 2023-2024 school year, White Oaks teachers could choose between focusing on either teacher language or interactive modeling in their classroom.

Interactive Modeling

Interactive modeling is a process that explicitly teaches students an academic or social skill, routine, or procedure.³⁹ Interactive modeling involves seven steps for elementary-aged students. The first step is to briefly state what you will model and the reason. The second step is to model the behavior exactly as you expect students to do it without describing what you’re doing. The third step is to ask students what they noticed followed by inviting one or more students to model the same way. The next step is to ask students what they noticed when observing the students modeling the behavior. The sixth step is to have all students model the behavior while observing and coaching. The final step is to provide feedback while naming specific, positive actions and redirecting if needed. During classroom observations, a teacher modeled for students how they should leave and enter the classroom quietly and in an organized way when other staff came to get them for other services during class time.

As noted, teachers at White Oaks could choose this practice as their focus for the 2023-2024 school year. In addition, at Brookwood, interactive modeling was used for one week in fall 2023 with the assistance of PGI staff to teach the students how to behave in the cafeteria, which involved the assistance of cafeteria staff, custodians, and teachers.

Professional Learning and Support

In preparation for the 2023-2024 school year, building administrators identified three to four staff members in their buildings who would serve as members of their Responsive Practices team, which included staff who would lead the implementation of the initiative at each school. Across the schools, the teams included administrators, general education and special education teachers, and specialists (e.g., reading specialist). For a review of the professional learning and support offered during 2023-2024 see Table 7.

Six members of the Responsive Practices teams attended a 4-day training with the Responsive Classroom organization during the summer of 2023. In addition, all school staff received a training regarding Responsive Classroom practices in their buildings prior to the school year. At White Oaks, optional choice sessions related to the practices of energizers and closing circles were also offered prior to the school year.

Ongoing professional learning opportunities were offered to teachers and teacher assistants quarterly throughout the school year. PGI staff noted that one adjustment made during implementation was the timing of professional learning opportunities for teachers. In the beginning of the year, the opportunities were scheduled in the mornings before the school day, but this was adjusted to be offered at other points during the school day (e.g., during collaboration meetings) based on teacher feedback. In addition, a Canvas course focused on learning about morning meetings was created by PGI staff, which has lessons focused on understanding each of the four components of the morning meeting, as well as getting started with hosting morning meetings and planning tips and tools.

The two PGI professional learning specialists also offered ongoing support and coaching for teachers and teacher assistants throughout the school year on a monthly basis. This involved attending planning meetings to review student social-emotional learning survey data as well as holding learning walks to observe teachers engaging in the practices and providing debriefings with the administration. The Responsive Practices team members at each school also participated in providing feedback during the learning walks and ongoing coaching to other school staff. The team members also communicated with PGI staff to ensure all staff needs were being met. Additionally, at Brookwood, the instructional technology specialist (ITS) provided teacher support to add science-related content to teachers' morning meetings.

PGI also monitored implementation through surveys at the beginning, middle, and end of the year. The beginning and end-of-year surveys asked staff questions about their knowledge of the practices, as well as perceptions about their skill levels and feedback, while the mid-year survey asked Responsive Practices team members about their perceptions of the implementation, such as strengths and areas of support.

Table 7: Responsive Practices Professional Learning Opportunities

Professional Learning and Support	Target Audience
4-day Responsive Classroom in-person training	Responsive Practices team members
PGI quarterly professional learning	Teachers and teacher assistants
Morning meeting Canvas course	All staff
PGI monthly support and coaching	Teachers and teacher assistants
Learning walks/observations	Responsive Practices teams
Responsive Practices teams support	Teachers and teacher assistants
PGI survey monitoring	Teachers and teacher assistants

When surveyed about professional learning on the Behavioral and Mental Health Supports initiative survey, 93 percent of staff involved with the initiative agreed the professional learning received on Responsive Practices

provided them with the necessary knowledge and tools to use responsive practices in their classroom or school (see Table 8).

Table 8: Staff Perceptions of Responsive Practices Professional Learning

Survey Item	Percent Agreement
The professional learning I received on Responsive Practices provided me with the necessary knowledge and tools to use responsive practices in my classroom/school. (N=30)	93%

In addition, when surveyed about the areas in which they received professional learning, nearly all staff (94%) indicated they received professional learning related to morning meetings. As shown in Table 9, approximately half of staff indicated they participated in professional learning related to teacher language (55%), energizers (55%), or interactive modeling (45%). A slightly lower percentage of staff indicated they participated in professional learning related to closing circles (35%).

Table 9: Percentages of Staff Who Received Responsive Practices Professional Learning by Topic

Survey Item	Morning Meeting	Teacher Language	Interactive Modeling	Energizers	Closing Circle	Other
Which of the following Responsive Practices have you received professional learning on? (N=31)	94%	55%	45%	55%	35%	3%

Regarding support received, 97 percent of staff involved with the initiative indicated they worked with PGI during the implementation. When surveyed about the resources and support provided by PGI, 97 percent of staff who indicated they worked with PGI also agreed that PGI staff provided them with helpful resources and support for implementation.

Initiative Goals

PGI staff indicated that the goals of the Responsive Practices initiative for 2023-2024 varied based on the school. The purpose of the Responsive Practices initiative at Brookwood Elementary School was to increase students' social-emotional skills, including increasing positive behaviors. More specifically, according to Brookwood's Responsive Classroom School Support planning documents, the goal was identified as building the capacity of staff at Brookwood to increase the students' positive behaviors and provide opportunities for students to build and reflect on their self-management skills. Additional criteria of success were identified as all classroom teachers beginning each day with a morning meeting and improvement in agreement on a student SEL survey item related to self-management. At White Oaks Elementary School, the purpose of the Responsive Practices initiative was to increase student sense of belonging due to their high percentage of transient military population. More specifically, according to White Oaks' Responsive Classroom School Support planning documents, the goal was identified as building the capacity and confidence of teachers to effectively use teacher language or interactive modeling to positively support students.

Baseline staff survey data were analyzed for these goal areas for staff who reported focusing on a particular aspect of Responsive Practices (e.g., morning meeting, teacher language, interactive modeling).⁴⁰ Goals for morning meetings were related to increasing students' positive behaviors and self-management skills. Overall, 85 percent of staff who indicated morning meetings was their focus area agreed that morning meetings as part of Responsive Practices helped build their capacity to increase students' positive behaviors, and 80 percent agreed that morning meetings helped increase students' positive behaviors (see Table 10). In addition, 70 percent of staff agreed that morning meetings helped develop their students' self-management skills.

Table 10: Staff Perceptions of Morning Meetings

Survey Items	Percent Agreement
Morning meetings as part of Responsive Practices have helped build my capacity to increase students' positive behaviors. (N=20)	85%
Morning meetings as part of Responsive Practices have helped increase students' positive behaviors. (N=20)	80%
Morning meetings as part of Responsive Practices have helped develop my students' self-management skills. (N=20)	70%

Note: When limited to only staff who worked at the school with morning meeting as their specific goal area (N=14), agreement percentages were 86, 79, and 64 percent, respectively.

Additional school-specific data were examined from the self-management items on the student SEL survey from 2023-2024 as reported in the Navigational Markers. This measure provided an aggregated rating across the self-management items (i.e., dividing total number of agreement responses across all items within the competency). In 2023-2024, 72 percent of student responses to the self-management items were agreement responses.

Goals for teacher language and interactive modeling were related to teacher confidence in these practices, as well as improving students' sense of belonging. As shown in Table 11, all staff who indicated their focus was teacher language (100%) agreed they were confident in their ability to effectively use teacher language to support students, and that teacher language helped improve students' sense of belonging. Additionally, all staff who indicated their focus was interactive modeling (100%) agreed they were confident in their ability to effectively use interactive modeling to support students, and 71 percent agreed interactive modeling helped improve students' sense of belonging.

Table 11: Staff Perceptions of Teacher Language and Interactive Modeling

Survey Items	Percent Agreement
I am confident in my ability to effectively use teacher language to support students. (N=12)	100%
Teacher language has helped improve students' sense of belonging. (N=12)	100%
I am confident in my ability to effectively use interactive modeling to support students. (N=7)	100%
Interactive modeling has helped improve students' sense of belonging. (N=7)	71%

Note: When limited to only staff who worked at the school with teacher language (N=10), agreement percentages remained the same (100%). When limited to only staff who worked at the school with interactive modeling (N=5), agreement percentages were 100 and 80, respectively.

Additional school-specific data were examined from students' reported sense of belonging from 2023-2024 as reported in the Navigational Markers. In 2023-2024, 79 percent of students reported a sense of belonging at their school. On the Behavioral and Mental Health Supports for Students survey, when staff who were involved with the initiative were surveyed generally about Responsive Practices helping to improve student behavior and creating a safer classroom, 64 percent agreed implementing Responsive Practices helped in these areas.

General Perceptions

Through open-ended survey items, school-based staff had the opportunity to provide comments regarding what worked well and what could make Responsive Practices more beneficial. Overall, 13 staff members made a comment related to what worked well, which was 42 percent of staff who responded to the Responsive Practices portion of the survey and were involved at one of the schools operating the initiative. Themes from staff regarding what worked well included reference to morning meetings in general, students responding well to the practices (e.g., being engaged, learning), building positive relationships or community, and providing teachers with a different perspective. Overall, 9 staff members made a comment related to improvement areas, which was 29 percent of staff who responded to the Responsive Practices portion of the survey and were involved at one of the schools operating the initiative. The primary themes from staff regarding

improvement areas focused on more staff buy-in and consistency in practices. Some comments focused on behavior management, such as the need to consistently implement consequences, student accountability, or general acknowledgement that this is one tool that should be used with others.

During an interview, PGI staff had the opportunity to provide comments regarding their perceptions of usefulness for meeting student and staff needs. PGI staff noted that the implementation of the Responsive Practices initiative met the teachers’ needs due to the flexibility in support and professional learning offered to staff. PGI staff also noted the Responsive Practices teams were highly involved with the implementation, which helped meet teachers’ needs through modeling and supporting their colleagues through implementation. During the interview, PGI staff were also asked about the successes and what worked well in addition to challenges and areas for improvement. Noted successes included the building administrators supporting the work, providing school staff ongoing support and professional learning throughout the year, and the ability to adjust and be flexible based on teachers’ needs. In addition, PGI staff indicated the ability to provide this professional learning and support internally worked well. The innerworkings of the Responsive Practices teams at each school were also viewed as a success, including the ability to have peer to peer help and a gradual release of support from PGI to the schools’ Responsive Practices team.

Although administrator support was mentioned as a success, PGI staff noted that a challenge was changes in building administrators at both schools during the 2023-2024 school year. Due to the previous administration leading and planning the work initially, there was a need to rebuild relationships and connect the new administrators with the previous principal’s vision. Regarding things that could improve the implementation, PGI staff commented on potentially collaborating with others who work more directly with behavior issues to ensure that consistent language is used throughout the building. In addition, PGI staff noted learning walks should occur earlier in the year because observing could facilitate learning for teachers.

Cost and Future Plans

The cost to VBCPS for implementation of Responsive Practices during 2023-2024 was collected from PGI. As shown in Table 12, costs were related to Responsive Practices team members attending a 4-day professional learning opportunity, Responsive Classroom books purchased for all teachers and teacher assistants at the two schools (220 books), and local travel costs for PGI staff to support school implementation. The costs for the professional learning totaled \$10,732. The professional learning costs for the six attendees included the cost of registration for the 4-day course, hotel, travel, and food. The costs for the 220 Responsive Classroom books totaled \$7,311. Local travel to schools for PGI staff to support responsive practices implementation totaled \$326. The total cost for the 2023-2024 school year was \$18,369.

Table 12: Cost for Responsive Practices in 2023-2024

Cost Categories	Costs in 2023-2024
Professional Learning	\$10,732
Materials	\$7,311
Local Travel	\$326
Total Cost	\$18,369

As of October 2024, it was determined that there will not be a continuation or expansion of the current Responsive Practices initiative due to budget constraints and the needs of schools as they navigate the impact of the Virginia Literacy Act (VLA) and new curricular standards.⁴¹ Brookwood and White Oaks have experienced changes in administration, and the school’s goals for social-emotional learning supports and interventions have shifted. PGI staff will continue to support Brookwood, White Oaks, and additional schools that have requested professional learning related to Responsive Practices; this will occur outside the originally planned initiative.

According to PGI staff, having staff members at a new school attend Responsive Practices in-person training and purchasing books for all teachers and teacher assistants would be too costly at this time. PGI staff discussed that potential future directions for the initiative may include implementing the Responsive Practices initiative at schools that are implementing the Schoolwide Behavior Intervention Support Professional Learning initiative. One elementary school currently implementing the Schoolwide Behavior Intervention Support Professional Learning initiative has partnered with PGI for more intensive support specifically focused on morning meetings. PGI staff noted they will be working with the behavior intervention specialist at this school to ensure there is alignment across the initiatives.

Schoolwide Behavior Intervention Support Professional Learning

Purpose and Overview

The Schoolwide Behavior Intervention Support Professional Learning is grounded in the concepts of Behavior Intervention Support Team (BIST). BIST was created by the Cornerstones of Care organization and is based on the idea that students' challenging or disruptive behaviors are rooted in traumatic experiences.⁴² According to the Cornerstones of Care BIST website, BIST empowers educators to partner with students to develop emotional awareness and positive coping skills, which includes holding students accountable for their actions and teaching them skills.⁴³ As part of BIST, students can learn replacement or missing skills to reduce disruptive behaviors. VBCPS began piloting the Schoolwide Behavior Intervention Support Professional Learning initiative by providing professional learning to staff at five elementary schools during the 2023-2024 school year: Diamond Springs, Newtown, Parkway, Thalia, and Bettie F. Williams. These schools were selected by DOSL staff after review of academic and behavioral data and discussion with the school principals.⁴⁴ The purpose of adopting the Schoolwide Behavior Intervention Support Professional Learning initiative in VBCPS schools was to reduce the number of negative behaviors that impact instruction and academic performance, as well as provide an additional layer of support for the schools implementing the initiative.⁴⁵ During 2023-2024, the primary focus of the initiative was professional learning for staff. The implementation during the first year was flexible, and building principals determined the level and timelines of professional learning their staff participated in and concepts of BIST that would be implemented at their schools during 2023-2024.

The Schoolwide Behavior Intervention Support Professional Learning initiative in VBCPS is overseen by staff in the departments of School Leadership and Teaching and Learning, especially the Office of Student Support Services. In particular, the coordinator of behavior intervention, who works in the Office of Student Support Services, provides oversight of the behavior intervention specialists (BISs) who work at the five elementary schools implementing Schoolwide Behavior Intervention Support Professional Learning (along with other schools across the division). Together, the coordinator and BISs at these schools internally monitor aspects of BIST being implemented across the five schools. The BISs also work closely with the building administrators to lead the Schoolwide Behavior Intervention Support Professional Learning implementation at each individual school. In planning for the 2023-2024 school year, the school principals could select staff to be part of their school's Vision Team, which included school staff members who led the implementation of the Schoolwide Behavior Intervention Support Professional Learning initiative at the schools in addition to the BIS. According to data monitored internally by the coordinator of behavior intervention and BISs, three of the five schools implementing the Schoolwide Behavior Intervention Support Professional Learning initiative (60%) established a Vision Team as of June 2024. While VBCPS has historically had BIS positions, one additional position established exclusively for the Schoolwide Behavior Intervention Support Professional Learning initiative by converting existing allocations was the behavior intervention support team teacher assistant (BIST TA). With guidance and assistance from the BIS, the BIST TAs oversaw the focus room, which is a room separate from the classroom where students can go to practice replacement skills, calm down, prepare an apology, or create a plan to make better choices.⁴⁶ During 2023-2024, all five schools employed a BIST TA to assist with

implementation, and all schools provided training and oversight of the BIST TA according to data monitored internally by the coordinator of behavior intervention and BISs.

Target Audience/Participants

The participants of the Schoolwide Behavior Intervention Support Professional Learning initiative during 2023-2024 were the teachers and staff at Diamond Springs, Newtown, Parkway, Thalia, and Williams. Professional learning opportunities were offered to teachers and staff prior to and during the 2023-2024 school year, although building principals determined the professional learning opportunities in which their staff participated. In addition, all five schools had a BIST TA who worked exclusively to implement the Schoolwide Behavior Intervention Support Professional Learning initiative. As noted, these BIST TAs oversaw the focus room within each school and were classified as general assistants. During discussions with the coordinator of behavior intervention, there would likely be some difficulties with retaining staff in the BIST TA position after the 2023-2024 school year. These difficulties may have been due to the job requirements of extensive training and working with students with disruptive behavior. To assist with hiring and retaining staff in these positions, according to DOSL staff, a stipend was created for the BIST TA position as an incentive that is received at the end of the school year. According to data monitored internally by the coordinator of behavior intervention and BISs, four of the five BIST TAs (80%) employed during 2023-2024 returned for the 2024-2025 school year.

The various supports provided through the Schoolwide Behavior Intervention Support Professional Learning initiative were also available to students at these schools at multiple tiers, including Tiers 1, 2, and 3. Therefore, during the 2023-2024 school year, all students throughout the five schools could have participated in the Tier 1 aspects of this initiative, which were common language and class/morning meetings. Students at these schools who needed additional support for behavior could have been provided supports at the Tier 2 and 3 levels. These supports included several options for intervention strategies to help reduce disruptive behaviors and teach students replacement skills (i.e., safe seat, buddy room, focus room, processing, and behavior/think sheets). Schools monitored data related to the use of the focus room, which is considered a tier 3 support. According to the coordinator of behavior intervention, across the five schools during the 2023-2024 school year, on average within a month timeframe, there was a range of 37 to 133 instances in which students were referred to the focus room at their school. Overall, on average, there were approximately 435 instances in which students were referred to the focus room within a month timeframe at all five schools.

Survey Respondents

On the Behavioral and Mental Health Supports for Students survey, a total of 205 staff members indicated they were familiar with the Schoolwide Behavior Intervention Support Professional Learning initiative. There were 67 respondents who indicated they worked at one of the five schools implementing the Schoolwide Behavior Intervention Support Professional Learning initiative. Of those 67 respondents, 62 staff members (93%) indicated they were involved with the initiative to some extent, which included participation in professional learning, using the common language aspects of BIST, implementing a component of BIST (e.g., safe seat), or having a student who participated in a component of BIST (see Table 13). Only five staff members at the schools (7%) implementing Schoolwide Behavior Intervention Support Professional Learning indicated they were aware of the initiative but had limited involvement (i.e., did not indicate being involved in any of these ways). When surveyed about how they were involved with Schoolwide Behavior Intervention Support Professional Learning, most of these staff indicated they used the common language rooted in BIST (82%) and participated in the professional learning (79%) (see Table 13). Slightly lower percentages of staff members indicated they implemented a component of BIST (60%) or had a student who participated in a BIST component (57%). The perceptions for the 62 staff members who indicated they were involved to some extent were included in this evaluation report.

Table 13: Type of BIST Involvement Reported by Staff

Types of Involvement	Percentage
Some involvement	93%
Used common language	82%
Participated in professional learning	79%
Implemented a component of BIST	60%
Had a student who participated in a BIST component	57%
Limited involvement only	7%

Half of the 62 respondents involved in the Schoolwide Behavior Intervention Support Professional Learning initiative were classroom teachers (50%), whereas 24 percent were other instructional staff, and 15 percent were student support staff. Lower percentages of staff members indicated they were administrators (6%) or in another position (5%).

Initiative Components

Professional Learning and Support

In preparation for implementation of the Schoolwide Behavior Intervention Support Professional Learning initiative in VBCPS, in March 2023, VBCPS staff members met with a consultant from the Cornerstones of Care organization in Kansas City. Staff included the DOSL senior executive director of elementary schools, two elementary school principals who would begin implementing the initiative at their schools during the 2023-2024 school year, PGI representatives, and the coordinator of behavior intervention. During this visit, these staff also visited multiple schools in Kansas City to observe operations of BIST. This visit helped central office and administrative staff prepare for implementation of Schoolwide Behavior Intervention Support Professional Learning across the five schools for the 2023-2024 school year. A review of the professional learning and support offered during 2023-2024 is shown in Table 14.

According to the contract with Cornerstones of Care, two professional learning sessions were offered to the five Schoolwide Behavior Intervention Support Professional Learning principals in the spring and summer of 2023. Building principals could then determine the level of professional learning for their staff and the concepts of BIST that would be implemented at their schools during the 2023-2024 school year based on the needs at their school. As noted, the coordinator of behavior intervention and BISs internally monitored implementation across the five schools. In July 2023, an optional 5-day virtual professional learning session was offered by Cornerstones of Care to staff at all five schools. Staff had the opportunity to participate synchronously or asynchronously as the sessions were recorded. Overall, 84 staff members participated in this training.

In August 2023, staff at the schools implementing this initiative were also provided an in-person BIST Basics I training session, which was a five and a half hour training session.⁴⁷ According to central office staff overseeing the implementation, this August training allowed staff to collaborate with one another during the sessions, which did not occur during the virtual sessions in July 2023.⁴⁸ Schools varied in the extent to which staff positions beyond teachers, such as school counselors, specialists, and coaches, were included in this professional learning. According to the Cornerstones of Care contract, additional training time was offered to the school BIST vision teams during this August professional learning session as well as for the BIST TAs who would oversee the focus rooms. Teacher assistants at the schools were invited to participate in a separate virtual professional learning session with an overview of BIST concepts, which lasted an hour and a half. In October 2023, an in-person BIST Basics II training session was offered to staff, and a final one-hour virtual BIST Basics III session was offered to staff in March 2024. In addition, in January 2024, 33 staff members, including

central office staff and staff from all five schools attended the 2024 annual in-person Vision Team conference with the Cornerstones of Care organization in Kansas City. The Vision Team conference is an annual conference that allows vision teams around the nation to connect and collaborate. During this trip, VBCPS staff also visited a school in Kansas City to observe operations of BIST. In preparation for the 2024-2025 school year, trainings were also completed by Cornerstones of Care across three days at the end of June 2024 for staff at the schools implementing this initiative. In total, 136 staff members participated in this training.

According to the coordinator of behavior intervention, the BISs at the five schools implementing this initiative also provided ongoing professional learning opportunities to school staff regarding BIST-related topics throughout the 2023-2024 school year; however, the extent and content of these professional learning sessions varied by school. When staff were surveyed about understanding the purpose of the professional learning as a part of the BIST initiative, 97 percent of staff who were involved with the Schoolwide Behavior Intervention Support Professional Learning initiative agreed they understood the purpose.

Ongoing support and assistance was also offered by Cornerstones of Care during virtual PLC meetings at schools implementing this initiative during the 2023-2024 school year. According to data monitored internally by the coordinator of behavior intervention and BISs, four of the five schools (80%) participated in a fall PLC meeting with a BIST consultant. In addition, building administrators from four schools implementing the initiative who responded to the survey agreed the BIST or Cornerstones of Care staff provided them with helpful resources and support for implementation during 2023-2024.

Table 14: Schoolwide Behavior Intervention Support Professional Learning Opportunities

Professional Learning and Support	Target Audience
Meeting with Cornerstones of Care Consultant (March 2023)	Select administrative staff members
Two principal professional learning sessions (Spring and Summer 2023)	Building principals
5-day virtual professional learning session (July 2023)	Teachers and other staff depending on school (optional session)
BIST Basics I training (August 2023)	Teachers and other staff depending on school
Additional training time specific to team (August 2023)	Administrators/Vision team
Additional training time specific to position (August 2023)	BIST TAs (in charge of focus room)
BIST Overview (August 2023)	Other teacher assistants
BIST Basics II training (October 2023)	Teachers and other staff depending on school
BIST Basics III training (March 2024)	Teachers and other staff depending on school
Vision Team Conference (January 2024)	Administrators/Vision teams
Ongoing BIST-related professional learning from BISs	Teachers and other staff depending on school
Ongoing professional learning and support from BISs	BIST TAs (in charge of focus room)
Cornerstones of Care assistance during PLC meetings	School staff
BIST Overview (June 2024)	Teachers and other staff depending on school

When staff were surveyed about the effectiveness of the professional learning they were offered, 75 percent agreed the BIST professional learning helped empower them with the language, systems, and structures to help support students with behavior concerns (see Table 15). In addition, 72 percent of staff agreed the BIST professional learning provided them the necessary knowledge and tools to manage student behavior.

Table 15: Staff Perceptions of BIST Professional Learning

Survey Items	Percent Agreement
The BIST professional learning helped empower me with the language, systems, and structures to help support students with behavior concerns.	75%
The BIST professional learning provided me the necessary knowledge and tools to manage student behavior.	72%

To assist school staff with monitoring the implementation of various aspects of BIST, the coordinator of behavior intervention and BISs created a BIST reflection tool. The BIST reflection tool is a high-level tool that lists various objectives related to BIST. Example objectives include providing professional learning, acquiring materials, awareness and use of common language and expectations, and using various components of BIST with fidelity. Staff can use this tool to gauge their level of implementation of each objective on a scale of “Level 1” (Not Implemented) to “Level 3” (Implemented). In addition, the Cornerstones of Care organization provided central office staff overseeing the initiative with a BIST implementation guide. The BIST implementation guide is a more detailed tool that allows staff to assess themselves on a scale of “Successful” to “Concern” for various aspects of BIST. The implementation guide covers various aspects of BIST within the following areas: philosophical, training and staff buy-in, logistics, data collection, prevention, Vision Team, and parent information. As the implementation of BIST continues at these schools, school staff are expected to begin using one of these tools to monitor their own implementation of BIST beginning in 2024-2025.

Tier 1 Schoolwide BIST Model

According to the Cornerstones of Care BIST website, BIST involves the following: intervening early and consistently with all students (early intervention – the “when”), using specific, caring language of partnering when intervening (caring confrontation – the “how”), identifying a missing skill and partnering with the students to develop the skill (protective plan – the “what”), and maintaining a relationship and providing restrictions when needed (outlasting the acting out).⁴⁹ An important aspect of the early intervention component is the expectation that students will only receive one verbal redirection per activity and teachers should take action to intervene if the behavior continues. During caring confrontation, staff are expected to intervene for any disruptive or hurtful behavior with specific, common language, including “I see... (referencing the disruptive behavior),” “Can you... (referencing the desired behavior),” “Even though... (referencing the student’s feeling).”⁵⁰

The BIST concepts also involve specific goals for life, which are goals students are helped to obtain “so they may have the life they want and deserve.”⁵¹ Goals for life are rooted in the following three beliefs: “I can make good choices, even if I am mad; I can be okay, even if others are not okay; and I can do something, even if I don’t want to (or even if it’s hard).”⁵² Further, within BIST, it is believed that students who are disruptive and have chronic behavior issues are missing skills related to these three goal areas and that these skills can be taught. The three skills that BIST views as potentially missing include “I can’t be mad without getting in trouble,” “I can’t be okay if others are not okay,” and “I can’t do something if I don’t want to.”⁵³ The BIST handbook offers suggestions for adults when working with students who are missing each of these types of skills. BIST also indicates that for students’ behavior to change, they must be met with grace, which includes adults accepting students as well as students accepting responsibility for their actions.

One part of BIST is that staff should use specific language when interacting with students. This specific language is referred to as “common language” and should be used by staff with all students throughout the schools. Common language can include the language used during caring confrontation (i.e., “I see... [referencing the disruptive behavior],” “Can you... [referencing the desired behavior],” “Even though... [referencing the student’s feeling]”). In addition, common language includes the goals for life (e.g., “students can make good choices even if they are mad.”) and the missing skills

(e.g., “students can’t be mad without getting in trouble.”). The Cornerstones of Care organization provides language reference cards for staff, which were purchased by VBCPS for staff at schools implementing this initiative. These language reference cards can be used to remind staff of the specific language to use. According to data monitored internally by the coordinator of behavior intervention and BISs, four of the five schools (80%) provided the BIST language reference cards to staff as of June 2024. Of those schools that provided staff with the language reference cards, one school used the reference cards consistently building wide, two schools had staff who used the reference cards somewhat building wide, and one school had staff who did not use the cards consistently. When staff involved in the implementation of Schoolwide Behavior Intervention Support Professional Learning were surveyed about the extent to which common language helped improve student behavior at their school, 65 percent of staff who responded to the item indicated it helped improve student behavior to a large or moderate extent, while 29 percent of staff indicated it helped to a small extent, and 7 percent indicated it did not help at all.

Another component of BIST that could be implemented with all students throughout the school was class/morning meetings. Class/morning meetings are meetings facilitated by the teacher to help students solve problems, plan events, and maintain a positive classroom community. According to data monitored internally by the coordinator of behavior intervention and BISs, as of June 2024, two of the five schools (40%) created lessons related to BIST that were being used in morning meetings, while one school was in the process of creating lessons for this purpose, and two schools had not completed work in this area. When staff involved in the implementation of Schoolwide Behavior Intervention Support Professional Learning were surveyed about the extent to which class/morning meetings helped improve student behavior at their school, 73 percent of staff who responded indicated it helped improve student behavior to a large or moderate extent, while 21 percent of staff indicated it helped to a small extent, and 6 percent indicated it did not help at all (see Table 16).

Table 16: Staff Perceptions of Common Language and Class/Morning Meetings Improving Student Behavior

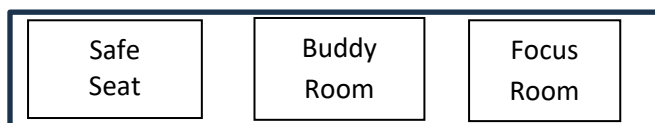
Please indicate the extent to which each of the following BIST tools has helped improve student behavior if they were used:	Large Extent	Moderate Extent	Small Extent	Not At All
Common language	29%	36%	29%	7%
Class/morning meeting	35%	38%	21%	6%

Note: Percentages exclude those who indicated “Don’t Know” or “Did Not Use.”

Tiers 2 and 3 Individual Student Support

As noted, BIST is based on the idea that students can learn replacement or missing skills to reduce disruptive behaviors. To help teachers intervene, BIST offers suggestions for a continuum of intervention strategies. These strategies are designed to increase teaching time for all students, facilitate lifelong change in skill sets for students with challenging behaviors, decrease disruptive behavior, and provide relief for adults working directly with students. As shown in Figure 1, BIST intervention strategies include a safe seat in the students’ classroom, a seat in a buddy room, and the focus room, which is a room separate from the student’s classroom. All schools (N=5) implemented the focus room, four schools implemented the safe seat, and one school implemented a buddy room during 2023-2024. According to the chief academic officer, school staff continued to follow the Student Code of Conduct, and students are referred to the office as appropriate based on VBCPS discipline guidelines.

Figure 1: BIST Intervention Strategies



Throughout the continuum of intervention strategies, when students engage in disruptive behavior, teachers encourage students to engage in processing, which are questions the teacher asks the student so they can be held accountable and take ownership for their behavior, practice their replacement skills, and create a plan for better choices. When staff were surveyed about the extent to which processing helped improve student behavior at their school, 66 percent of staff who responded indicated it helped to a large or moderate extent. In addition, 23 percent of staff indicated it helped to a small extent and 11 percent indicated it did not help at all. Teachers could also use target behavior or think sheets at any point when working with students. These sheets were intended for the student to visualize their goals and problem solve or help them to take ownership of the behavior they engaged in and create a plan for success. When staff were surveyed about the extent to which behavior/think sheets helped improve student behavior at their school, 58 percent of staff who responded indicated it helped to a large or moderate extent (see Table 17). In addition, 21 percent of staff indicated it helped to a small extent and 21 percent indicated it did not help at all.

Table 17: Staff Perceptions of Processing and Behavior/Think Sheets Improving Student Behavior

Please indicate the extent to which each of the following BIST tools has helped improve student behavior if they were used:	Large Extent	Moderate Extent	Small Extent	Not At All
Processing	29%	37%	23%	11%
Behavior/Think Sheet	29%	29%	21%	21%

Note: Percentages exclude those who indicated "Don't Know" or "Did Not Use."

When a student begins to exhibit repeated disruptive behaviors, the first intervention strategy is the safe seat, which is a desk or seat within the classroom. The safe seat is still within the student's classroom to allow for the student to continue to participate in instruction but is intended to be away from other students to help the student regroup, process with the teacher, then rejoin the class. During site observations, school staff discussed that it was the expectation that students would not move from the safe seat before processing the incident with the teacher. According to data monitored internally by the coordinator of behavior intervention and BISs, four of the five schools (80%) implemented the safe seat as of June 2024. In addition, of those who implemented the safe seat, three schools established a process for using the safe seat. When staff were surveyed about the extent to which the safe seats helped improve student behavior at their school, 74 percent of staff who responded indicated it helped to a large or moderate extent, while 17 percent of staff indicated it helped to a small extent, and 9 percent indicated it did not help at all.

According to the BIST continuum of intervention strategies, if students continue to have difficulty with disruptive behaviors when in the safe seat, they may be asked to move to a buddy room, which is a safe seat in another classroom. The buddy room is also intended to help a student regroup, complete a think sheet, and process with an adult in the new classroom so they may return to their classroom safe seat. According to data monitored internally by the coordinator of behavior intervention and BISs, one school implemented the buddy room as of June 2024. In addition, this school established a process for using the buddy room. During site observations, school staff discussed that if they implemented a buddy room, they paired classrooms in advance to be buddy classrooms. When staff were surveyed about the extent to which buddy rooms helped improve student behavior at their school, 52 percent of staff who responded indicated it helped to a large or moderate extent, while 30 percent of staff indicated it helped to a small extent, and 19 percent indicated it did not help at all.

If students continue to have difficulty with disruptive behavior when in the buddy room or safe seat (for schools that have not implemented the buddy room), then students may be asked to move to the focus room. The focus room is a room that is separate from the classroom where students can go to practice replacement skills, calm down, prepare an apology, or create a plan to make better choices. This room was staffed by the school’s BIST TA with support from the BIS and building administrators. When students were asked to go to the focus room, they were escorted from their classroom to the focus room by an administrator, security guard, or the BIST TA. While in the focus room, BIST TAs worked with the students to calm down and process the incident. During the site visits, BIST TAs showed several examples of worksheets that were used for students to process and reflect on their missing skill. After the BIST TA determined that the student was ready to return to the classroom, it was the expectation that the student would continue back through the continuum of intervention strategies starting with the buddy room then safe seat then regular seat, depending on implementation. It is also important to note that the students were expected to process the incident with their teacher or staff member who referred them to the focus room prior to returning to their regular seat. Additionally, during the site visits, staff at all schools stressed that the focus room was not presented in a negative way, but that students should view it as a tool they could use while they were learning the missing skills. Some staff expressed the importance of this being a shift in mindset from discussing minor disruptions in a negative, punitive way. Staff also noted it was important to communicate with parents that the focus room was not intended to be punitive but an opportunity to learn and practice replacement skills. When staff involved in the initiative were surveyed, overall 95 percent of staff agreed they understood the students who could benefit from the various BIST supports (e.g., safe seat, focus room).

According to data monitored internally by the coordinator of behavior intervention and BISs, during the 2023-2024 school year, all five schools physically set up the focus room and were actively using it. In addition, all five schools established a system to collect focus room data. The data collected from the focus room included the student’s information (e.g., name, grade level, teacher) and current types of support the student was receiving (e.g., 504 plan, special education committee, behavior intervention plan), as well as information about what brought them to the focus room (e.g., time of day, the general reason for visit), the skill(s) the student was missing, and whether a think sheet and processing with staff occurred. Throughout the year, BIST TAs moved to collecting data through Google sheets. Collecting the data electronically allowed BISs, BIST TAs, and administrators to more easily summarize and monitor the focus room data. During the site visits, school staff discussed the benefit of analyzing which grade levels or teachers were utilizing the focus room to determine patterns, as well as buy-in throughout the school. When staff were surveyed about the extent to which focus rooms helped improve student behavior at their school, 77 percent of staff who responded indicated it helped to a large or moderate extent, while 9 percent of staff indicated it helped to a small extent, and 14 percent indicated it did not help at all (see Table 18).

Table 18: Staff Perceptions of Safe Seats, Buddy Rooms, and Focus Rooms Improving Student Behavior

Please indicate the extent to which each of the following BIST tools has helped improve student behavior if they were used:	Large Extent	Moderate Extent	Small Extent	Not At All
Safe Seat	40%	34%	17%	9%
Buddy Room	22%	30%	30%	19%
Focus Room	37%	40%	9%	14%

Note: Percentages exclude those who indicated “Don’t Know” or “Did Not Use.”

One additional aspect of BIST is skill-based coaching or success plans, which may be used if a student is continuing to have difficulty with behavior. According to the Cornerstones of Care BIST handbook, if a student has moved within the continuum of intervention strategies three to five times within a month, they should be considered for a success plan. One of the five schools implemented this process within their school during 2023-2024. These success plans involve explicitly listing the skills that are missing for the students and a

subsequent plan. According to the school principal implementing success plans during 2023-2024, the students with these success plans took part in regular skill-based coaching with an administrator, teacher, or other staff member. According to the Cornerstones of Care BIST handbook, skill-based coaching involves daily adult check ins to practice replacement skills, assess emotions, focus on what it means to have a successful day, and formulate solutions to problems.

Family Engagement

Regarding parent and family engagement, the Cornerstones of Care organization provides general information on their website about BIST concepts and practices as well as recommendations for parents, including the idea that predictability, consistency, communication, and parental support are essential for success. On the website, there is an example of a situation parents might experience when schools implement components of BIST, which is that students may return home with a think sheet. The website provides suggestions for parents moving forward when this occurs, including talking with their child about the incident, talking about the plan, reviewing the goal the child is working on, practicing the behavior, and discussing the plan with the teacher. In addition, there are suggestions to not be angry, punish or take away items, or feel guilty. Through the website, Cornerstones of Care also provides a free three-session virtual learning series about BIST practices for parents twice throughout the year. According to central office staff, these sessions have been leveraged by one school in the past, but based on other reports, these sessions may not currently be leveraged consistently across the five schools implementing the initiative. Overall, when administrators were surveyed about whether their school provided information and resources to families to build their understanding of BIST support and strategies, 75 percent of administrators who responded to the item indicated they did (N=4). Administrators were provided the opportunity to describe the information and resources provided to families. One administrator indicated parents were offered training opportunities through Cornerstones of Care and information related to BIST was included in Family Newsletters, while at another school, the administrator indicated that parents were provided information related to BIST when called for discipline situations. During site visits, staff described variability across the schools in the information provided to parents about the BIST practices. For example, at some schools, parents were contacted every time students were moved to the focus room; however, this appeared to be more variable at other schools. When staff were surveyed about parents’ understanding, overall, 32 percent of staff agreed parents/guardians understood the school’s approach to implementing supports and strategies to help students change unproductive behaviors.

Initiative Goals

According to an interview with central office staff overseeing the Schoolwide Behavior Intervention Support Professional Learning initiative, the goal was to reduce negative student behaviors and empower teachers. In addition, according to the Cornerstones of Care BIST website, BIST will increase teaching time for all students, facilitate lifelong change in skill sets for even the most challenging students, decrease disruptive behavior in the classroom and at home, and provide relief for adults who are working directly with youth.

Baseline staff survey data related to these goal areas were analyzed (see Table 19). When staff were surveyed about the information learned from the BIST professional learning, 59 percent agreed the information allowed them to decrease disruptive behavior in the classroom or other school setting and 60 percent agreed the professional learning allowed them to increase teaching time for all students (60%).

Table 19: Staff Perceptions of BIST Professional Learning

Survey Items	Percent Agreement
The information I learned from BIST professional learning has allowed me to decrease disruptive behavior in the classroom or other school setting.	59%
The information I learned from the BIST professional learning has allowed me to increase teaching time for all students.	60%

General Perceptions

Through open-ended survey items, school-based staff who were involved with the Schoolwide Behavior Intervention Support Professional Learning initiative at the five schools had the opportunity to provide comments regarding what worked well and what could make it more beneficial. Overall, 46 staff members made a comment related to what worked well, which was 74 percent of staff who responded to the Schoolwide Behavior Intervention Support Professional Learning portion of the survey and were involved at one of the schools operating the initiative. Themes from staff regarding what worked well included using common, consistent language; having the specific intervention strategies (i.e., focus room, safe seat, buddy room); and consistency of expectations within the school. Overall, 44 staff members commented about improvement areas, which was 71 percent of staff who responded to the Schoolwide Behavior Intervention Support Professional Learning portion of the survey and were involved at one of the schools operating the initiative. The primary themes from staff regarding improvement areas focused on more professional learning for all staff (i.e., some teachers referenced needing a “reset”); lack of consistency, fidelity, and buy in from all teachers; and lack of parent information, involvement, and accountability.

During an interview with the central office team overseeing the Schoolwide Behavior Intervention Support Professional Learning initiative, staff had the opportunity to provide comments regarding the usefulness of the initiative for meeting student and staff needs. Comments focused on teachers feeling empowered to manage their classroom and their classroom expectations, as well as allowing teachers to intervene early and focus on the missing skills for the students. Central office staff also noted the benefit of consistent language and predictable practices. Additionally, staff reported having a dedicated space for the focus room was a benefit along with the dedicated staff member in the focus room to assist students if de-escalation was needed.

During the interview, the central office staff also had the opportunity to provide comments regarding barriers. Staff recognized the importance of changing the thought process of educators with BIST, which was identified as a barrier. Comments about barriers also included devoting time for professional learning for staff and administrator and teacher buy-in at all schools.

Cost and Future Plans

The cost for implementation of the Schoolwide Behavior Intervention Support Professional Learning initiative during 2023-2024 was collected from the departments of Teaching and Learning, Human Resources, and School Leadership. Any costs incurred by and paid by the schools implementing the initiative with school allocations that would have been spent even if the initiative had not been in operation were not considered additional expenses and were not included in the analysis. This may have included costs for initiative-related items that were purchased with school funds or the per pupil allocations schools receive.

Costs for the Schoolwide Behavior Intervention Support Professional Learning initiative included staffing the BIST TA position. Although the BIST TA positions were converted from existing allocations and the additional staffing allocations were not added to the budget for the initiative, the BIST TA positions exclusively supported the Schoolwide Behavior Intervention Support Professional Learning initiative. The total salaries for all BIST TAs overseeing the focus room was \$132,935. In addition, the cost of health insurance per employee was \$9,156 (total of \$45,780) and FICA and fringe benefits totaled \$35,653, which was 26.82% of employee’s salary. DOSL also provided a staff stipend for the staff TAs, which totaled \$7,500. Therefore, the total staffing costs equaled \$221,868 (see Table 20).

During the 2023-2024 fiscal year, professional learning and support provided by the Cornerstones of Care organization totaled \$129,168 (see Table 20). This included the principal session in July 2023, which totaled \$375, and a 5-day virtual professional learning opportunity offered to 84 staff in July 2023, which

approximated \$47,600. The cost for this July 5-day virtual professional learning included registration (approximately \$12,600) and workshop pay for the staff participants (approximately \$35,000). Other professional learning opportunities included the in-person BIST Basics I in August 2023 (\$6,500) and BIST Basics II in October 2023 (\$6,500), as well as the one-hour virtual BIST III session in March 2024 (\$250). The virtual support provided by Cornerstones of Care during PLCs totaled \$12,000. The registration and travel for the BIST Vision conference in Kansas City in January 2024 totaled approximately \$37,100 for 33 attendees. Substitute coverage for teachers to attend this conference totaled approximately \$843. One final professional learning opportunity provided for staff during June 2024 in preparation for the 2024-2025 school year totaled approximately \$18,000. Of the professional learning and support costs, \$25,625 were funded by Elementary and Secondary School Emergency Relief (ESSER) III grant funds. The remaining \$103,543 was funded by Title I funds. Resources and materials purchased through central office, such as language cards and posters, totaled \$815 (see Table 20).

Overall, the total cost for the Schoolwide Behavior Intervention Support Professional Learning initiative was \$351,851. After taking into account the portion of the cost that was funded by grants, the total cost to VBCPS was \$222,683.

Table 20: Cost for Schoolwide Behavior Intervention Support Professional Learning in 2023-2024

Cost Categories	Costs in 2023-2024
Staffing (salary, benefits, stipend)	\$221,868
Professional Learning and Support	\$129,168
Resources or Materials (central office purchases for focus rooms or classrooms)	\$815
Total Cost	\$351,851
Total ESSER III Grant Funded	\$25,625
Total Title I Grant Funded	\$103,543
Total Cost to VBCPS	\$222,683

Note: There were some initial planning costs during 2022-2023 that were not included in the table.

As of August 2024, the future plans for the Schoolwide Behavior Intervention Support Professional Learning initiative during the 2024-2025 school year include the possibility of expanding to an additional school; however, this is contingent on funding through a potential grant.

Communities in Schools

Purpose and Overview

Communities in Schools of Virginia is part of a national network delivering integrated student supports to 2 million students throughout the United States.⁵⁴ Founded in 1999, Communities in Schools of Virginia is part of the national Communities in Schools network.⁵⁵ Within the Communities in Schools of Virginia organization, there are seven affiliate organizations that are localized within communities across Virginia. Virginia Beach is part of the Communities in Schools of Hampton Roads (CIS of HR) affiliate organization. As of the 2023-2024 school year, CIS of HR operates in 30 schools across 7 cities in Hampton Roads.⁵⁶ The organization began operating in three VBCPS schools during the 2017-2018 school year: Williams Elementary, Bayside 6, and Bayside Middle. The initiative expanded to include three additional schools as of February 2023. Therefore, the initiative operated in six schools during the 2023-2024 school year: Newtown Elementary, Williams Elementary, Bayside 6, Bayside Middle, Larkspur Middle, and Bayside High. These schools were selected by DOSL staff after review of academic, attendance, absenteeism, and discipline data and discussion with the school principals.⁵⁷

According to the CIS of HR website, the CIS initiative connects students and families with community resources through a CIS site coordinator.⁵⁸ In addition, the CIS initiative uses a tiered approach to provide various supports to students. The CIS coordinator identifies students who need individualized support, as well as assesses overall resources and supports that are needed throughout the whole school. CIS coordinators then work to address these needs through providing support themselves and partnering with community-based organizations. The primary reason the Communities in Schools initiative was implemented within VBCPS was to leverage the services to help with chronic absenteeism.⁵⁹ However, each school principal may focus on different purposes with the assistance of the CIS site coordinators. When staff were surveyed about their understanding of the purpose of the Communities in Schools initiative, overall 81 percent of staff familiar with CIS at the CIS schools indicated they understood the purpose. When focusing exclusively on staff who indicated they had direct involvement in the initiative at the CIS schools, 90 percent of staff agreed they understood the purpose of the initiative.

The CIS initiative is primarily overseen by the Department of School Leadership in partnership with the Department of Teaching and Learning. Staff in the Office of Student Support Services, as well as school counselors at the individual schools also support the initiative. The CIS of HR has an executive director who oversees implementation across Hampton Roads and a program director who oversees implementation in Virginia Beach and Norfolk. In addition, there are six individual CIS site coordinators who operate the initiative at each school.

Target Audience/Participants

The CIS initiative supports students at multiple tiers, including Tiers 1, 2, and 3. All students throughout Newtown Elementary, Williams Elementary, Bayside 6, Bayside Middle, Larkspur Middle, and Bayside High had the opportunity to be supported by the Tier 1 aspects of this initiative, which included meeting basic needs and resources or supports related to schoolwide goal areas. According to data provided by CIS, across the six schools, there was a total of 72 events in which CIS provided Tier 1 resources or supports related to their schoolwide goal areas. A total of 15,952 students participated in these 72 events throughout the 2023-2024 school year. In addition, across the three schools that monitored this data during 2023-2024, there were 22 events in which CIS provided basic needs supports or resources to students, which reached a total of 1,284 students overall across all events.

Students at the CIS schools who received individualized support (i.e., were on the CIS site coordinators' caseloads) were provided supports at the Tier 2 and 3 levels, which included meeting in small groups or regular check-ins. According to the CIS of HR Virginia Beach program director, the number of students who were on the CIS coordinators' caseloads throughout the entire 2023-2024 school year ranged from 50 to 52 at the elementary school level, 50 to 77 at the middle school level, and 87 at the high school level. Overall, there was a total of 383 students on the caseloads of all six CIS site coordinators throughout the 2023-2024 school year. Students could have been referred to CIS services and have goals in the following areas: academics, attendance, behavior, or social and emotional learning. Overall, 38 percent (N=144) had a goal in the area of social and emotional learning, 33 percent (N=127) had a goal in the area of academics, 21 percent (N=82) had a goal in the area of attendance, and 9 percent (N=36) had a goal in the area of behavior.

Survey Respondents

On the Behavioral and Mental Health Supports for Students survey, a total of 383 staff indicated they were familiar with the Communities in Schools initiative. There were 96 respondents who indicated they worked at one of the six schools currently implementing the Communities in Schools initiative during 2023-2024. Overall, 42 of these staff members indicated they were involved with the initiative, such as identifying students to receive support through the initiative, collaborating with the CIS coordinator, assisting with a CIS event, or

some other kind of involvement. An additional 54 staff members indicated they had limited involvement with the initiative although they were familiar with the initiative and worked at a school that is currently implementing CIS. The perceptions for these 96 staff members are included in this report as a whole in addition to being provided separately based on level of involvement (i.e., direct involvement and limited involvement).

As shown in Table 21, the majority of respondents who were familiar with the initiative were classroom teachers (60%). Of those who indicated they had involvement with CIS, half were classroom teachers (50%), 21 percent were administrators, and the remaining staff were either other instructional staff (14%) or student support staff (14%). Of those who indicated they had limited involvement, 69 percent were classroom teachers, 13 percent were other instructional staff, 11 percent worked in another position (e.g., nurse, security), and 7 percent were student support staff.

Table 21: Communities in Schools Respondents by Staff Group and Involvement

Staff Group	CIS Involvement N=42	Limited Involvement Only N=54	Total Group N=96
Administrator	21%	N/A	9%
Classroom Teacher or Teacher Assistant	50%	69%	60%
Other Instructional Staff	14%	13%	14%
Student Support Staff	14%	7%	10%
Other Related Staff	N/A	11%	6%

When surveyed about the type of involvement, the majority of staff who indicated they were involved with the CIS initiative indicated they collaborated with CIS site coordinators regarding students (62%), identified students for the CIS site coordinator's caseload (60%), and assisted with schoolwide CIS events (50%) (see Table 22). In addition, 5 percent indicated they were involved in another way, such as being on a team with the CIS site coordinator.

Table 22: Type of Communities in Schools Involvement Reported by Staff

Types of Involvement	Percentage
Identified students for CIS site coordinator's caseload	60%
Collaborated with CIS site coordinator regarding students	62%
Assisted with schoolwide CIS events	50%
Limited involvement	17%
Other	5%

Parents of students receiving individualized CIS services were also invited to participate in a survey. The survey link was distributed through the CIS coordinators who emailed the parents of students on their caseload. Overall, 13 parents responded to the survey. Throughout the 2023-2024 school year, there were 383 students who received services; therefore, the approximated parent response rate was 3 percent.

Initiative Components

Tier 1 Schoolwide Support

As part of the Communities in Schools tiered support model, site coordinators conduct a needs assessment for their schools in May for the following school year. In collaboration with the principal, CIS site coordinators determine schoolwide goals for their overall school community. After the needs assessment is conducted, the site coordinator develops a School Support Plan that outlines the goals and planned supports for the school

year. According to the 2023-2024 individual School Support Plans for the six VBCPS schools, each school identified two goals for the 2023-2024 school year in the areas of attendance, student behavior and discipline, social and emotional learning, parent engagement, and graduation rate. According to the executive director of CIS of HR, in February of each year, the site coordinator and principal meet to update the Student Support Plan and ensure they are on track towards meeting their goals.

Resources and supports offered schoolwide generally leverage community partnerships. For example, during the 2023-2024 school year, one school partnered with Family Connections during the holiday season to ensure that gifts were provided to families in need at their school, while another partnered with the Tidewater African Cultural Alliance to host an Afrobeats Dance Class. Another school partnered with Kenneth Dorsey Jr. to provide a STEM night for students. Schools aligned all resources offered during the school year with their schoolwide goals. In addition, all schools offered students and families resources to ensure basic needs were being met, such as providing hygiene products, clothing and shoe drives, and food banks. According to CIS staff, CIS coordinators attempted to provide any resources or supports that students and families within their community needed. When staff at the CIS schools were surveyed about the CIS community partnerships, 92 percent agreed the community partnerships as part of the Communities in Schools initiative were valuable for their school. A higher percentage of staff who indicated they were involved with the initiative agreed with this item, but agreement was high even for staff with limited involvement (see Table 23).

Table 23: Staff Perceptions of Communities in Schools Community Partnerships

Survey Item	CIS Involvement	Limited Involvement Only	Total
The community partnerships as part of the Communities in Schools initiative are valuable for my school.*	95%	89%	92%

*Agreement percentages do not include those who indicated Don't Know/Not Applicable.

On a monthly basis, CIS coordinators provided school principals with progress reports, which detailed the types of supports the CIS coordinator provided for every schoolwide goal they set and the resources provided for basic needs. Within these reports, coordinators could also add information regarding concerns/challenges and additional needed supports for the future. During the 2023-2024 school year, the CIS of HR Virginia Beach program director also met with the site coordinators monthly to monitor data and met with the school principals at the beginning and end of the school year.

Tiers 2 and 3 Individual Student Support

Another part of the Communities in Schools tiered support model is providing individualized supports and resources to a small number of students. CIS site coordinators worked with school staff to identify students who could benefit from individualized CIS supports, which generally occurred at the beginning of the school year. According to the CIS site coordinators, students could be referred by any school staff member, such as teachers or administrators, parents, students themselves, or the CIS site coordinator. As noted, students were generally referred for services if they were having difficulty in one or more of the following areas: attendance, behavior, and/or academics. According to the CIS of HR Virginia Beach program director, students could also be referred due to mental health or social-emotional reasons.

Overall, when surveyed, 66 percent of staff familiar with CIS at the CIS schools agreed they understood the process for identifying students who may benefit from support through the Communities in Schools initiative. As shown in Table 24, a higher percentage of staff who had CIS involvement at their school indicated they understood the process for identifying students (83%) compared to staff who had limited involvement only (52%).

Table 24: Staff Perceptions of Student Identification for Communities in Schools

Survey Item	CIS Involvement	Limited Involvement Only	Total
I understand the process for identifying students who may benefit from support through the Communities in Schools initiative.*	83%	52%	66%

*Agreement percentages do not include those who indicated Don't Know/Not Applicable.

According to the CIS of HR Virginia Beach program director, there is a CIS guide for CIS site coordinators to determine goals for students. The CIS goal guide includes information related to whether students need support and how much support is needed. First, coordinators can determine whether students are low, moderate, or high risk. Data ranges are provided for the areas of attendance, behavior, and academics for each risk level. For example, if students had an average daily attendance rate of 95 to 100 percent, they would have been considered low risk; whereas if students had an average daily attendance rate of 91 to 94 percent, they would have been considered moderate risk; and if students had an average daily attendance rate of 90 percent or below, they would have been considered high risk. The CIS goal guide also includes information related to establishing criteria or targets. For attendance, it was suggested that the criteria include increasing the average daily attendance percentage to ensure the student is not chronically absent or by 2 percentage points.

Within the monthly reports that CIS coordinators provided school principals, data related to monitoring students' goals were also provided. The student data section of the monthly report was organized by goal area (e.g., attendance, behavior) with the total number of students working towards each goal and the percentage of students who were making progress or who met their goal. Site coordinators could also provide principals with information regarding concerns or challenges and additional supports needed within each goal area.

When a student was referred for services, a cover letter from the CIS coordinator and consent form were sent home to the student's parent/guardian. The cover letter introduced the coordinator and the services provided by CIS, including examples of resources offered at the student's specific school. The consent form included consent for participation in the general CIS program/service, as well as other services that could be specified in the student's Individualized Service Plan (ISP). The signed consent form was valid for three years from the date the form was signed; therefore, students could continue to remain on a coordinator's caseload across multiple school years.

After obtaining consent for individualized CIS services, students were then considered to be on the CIS site coordinator's caseload for the school year. When on their caseload, coordinators worked with students individually and in small groups and conducted regular check-ins and served as mentors for the students. According to VBCPS CIS site coordinators, they often served as a safe, trusted adult in the building for the students. Coordinators also leveraged community partnerships for individual students on their caseloads. For example, during 2023-2024, two schools worked with the Teen Outreach Program (TOP), which offered students the ability to conduct service-learning projects, while another school partnered with the Boule' Scholars Program, which assisted students with pursuing dual enrollment opportunities. VBCPS CIS site coordinators also emphasized the importance of providing students and families with a safe space and being external to school staff. In addition, CIS site coordinators may be leveraged as a bridge between the school staff and families. VBCPS CIS site coordinators expressed the importance of having ongoing and open communication with the parents of students on their caseload.

Family Engagement

According to the VBCPS CIS site coordinators, they communicated with parents of students who were referred to the individualized services, such as calling before or after sending home the information and consent forms to answer any questions. During these conversations, coordinators also discussed any issues the student was having at home and any potential goal areas. According to the CIS site coordinators, parents are viewed as

valuable partners who are active in the services offered through this initiative. When parents were surveyed about the consent process, all parents who responded to the survey (N=13) agreed the information provided during the consent process was clear and easy to understand. In addition, 92 percent of parents who responded to the survey agreed they understood the purpose of the CIS initiative at their child’s school. According to the CIS of HR Virginia Beach program director, students’ ISPs, which included student-specific goals and suggested resources or supports, were created upon looking at students’ baseline data in their areas of concern. Overall, 88 percent of parents who responded to the survey agreed they participated in the development of their child’s ISP. When parents were surveyed about the helpfulness of resources provided through the CIS initiative, all parents who responded to the survey (100%) agreed the resources provided had been helpful for their family and that working with the initiative helped meet their child’s needs. In addition, when surveyed about the level of helpfulness, all parents indicated the initiative was *very* helpful for their child and family.

When staff were surveyed about providing resources to families, most staff (91%) agreed the CIS initiative provided useful resources and support for families. In addition, most staff (90%) agreed that CIS provided assistance to staff by helping support students who may be at risk and in need of support (see Table 25). As shown in Table 25, there were slightly higher agreement percentages for those staff who indicated they were involved in the initiative.

Table 25: Staff Perceptions of Communities in Schools Providing Resources and Support

Survey Items	CIS Involvement	Limited Involvement Only	Total
The Communities in Schools initiative has provided useful resources and support for families at this school.*	93%	90%	91%
Communities in Schools has provided assistance to staff by helping support students who may be at risk and in need of support.*	93%	86%	90%

* Agreement percentages do not include those who indicated Don’t Know/Not Applicable.

Initiative Goals

Schoolwide Goals

According to the 2023-2024 individual School Support Plans for VBCPS schools, each of the six schools identified two schoolwide goals related to Communities in Schools. For the 2023-2024 school year, five schools identified goals related to attendance, three schools had goals related to reducing out-of-school suspension rates, two schools had goals related to improving SEL competencies, one school had a goal related to improving parent engagement, and one school had a goal related to their graduation rate. The measures for these goal areas varied by school. Schoolwide attendance goals were measured through average daily attendance rate or percentage of students who were chronically absent. Schoolwide behavior goals were measured through out-of-school suspension rates and SEL goals were measured through the agreement percentages of students on the biannual student VBCPS SEL survey. The schoolwide parent engagement goal was measured by the number of parents who signed into parent engagement events and the schoolwide graduation rate goal was measured by the overall graduation rate for the school.

According to the CIS of HR Virginia Beach program director, schoolwide goal data were analyzed at the end of the year to determine whether goals were met or progress toward the goals was made. The goals were determined to have been met if the data met the criteria established by the schools, whereas progress toward the goals was determined by whether data improved from baseline but the criteria was not met. If schools stayed at baseline or fell below baseline, the goals were determined to not have been met and no progress was made. According to the CIS of HR Virginia Beach program director, the CIS site coordinators obtained

schoolwide data directly from the VBCPS Student Information System, from the school’s school counselor, or through publicly available data on the Virginia Department of Education website.

Baseline data obtained from the CIS initiative showed that four of the six schools met at least one of their schoolwide goals during the 2023-2024 school year. Two of these six schools met both of their goals, while the other two schools met only one of their goals (one of the schools showed progress was made toward that goal). In addition, two schools did not meet either of their two goals and did not demonstrate progress towards meeting them.

Schoolwide data analyzed by individual goal area showed that all goals related to SEL competencies, parent engagement, and graduation rate were met (see Table 26). In addition, one of the five schoolwide goals related to attendance was met, while one was not met although progress was made, and three did not have data that demonstrated progress. One of the three goals related to behavior was met, while the other two goals were not met with no progress made.

Table 26: Percentages of CIS Schools Meeting Schoolwide Goals by Goal Area

Goal Area	Schools With Goals Met	Schools With Goals Not Met, Progress Made	Schools With Goals Not Met, No Demonstrated Progress	Total Goals
Attendance	20% (N=1)	20% (N=1)	60% (N=3)	5
Behavior	33% (N=1)	n/a	66% (N=2)	3
SEL	100% (N=2)	n/a	n/a	2
Parent Engagement	100% (N=1)	n/a	n/a	1
Graduation Rate	100% (N=1)	n/a	n/a	1
Overall	50% (N=6)	8% (N=1)	42% (N=5)	12

Student Goals

Individual student goals were also created for all students on the CIS site coordinators’ caseloads in the areas of academics, attendance, behavior, and/or social and emotional learning. According to the CIS of HR Virginia Beach program director, similar to schoolwide goals, data were monitored for progress systematically. Student academic goals were measured through standards-based grades for elementary school students and grade-point averages for secondary students. Student attendance goals were measured through absences in comparison to the previous school year, while behavior goals were measured through number of suspensions in comparison to the previous school year. Social and emotional goals were measured through pretest and posttest scores on the Devereux Student Strengths Assessment (DESSA) through the Aperture Education platform.

According to the CIS of HR Virginia Beach program director, student data were analyzed regularly and at the end of the year to determine whether goals were met or progress toward the goals was made. Similar to schoolwide goals, individual student goals were determined to have been met if the data met the criteria established by the CIS site coordinator, whereas progress toward the goals was determined by whether data improved from baseline but the criteria was not met. If students stayed at baseline or fell below baseline, the goals were determined to not have been met and no demonstrated progress was made.

Overall, there was a total of 383 students on the caseloads of all six CIS site coordinators throughout the 2023-2024 school year. Students could have goals in the areas of academics, attendance, behavior, or social and emotional learning. Overall, 38 percent (N=144) had a goal in the area of social and emotional learning, 33

percent (N=127) had a goal in the area of academics, 21 percent (N=82) had a goal in the area of attendance, and 9 percent (N=36) had a goal in the area of behavior.

Baseline data available from the CIS initiative showed the majority of students who had goals in the areas of attendance (71%), behavior (69%), and social and emotional learning (77%) met their goal (see Table 27). A lower percentage of students who had an academic goal (39%) met their goal during 2023-2024, but an additional 34 percent of students with an academic goal made progress toward their goal.

Table 27: Percentages of CIS Students Meeting Goal(s) by Goal Area

Goal Area	Percent With Goal Met	Percent With Goal Not Met, Progress Made	Percent With Goal Not Met, No Progress
Academic achievement	39%	34%	27%
Attendance	71%	13%	16%
Behavior	69%	14%	17%
SEL	77%	19%	3%

Staff at CIS schools who were familiar with the initiative were surveyed about CIS helping students who received services improve in these goal areas. Overall, the highest percentage of staff indicated that CIS helped students improve their sense of belonging (75%), which is a component of SEL. The majority of staff also indicated that CIS helped improve students' well-being (64%), behavior (58%), and attendance (55%). Consistent with the baseline data from CIS, a lower percentage of staff indicated academic achievement improved (44%). Across all areas, a higher percentage of staff who reported they had direct involvement with the CIS initiative indicated that CIS helped students demonstrate improvements in these areas (see Table 28).

Table 28: Staff Perceptions of CIS Helping Students in Various Areas

Improvement Areas	CIS Involvement N=39	Limited Involvement N=34	Total Group N=73
Academic achievement	56%	29%	44%
Attendance	64%	44%	55%
Behavior	74%	38%	58%
Sense of belonging	90%	59%	75%
Well-being	74%	53%	64%
Other	8%	3%	5%
None of the above	0%	15%	7%

Note: Percentages exclude respondents who selected Don't Know.

Parents were also surveyed about the areas in which CIS helped their child improve. As shown in Table 29, overall, the majority of parents indicated that CIS helped improve their child's behavior (77%), academic achievement (69%), and sense of belonging (54%). Lower percentages of parents indicated that it helped improve their child's well-being (46%), attendance (31%) or another area (15%).

Table 29: Parent Perceptions of CIS Helping Students In Various Areas

Improvement Areas	Parents N=13
Academic achievement	69%
Attendance	31%
Behavior	77%
Sense of belonging	54%
Well-being	46%
Other	15%
None of the above	0%

General Perceptions

Through open-ended survey items, school-based staff had the opportunity to provide comments regarding what worked well and what could make the CIS initiative more beneficial. Overall, 54 staff members commented related to what worked well, which was 56 percent of staff who responded to the CIS portion of the survey and was familiar with the initiative at their school. Themes from staff regarding what worked well included general characteristics of the coordinator (e.g., presence, asset, great, amazing), developing relationships with students and parents, and providing general support (e.g., extra layer of support, frees up staff, basic resources). Overall, 52 staff members commented related to improvement areas, which was 54 percent of staff who responded to the CIS portion of the survey and were familiar with the initiative at their school. The primary themes from staff regarding improvement areas focused on awareness of the program (e.g., lack of awareness of the program specifics, clear expectations of roles and responsibilities), communication or collaboration with staff of students on the coordinator's caseload, and expansion of the program (e.g., more schools, more coordinators). Through an open-ended survey item, parents had the opportunity to provide comments about the Communities in Schools initiative. Similar to school-based staff, the parents who responded with a comment (N=3) identified positive aspects of the site coordinator, as well as the positive purpose of the initiative.

During multiple interviews with central office staff and CIS staff members, staff overseeing the program had the opportunity to provide comments regarding their perceptions of the initiative's usefulness for meeting student and staff needs, as well as successes and areas for improvement. Central office staff noted that the initiative has been helpful in reducing chronic absenteeism. They also noted that this initiative allows schools to provide a layered approach for meeting students' needs, including working closely with the school counselors and other support staff, and the coordinators providing support when there are gaps in students' services. Central office staff also noted that positive areas of the initiative included supporting students in their areas of need, providing a deeper layer of support, collaboration between schools and having a strong rapport amongst each other, and monitoring students on the caseload. CIS staff members indicated one benefit of the program is not only focusing on one aspect of support, but on providing any resources that are needed by the students and families. Similar to central office staff, CIS staff also indicated that a benefit of the program was being able to support school-based staff and filling in the gaps wherever needed. CIS staff also identified communication between the coordinators and the school administration as a positive aspect of the initiative.

Areas for improvement discussed by central office staff included ensuring that the work was elevated and celebrated, as well as publicizing and uplifting the CIS initiative to the community. When discussing areas for improvement, CIS staff discussed the possibility of expanding the way in which students are reached, such as sending home consent forms to all parents, which would allow for more students to receive individual services. In addition, CIS staff discussed that expanding the CIS initiative to more schools would help benefit students. For example, when students move to a different school, they may no longer have access to the initiative. In

addition, CIS site coordinators expressed that although there is a benefit of having the support across school levels in the Bayside Tricampus area, this support across levels does not exist in other areas of Virginia Beach, such as around Larkspur Middle School.

Cost and Future Plans

The cost of implementing Communities in Schools during 2023-2024 was gathered from the Communities in Schools MOU and discussions with central office staff overseeing the initiative. The total cost for services related to Communities in Schools per school was \$66,440. For the 2023-2024 school year, the total cost for the initiative at the six schools was \$398,640 (see Table 30 for cost by item). According to the CIS MOU, CIS of HR paid \$199,320 of this cost through grant funding. According to the executive director of student support services, CIS has funding that can assist school divisions similar to VBCPS, who are looking to expand the program. The total cost billed to VBCPS for the 2023-2024 school year was \$199,320. This total cost was covered by the 2023-2024 ESSER III funds; therefore, there were no costs paid by VBCPS for CIS.

Table 30: Cost for CIS in 2023-2024

Cost Categories	Costs in 2023-2024
Site Coordination (including benefits, taxes)	\$297,600
Program Support	\$69,240
Student Support/Programs	\$12,000
Technology/Office Supplies	\$9,000
Training/Travel	\$6,000
Printing/Publications	\$4,800
Total Cost	\$398,640
Total ESSER Grant Funded	\$199,320
Total CIS of HR Grant Funded	\$199,320
Total Cost to VBCPS	\$0

Central office staff discussed the potential future plans for the CIS initiative, which included continued implementation at the current schools during the 2024-2025 school year. According to the current contract with CIS of HR, the initiative has been expanded to four new schools during the 2024-2025 school year. This extends the CIS coordinators by allocating one coordinator to more than one school. One full-time coordinator will be allocated at the three non-Title I schools implementing CIS (Bayside High, Green Run High, and Larkspur Middle). Three full-time coordinators will be allocated at three Title I schools (Bayside Middle, Point O'View Elementary, and Rosemont Elementary). Four part-time coordinators will be allocated at the remaining four Title I schools (Diamond Springs, Newtown Elementary, Bettie F. Williams Elementary, and Bayside 6).

Behavior and Social Emotional (BASE) Program

Purpose and Overview

The Behavior and Social Emotional (BASE) Program is a short-term (6-9 weeks) intervention for general education elementary school students who have limited educational experiences or social skills that lead them to engage in challenging behaviors. The program is housed at Windsor Oaks Elementary School and available to all elementary schools throughout the school division based on a referral process. The program was piloted in 2017-2018 at Brookwood Elementary School and the following schools were able to refer students: Christopher Farms, Green Run, Holland, Rosemont, White Oaks, and Windsor Oaks. Brookwood was chosen as the initial host site because it was centrally located and near the office location of Student Support Services. The schools that were selected to refer to the BASE Program at Brookwood Elementary were chosen because

they were geographically close to Brookwood Elementary, and those schools’ administrations expressed an interest in being involved in the program. In 2018-2019, the program expanded to include access to all 56 elementary schools. The program was moved to Windsor Oaks in 2021-2022 because the building was identified to be better suited for the space the program needed. The program is overseen by the Office of Student Support Services within the Department of Teaching and Learning.

The BASE Program is not an alternative school, change of placement, or discipline placement. The program is an intervention for improving elementary school students’ skills when they demonstrate aggressive, disruptive, or defiant behavior or poor social skills across multiple environments.⁶⁰ These behaviors may include but are not limited to being argumentative/talking back, inappropriate gestures/language/comments, disrespect to peers/staff, defiant behavior/refusing to work, challenging authority, leaving classroom without permission, destruction of property, throwing things, verbal threats, or pushing/tripping/kicking peers/staff. The focus of the BASE Program is to teach elementary school students coping strategies, problem solving skills, and social skills needed for school and behavior management.⁶¹

Overall, 85 percent of staff who were at least aware of the program agreed they understood the purpose of the BASE Program (see Table 31) and 83 percent of staff agreed the BASE Program provided a way to help teachers by offering an option to help support students with significant behavior concerns. When asked on the survey, 90 percent of parents who responded agreed they understood the purpose of the BASE Program.

Table 31: Staff Perceptions of the BASE Program Purpose

Survey Items	BASE Staff Member at Windsor Oaks	Referred a student to BASE and worked with student who attended BASE	Worked with student who was in BASE but did not refer	Total
I understand the purpose of the BASE Program.	100%	98%	86%	85%*
The BASE Program provides a way to help teachers by offering an option to help support students with significant behavior concerns.	100%	88%	73%	83%

*Total includes additional respondent group “I have not been involved in the BASE Program, but I am aware that it is an option for students with behavioral concerns.”

Target Audience/Participants

The BASE Program is a Tier 3 intervention intended for general education students who have minimal responses to other documented Tier 2 and/or Tier 3 interventions including support from a behavior intervention specialist. Students with 504 Plans are eligible to attend the BASE Program, while students with Individualized Education Programs (IEPs) are not eligible and are provided other supports available to them.⁶² Beginning in the 2023-2024 school year, students referred to the Special Education Committee can be referred to the BASE Program during the 65-day timeline while eligibility for special education services is being determined. If the student is identified with a disability, data collected during their time at BASE may be used to help develop the IEP, and the student will be transitioned back in a timely manner. In addition, according to the director of student services, the BASE Program has been working with the Office of Student Leadership (OSL) to better serve students who were given out-of-school suspensions due to behavior difficulties. In some cases, students may benefit from learning coping strategies for behavior management by attending the BASE Program before returning to their home school after completing their out-of-school suspensions.

The BASE Program primarily serves students in grades K-2. In 2023-2024, the plan was for the program to expand to include students in grades 3-5. Due to staffing challenges discussed later in this section, the

expansion was temporarily paused in the fall of 2023. Beginning in February 2024, the program pivoted its staffing model to have the capacity to accept students in grades 3-5; however, the BASE Program did not enroll any students in grades 3-5 during this timeframe.

During the 2023-2024 school year, 29 students were enrolled at the BASE Program at some time during the school year. Almost half (45%) of the students enrolled in the BASE Program were in kindergarten with a total of 13 students (see Table 32). The second most represented grade was first grade with 11 students. Five students from second grade were enrolled. According to BASE staff, the preference was to have no more than seven students in each BASE classroom at one time, but the maximum number can vary based on the behavior of the students in the class. The BASE Program consisted of one classroom until February 2024 when more staff were hired and was then reconfigured to two classrooms.

Table 32: Grade Level of Students in the BASE Program During 2023-2024

Grade Level	Number	Percentage
K	13	45%
1	11	38%
2	5	17%
Total Number of Students	29	100%

Table 33 displays demographics for students enrolled at BASE during the 2023-2024 school year and students in grades K-2 as of September 30 across the division for reference. The majority of students enrolled in the BASE Program were male (86%). Approximately half the students were White (52%), 28 percent were Black, and 21 percent were Hispanic. Forty-one percent were economically disadvantaged, and 21 percent were military-connected. The BASE Program had a higher percentage of male students (+34 percentage points), Black students (+6 percentage points), Hispanic students (+6 percentage points), and White students (+7 percentage points) than divisionwide K-2 students. The BASE Program had a lower percentage of multiracial students (-12 percentage points) than divisionwide K-2 students. In addition, of the 56 elementary schools in VBCPS, 24 (43%) had a student attend the BASE Program in 2023-2024 school year.

Table 33: Demographic Characteristics of Students in the BASE Program During 2023-2024

Characteristic	Students in the BASE Program N=29		VBCPS students in K-2 N=14,094	
	N	%	N	%
Gender				
Female	4	14%	6,818	48%
Male	25	86%	7,273	52%
Ethnicity				
American Indian	0	0%	29	<1%
Asian	0	0%	754	5%
Black	8	28%	3,067	22%
Hispanic	6	21%	2,163	15%
Multiracial	0	0%	1,668	12%
Native/Hawaiian/Pacific Islander	0	0%	47	<1%
White	15	52%	6,366	45%
Economically Disadvantaged	12	41%	6,199	44%
Identified Limited English Proficiency	^	^	799	6%
Military Connected	6	21%	3,392	24%

^To protect students' privacy, number is too small to report.

Staffing for the BASE Program included two behavior intervention teachers, two student support specialists, four teacher assistants, one psychologist, and one doctoral intern. In total, 10 staff members provided services in the BASE Program during 2023-2024.

Survey Respondents

On the Behavioral and Mental Health Supports for Students survey, a total of 331 staff indicated they were familiar with the BASE Program. The survey results were disaggregated by the level of involvement in the program. Overall, seven respondents indicated they were BASE staff members at Windsor Oaks, equating to an estimated response rate of 70 percent. In addition, 90 respondents indicated they had referred a student to BASE and worked with a student who attended BASE, 43 indicated they had worked with a student who had been in BASE but had not referred a student, and 176 indicated they were aware of the program but had no direct involvement. Unless otherwise noted, the survey results are presented and disaggregated by the three primary stakeholder groups (N=140): BASE staff members at Windsor Oaks, staff members who referred a student to the BASE Program and worked with a student who attended the BASE Program, and staff members who worked with a student who attended the BASE Program but did not refer a student to the program (see Table 34). As shown in Table 34, the majority of respondents who were involved with the initiative were either classroom teachers or teacher assistants (34%) or student support staff (34%). In addition, parents of students who were enrolled at the BASE Program anytime during the 2023-2024 school year as of March 30, 2024 were emailed an anonymous survey in April. The parent response rate was 32 percent (N=10).

Table 34: BASE Program Respondents by Staff Group and Involvement

Staff Group	BASE Staff Member at Windsor Oaks N=7	Referred a student to BASE and worked with student who attended BASE N=90	Worked With a Student Who was in BASE But Did Not Refer N=43	Total Involved N=140	Not Involved But Aware N=176
Administrator	0%	38%	0%	24%	1%
Classroom Teacher or Teacher Assistant	29%	30%	42%	34%	67%
Other Instructional Staff	0%	3%	14%	6%	15%
Student Support Staff	71%	28%	40%	34%	10%
Other Related Staff	N/A	1%	5%	2%	7%

Initiative Components

BASE Program Classroom Staffing

The BASE Program was initially implemented as one physical classroom and open to students in grades K-2. The classroom consisted of two behavior intervention teachers and two teacher assistants. According to the director of student services, a behavior intervention teacher is a certified teacher with at least three years of experience working with students with behavior challenges. In 2023-2024, the program was expanded to include a second classroom and was open to students in grades 3-5. However, during the fall of 2023, both newly hired behavior intervention teachers for the 3-5 grade classroom resigned. There were no students in the BASE classrooms at this time because the teachers resigned during the first four to five weeks of school. During this timeframe at the beginning of the school year, BASE staff members provided onsite support to schools. It was not considered appropriate to place students into the program so early in the school year. According to the director of student services, there was difficulty hiring two new behavior intervention teachers after the two original teachers resigned. Due to these staffing issues, the BASE Program was unable to

offer a second BASE classroom for students in grades 3-5. However, behavior intervention specialists provided onsite support to approximately four to five schools that reached out for specific student support for students in grades 3-5 in November. In February 2024, the program was reconfigured into two classrooms with a different staffing model to support the original expansion for students in grades 3-5, as needed. As displayed in Table 35, each classroom included one behavior intervention teacher, one student support specialist, and two teacher assistants. According to the executive director of student support services, the decision was made to change the staffing model due to the continued challenge of identifying qualified candidates for the behavior intervention teacher positions.

Table 35: Evolution of BASE Staff and Classroom Make Up

Component	BASE Original Plan for 2023-2024 School Year		BASE as of February 2024	
	Classroom 1	Classroom 2	Classroom 1	Classroom 2
Grade Level	Grades K-2	Grades 3-5	Grade levels based on enrollment/academic ability; Fluid	Grade levels based on enrollment/academic ability; Fluid
Staff	2 Behavior Intervention Teachers 2 Teacher Assistants	2 Behavior Intervention Teachers 2 Teacher Assistants	1 Behavior Intervention Teacher 1 Student Support Specialist 2 Teacher Assistants	1 Behavior Intervention Teacher 1 Student Support Specialist 2 Teacher Assistants

During an interview with BASE staff members in March 2024, staff were anticipating a third grade student attending the program within a few days, which would be the first student in grades 3-5 to attend the program in the expanded model. However, during a site visit with BASE staff in May 2024, it was reported that the third grade student never ended up attending the BASE Program. BASE staff members reported they have had to be flexible in the composition of the two classrooms. For example, during an interview in March, staff members mentioned that the majority of the students in the program were kindergartners, so there was one classroom of kindergarten students and another classroom of students in grades 1 and 2.

Referral Process and Enrollment

Prior to referring a student to the Base Program, he/she must have documented Tier 2 and/or Tier 3 interventions in place with little to no documented success. The BASE Program is typically shared as an option to families during a Student Response Team (SRT) meeting. During the SRT meeting, parents/guardians are provided a BASE Program pamphlet that shares information about the program. In order to start the process, parents must give written consent to have a school psychologist from the BASE Program conduct an observation or consultation. In addition to a student observation, the school social worker schedules a time to complete a brief social history with the family, which includes information about students' home life, medical status, educational history, and social and emotional functioning. If a parent/guardian gives consent, then a staff member will complete a BASE referral form, which includes student information (e.g., name, address, school, age, teacher, school counselor, school psychologists, etc.), student history (e.g., relevant disciplinary actions and previous interventions), target behaviors, and administrator authorization. Seventy-eight percent of staff who were involved with the program agreed they understood the process for identifying or referring a student who could benefit from attending the BASE Program. Staff members in the group that had never referred a student reported lower agreement about understanding the process for identifying and referring a student who could benefit from the BASE Program (See Table 36).

Table 36: Staff Perceptions of the BASE Program Referral Process

Survey Item	BASE staff member at Windsor Oaks	Referred a student to BASE and worked with student who attended BASE	Worked with student who was in BASE but did not refer	Total
I understand the process for identifying or referring a student who could benefit from attending the BASE Program.	100%	90%	51%	78%

A school psychologist or doctoral intern conducts the informal observation. Upon completion, they will schedule a follow-up SRT/Section 504 update meeting with key members including the parent, teacher, administrators, school psychologist, social worker, director of student services, and BASE Program psychologist. If it is determined that the student is a candidate for the BASE Program and the parent agrees to the BASE Program participation, the orientation is scheduled. The student and parent(s) attend orientation, which typically lasts 30 minutes to 1 hour. The family is introduced to Windsor Oaks (i.e., the host site of BASE) school administrators. During the orientation, the student gets acquainted with classmates while the parents are presented information on the program in the classroom. Parents are given a Welcome Letter, which includes the names and contact information for the BASE Team. In addition, parents are given the Parent Acknowledgement form, which includes parent expectations and student expectations for the program. The BASE team reviews the components of the program including the daily feedback document and explains goal setting, the token economy system, preferred activity time, Zones of Regulation, and social emotional group. Overall, 80 percent of parents agreed the BASE Program orientation helped them understand the program and its components.

When students attend the BASE Program at Windsor Oaks, they remain concurrently enrolled at their home school. VBCPS provides transportation for students to attend the program. Overall, 85 percent of staff members agreed the process for transitioning a student from their home school to the BASE Program was communicated clearly in the SRT/Section 504 meeting (see Table 37). Staff members who worked with students who were in the BASE Program but did not refer them had lower agreement percentages (78%) on this item than staff members who had referred a student to BASE and worked with a student who attended BASE (86%), as well as BASE staff members (100%). Seventy percent of parents agreed the information about the BASE Program shared in the Student Response Team (SRT)/Section 504 meeting was clear and easy to understand. Eighty percent of parents agreed their child's transition from his/her home school to the BASE Program was successful.

Table 37: Staff Perceptions of Students' Transition Process

Survey Item	BASE staff member at Windsor Oaks	Referred a student to BASE and worked with student who attended BASE	Worked with student who was in BASE but did not refer	Total
The process for transitioning a student from their home school to the BASE Program is communicated clearly in the Student Response Team (SRT)/Section 504 Meeting.	100%	86%	78%	85%

Daily Schedule

BASE staff are with students the entire school day at Windsor Oaks. BASE students remain together in the classroom throughout the day except during lunch and physical education (P.E.) when they are with other

students at Windsor Oaks. The structure of the day typically includes: Breakfast/Morning Work, Morning Meeting/Goal Setting, Math/Reading/Writing, Preferred Activity Time (PAT), Lunch, P.E., Social Emotional Learning, Math/Reading/Writing, Structured Movement, Drop Everything and Read (DEAR), PAT, Dismissal/Debriefing. All students are monitored using a daily feedback document. On the document, students identify daily goals and teachers give students feedback on each of the day's activities. The document is sent home for parents to sign every day. The classroom operates using a token economy system, which allows students to "earn" things such as toys, games, books, computer/iPad time to use or play with during morning and afternoon PAT. This is documented using an earning tracking sheet. Each day, students participate in social emotional learning with direct instruction focused on skill deficits such as recognizing emotions, problem-solving, self-regulation strategies such as positive self-talk and breathing exercises. The curriculum for the social emotional learning lessons is guided by the Zones of Regulation and Promoting Alternative Thinking Strategies (PATHS) curriculum. The Zones of Regulation is a way to help students think and talk about how they are feeling. The Zones of Regulation organize students' feelings, states of alertness, and energy levels into four colored zones—Blue, Green, Yellow, and Red. The Blue Zone consists of feeling sad, bored, tired, or sick. The Green Zone consists of feeling happy, focused, calm, or proud. The Yellow Zone consists of feeling worried, frustrated, silly, or excited. The Red Zone consists of feeling overjoyed/elated, panicked, angry, or terrified.⁶³ The PATHS curriculum aims to promote self-control, emotional understanding, positive self-esteem, relationship, and interpersonal problem-solving skills among children aged 4-11 years.⁶⁴ While there are two different academic blocks during the day, the BASE team does not provide report cards, and the students do not receive grades while in the program.

BASE staff members were asked the extent to which the different BASE Program components helped provide the support students needed. As shown in Table 38, all staff members (100%) indicated social emotional learning groups helped support students' needs to a large extent. Additionally, 80 percent of staff indicated the following also helped support students' needs to a large extent: morning meeting, goal setting, PAT, and self-regulation. Sixty percent of staff indicated the following helped support students' needs to a large extent: token economy system, PATHS, and behavior tracking sheet. Parents were asked their perceptions of two program components. Overall, 70 percent of parents agreed the daily feedback sheet was helpful in improving their child's behavior. Overall, 80 percent of parents agreed the token economy was helpful in motivating their child.

Table 38: BASE Staff Member Perceptions of Program Components Providing the Support Students Need

Program Components	Large Extent	Moderate Extent	Small Extent	Not At All
Social Emotional Learning Groups (N=5)	100%	0%	0%	0%
Goal Setting (N=5)	80%	20%	0%	0%
Morning Meeting (N=5)	80%	0%	20%	0%
Preferred Activity Time (PAT) (N=5)	80%	0%	20%	0%
Self-regulation (N=5)	80%	0%	20%	0%
Token Economy System (N=5)	60%	20%	20%	0%
Promoting Alternative Thinking (PATHS) (N=5)	60%	20%	20%	0%
Behavior Tracking Sheet (N=5)	60%	20%	20%	0%
Academic Block in the AM and PM (N=5)	40%	40%	20%	0%
Structured Movement (N=5)	40%	40%	20%	0%
Debriefing/Goal/Daily Feedback Sheet (N=5)	40%	20%	20%	20%

Transitioning from the BASE Program Back to the Student's Homeschool

At the six to eight week mark, the BASE team begins to share information with the home school about the date the student will transition back to the home school. The director/designee communicates with the student's home school to schedule a follow-up transition SRT or 504 meeting. The BASE Team creates a transition plan detailing the program and the progress the student made and any supports the student may need. The transition plan is shared with the team and the student's home school classroom teacher. The Daily Feedback sheet is shared with the teacher to help support the transition. Additionally, the BASE staff supports the student through an on-site transition for a minimum of two days, and BASE staff assists the teacher/teacher assistant. The BASE team creates a toolbox for the student's home school teacher that includes tools and resources that were successful for the student while in the BASE Program. According to the Office of Student Support Services, after the student has transitioned back to the home school from BASE, a behavior intervention specialist can provide necessary support for the student. The BASE Program is a one-time intervention. Therefore, once students return to their home school, they are ineligible to return to the BASE Program.

Overall, 80 percent of staff agreed the process for transitioning a student from the BASE Program back to the home school was communicated clearly in the SRT/504 Meeting (see Table 39). Staff members who worked with students who were in the BASE Program but did not refer the student had lower agreement percentages (75%) on this item than staff members who had referred and worked with a student who attended BASE (80%), as well as BASE staff members (100%). Parents had less favorable perceptions of the transition process from the BASE Program back to students' home school. Of parents who responded to the survey, 25 percent agreed that their child's transition from the BASE Program back to the home school was successful. Additionally, 25 percent of parents agreed their child had the support he/she needed after returning to his/her home school.

Table 39: Staff Perceptions of the Transition Process From the BASE Program Back to the Students' Home School

Survey Item	BASE staff member at Windsor Oaks	Referred a student to BASE and worked with student who attended BASE	Worked with student who was in BASE but did not refer	Total
The process for transitioning a student from the BASE Program back to their home school is communicated clearly in the Student Response Team (SRT)/Section 504 Meeting.	100%	80%	75%	80%

Professional Learning

According to the Office of Student Support Services, seven BASE staff members received Crisis Prevention Institute (CPI) training from the school division's coordinator of behavior intervention. The training included a variety of verbal and nonverbal interventions designed to recognize and respond to defensive behaviors, understand what is behind challenging behavior, and address the needs of the individual student. The coordinator and psychologist conducted training related to de-escalation strategies, data collection, and the Zones of Regulation. Staff members reported their perceptions of the CPI training. Of those who attended the training, 75 percent agreed the training provided them with the necessary knowledge and tools to recognize and respond to student behavior (see Table 40). In addition, 60 percent of staff members reported feeling prepared to teach or provide support to students as part of the BASE Program.

Table 40: BASE Staff Perceptions of Training and Preparation to Teach in the Program

Survey Items	Percent Agreement
The Crisis Prevention Institute (CPI) training I received as a BASE staff member provided me with the necessary knowledge and tools to recognize and respond to student behavior. (N=4)	75%*
Overall, I felt prepared to teach or provide support to students as part of the BASE Program. (N=5)	60%

*Agreement percentage does not include those who indicated they did not participate in the training.

Family Engagement

According to the Office of Student Support Services, parents or guardians are involved in the initial aspects of the program because parent/guardian permission is required for students to attend the BASE Program. Additionally, daily feedback sheets were sent home each day and parents were expected to sign and return them. According to BASE staff members, there were supplemental, at-home activities that extended the SEL curriculum that were shared with families, and community resources were provided as needed including parent-child interaction therapy. All BASE staff members (100%) at Windsor Oaks agreed the BASE Program provided helpful resources and support for families. Overall, 70 percent of parents who responded to the survey agreed the BASE Program provided helpful information for their family to support their child's behavioral needs.

Initiative Goals

According to the BASE Playbook, the goal of the BASE Program is to decrease aggressive/disruptive/defiant behaviors that lead to out-of-school suspensions. Another goal is for students to acquire self-regulation skills that can be generalized to their home school learning environment. Staff perceptions related to the goal areas are shown in Table 41. Overall, 76 percent of staff agreed the BASE Program provided students with useful strategies to help their emotional regulation and behavior. Additionally, 74 percent of staff agreed the BASE Program helped improve students' emotional regulation, and 66 percent agreed the program helped improve students' overall behavior. Overall, 68 percent of staff agreed the BASE Program helped improve students' aggressive, defiant, or disruptive behavior. Across all survey items assessing perceptions of the program's goals, BASE staff members had the highest agreement percentages, followed by staff members who referred a student to BASE and worked with a student who attended BASE, and then staff who worked with a student who was in BASE but did not refer a student. Of parents who responded to the survey, 70 percent agreed the BASE Program was helpful for their child and their family.

Table 41: Staff Perceptions of the BASE Program

Survey Items	BASE staff member at Windsor Oaks	Referred a student to BASE and worked with student who attended BASE	Worked with student who was in BASE but did not refer	Total
The BASE Program provides students with useful strategies to help their emotional regulation and behavior.	100%	77%	70%	76%
The BASE Program helps improve students' emotional regulation.	100%	74%	72%	74%
The BASE Program helps improve students' behavior overall.	60%	68%	63%	66%
The BASE Program helps improve students' aggressive, defiant, or disruptive behavior.	80%	70%	62%	68%

General Perceptions

Through open-ended survey items, school-based staff had the opportunity to provide comments regarding what worked well and what could make the program more beneficial. Overall, 78 staff members provided a comment about what worked well with the program, which was 24 percent of those staff members who responded they were familiar with the BASE Program. Themes from staff regarding what worked well included the following: the program was effective at improving students' behavior, the advantages of a small-group setting, and having the program as an option for students.

Overall, 80 staff members provided a comment about what could make the program more beneficial, which was 24 percent of those staff members who responded they were familiar with the BASE Program. The primary themes from staff regarding improvement areas focused on the difficulty with the transition back to the traditional classroom setting. Staff members reported students had a difficult time with the academic demands, and some of the support systems or strategies used in the BASE Program were not feasible in the traditional classroom. Other areas for improvement included the referral process, such as more clarity about how students qualified for the program. Finally, staff members reported wanting to expand the program capacity to include more openings and allow for students, when appropriate, to spend longer than 6 to 9 weeks in the program.

Parents of BASE students also had the opportunity to provide comments about the BASE Program in an open-ended survey item. A total of eight parents provided a comment about the BASE Program, which was 26 percent of those who responded to the survey. The most common comment was a general comment about their child having a positive experience in the program. The next most common themes in the comments were about how great the BASE staff was and concerns about their student's transition back to the home school. Some parents commented that their student had a difficult time transitioning back to the home school. Other parents still had students in the BASE Program and were concerned about the success of the future transition back to their student's home school. Parents commented that some of the supports that were successful at the BASE Program were not feasible in the home school or the supports were not continued at the home school. Two comments noted the program was not a positive experience for their student.

The Office of Student Support Services staff were asked about their perceptions of the successes and challenges of the program. Their perceptions were that students who attended the BASE Program were trending in the right direction. Student Support Services staff felt as though referrals for BASE students were declining and the severity of behavior issues have been reduced. Student Support Services staff members commented they would like to see a mandatory parent component of the program that would help reinforce the skills that students learn at the BASE Program.

Cost and Future Plans

This section focused on the cost to the school division to implement the BASE Program. Cost data were collected from the Office of Student Support Services, Office of Transportation and Fleet Services, Human Resources, Budget and Finance, and Benefits. Costs for 2023-2024 were totaled from the following areas: staff costs, transportation, instructional materials, token economy system, and professional learning. The total cost for the 2023-2024 school year was estimated to be \$494,521 (see Table 42). The largest expense was staffing costs, which totaled \$423,158. This included salaries and benefits costs for two behavior intervention teachers, two student support specialists, and four teacher assistants. Staff costs did not include the psychologist or doctoral intern who were assigned to the program because their responsibilities were not exclusive to the program and extended to other schools and/or programs in the division. A \$1,500 stipend from DOSL was also provided for each of the four teaching assistants totaling \$6,000. The second largest cost was for transportation, which included \$40,182 in driver costs and \$27,874 for operational costs such as fuel, maintenance, and vehicle depreciation at \$2.50 per mile. The third largest expense included instructional

materials, which totaled \$2,080. The Office of Student Support Services staff commented on the potential future plans for the program. Staff reported the program will continue and have one additional class for 2024-2025 based on available funding.

Table 42: Cost for the BASE Program in 2023-2024

Cost Categories	Costs in 2023-2024
BASE Staff Costs*	\$423,158
Transportation	\$68,056
Instructional Materials	\$2,080
Token Economy System (e.g., incentives purchased for students)	\$912
Professional Learning	\$315
Total Cost	\$494,521

* Student support specialists’ salaries were prorated to include the months spent in the BASE Program (February-June).

Rapid Response

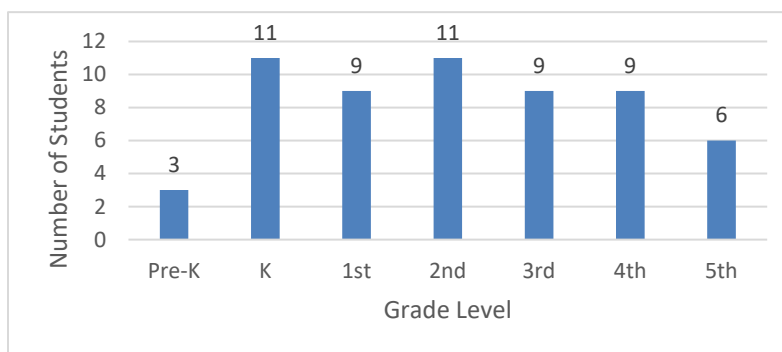
Purpose and Overview

In partnership with the Child and Youth Behavioral Health (CYBH) division with the City of Virginia Beach, Rapid Response provides elementary students behavioral health screening, assessment, consultation, referral, and linkage to community-based services. Rapid Response launched in all elementary schools in February 2023. Students are referred to Rapid Response if they have been identified by school staff as having a possible behavioral or mental health need. For example, a student referred to Rapid Response may meet one of the following criteria: he/she is returning to school after a mental health crisis and is not connected to mental health care, he/she has had an exacerbation of mental health symptoms that are disrupting the educational environment, and/or he/she is not currently connected to mental health care. According to Office of Student Support Services staff, accessing and navigating the mental health system can be a barrier for VBCPS families, and Rapid Response was developed to help families of elementary school students with this process. At the division level, Rapid Response is overseen by the Office of Student Support Services within the Department of Teaching and Learning. At the school level, administrators oversee the program because they typically refer students to the program. According to Office of Student Support Services staff, administrators primarily initiate the referral process because discipline infractions are the most common reason students are referred to Rapid Response. Rapid Response connects students with community-based services, and the assessment and consultation process takes place at each child’s school following the referral and consent process.

Target Audience/Participants

Rapid Response is a Tier 3 intervention for elementary students in prekindergarten through fifth grade. All students at all elementary schools have access to Rapid Response through a referral process. In the 2023-2024 school year, 58 students were referred to Rapid Response. All student referrals came from the administrative team with 59 percent from assistant principals, 38 percent from principals, and 3 percent from administrative assistants. The majority of the students referred were male (79%), and females made up 21 percent of the referrals. Of the 58 students referred, 100 percent of parents gave verbal consent for their student to be referred to the Rapid Response program. As displayed in Figure 2, kindergarten and second grade had the largest numbers of students referred to Rapid Response with 11 student referrals each. First grade, third grade, and fourth grade each had nine students referred. Fewer students in prekindergarten and fifth grade were referred.

Figure 2: Total Number of Students Referred to Rapid Response in 2023-2024 by Grade Level



Survey Respondents

On the Behavioral and Mental Health Supports for Students survey, a total of 214 staff members indicated they were familiar with Rapid Response. There were 164 respondents who then indicated that they either referred a student to Rapid Response or were aware of the program but had not referred a student to the program. As displayed in Table 43, half of respondents (50%) who referred a student to Rapid Response were administrators and about half of those who were aware of Rapid Response but had not referred a student were teachers (48%).

Table 43: Rapid Response Respondents by Staff Group and Involvement

Staff Group	Referred a student to Rapid Response N=50	Aware of Rapid Response but have not referred a student N=114
Administrator	50%	7%
Teacher or Teacher Assistant	26%	48%
Other Instructional Staff	N/A	13%
Student Support Staff	24%	24%
Other Related Staff	N/A	8%

Initiative Components

The Office of Student Support Services shared relevant details about Rapid Response with elementary principals, Mental Health Task Force members, school counselors, psychologists, and social workers. Overall, 84 percent of staff members familiar with Rapid Response agreed they understood the purpose of Rapid Response (see Table 44). A high percentage (94%) of staff members across the division's elementary schools who had referred a student to Rapid Response agreed they understood the purpose of the program. For staff members who were aware of Rapid Response but had not referred a student, 79 percent agreed they understood the purpose of the program.

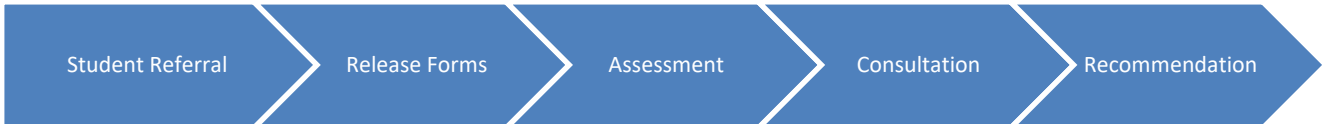
Table 44: Staff Perceptions of the Purpose of Rapid Response

Survey Item	Referred a student to Rapid Response	Aware of Rapid Response but have not referred a student	Total
I understand the purpose of Rapid Response.	94%	79%	84%

As displayed in Figure 3, Rapid Response begins with a student referral, which is typically initiated by one of the school's administrators. The referral form is an online form that includes relevant student information including name, address, date of birth, gender, grade level, and age. It also includes parent/guardian

information including name, phone number, email address, and language spoken at home. The referral form asks the administrator filling out the form to describe the reason for the referral. As part of this process, the person completing the referral contacts the parent or guardian to provide information about the program and obtains parent or guardian verbal consent to continue the referral process to Rapid Response. Once the referral form is submitted, the Office of Student Support Services reviews the form to ensure it is complete and that the student who is being recommended would be appropriately served by Rapid Response. If approved by the Office of Student Support Services, the referral form is sent in a secure email to CYBH. At this time, the Office of Student Support Services staff contacts the administrator who referred the student and informs the administrator that the referral has been submitted to CYBH. The next step includes the Office of Student Support Services sending the release forms to the administrator for the student’s parent or guardian to sign and complete. These release forms allow for the student’s information gathered by CYBH to be shared with the schools. Once the release forms are signed by the parent, Rapid Response can begin their process. The first step is to schedule the student assessment which takes place at the student’s school. Rapid Response licensed clinicians who work in the department of CYBH with Virginia Beach will also collect any additional information from the families regarding any behavioral needs and concerns observed within the family setting. Following the assessment and any other information collected, the clinician writes the recommendation. At this time, clinicians schedule a consultation where they meet with the family and discuss the outcome. According to Office of Student Support Services staff, this meeting is typically done via Zoom or on the phone. At the end of the consultation, which can take up to 2.5 hours, CYBH makes a recommendation and connects students and families with the appropriate program to meet the students’ needs. CYBH recommendations can include therapy including Parent-Child Interaction Therapy, family or group therapy, or medication management. All recommendations made by CYBH are at the cost of the families and their respective insurance, if applicable. According to the Office of Student Support Services, there is a level of communication between Rapid Response and schools. For example, schools receive a report about the service that was recommended to the student. Schools are able to follow up and check on how students are progressing through their recommended program.

Figure 3: Rapid Response Process from Referral to Services



When submitting the referral, administrators are required to describe the reason for referring a student to Rapid Response. Due to confidentiality concerns, descriptions of referral reasons for students were not shared with the Office of Research and Evaluation. Instead, the coordinator of school counseling services reviewed each student referral and identified one or more reasons for the student’s referral. The de-identified descriptions were sent to the Office of Research and Evaluation for analysis. The referral reasons are displayed in Table 45. The number of student referral reasons ranged from one to four. The most common referral reasons were disruptive behavior (33%) and emotional regulation (33%).

Table 45: Reasons Students Were Referred to Rapid Response in 2023-2024

Referral Reason	N	Percent
Disruptive Behavior	45	33%
Emotional Regulation	45	33%
Trauma	22	16%
Mental Health Concern	16	12%
Learning & Development	4	3%
Chronic Medical Illness	3	2%
Suicidal Ideation	1	1%

Staff members who reported they had referred a student to Rapid Response were asked their perceptions of the referral process and components of the program (see Table 46). A high percentage of staff members who have referred students to Rapid Response agreed (96%) they understood the referral process. In addition, 64 percent of staff who were aware of Rapid Response but had not referred a student agreed they understood the referral process. Examining data by job category showed that 100 percent of administrators and 85 percent of teachers who had referred a student to the program agreed they understood the referral process. By contrast, 50 percent of teachers who were aware of the program but had not referred a student agreed they understood the process for referring a student to Rapid Response. Further, as shown in Table 46, for those staff who referred a student to the program, 78 percent agreed the Rapid Response referral process was efficient, and 74 percent agreed the process for obtaining consent from families for students to participate in Rapid Response was effective. Seventy percent of staff members who referred a student to Rapid Response agreed the process for students to take the mental health assessment was effective, and 76 percent reported being satisfied with the partnership between CYBH and VBCPS.

Table 46: Perceptions of Program for Staff Members Who Had Referred a Student to Rapid Response

Survey Items	Percent Agreement
I understand the process for referring a student to Rapid Response.	96%
The process for referring students to Rapid Response is efficient.	78%
The process for getting parent consent for students to participate in Rapid Response is effective.	74%
The process for students to take the mental health assessment as part of Rapid Response is effective.	70%
How satisfied are you with the partnership between Child and Youth Behavioral Health (CYBH) Division and VBCPS?	76%*

*Percentage represents percent satisfied.

Initiative Goals

According to Office of Student Support Services staff, the goal of Rapid Response is to connect students and families with mental health supports in the community. As previously mentioned, accessing and navigating the mental health system can be a barrier for families in VBCPS and Rapid Response was developed to help families with elementary school students with this process. As displayed in Table 47, 71 percent of staff who referred a student to Rapid Response agreed Rapid Response provided useful resources and support for families, 81 percent agreed Rapid Response was effective at providing students and families with recommendations for treatments, and 82 percent agreed Rapid Response was effective at providing students and families with information about community resources. While a survey was distributed anonymously to parents whose child had participated in the program, too few responses were received to assess parent or guardian perceptions.

Table 47: Perceptions of Program Goals for Staff Members Who Referred a Student to Rapid Response

Survey Items	Percent Agreement
Rapid Response has provided useful resources and support for families.	71%
Rapid Response is effective at providing students and families with recommendations for treatments.	81%
Rapid Response is effective at providing students and families with information about community resources.	82%

General Perceptions

Through open-ended survey items, school-based staff had the opportunity to provide comments regarding what worked well and what could make Rapid Response more beneficial. Overall, 59 staff members provided a comment about what worked well with the program, which was 36 percent of those staff members who responded to the Rapid Response portion of the survey. Themes from staff regarding what worked well included the program being a useful resource or service for families and that once families gave verbal consent, Rapid Response clinicians reached out in a timely manner.

Overall, 57 staff members provided a comment about what could make the program more beneficial, which was 35 percent of those staff members who responded to the Rapid Response portion of the survey. The primary themes for staff regarding improvement areas focused on better communication regarding the purpose and the process to refer students to Rapid Response. Staff members also reported wanting to be better informed about students' progress during and after receiving services. Other improvement areas included decreasing the stigma around mental health services so more families would be inclined to participate in Rapid Response. In addition, staff members reported the disclosure forms that families had to complete were burdensome and would benefit from being streamlined. Although some staff members reported Rapid Response reaching out to families in a timely manner as a positive aspect of the program, other staff members reported this as an area for improvement because of perceptions that clinicians were not timely in reaching out to families after students were referred.

In an interview, Office of Student Support Services staff were asked their perceptions about what worked well and what could make Rapid Response more beneficial. Student Support Services staff agreed that Rapid Response made principals feel a sense of empowerment because this program provided an additional level of support through a professional service. Student Support Services staff also reported seeing positive impacts when students complete the program. Student Support Services staff agreed that the referral process is effective and using a link that administrators can access is efficient. In terms of how the program could be more beneficial, Student Support Services staff commented they would like Rapid Response to be more like the Bridge Program, which provides direct services rather than a recommendation of services to families.

Cost and Future Plans

This section focused on the cost to implement the Rapid Response to the school division. According to the Memorandum of Agreement (MOU) between VBCPS and CYBH, Rapid Response is implemented at no cost to VBCPS.⁶⁵ In communication with a City of Virginia Beach employee, it was reported that Rapid Response is funded through the Virginia Department of Behavioral Health and Developmental Services (DBHDS) and these funds are ongoing with no intention of having the Rapid Response program charge for services.⁶⁶ Because there is no anticipation of a change in funding, the Office of Student Support Services anticipates Rapid Response to continue indefinitely.

Bridge Program

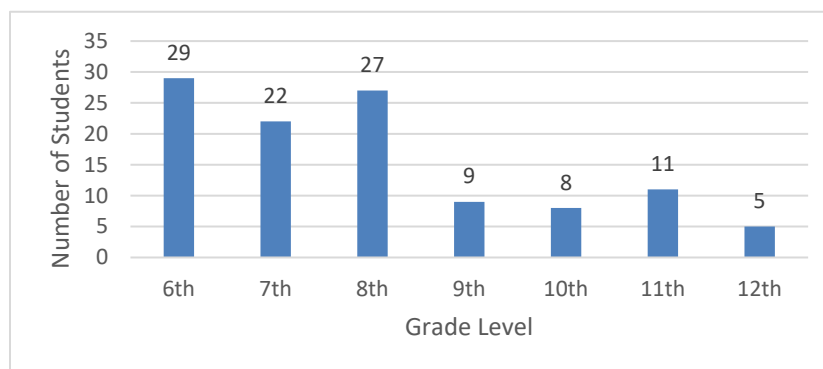
Purpose and Overview

In partnership with the Children’s Hospital of The King’s Daughters (CHKD), the Bridge Program provides secondary students with mental health screening, short-term intervention, and/or coordination and referral to ongoing mental health services in the community. The Bridge Program launched for VBCPS secondary students in October 2022. The Bridge Program serves to “bridge” the gap for students who have a mental health need until longer term mental health services can be established. The Bridge Program aims to reduce the need for inpatient psychiatric hospitalization by offering students who have a mental health need four to six weeks of interim care. The options for interim care services provided to students include: individual therapy, group therapy, and medication management with a psychiatrist. Individual and group therapy can be accessed at no charge to families and medication management is at the expense of the parent or guardian via health insurance. Students referred to the Bridge Program meet one or more of the following criteria: 1) student is returning to school after a mental health crisis and is not connected to outpatient mental health care; 2) student has had an exacerbation of mental health symptoms that are disrupting the education environment; 3) student is in need of services but is not currently connected to outpatient mental health care. At the division level, the Bridge Program is overseen by the Office of Student Support Services within the Department of Teaching and Learning. At the school level, counselors oversee the program because they typically refer students to the program.

Target Audience/Participants

The Bridge Program is a Tier 3 intervention for secondary students in sixth through twelfth grades. All students at all middle and high schools have access to the Bridge Program through the referral process. In the 2023-2024 school year, 111 students were referred to the Bridge Program. All referrals were conducted by school counselors. About the same percentage of female (50%) and male (49%) students were referred to the Bridge Program. Of the 111 students referred, 100 percent of parents gave verbal consent for their child to be referred to the Bridge Program. As displayed in Figure 4, sixth grade had the largest number of students referred with 29 students followed by eighth grade with 27 students. Seventh grade had the third largest number of students referred with 22 students. There were more students referred to the Bridge Program at the middle school level than at the high school level.

Figure 4: Total Number of Students Referred to the Bridge Program in 2023-2024 by Grade Level



Survey Respondents

On the Behavioral and Mental Health Supports for Students survey, a total of 161 staff indicated they were familiar with the Bridge Program. There were 144 respondents who then indicated that they either referred a

student to the program or were aware of the program but had not referred a student to the program. As displayed in Table 48, 79 percent of respondents who referred a student to the Bridge Program were a Student Support Staff member and about half of staff aware of the Bridge Program but had not referred a student were teachers (54%).

Table 48: Bridge Respondents by Staff Group and Involvement

Staff Group	Referred a Student to the Bridge Program N=34	Aware of the Bridge Program But Have Not Referred a Student N=110
Administrator	12%	15%
Teacher or Teacher Assistant	6%	54%
Other Instructional Staff	3%	5%
Student Support Staff	79%	19%
Other Related Staff	N/A	8%

Initiative Components

Mental Health Services

The Office of Student Support Services shared relevant information about the Bridge Program with secondary principals, Mental Health Task Force members, school counselors, psychologists, and social workers. Overall, 87 percent of staff members agreed they understood the purpose of the Bridge Program (see Table 49). All staff members (100%) who had referred a student to the Bridge Program agreed they understood the purpose of the program. In addition, 83 percent of staff members who were aware of the Bridge Program but had not referred a student also agreed they understood the purpose of the program.

Table 49: Staff Perceptions of the Purpose of the Bridge Program

Survey Item	Referred a student to the Bridge Program	Aware of the Bridge Program but have not referred a student	Total
I understand the purpose of the Bridge Program.	100%	83%	87%

The Bridge Program begins with a student referral, which is typically initiated by the school counselor. The referral form is an online form that includes pertinent student information including the student's name, address, gender, and date of birth. The referral form asks for the student's parent's contact information including their name, address, email address, phone number, and language spoken at home. The individual filling out the referral form has a list of concerns to select that prompted the referral. These concerns include: mood, disruptive behavior, anxiety (OCD, fears, panic, phobias), learning and development (intellectual disabilities, autism, school problems), trauma, eating/feeding, chronic mental illness, and/or additional concerns. The referral form includes whether the parent or guardian provided verbal consent to be referred to the program. Once the referral is submitted by the school counselor, the Office of Student Support Services staff reviews the form to ensure it is complete and that the student is an appropriate fit for the Bridge Program. If the form is complete and the student meets the criteria, the form is sent in a secure email to CHKD. The Office of Student Support Services also contacts an administrator at the child's school and informs the administrator that the referral has been sent to CHKD and that the family will be contacted within 24-48 hours by CHKD. Once families are contacted by CHKD, an intake appointment is set up either at CHKD or through telehealth. At the Bridge intake appointment, a mental health therapist completes a mental health assessment, safety assessment, and treatment plan. A safety plan will be developed, including safety measures and coping strategies. Based on the information provided, a therapist determines the type of treatment recommended for the student (e.g., individual therapy, group therapy, or medication management) to reduce the risk of inpatient psychiatric hospitalization. Students may then participate in four to six weeks of care

through CHKD during which time they participate in these recommended treatments. Therapy sessions are typically held after school. Per the MOU, parents/guardians must use their own insurance for medication management if that is recommended to be the appropriate treatment. In addition, CHKD provides an individualized list of community resources tailored to the students' needs as well as assistance in coordinating resources. CHKD coordinates with families to set up appointments based on their treatment plan. The cost of treatment is covered by CHKD during this timeframe. At the end of the four to six weeks of care, students may choose, based on recommendations of CHKD clinicians, to continue their care through their own insurance.

Counselors who refer a student to the Bridge Program must complete the Bridge Referral form that includes the question "What concerns prompted your referral?" This question is followed by seven potential options: mood, disruptive behavior, anxiety (OCD, fears, panic, phobias), learning & development (intellectual disabilities, autism, school problems), trauma, eating/feeding, chronic medical illness, and additional concerns. Counselors could select as many concerns as they felt necessary. As displayed in Table 50, the most common referral reason for students during the 2023-2024 school year included "mood," which made up 27 percent of the referral reasons. "Additional concerns" made up 22 percent, followed by "anxiety," which made up 20 percent of the referral reasons. To protect students' confidentiality, the Office of Research and Evaluation did not collect information pertaining to the follow-up question regarding additional concerns.

Table 50: Reasons Students Were Referred to the Bridge Program in 2023-2024

Referral Reason	N	Percent
Mood	65	27%
I have additional concerns that I will share in another question on this form.	53	22%
Anxiety (OCD, fears, panic, phobias)	49	20%
Trauma	33	14%
Disruptive Behavior	21	9%
Eating/Feeding	9	4%
Learning & Development (Intellectual Disabilities, Autism, school problems)	6	2%
Chronic Medical Illness	5	2%

Staff members were asked their perceptions of the referral process and components of the program (see Table 51). A high percentage of staff members who had referred a student to the Bridge Program (97%) agreed they understood the referral process. Examining the data by job category showed that 96 percent of student support staff (e.g., school counselors) who had referred a student to the program agreed they understood the referral process. By contrast, 71 percent of student support staff who were aware of the program but had not referred a student agreed they understood the process for referring a student to Rapid Response. Additionally, overall, 62 percent of staff who were aware of the Bridge Program but had not referred a student agreed they understood the process for referring a student to the program. For staff who had referred a student, 91 percent agreed the referral process was efficient, and 97 percent agreed getting parents' consent for students to participate in the program was effective. Further, 88 percent of staff members who referred a student agreed the process for students to take the Bridge Intake Assessment was effective, and 97 percent of staff reported being satisfied with the partnership between CHKD and VBCPS.

Table 51: Perceptions of Program for Staff Members Who Had Referred a Student to the Bridge Program

Survey Items	Percent Agreement
I understand the process for referring a student to the Bridge Program.	97%
The process for referring students to the Bridge Program is efficient.	91%
The process for getting parent consent for students to participate in the Bridge Program is effective.	97%
The process for students to take the Bridge Intake Assessment is effective.	88%
How satisfied are you with the partnership between the Children’s Hospital of The King’s Daughters (CHKD) and VBCPS?	97%*

* Percentage represents percent satisfied.

Collaboration with Office of Security and Emergency Management

Another component of the Bridge Program includes a partnership with the VBCPS Office of Security and Emergency Management (OSEM) to assist with after-hours alerts through Securly, an educational software company. Securly alerts OSEM if they identify concerning student behavior such as suicidal ideation or violence on a VBCPS-issued device such as a Chromebook. Through the partnership with the Bridge Program, once OSEM is alerted, they then contact CHKD. At this point, a clinician from CHKD will contact the student or family to follow up on the alert and address the concern, which can lead to a direct referral to the emergency room or Kempsville Center for Behavioral Health. Between August 2023 and June 2024, there were 48 Securly alerts handled by CHKD clinicians.⁶⁷

Wellness Up

Wellness Up is also a component of the Bridge Program and is a small group program run by CHKD clinicians aimed at helping students develop an understanding of oneself, manage stress, and manage conflict. It was first held in the summer of 2023 with 17 middle school students during summer school. Each middle school was given a specific number of students they could refer to the program, and lists of students were submitted to the Office of Student Support Services. The program was held again in spring 2024 for six weeks at Bayside 6th Grade Campus for 17 students. According to the coordinator of counseling services, Wellness Up was advertised to be offered in the fall of 2023, but the program had low student interest, so it was not held. Staff members were asked their involvement and perceptions of the Wellness Up component of the Bridge Program. Of those staff who indicated they were familiar with Bridge, 7 percent of staff members (N=10) indicated they had recommended a student to attend Wellness Up, and 19 percent of staff members indicated they were familiar with Wellness Up but had not recommended a student to attend. The majority (74%) of staff members indicated they were not familiar with Wellness Up. Perceptions of Wellness Up were very positive. All 24 staff members (100%) who indicated they had recommended students to attend Wellness Up or they were familiar with Wellness Up agreed that Wellness Up was effective at providing students tools to help support their well-being.

Professional Learning

As part of the Bridge Program, CHKD staff provided Youth Mental Health First Aid training to all school counselors which counts towards their license renewal. Based on staff who participated in the training, 89 percent agreed the training offered by the Bridge Program staff provided them with the necessary knowledge and tools to recognize and respond to students’ behavioral and mental health needs.

Initiative Goals

The goal of the Bridge Program is to reduce the need for inpatient psychiatric hospitalization. According to the Office of Student Support Services, the Bridge Program helps students and families access mental health care services. Office of Student Support Services staff reported that risk assessments have been reduced in schools and attendance is improving. While a survey was distributed anonymously to families who had participated in the program, too few responses were received to assess parent or guardian perceptions.

Overall, 93 percent of staff members who referred a student agreed the Bridge Program provided useful resources and support for families, 90 percent agreed the program provided assistance to staff by helping support students who have behavioral and mental health needs, and 93 percent agreed the Bridge Program was effective at providing students with direct mental health services (see Table 52).

Table 52: Perceptions of Program Goals for Staff Members Who Referred a Student to the Bridge Program

Survey Items	Percent Agreement
The Bridge Program has provided useful resources and support for families.	93%
The Bridge Program has provided assistance to staff by helping support students who have behavioral and mental health needs.	90%
The Bridge Program is effective at providing students with direct mental health services.	93%

General Perceptions

Through open-ended survey items, school-based staff had the opportunity to provide comments regarding what worked well and what could make the Bridge Program more beneficial. Overall, 58 staff members provided a comment about what worked well with the program, which was 40 percent of those staff members who responded to the Bridge Program portion of the survey. Themes from staff regarding what worked well included the program is a useful resource or service for families and the program allowed students to get the help they needed quickly.

Overall, 54 staff members provided a comment about what could make the program more beneficial, which was 38 percent of those staff members who responded to the Bridge Program portion of the survey. The primary themes for staff regarding improvement areas focused on better communication regarding greater awareness of the program among staff members and staff wanting more information regarding the progress of students and how to best support them once the services are completed. Other improvement areas included decreasing the stigma around mental health services so more families would be inclined to participate in the Bridge Program. In addition, staff members reported wanting more mental health related training by CHKD.

In an interview, Office of Student Support Services staff were asked their perceptions about what worked well and what could make Rapid Response more beneficial. Staff reported that one of the reasons the Bridge Program has been successful is based on the pay structure of the program set forth by the Memorandum of Agreement (MOU). VBCPS has negotiated an hourly rate for four different CHKD staff members: administrator, clinical oversight, and two clinicians. VBCPS pays hourly for the services as needed. Because of this structure, VBCPS pays as the services are needed and staff members are employed by CHKD rather than VBCPS, further keeping costs down.

Cost and Future Plans

This section focused on the cost to implement the Bridge Program to the school division. Cost data were collected from the Office of Student Support Services. The Bridge Program was funded by the ESSER III Grant in 2023-2024; therefore, there was no cost to the division. The total cost for the 2023-2024 school year based on

invoices from CHKD was \$152,626. This cost included staff (i.e., mental health training services by a licensed professional counselor [LPC], a licensed clinical social worker [LCSW], and a Master of Social Work [MSW], and administrative oversight), Securly (i.e., call coverage and call back), curriculum development and mental health education training, and project supplies and other miscellaneous expenses. According to the Office of Student Support Services in 2024-2025, the program will continue and will be funded by the VBCPS Office of Psychological Services.

General Perceptions of Behavioral and Mental Health Supports for Students

The last evaluation question focused on general perceptions of behavioral and mental health supports for students from all staff at all schools who responded to the survey. On the survey, staff were provided general questions about behavioral and mental health supports for students at their school, which could include staff, programs, or services to assist students. As noted previously, although not the focus of this evaluation, VBCPS offers other behavioral and mental health supports to all students throughout the division, such as through school counselors, behavior intervention specialists, Student Response Teams (SRT), PBIS, and Care Solace.

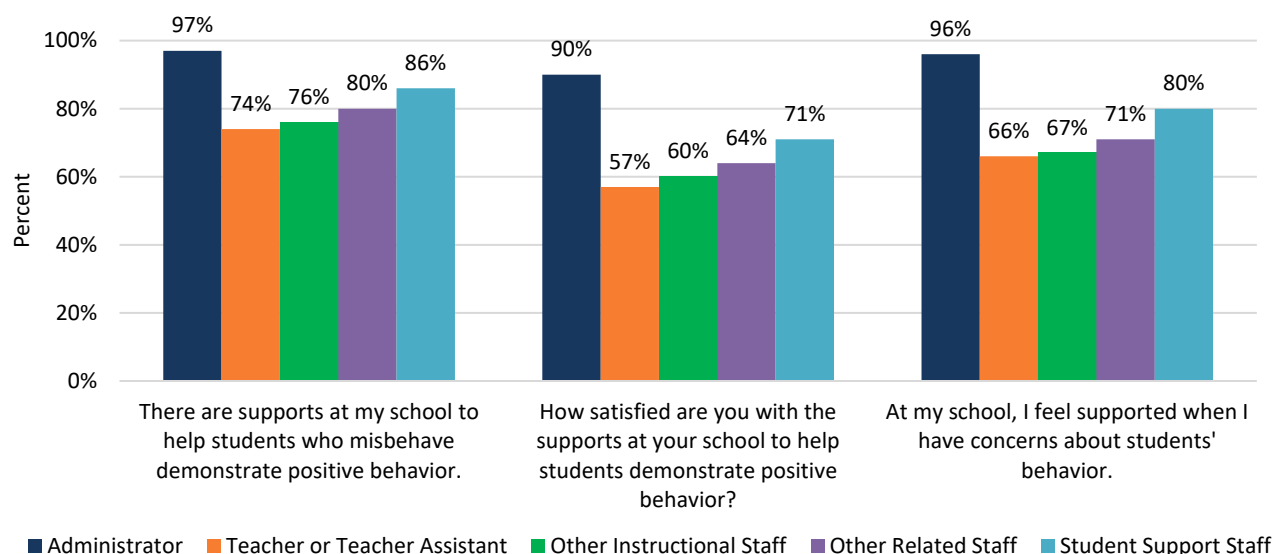
When surveyed about their general perceptions of supports for student behavior at their school, 76 percent of staff agreed there were supports at their school to help students who misbehaved demonstrate positive behavior (see Table 53). Slightly higher percentages of secondary staff (77%-78%) agreed with this item than elementary school staff (74%). Lower percentages of staff indicated they were satisfied with the supports at their school to help students demonstrate positive behavior (61%). Agreement by level ranged from 59 percent at middle school to 62 percent at high school. Overall, 69 percent of staff agreed they felt supported when they had concerns about students' behavior. A higher percentage of high school staff (75%) agreed with this item compared to elementary school (66%) and middle school staff (63%).

Table 53: General Staff Perceptions of Behavioral Supports for Students

Survey Items	Elementary	Middle	High	Total
There are supports at my school to help students who misbehave demonstrate positive behavior.	74%	77%	78%	76%
How satisfied are you with the supports at your school to help students demonstrate positive behavior?	60%	59%	62%	61%
At my school, I feel supported when I have concerns about students' behavior.	66%	63%	75%	69%

General perceptions of behavior supports for students were analyzed by staff group (see Figure 5). Overall, administrators had the most positive perceptions (90%-97%), followed by student support staff (71%-86%), and staff in other related positions (64%-80%). Instructional staff, including teachers or teacher assistants and other instructional staff, had lower agreement and satisfaction percentages (57%-76%).

Figure 5: General Staff Perceptions of Behavioral Supports for Students by Staff Group



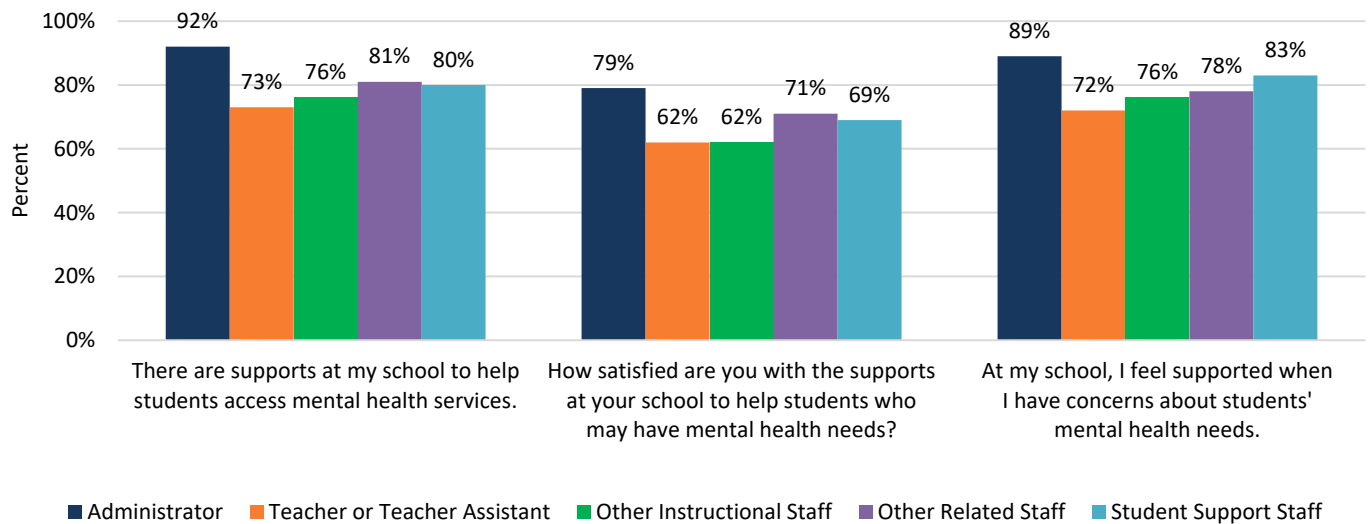
When surveyed about their general perceptions of mental health supports at their school, 75 percent of staff agreed there were supports at their school to help students access mental health services (see Table 54). Higher percentages of secondary staff (75%-83%) agreed with this item than elementary school staff (68%). Lower percentages of staff indicated they were satisfied with the supports at their school to help students who may have mental health needs (64%). Agreement by level ranged from 59 percent at elementary school to 70 percent at high school. Overall, 74 percent of staff agreed they felt supported when they had concerns about students' mental health needs. A higher percentage of high school staff (82%) agreed with this item compared to middle school (71%) and elementary school staff (69%). The majority of staff (95%) agreed the staff in their school cared about students' well-being and mental health.

Table 54: General Staff Perceptions of Mental Health Supports for Students

Survey Items	Elementary	Middle	High	Total
There are supports at my school to help students access mental health services.	68%	75%	83%	75%
How satisfied are you with the supports at your school to help students who may have mental health needs?	59%	63%	70%	64%
At my school, I feel supported when I have concerns about students' mental health needs.	69%	71%	82%	74%
The staff in my school care about students' well-being and mental health.	94%	95%	96%	95%

Figure 6 displays general perceptions of mental health supports for students analyzed by staff group. Overall, administrators had the most positive perceptions (91%-79%), followed by student support staff (83%-69%) and other related staff (81%-71%). Instructional staff, including teacher or teacher assistants had the lowest agreement and satisfaction percentages (62%-76%).

Figure 6: General Staff Perceptions of Mental Health Supports for Students by Staff Group



Additional analyses were conducted to gauge whether staff at schools where additional behavioral and mental health supports for students were available had different perceptions. General perceptions for staff who worked at schools that operated the school-specific initiatives described in this report were compared with perceptions of staff who did not work at these schools. Overall, the agreement percentages regarding the general survey items were similar or slightly lower for staff at schools that operated the school-specific initiatives (i.e., differences of 3 to 5 percentage points), with the exception of the item about feeling supported when having concerns about students' mental health needs. For this item, there was a notably lower percentage of staff who agreed with this item at the selected schools operating the school-specific initiatives (66%) compared to the other schools (75%). The slightly lower perceptions of staff at schools where the specific initiatives were operating may suggest that the needs of students at these schools were greater and that implementing these initiatives at the selected schools was based on the school community's needs.

Staff were asked two open-ended questions on the survey providing them the opportunity to provide any thoughts they had about the behavioral supports offered to students and provide any thoughts they had about the mental health supports offered to students.

Overall, 367 staff members (25%) provided a comment about thoughts they had about the behavioral supports offered to students. The most common comment from staff about behavioral supports offered to students was the need for more staff to support programs or services. Staff suggested more counselors, psychologists, behavior support specialists, student support specialists, and mental health professionals. Many staff commented that the case load that these current staff members currently have is too large, and the needs of the students outweigh their capacity to help. The second most common comment from staff was a need for more student accountability for behavior. Many staff members commented that students were not held accountable or did not have consequences for their behavior, and there was a lack of consistency in how certain behaviors were addressed. Some staff mentioned they lacked support from their administration. The third most common comment from staff was questioning the effectiveness of the current behavioral supports in place. Some staff members noted they were not seeing a change in students' behavior with the current supports in place.

Overall, 238 staff members (16%) provided a comment about thoughts they had about the mental health supports offered to students. The most common comment from staff about mental health supports was a

general need for more supports and services for students. In general, staff acknowledged that schools have some supports, but it is not enough to support the needs of the students at their schools, and they felt as though services and staff's responsibilities outweighed the students' needs. Some staff members were able to articulate the specific support or service they felt their school needed and typically discussed the need for more trained staff members like counselors or behavior support specialists, while other staff members requested more training. The second most common comment was a lack of awareness of the mental health supports that the division or school offered or wanting more information on the available supports. Some staff members commented they knew schools had counselors and there were supports available, but they were unaware of what the supports were. The third most common comment from staff about mental health supports was strengthening parent partnerships. Staff wanting to strengthen parent partnerships manifested in several ways in staff comments. For example, staff commented that schools were supporting students' mental health, but it was not being followed through at home. Another example was parents choosing not to have their students participate in the programs that their students could benefit from.

Examining comments across both open-ended survey items, staff members in many cases were not able to specifically define what it was they needed to improve the current supports within the division or at their school, but they recognized there was room for growth in order to better meet their students' needs.

Summary

As the country has entered the "postpandemic" era, schools across the country have witnessed an unprecedented rise in mental health and behavioral challenges. In 2021, the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry, and Children's Hospital Association declared a national state of emergency for child and adolescent mental health.⁶⁸ Mental health influences how an individual thinks, feels, behaves, and interacts with others.⁶⁹ VBCPS has recently created or expanded several initiatives aimed to support students' behavioral and mental health. Six of these initiatives were the focus of this evaluation: Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, BASE Program, Rapid Response, and Bridge Program. These six initiatives offered supports at different school levels and were viewed within a tiered continuum of behavioral and mental health supports for students comprised of evidence-based practices within the VBCPS Integrated Systems of Support framework. Initiatives also differed in whether they were accessible to students throughout all schools at the applicable school level based on referral processes (i.e., BASE Program, Rapid Response, and Bridge Program) or select schools only (i.e., Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools). Across the six initiatives, the following areas were identified as themes of goal areas: student behavior and discipline, social and emotional learning skills, well-being and mental health, absenteeism, and empowering teachers and increasing capacity to address student needs and manage the classroom learning experience. The initiatives are summarized in Table 55.

Table 55: Overview of Six Behavioral and Mental Health Supports Initiatives

Initiative	Tier	Participants	Purpose
Responsive Practices	Tier 1	Two elementary schools	Increase social-emotional skills or sense of belonging
Schoolwide Behavior Intervention Support Professional Learning	Tiers 1, 2, and 3	Five elementary schools	Reduce negative behaviors that impact instruction and academic performance, provide layer of support for schools
Communities in Schools	Tiers 1, 2, and 3	Six elementary, middle, and high schools	Leverage community resources to reduce chronic absenteeism, although each school has a specific focus
Behavior and Social Emotional (BASE) Program	Tier 3	K-5 general education students	Teach coping strategies, problem solving skills, and social skills needed for school and behavior management
Rapid Response	Tier 3	Pre-K-5 students	Provide behavioral health screening, assessment, consultation, referral, and linkage to community-based services
Bridge Program	Tier 3	6-12 students	Provide mental health screening, short-term intervention (therapy), and/or coordination and referral to ongoing mental health services in the community

On a survey sent to teachers and teacher assistants, administrators, other instructional staff (e.g., reading specialists, instructional technology specialists), student support staff (e.g., psychologists, school counselors, student support specialists), and other staff relevant to the initiatives (e.g., nurses, security personnel), staff were asked to indicate which behavioral and mental health supports initiatives they were familiar with. When surveyed about the initiatives accessible to students at all elementary schools, 43 percent of elementary school staff who responded to the survey indicated they were familiar with the BASE Program, while 28 percent were familiar with the Rapid Response Program. A lower percentage of secondary staff who responded to the survey indicated they were familiar with the Bridge Program (16%), which is accessible to students at all secondary schools through a referral process. Higher percentages of elementary school administrators (from 78%-85%) and student support staff at all levels (72%-86%) indicated they were familiar with these programs. Approximately half of secondary administrators (54%) indicated they were familiar with the Bridge Program. Much lower percentages of teachers at all levels (from 9%-36%) indicated that they were familiar with these programs. When staff at schools that operated initiatives offered to select schools only were surveyed, nearly all staff who worked at the select schools operating the Schoolwide Behavior Intervention Support Professional Learning (97%) and Responsive Practices (93%) initiatives indicated they were familiar with the initiative, while 66 percent of staff who worked at the select schools operating Communities in Schools indicated they were familiar with the initiative.

Responsive Practices

The Responsive Practices initiative within VBCPS is rooted in the Responsive Classroom philosophy, which is comprised of Tier 1 practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. During the 2023-2024 school year, the Responsive Practices initiative was implemented with all teachers and students at two schools, Brookwood and White Oaks elementary schools. The focus of the Responsive Practices initiative at Brookwood was to increase social-emotional skills, including increasing positive behaviors, while the focus was to increase student sense of belonging due to the transient military population at White Oaks. Morning meeting was selected as the primary practice at Brookwood to meet the school's goals, and it involved the classroom gathering in a circle at the beginning of each day and proceeding through the greeting, sharing, group activity, and morning message. At White Oaks, teachers could choose between either teacher language or interactive modeling in their classroom at White Oaks. Teacher

language is the professional use of words, phrases, and pace to enable students to engage in active, interested learning; be contributing members of a positive learning community; and develop positive behaviors. Interactive modeling is a process that explicitly teaches students an academic or social skill, routine, or procedure. When surveyed, 80 percent of staff who indicated morning meeting was their focus area for 2023-2024 agreed morning meetings as part of responsive practices have helped increase students' positive behaviors. All teachers (100%) who indicated teacher language was their focus area agreed teacher language helped improve students' sense of belonging, and 71 percent of teachers who indicated interactive modeling was their focus area agreed that interactive modeling helped improve students' sense of belonging. Themes from staff survey responses regarding what worked well with Responsive Practices included reference to morning meetings in general, students responding well to the practices (e.g., being engaged, learning), building positive relationships or community, and providing teachers with a different perspective. The primary themes from staff regarding improvement areas focused on more staff buy-in and consistency in practices. The total cost to the school division for the Responsive Practices initiative for the 2023-2024 school year was \$18,369. As of October 2024, it was determined that there will not be a continuation or expansion of the Responsive Practices initiative in its current form based on the needs of the schools and budget constraints.

Schoolwide Behavior Intervention Support Professional Learning

The Schoolwide Behavior Intervention Support Professional Learning initiative is grounded in Behavior Intervention Support Team (BIST) practices, which empower educators to partner with students to develop emotional awareness and positive coping skills. During the 2023-2024 school year, the Schoolwide Behavior Intervention Support Professional Learning initiative was implemented with staff at five elementary schools: Diamond Springs, Newtown, Parkway, Thalia, and Bettie F. Williams. The initiative involved multiple professional learning opportunities and support through the Cornerstones of Care organization. With implementation during the first year being flexible, principals determined the level and timelines of professional learning for their staff and the concepts of BIST that would be implemented. The various supports provided through the Schoolwide Behavior Intervention Support Professional Learning initiative were also available to students at these schools at multiple tiers, including Tiers 1, 2, and 3. One component of BIST involves staff using common language when working with students. For example, staff should use specific language when talking about the goals for life (e.g., "students can make good choices even if they are mad") and the missing skills ("students can't be mad without getting in trouble."). Students who needed additional support due to disruptive behavior were provided with opportunities to learn replacement or missing skills. BIST offers intervention strategies for students who engage in disruptive behavior, which can include the safe seat (a separate seat within the classroom), the buddy room (a seat within a partner classroom), and the focus room (a room separate from the classroom). Schools could determine which of these aspects were implemented during 2023-2024. All schools (N=5) implemented the focus room, four schools implemented the safe seat, and one school implemented a buddy room. When using these strategies, students are supported in learning appropriate skills and held accountable for their behavior by processing the situation with staff. When staff who were involved with the initiative were surveyed, overall 77 percent of staff indicated the focus rooms helped improve student behavior to a large or moderate extent. In addition, 75 percent of staff agreed the BIST professional learning helped empower them with the language, systems, and structures to help students with behavior concerns, and 72 percent agreed the professional learning provided them with the knowledge and tools to manage student behavior. Additionally, 59 percent agreed the information they learned from the BIST professional learning allowed them to decrease disruptive behavior in the classroom or other school setting. Based on information gathered as part of the evaluation process, there was variability across the schools in the information provided to parents about the BIST practices. While some schools leveraged free virtual learning sessions for parents through Cornerstones of Care and communicated BIST information through Family Newsletters, other schools provided limited information to parents. When staff were surveyed about parents' understanding, overall, 32 percent of staff agreed that parents/guardians understood the

school's approach to implementing supports and strategies to help students change unproductive behaviors. Themes from staff survey responses regarding what worked well included using common, consistent language; having the specific intervention strategies (i.e., focus room, safe seat, buddy room); and consistency of expectations within the school. The primary themes from staff regarding improvement areas focused on more professional learning for all staff; lack of consistency, fidelity, and buy in from all teachers; and lack of parent information, involvement, and accountability. Related to the theme of more professional learning, training was offered by Cornerstones of Care across three days at the end of June 2024 for staff at the five schools implementing Schoolwide Behavior Intervention Support Professional Learning in preparation for the 2024-2025 school year. In total, 136 staff members participated in this training. The cost of the Schoolwide Behavior Intervention Support Professional Learning initiative for the 2023-2024 school year was \$351,852. With ESSER Grant and Title I Grant funding, the total cost to the school division was \$222,683.

Communities in Schools

During 2023-2024, the Communities in Schools (CIS) initiative operated in six VBPCS schools: Newtown Elementary, Williams Elementary, Bayside 6, Bayside Middle, Larkspur Middle, and Bayside High. The CIS initiative uses a tiered approach to provide various supports to students, including connecting students and families with community resources through a CIS site coordinator. CIS site coordinators worked with school administrators to identify two schoolwide goal areas for the school year, such as attendance, student behavior and discipline, or parent engagement. Resources and supports offered schoolwide generally leveraged community partnerships to work towards these goal areas. At this schoolwide level, a total of 15,952 students participated in 72 events across the six schools throughout the 2023-2024 school year. Baseline data obtained from the CIS initiative related to schoolwide goals showed that four of the six schools met at least one of their schoolwide goals during the 2023-2024 school year. Two of these six schools met both of their goals, while the other two schools met only one of their goals (one of the schools showed progress was made toward that goal). In addition, two schools did not meet either of their two goals and did not demonstrate progress towards meeting them based on CIS monitoring of goals. Another part of the Communities in Schools tiered support model is providing individualized supports and resources to a smaller number of individual students who are considered to be on the CIS site coordinators' caseloads. There was a total of 383 students on the caseloads of all six CIS site coordinators throughout the 2023-2024 school year. Students were referred for CIS services and had goals in the areas of academics, attendance, behavior, or social and emotional learning. When on the CIS site coordinators' caseloads, CIS site coordinators worked with students individually and in small groups, as well as conducted regular check-ins and served as mentors or as a safe space for the students. Overall, 91 percent of staff who were familiar with the CIS initiative at their school agreed the CIS initiative provided useful resources and support for families. Baseline data available from the CIS initiative showed the majority of students who had goals in the areas of attendance (71%), behavior (69%), and social and emotional learning (77%) met their goal. A lower percentage of students who had an academic goal (39%) met their goal during 2023-2024, but an additional 34 percent focusing on academics made progress toward their goal. Themes from staff survey responses regarding what worked well included general characteristics of the coordinator, developing relationships with students and parents, and providing general support. The primary themes from staff regarding improvement areas focused on awareness of the program, communication or collaboration with staff of students on the coordinator's caseload, and expansion of the program. The cost of the CIS initiative for the 2023-2024 school year was \$398,640, all of which was funded by ESSER Grant funds and the CIS of HR funds. Therefore, there was no cost to the school division for the CIS initiative during 2023-2024.

Behavior and Social Emotional (BASE) Program

The BASE Program is a short-term (6-9 weeks) intervention for general education students who demonstrate aggressive, disruptive, or defiant behavior or poor social skills across multiple environments. The program is housed at Windsor Oaks Elementary School and is available to all elementary schools throughout the school division. It is not an alternative school, change of placement, or discipline placement. The focus of the BASE Program is to teach students coping strategies, problem solving skills, and social skills needed for school and behavior management. The BASE Program is a Tier 3 intervention primarily for students in K-2. In 2023-2024, it was planned that the program would expand to include students in grades 3-5. However, due to staffing challenges in the fall of 2023, the expansion was temporarily paused. Beginning in February 2024, the program adjusted its staffing model and had the capacity to accept students in grades 3-5, although no students in grades 3-5 attended during the year. Throughout the 2023-2024 school year, 29 students enrolled in the BASE Program at some time. Almost half of the students (45%) were in kindergarten and the majority (86%) were male. Overall, 85 percent of elementary school staff agreed they understood the purpose of the BASE Program. Additionally, 78 percent of staff agreed they understood the process for identifying or referring a student who could benefit from attending the BASE Program. Additionally, 90 percent of parents whose student attended the program agreed they understood the purpose of the BASE Program. BASE staff were with the students the entire day at Windsor Oaks. The structure of the day typically included: Breakfast/Morning Work, Morning Meeting/Goal Setting, Math/Reading/Writing, Preferred Activity Time (PAT), Lunch, P.E., Social Emotional Learning, Math/Reading/Writing, Structured Movement, Drop Everything and Read (DEAR), PAT, Dismissal/Debriefing. All students were monitored using a daily feedback document. All staff members (100%) indicated social emotional learning groups helped support students' needs to a large extent. Overall, 80 percent of parents of students who attended the program agreed the token economy was helpful in motivating their child. Overall, 76 percent of staff involved with the program agreed the BASE program provided students with useful strategies to help their emotional regulation and behavior. Themes from staff survey responses regarding what worked well included the program was effective at improving students' behavior, the advantages of a small-group setting, and having the program as an option for students. After 6-8 weeks, the student is transitioned back to the home school with specific tools in place to help students be successful after this one-time intervention. However, parents' perceptions of the transition process suggested the need for additional supports to ensure the transition is successful. Of the parents who responded to the survey, 25 percent agreed their child's transition from the BASE Program back to their home school was successful, and 25 percent of parents agreed their child had the support he/she needed after returning to his/her home school. From the staff perspective, 75 percent of staff members who worked with a student who was in the BASE Program but did not refer them agreed the process for transitioning a student from the BASE Program back to their home school was clearly communicated in the Student Response (SRT)/Section 504 Meeting. When asked about what could make the BASE program more beneficial, staff members reported that students had difficulty transitioning back to the classroom setting. Comments related to these difficulties focused on the academic demands and the challenge of implementing the support systems or strategies that were provided by the BASE team in the traditional classroom setting. Improving the transition process for students back to their home school's classroom setting is an important component to ensuring the future success of students who have participated in the BASE Program. The total cost to the school division for the BASE program for the 2023-2024 school year was \$494,521.

Rapid Response

In partnership with the Child and Youth Behavioral Health (CYBH) division with the City of Virginia Beach, Rapid Response provides referred elementary students with behavioral health screening, assessment, consultation, referral, and linkage to community-based services. During the 2023-2024 school year, 58 students were referred to Rapid Response, with kindergarten and second grade having the largest number of students

referred (N=11 student referrals respectively). Rapid Response begins with a student referral typically initiated by the school's administrator and sent to the CYBH by the Office of Student Support Services. Rapid Response licensed clinicians conduct student assessments at the student's school after obtaining parent consent. Following the assessment and any other information collected, the clinician writes-up the recommendation and conducts a consultation with the family to discuss the outcome, which is typically through Zoom or a phone call. CYBH recommendations can include therapy, such as Parent-Child Interaction Therapy, family or group therapy, or medication management. The most common reasons for referral to Rapid Response were disruptive behavior (33%) and emotional regulation (33%). When staff who referred a student to Rapid Response were surveyed, 81 percent agreed Rapid Response was effective at providing students and families recommendations for treatments. Staff who were familiar with Rapid Response were surveyed about what worked well and what could make the program more beneficial. Themes from staff survey responses regarding what worked well included the program being a useful resource or service for families and after families gave verbal consent, Rapid Response clinicians reached out in a timely manner. The primary themes from staff regarding improvement areas focused on better communication regarding the purpose and process to refer students to Rapid Response. Staff members also reported wanting to be better informed about students' progress during and after receiving services. Rapid Response is funded through the Virginia Department of Behavioral Health and Developmental Services. With the collaboration with the City of Virginia Beach, there was no cost to the school division for the Rapid Response initiative.

Bridge Program

In partnership with the Children's Hospital of The King's Daughters (CHKD), the Bridge Program provides secondary students in grades six through twelve with mental health screening, short-term intervention, or coordination and referral to ongoing services in the community. The Bridge Program aims to reduce the need for inpatient psychiatric hospitalization by offering students four to six weeks of interim care which may include individual therapy, group therapy, and medication management with a psychiatrist. Overall, 87 percent of secondary staff members agreed they understood the purpose of the Bridge Program. In the 2023-2024 school year, 111 students were referred to the Bridge Program, and all the referrals were conducted by school counselors. About the same percentage of females (50%) and males (49%) were referred to the program. Sixth grade had the largest number of students referred with 29 students followed by eighth grade with 27 students. The most common reason for referral included mood (27%). The Bridge Program has two other components: a partnership with the Office of Security and Emergency Management (OSEM) to assist with after-hours safety-related alerts through Securly to identify concerning student behavior and Wellness Up, a small-group program run by CHKD clinicians aimed at helping students develop an understanding of oneself, manage stress, and conflict. In the 2023-2024 school year, two groups, totaling 34 middle school students participated in Wellness Up. Overall, 93 percent of staff agreed the Bridge Program was effective at providing students with direct mental health services. Themes from staff regarding what worked well noted that the program is a useful resource or service for families and the program allowed students to get the help they needed quickly. The primary themes for staff regarding improvement areas focused on better communication regarding greater awareness of the program among staff members and staff wanting more information regarding the progress of students and how to best support them once the services were completed. The total cost of the Bridge Program for the 2023-2024 school year based on invoices from CHKD was \$152,626, and this cost was funded by the ESSER III Grant. Therefore, in 2023-2024, there was no cost to the school division.

General Perceptions

The final section of the evaluation focused on general perceptions of behavioral and mental health supports for students from all staff at all schools who responded to the survey. On the survey, staff were provided general questions about behavioral and mental health supports for students, which could include staff,

programs, or services to assist students. Although not the focus of this evaluation, VBCPS offers other behavioral and mental health supports to all students throughout the division, such as through school counselors, behavior intervention specialists, and Student Response Teams (SRT). When surveyed about their general perceptions of supports for student behavior, 76 percent of staff agreed there were supports at their school to help students who misbehaved demonstrate positive behavior, and 69 percent agreed they felt supported when they had concerns about students' behavior. In addition, 61 percent indicated they were satisfied with the supports at their school to help students demonstrate positive behavior. When surveyed about their general perceptions of mental health supports, the majority of staff (95%) agreed the staff at their school cared about students' well-being and mental health. Lower percentages of staff agreed there were supports at their school to help students access mental health services (75%) and that they felt supported when they had concerns about students' mental health needs (74%). Lower percentages of staff indicated they were satisfied with the supports at their school to help students who may have mental health needs (64%). Analyses of general perceptions by staff group showed more positive perceptions for administrators (79%-97%) followed by student support staff (69%-86%) and other related staff (64%-81%). Instructional staff, including teachers or teacher assistants and other instructional staff, had the lowest agreement and satisfaction percentages (57%-76%). When all staff who responded to the survey had the opportunity to provide general comments related to behavioral and mental health supports, the most common comment from staff about behavioral supports offered to students was the need for more staff to support programs or services (e.g., counselors, psychologists, behavior support specialists, student support specialists, and mental health professionals). The most common comment from staff about mental health supports was a general need for more supports and services for students. In addition, a common theme was a lack of awareness of the mental health supports that the division/school offered or wanting more information on the available supports.

Recommendations and Rationales

Recommendation #1: Continue the Behavioral and Mental Health initiatives with modifications noted in recommendations 2 through 6. (Responsible Groups: Department of School Leadership; Department of Teaching and Learning - Office of Student Support Services)

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

Recommendation #2: Publicize the Behavioral and Mental Health supports more widely across the division to all school staff members along with the types of needs the initiatives address. (Responsible Groups: Department of School Leadership; Department of Teaching and Learning - Office of Student Support Services)

Rationale: The second recommendation is to publicize the Behavioral and Mental Health supports more widely across the division to all school staff members along with the types of needs the initiatives address. This includes supports that are accessible to students throughout the division if a need is identified (e.g., BASE, Rapid Response, Bridge), as well as school-specific initiatives (e.g., Communities in Schools). On the survey, staff were asked to indicate which behavioral and mental health supports for students they were familiar with. Familiarity was defined as ranging from hearing or knowing about an initiative to being actively involved in implementing the initiative. Overall, 43 percent of elementary school staff indicated they were familiar with the BASE Program, while 28 percent were familiar with the Rapid Response Program. A lower percentage of secondary staff indicated they were familiar with the Bridge Program (16%). Higher percentages of elementary school administrators (from 78%-85%) and student support staff at all levels (72%-86%) indicated they were familiar with these programs. Approximately half of secondary administrators (54%) indicated they were familiar with the Bridge Program. Much lower percentages of teachers at all levels (from 9%-36%) indicated they were familiar with these programs. Although teachers may not be the official individuals referring the students to these programs, especially in the cases of the Bridge and Rapid Response programs, it is important that teachers have an awareness of these programs because teachers interact with students daily. Teachers should be aware of the types of initiatives that are available to support students' behavioral and mental health. In addition, when staff at the select schools that operated the Communities in Schools initiative were surveyed, approximately 66 percent indicated they were familiar with the Communities in Schools initiative. The Communities in Schools initiative is a schoolwide initiative offering supports to students across the school community. A theme that emerged from staff familiar with Communities in Schools at their school focused on awareness of the program (e.g., lack of awareness of the program specifics, need for clear expectations of roles and responsibilities). All staff who responded to the Behavioral and Mental Health Supports for Students survey were surveyed about their general satisfaction with behavioral and mental health supports at their school. Overall, 61 percent of staff indicated they were satisfied with the supports at their school to help students demonstrate positive behavior (59%-62% depending on level), and 64 percent of staff indicated they were satisfied with the supports at their school to help students who may have mental health needs (59%-70%). Analyses of satisfaction by staff showed more positive perceptions for administrators (79%-90%) followed by student support staff (69%-71%) and other related staff (64%-71%). Instructional staff, including teachers or teacher assistants and other instructional staff, had the lowest agreement and satisfaction percentages (57%-62%). The level of satisfaction among staff may be impacted by a lack of awareness of some of the supports that are currently available. In addition, a common theme among staff was

a lack of awareness of the mental health supports that the division/school offered or wanting more information about the available supports.

Recommendation #3: Improve the process for providing parents with information and resources about Behavior Intervention Support Team practices as implementation continues in selected schools during the 2024-2025 school year.

(Responsible Groups: Department of School Leadership; Department of Teaching and Learning - Office of Student Support Services)

Rationale: The third recommendation is to improve the process for providing parents with information and resources about Behavior Intervention Support Team (BIST) practices as implementation continues in selected schools during the 2024-2025 school year. During 2023-2024, the five schools implementing Schoolwide Behavior Intervention Support Professional Learning were in the beginning stages of implementation. As implementation continues and school staff become more knowledgeable, it is recommended that improvements be made to the process for providing parent information and resources across the schools. Overall, when administrators were surveyed about whether their school provided information and resources to families to build their understanding of BIST support and strategies, 75 percent of administrators who responded to the item indicated they did (N=4). One school offered training opportunities through Cornerstones of Care and information about BIST was included in Family Newsletters, and another school provided information related to BIST when discussing discipline situations. Staff implementing the initiative also described variability across the schools in the information provided to parents. When staff were surveyed about parents' understanding, 32 percent of staff involved with the initiative who responded to the survey agreed that parents/guardians understood the school's approach to implementing supports and strategies to help students change unproductive behaviors. During site observations and discussion with central office staff, some staff also expressed the importance of the shifting mindsets to view BIST practices as tools to help students learn missing skills rather than being punitive. Staff also noted it was important to communicate with parents about BIST practices focusing on skill development rather than being punitive.

Recommendation #4: Prioritize the identification of behavioral supports that can successfully be implemented after students transition from the BASE Program back to their home school. *(Responsible Group: Department of Teaching and Learning - Office of Student Support Services)*

Rationale: The fourth recommendation is to prioritize the identification of behavioral supports that can successfully be implemented after students transition from the BASE Program back to the home school. Challenges with students' transition from the BASE Program back to the home school were highlighted in comments from both staff and parents. The primary themes from staff regarding improvement areas for the BASE Program focused on the difficulty with the transition back to the traditional classroom setting. Staff members reported students had a difficult time with the academic demands, and some of the support systems or strategies used in the BASE Program were not feasible in the traditional classroom. Some parents also noted that some of the supports that were successful at the BASE Program were not feasible in the home school or the supports were not continued at the home school. Some parents noted that their student had a difficult time transitioning back to the home school and parents who still had students in the BASE Program were concerned about the success of the future transition back to their student's home school. Of the parents of BASE students who responded to the survey, 25 percent reported that their child's transition from the BASE Program back to his/her home school was successful. In addition, prioritizing supports that can be successfully implemented in home schools is directly aligned with one of the goals of the program. According to the Office

of Student Support Services one of the goals of the program is for students to acquire self-regulation skills that can be generalized to their home school learning environment.

Recommendation #5: Continue to work to maximize the opportunities for students to participate in Wellness Up as part of the Bridge Program. (Responsible Group: Department of Teaching and Learning - Office of Student Support Services)

Rationale: The fifth recommendation is to continue to work to maximize the opportunities for students to participate in Wellness Up. Wellness Up is a component of the Bridge Program, which is accessible to secondary students divisionwide. Wellness Up is a small group program run by CHKD clinicians aimed at helping students develop an understanding of oneself, manage stress, and manage conflict. Wellness Up sessions were held two separate times during the 2023-2024 school year for 34 middle school students. Wellness Up was offered a third time, but was not held due to a lack of students for the session. However, when staff had the opportunity to provide general comments related to mental health supports divisionwide, the most common comment was the general need for more supports or services. Staff members who had referred a student to Wellness Up had positive perceptions. All staff (100%, N=24) indicated Wellness Up was effective at providing students tools to help support their well-being. The Wellness Up component of the Bridge Program appears to be available and perceived to be effective, but underused. Overall, only 26 percent of secondary staff members who were familiar with the Bridge Program more generally indicated they were also familiar with Wellness Up suggesting that it could be better communicated to staff members and potentially parents.

Recommendation #6: Conduct the outcome evaluation in 2024-2025 focused on progress toward meeting program goals for Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, and the BASE Program, along with progress related to the recommendations. (Responsible Group: Office of Planning, Innovation, and Accountability)

Rationale: The final recommendation is to conduct an outcome evaluation in 2024-2025 focused on the progress toward meeting program goals for Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, and the BASE Program, along with progress related to the recommendations from the year-one evaluation. While this implementation evaluation provided initial descriptions of the initiative-specific goals and perceptions related to those goal areas, in 2024-2025, the evaluation will focus on analyzing the outcome goals for the initiatives. Due to the sensitive nature of the Rapid Response and Bridge programs, which deal directly with student mental health concerns, and to ensure the confidentiality of students is preserved, data collection for the outcome goals related to the Rapid Response and Bridge programs is not feasible. In addition, due to a shift in focus areas at schools implementing Responsive Practices, the initiative is not continuing in its current format and therefore, data collection will not continue at this time. In addition to analyzing outcome data for select initiatives, the evaluation will monitor the progress related to the recommendation areas noted above through reviews of program documentation, stakeholder surveys, and relevant data.

Appendix

Appendix A

Perceptions of Staff Familiar With Responsive Practices Who Indicated They Worked at Schools Other Than Brookwood or White Oaks Elementary Schools

Survey Item: Please indicate your job category	Administrator	Classroom Teacher or Teacher Assistant	Other Instructional Staff	Other Position	Student Support Staff
Job category (N=274)	7%	68%	18%	< 1%	7%

Type of Involvement	Participated in Professional Learning	Implemented Components
How are you involved in Responsive Practices at your school? (N=268)	55%	63%

Focus of Professional Learning	Morning Meeting	Teacher Language	Interactive Modeling	Energizers	Closing Circle	Other
Which of the following Responsive Practices have you received professional learning on? (N=272)	93%	54%	39%	29%	72%	3%

Focus Area	Morning Meeting	Teacher Language	Interactive Modeling	None
Which of the following area(s) did you focus on during the 2023-2024 school year in your classroom/school? (N=274)	74%	43%	30%	11%

Survey Items	Percent Agreement
I understand the purpose of the Responsive Practices initiative at my school. (N=267)	94%
The professional learning I received on Responsive Practices provided me with the necessary knowledge and tools to use responsive practices in my classroom/school.* (N=226)	86%
The Office of Professional Growth and Innovation staff have provided me with helpful resources and support for implementation.* (N=176)	76%
Overall, implementing Responsive Practices at my school has helped improve student behavior and create a safer classroom.* (N=220)	78%

*Agreement percentage do not include those who indicated responses such as Did Not Participate in Professional Learning, Did Not Work with PGI, or Don't Know/Not Applicable.

Staff Who Selected Focus of Morning Meeting:

Survey Item	Every Morning	Some Mornings	Have Not Started*
How many mornings a week do you start school with a morning meeting? (N=203)	82%	16%	2%

*Respondents who indicated they have not started morning meetings did not respond to additional survey items about morning meetings.

Survey Items	Percent Agreement
Morning meetings as part of Responsive Practices have helped build my capacity to increase students' positive behaviors. (N=193)	90%
Morning meetings as part of Responsive Practices have helped increase students' positive behaviors. (N=192)	86%
Morning meetings as part of Responsive Practices have helped develop my students' self-management skills. (N=193)	80%

Staff Who Selected Focus of Teacher Language:

Survey Items	Percent Agreement
I am confident in my ability to effectively use teacher language to support students. (N=116)	98%
Teacher language has helped improve students' sense of belonging. (N=115)	97%

Staff Who Selected Focus of Interactive Modeling:

Survey Items	Percent Agreement
I am confident in my ability to effectively use interactive modeling to support students. (N=79)	99%
Interactive modeling has helped improve students' sense of belonging. (N=79)	96%

Endnotes

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- ⁴Mental Health Disorders. <https://my.clevelandclinic.org/health/diseases/22295-mental-health-disorders>
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- ¹²Institute of Education Sciences, School Survey, Student Behavior, May 2022 Survey, <https://ies.ed.gov/schoolsurvey/spp/>
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- ¹⁵Annual Discipline Presentation, VBCPS School Board Retreat, 2023.
- ¹⁶Annual Discipline Presentation, VBCPS School Board Retreat, 2023.
- ¹⁷Behavior Intervention Specialist and School Counselor VBCPS Job Descriptions, <https://www.vbschools.com/careers/jobs>.
- ¹⁸Responding to Students' Needs: Student Response Team 2.0. A Guide To Support The Student Response Team Process. (August 2024).
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- ²¹<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>
- ²²<https://mtss.org/overview/>
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- ³⁵ Responsive Classroom, Principles and Practices, <https://www.responsiveclassroom.org/about/principles-practices/>
- ³⁶ Responsive Classroom, What is Morning Meeting, <https://www.responsiveclassroom.org/what-is-morning-meeting/>
- ³⁷ Office of Professional Growth & Innovation Learning Walk Sheet, Teacher Language
- ³⁸ Responsive Classroom, The Power of Teacher Language, <https://www.responsiveclassroom.org/the-power-of-teacher-language/>
- ³⁹ Responsive Classroom, What is Interactive Modeling, <https://www.responsiveclassroom.org/what-interactive-modeling/>
- ⁴⁰ Within the text, perceptions were not limited to only those staff at the school with the focus area(s) due to the small numbers of respondents. Additional analyses were limited to staff at the school with the focus area(s) and are provided in a note below the tables.
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- ⁴³ <https://bist.org/model-concepts/>
- ⁴⁴ T. Breaux, Personal communication, August 26, 2024.
- ⁴⁵ Central office team interview, March 26, 2024.
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- ⁵⁴ <https://www.communitiesinschools.org/our-impact/>
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- ⁵⁶ <https://cisofhamptonroads.org/who-we-are/>
- ⁵⁷ T. Breaux, Personal communication, August 26, 2024.
- ⁵⁸ <https://cisofhamptonroads.org/who-we-are/>
- ⁵⁹ M. Delaney, Personal communication, March 26, 2024.
- ⁶⁰ BASE Playbook.
- ⁶¹ The Base Program (BASE Pamphlet)
- ⁶² Interview with Adrian Day, March 21, 2024
- ⁶³ <https://zonesofregulation.com>
- ⁶⁴ <https://www.ncbi.nlm.nih.gov/books/NBK519670/?scrlbrkr=3e37665a#:~:text=The%20Promoting%20Alternative%20Hinking%20Strategies,children%20aged%204%E2%80%9311%20years>
- ⁶⁵ Memorandum of Agreement Between the City of Virginia Beach Department of Human Services and Virginia Beach City Public Schools.
- ⁶⁶ A. Chowns, Personal communication, August 29, 2024.
- ⁶⁷ T. Shattuck, Personal communication, October 18, 2024.
- ⁶⁸ AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health. <https://www.aap.org/en/advocacy/child-and-adolescent-healthy-mental-development/aap-aacap-cha-declaration-of-a-national-emergency-in-child-and-adolescent-mental-health/>
- ⁶⁹ Mental Health Disorders. <https://my.clevelandclinic.org/health/diseases/22295-mental-health-disorders>

Donald E. Robertson Jr., Ph.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Office of Planning, Innovation, and Accountability
For further information, please call (757) 263-1199

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November 2024



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY **Office of Research and Evaluation**

Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation

The table below indicates the proposed recommendations resulting from the **Behavioral and Mental Health Supports for Students: 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 Fall 2023 Program Evaluation	Administration's Recommendations
<u>Information</u> November 12, 2024 <u>Consent</u> November 26, 2024	Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation	1. Recommendation #1: Continue the Behavioral and Mental Health initiatives with modifications noted in recommendations 2 through 6. (<i>Responsible Groups: Department of School Leadership; Department of Teaching and Learning - Office of Student Support Services</i>) 2. Recommendation #2: Publicize the Behavioral and Mental Health supports more widely across the division to all school staff members along with the types of needs the initiatives address. (<i>Responsible Groups: Department of School Leadership; Department of Teaching and Learning - Office of Student Support Services</i>) 3. Recommendation #3: Improve the process for providing parents with information and resources about Behavior Intervention Support Team practices as implementation continues in selected schools during the 2024-2025 school year. (<i>Responsible Groups: Department of School Leadership; Department of Teaching and Learning - Office of Student Support Services</i>) 4. Recommendation #4: Prioritize the identification of behavioral supports that can successfully be implemented after students transition from the BASE Program back to their home school. (<i>Responsible Group: Department of Teaching and Learning - Office of Student Support Services</i>)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2023 Program Evaluation	Administration's Recommendations
<u>Information</u> November 12, 2024 <u>Consent</u> November 26, 2024	Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation	5. Recommendation #5: Continue to work to maximize the opportunities for students to participate in Wellness Up as part of the Bridge Program. (<i>Responsible Group: Department of Teaching and Learning - Office of Student Support Services</i>) 6. Recommendation #6: Conduct the outcome evaluation in 2024-2025 focused on progress toward meeting program goals for Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, and the BASE Program, along with progress related to the recommendations. (<i>Responsible Group: Office of Planning, Innovation, and Accountability</i>)	The administration concurs with the recommendations from the program evaluation.



Behavioral and Mental Health Supports for Students: Implementation Evaluation

School Board Information

November 12, 2024

**Planning, Innovation, and Accountability
Office of Research and Evaluation**

Background

- Student behavioral and mental health impacted by pandemic
- National state of emergency for child and adolescent mental health declared in 2021
- Multiple divisionwide supports available in VBCPS
- VBCPS expanded or began 6 initiatives in 2023-2024
 1. Responsive Practices
 2. Schoolwide Behavior Intervention Support Professional Learning (PL)
 3. Communities in Schools (CIS)
 4. Behavior and Social Emotional (BASE) Program
 5. Rapid Response
 6. Bridge Program

Evaluation Process

- Implementation evaluation
 - Purpose, target audience, initiative components, goals and objectives, general perceptions, cost
 - Familiarity with initiatives
 - General perceptions of behavioral and mental health supports
- Goal areas across the 6 initiatives
 - Student behavior and discipline
 - Social and emotional learning skills
 - Well-being and mental health
 - Absenteeism
 - Empowering teachers

Data Collection

- Interviewed central office staff, reviewed documents, conducted site visits
- School-based staff surveys
 - Staff received items if familiar with initiative(s)
- Parent surveys
- Student and staff participation information for select initiatives
- Cost

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Staff Survey Responses

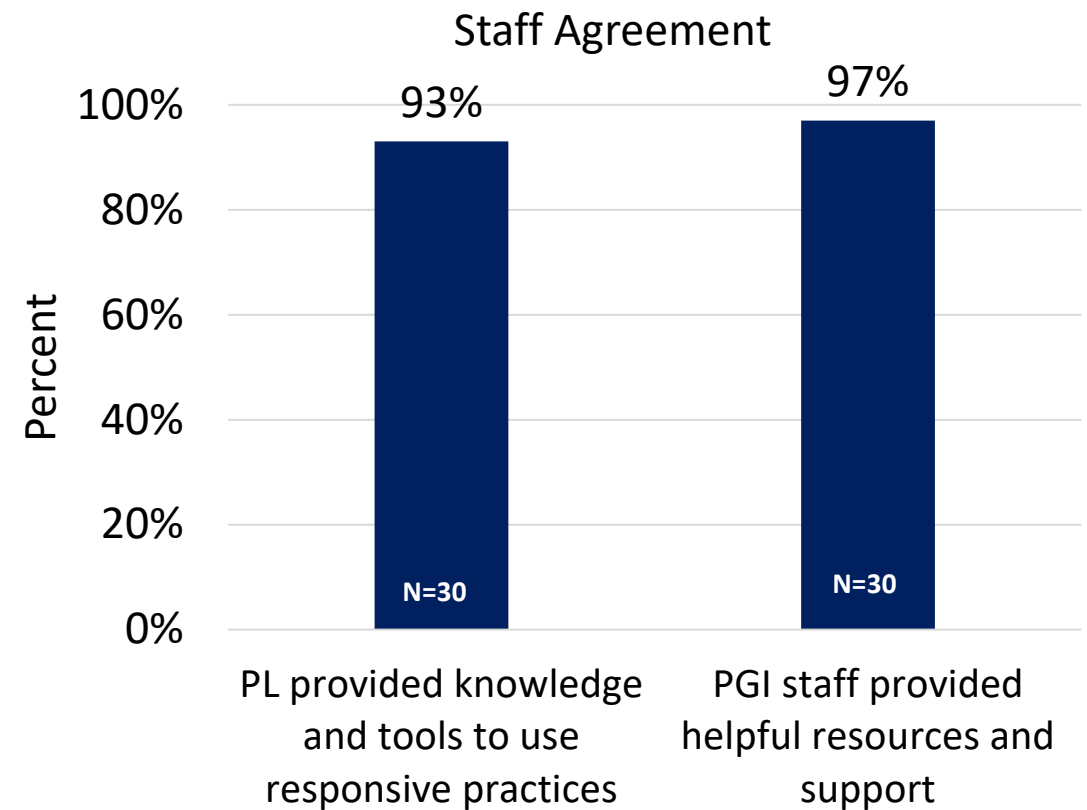
Group	Response Rates	Number of Respondents
Teachers and Teacher Assistants (TAs)	23%	1,226
Administrators	33%	85
Other Instructional Staff (e.g., specialists)	26%	207
Student Support Staff (e.g., psychologists, counselors)	39%	140
Other Related Staff (e.g., nurses, security)	28%	90

Parent Survey Responses

Initiative	Response Rates	Number of Respondents
BASE Program	32%	10
Communities in Schools	3%	13

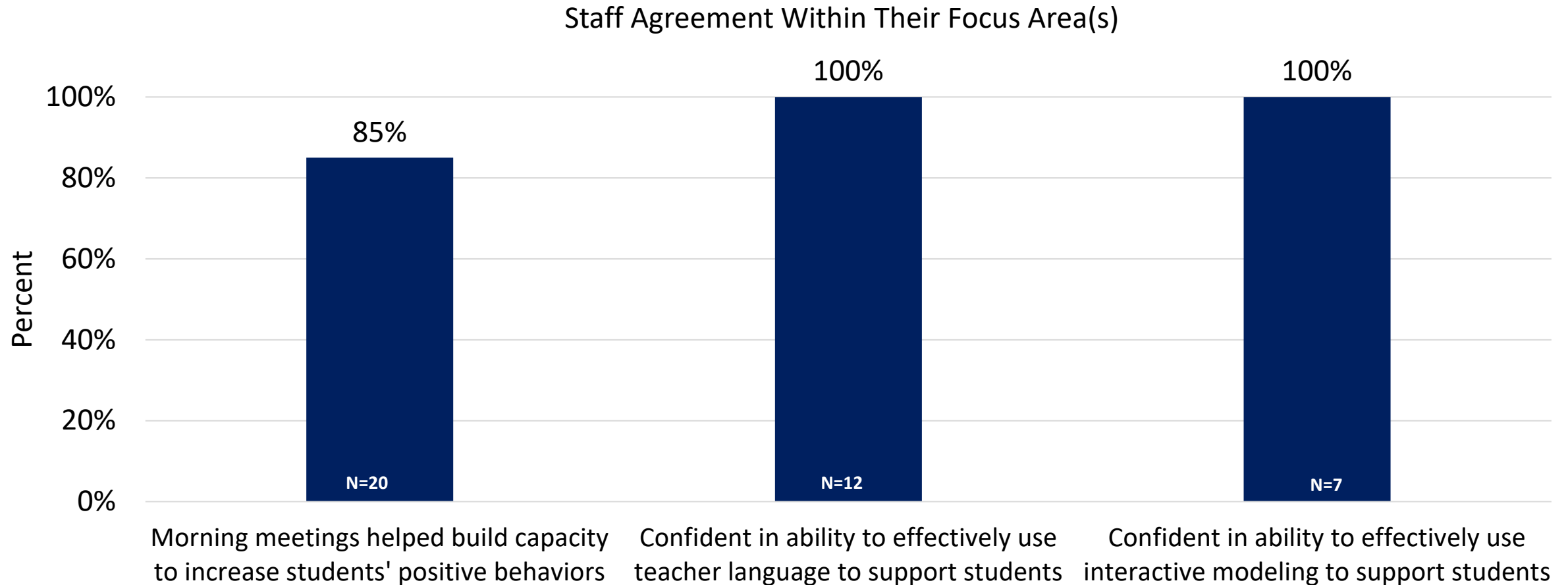
1. Responsive Practices

- Classroom practices and strategies to integrate and build academic and social-emotional skills
- Implemented schoolwide at 2 elementary schools in 2023-2024 to increase social-emotional skills or sense of belonging
- PGI staff provided professional learning (PL) and support
- Schools selected practice(s) that aligned with school goals
 - Morning meeting
 - Teacher language
 - Interactive modeling



1. Responsive Practices (cont.)

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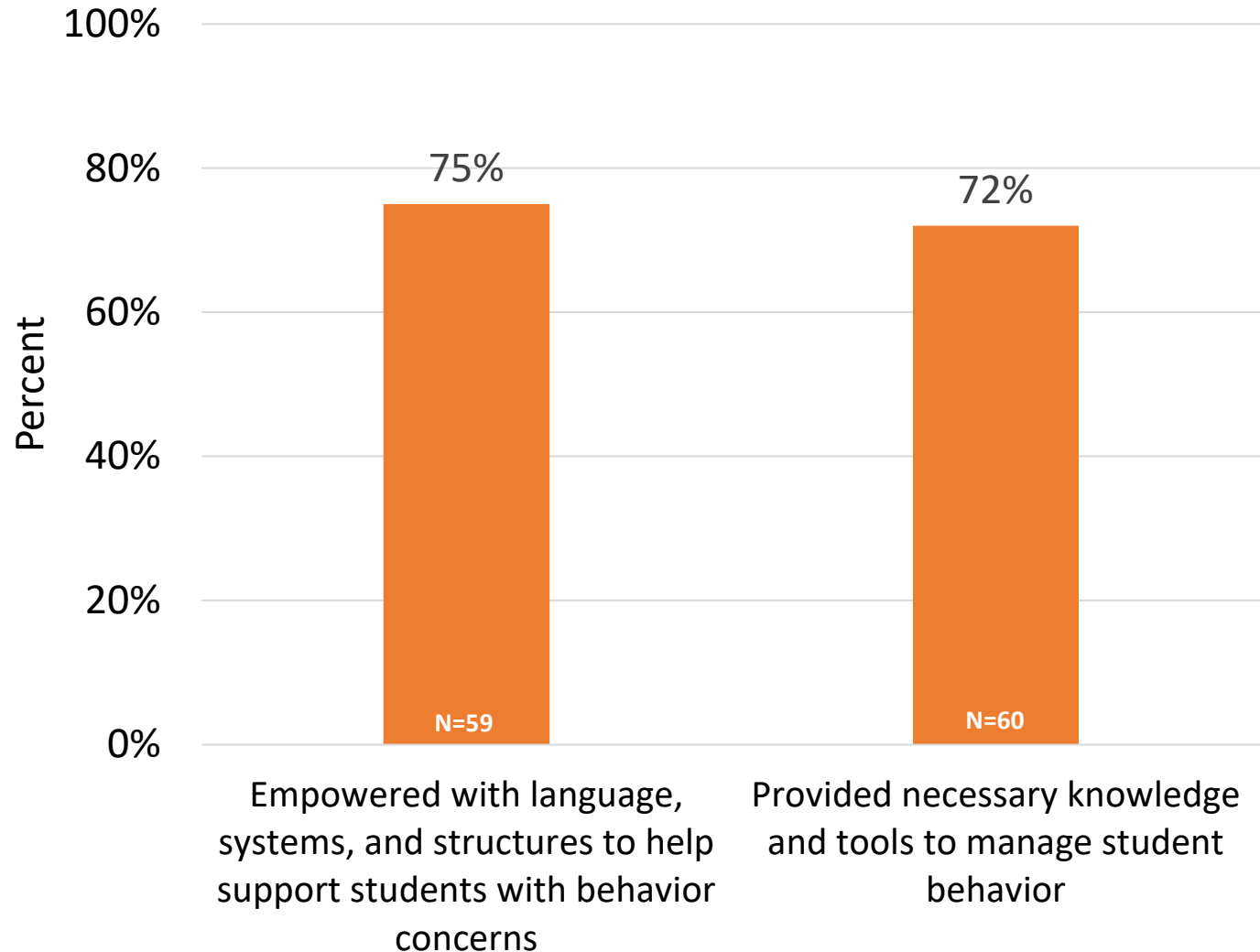
- 70%-100% of staff agreed their focus area helped improve students' positive behaviors, self-management skills, or sense of belonging

2. Schoolwide Behavior Intervention Support PL⁷

- Staff professional learning based on Behavior Intervention Support Team (BIST) concepts
- Early intervention for students to learn replacement skills to reduce disruptive behaviors
- Flexible implementation at 5 elementary schools during first year
- Common language and expectations
- Intervention strategies
 - Safe Seat (4 schools)
 - Buddy Room (1 school)
 - Focus Room (5 schools) - Overseen by TAs
 - Processing
 - Behavior/Think Sheets
- Safe seat (74%) and focus room (77%) most likely to be perceived by staff as having a large or moderate impact on student behavior

2. Schoolwide Behavior Intervention Support PL (cont.)⁸

Staff Agreement Regarding PL

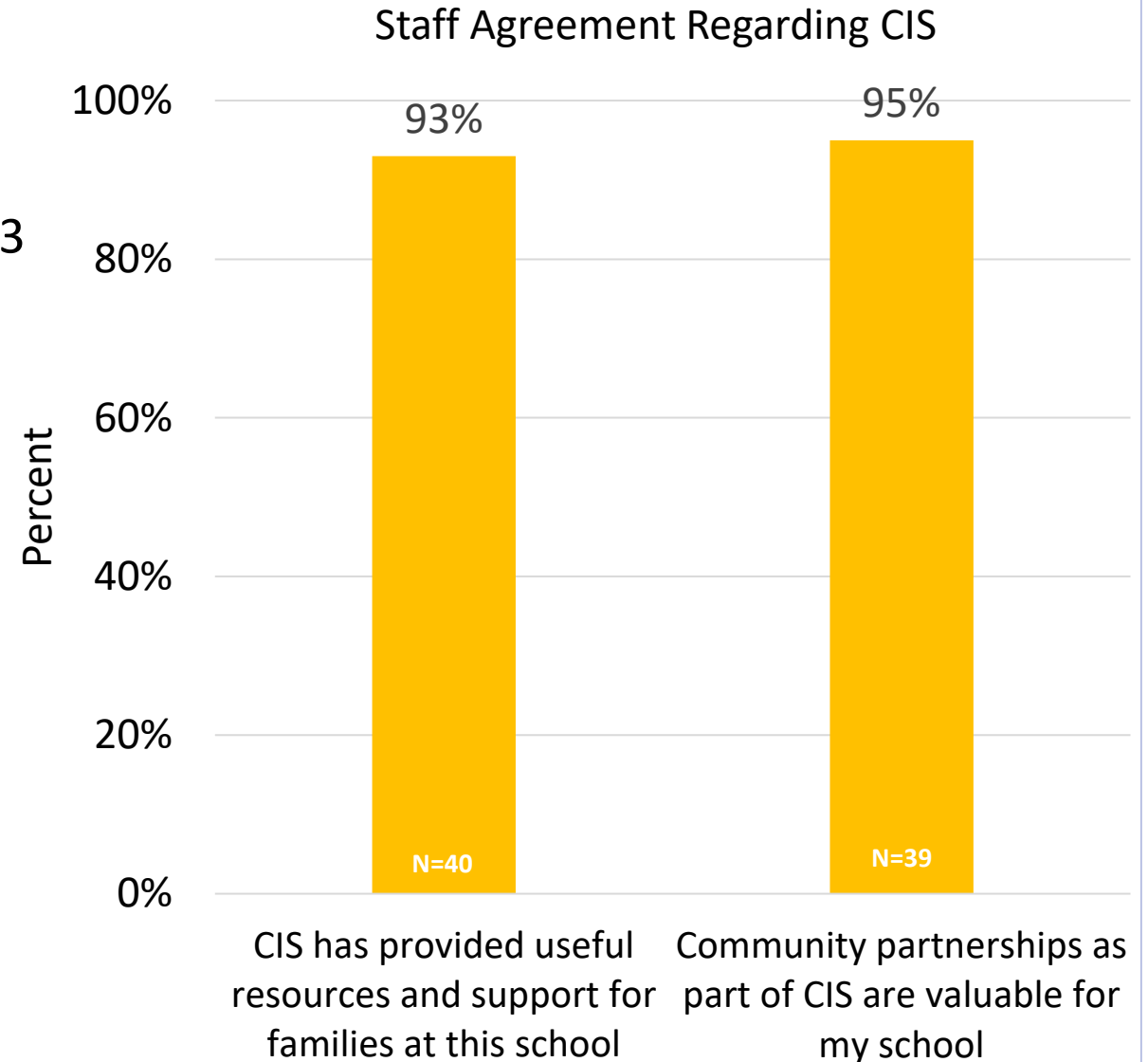


- 59%-60% of staff agreed the information learned allowed them to decrease disruptive behavior and increase teaching time
- Schools varied in parent information/involvement
 - 32% of staff agreed parents understood the school's approach to support behavior

3. Communities in Schools

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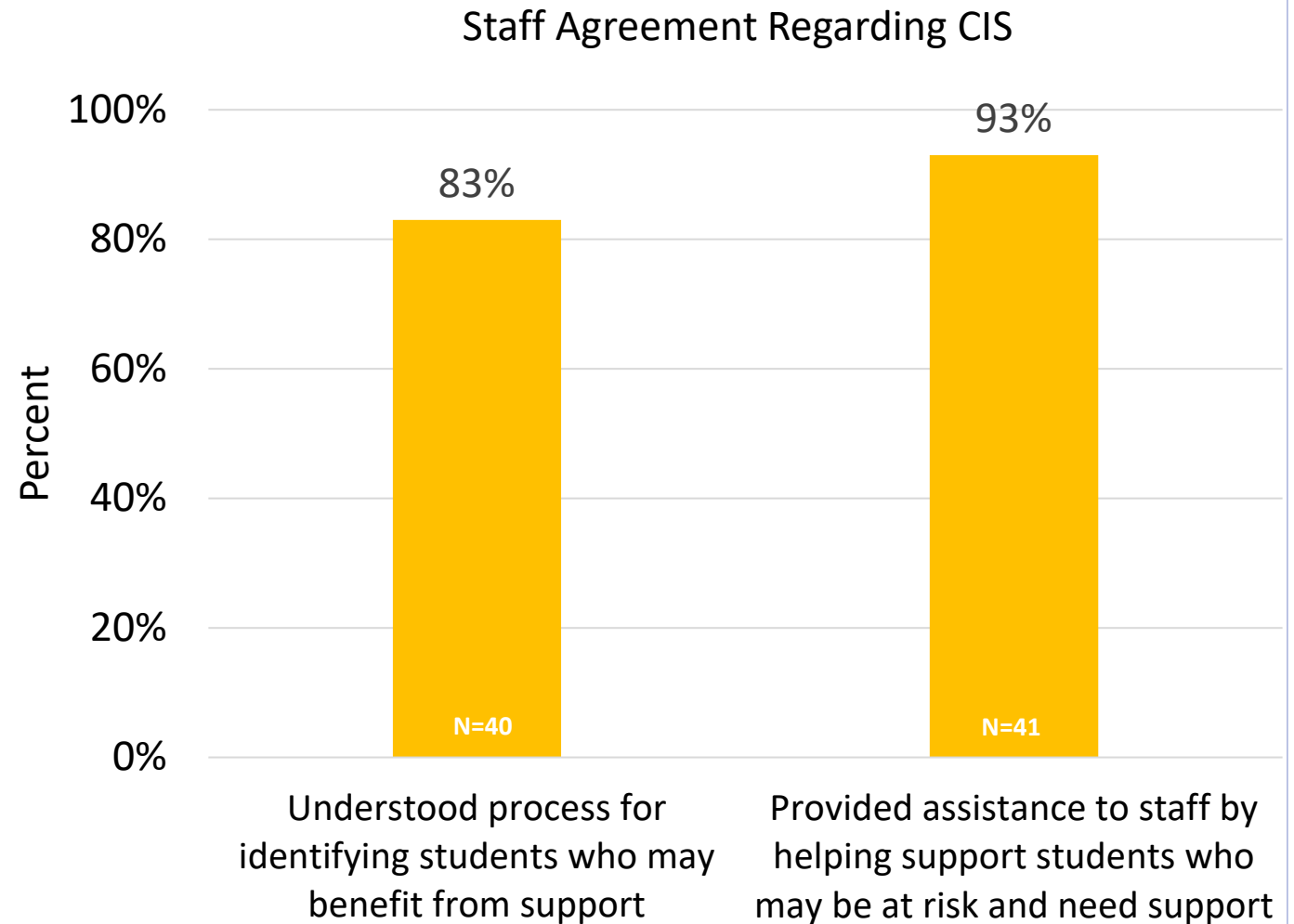
- Site coordinators from CIS of Hampton Roads leverage community resources to meet students' needs
 - 3 schools began in 2017-2018 and expanded to 3 more schools in 2023-2024
 - 6 schools (2 ES, 3 MS, 1 HS)
- Schoolwide and referred student goals
 - Reduce chronic absenteeism and improve academic, behavior, and social-emotional learning
- Schoolwide supports: needs assessment, School Support Plan, community partnership events
 - 72 events related to goal areas with 15,952 student participants
 - Basic needs events



3. Communities in Schools (cont.)

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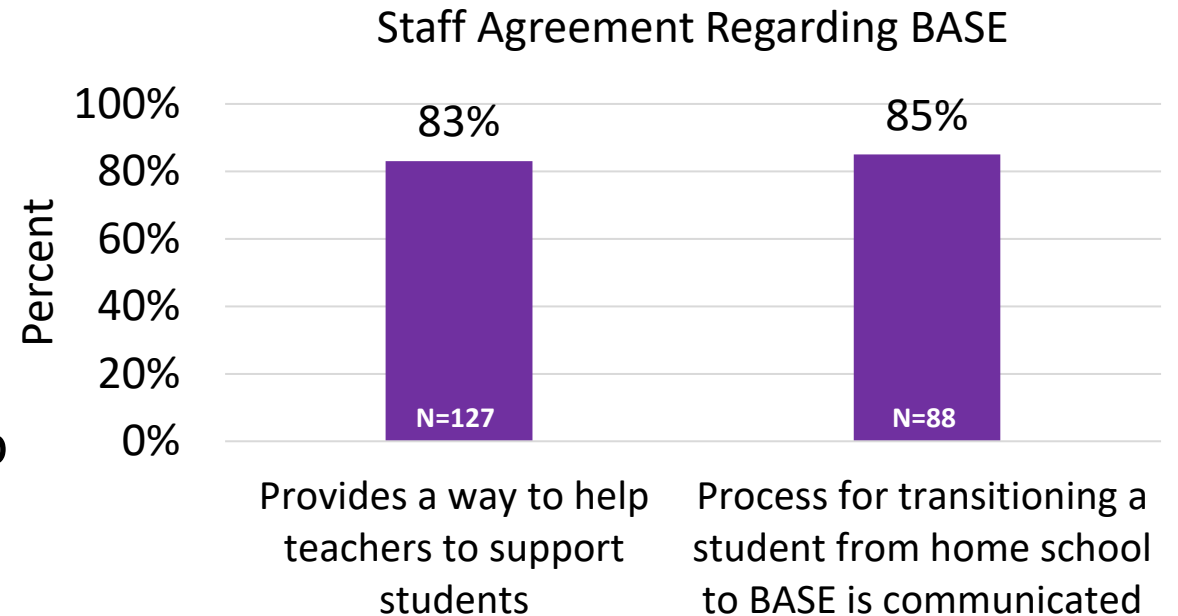
- Individualized supports for referred students
 - Individualized plan
 - Includes mentoring, small groups, community partnerships
 - 383 students referred during 2023-2024
- Parent and family engagement
 - 100% of parents (N=13) agreed resources were helpful to their family and the initiative helped meet their child's needs
- Highest percentage of staff involved with CIS reported students' sense of belonging improved (90%)



4. BASE Program

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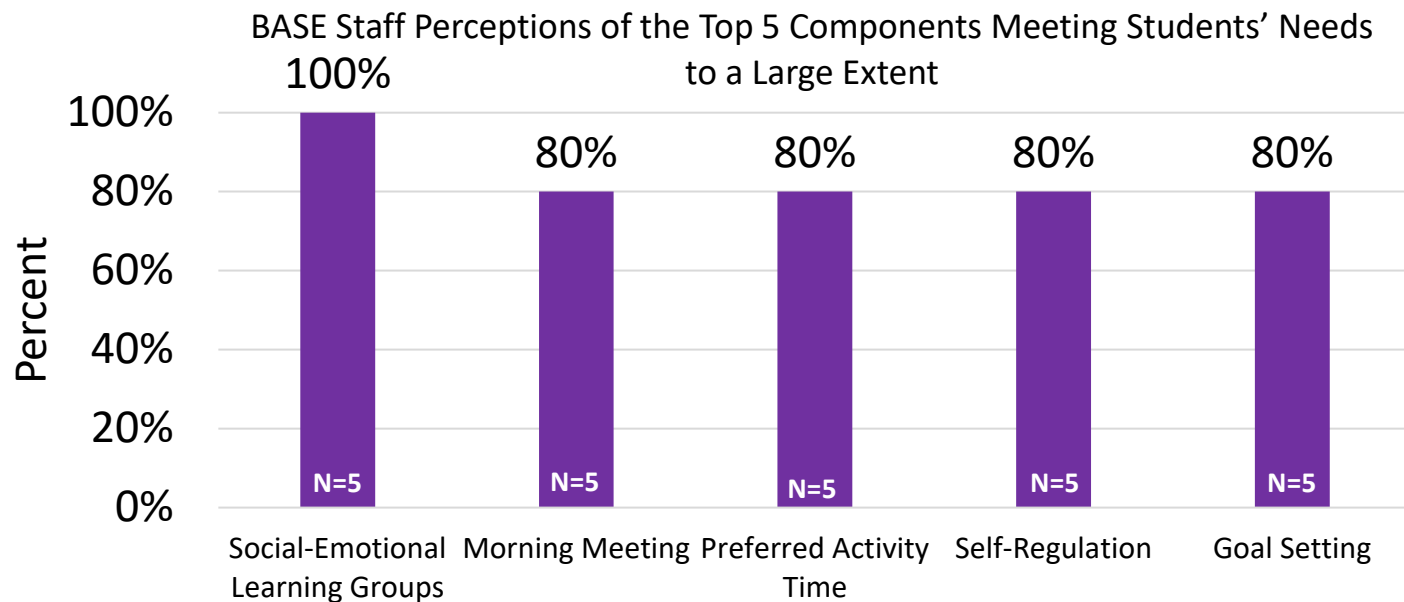
- One-time intervention (6-9 weeks) at Windsor Oaks for general education students (K-5) with challenging behaviors
- Teach coping strategies, problem-solving skills, and social skills needed for school and behavior management
 - Piloted in 2017-2018, open to all elementary schools in 2018-2019
 - Expanded to grades 3-5 in 2023-2024 with staffing challenges
- 29 students enrolled
 - Majority male and about half White
 - Most students in K-1
- Supported by 10 staff members
- 75% of BASE staff (N=4) agreed training provided necessary knowledge and tools
- 80% of parents (N=10) agreed transition to BASE was successful



4. BASE Program (cont.)

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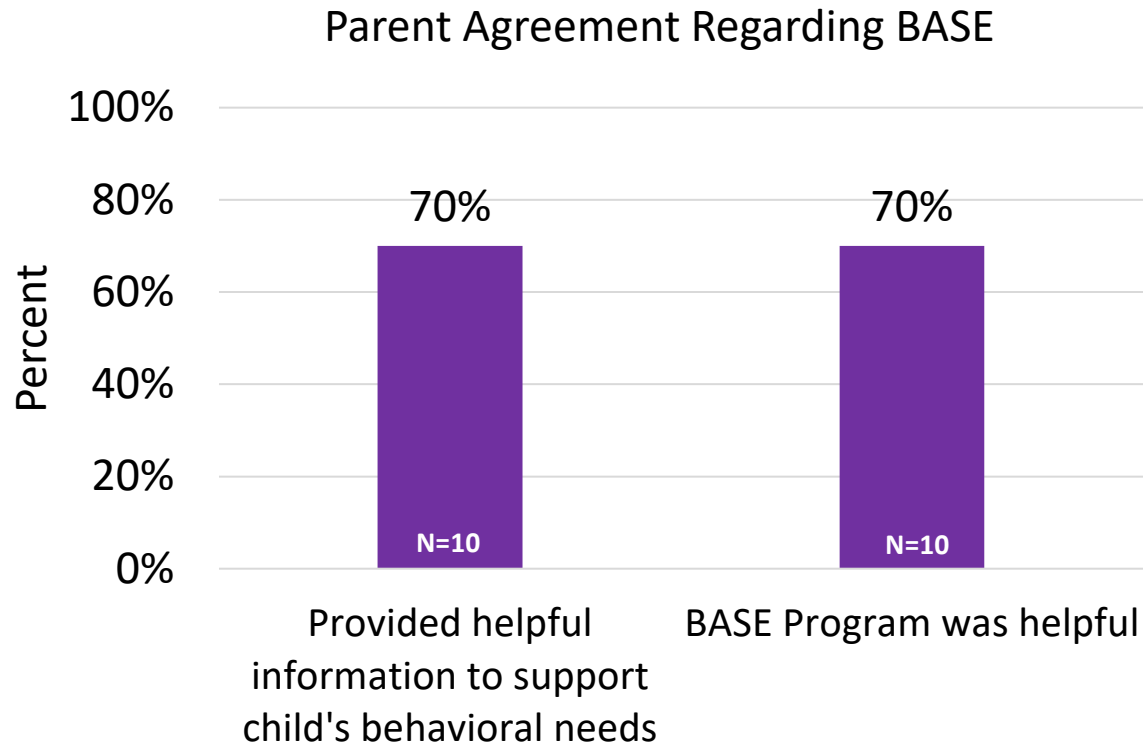
- Typical day
 - Morning meeting
 - Social-emotional learning/self-regulation
 - Preferred activity time
 - Goal setting
 - Academics
 - Structured movement



- Transition back to home school
 - On-site support with a toolbox of resources for home school teacher upon students' return
 - 80% of staff (N=81) agreed the process for transitioning a student back to home school was communicated
 - Staff noted difficulty with transition back to traditional classroom
 - 25% of parents (N=10) agreed transition back to students' home school was successful and students had the needed support after returning

4. BASE Program (cont.)

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- 66%-76% of staff involved with program agreed it helped students' emotional regulation and behavior

5. Rapid Response

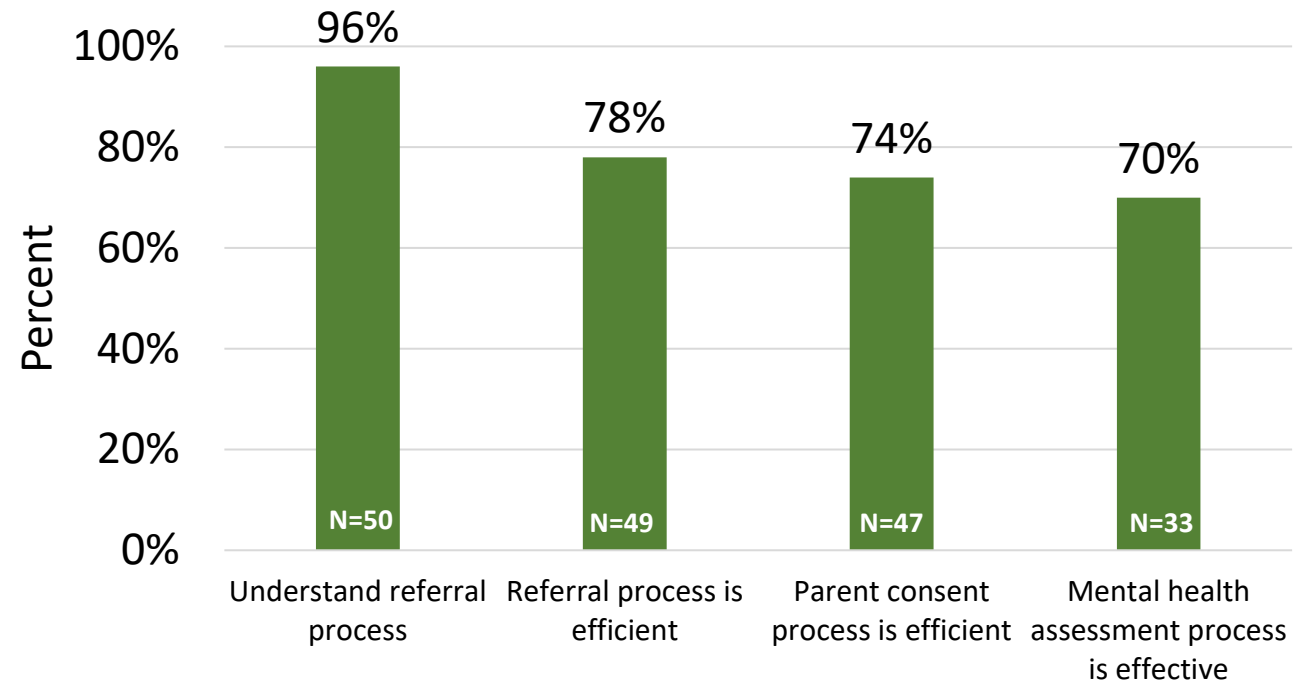
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- Partnership with Child and Youth Behavioral Health (CYBH) division of City of Virginia Beach
- Provides students (PreK-5) behavioral screening, assessment, consultation, referral, and linkage to community-based services
- 58 students referred
 - K and 2nd had most referrals
 - Disruptive behavior, emotional regulation, trauma, and mental health concerns

Rapid Response Process from Referral to Services

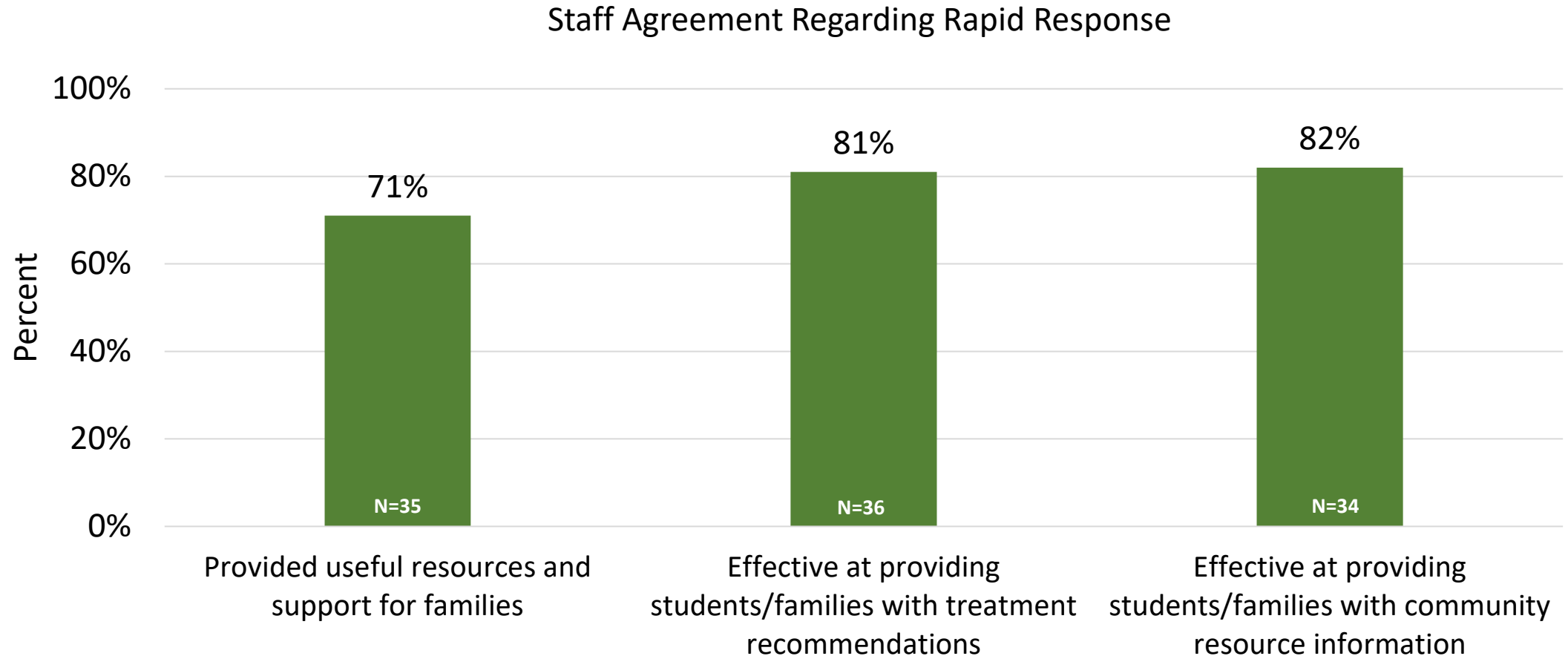


Staff Agreement Regarding Rapid Response



5. Rapid Response (cont.)

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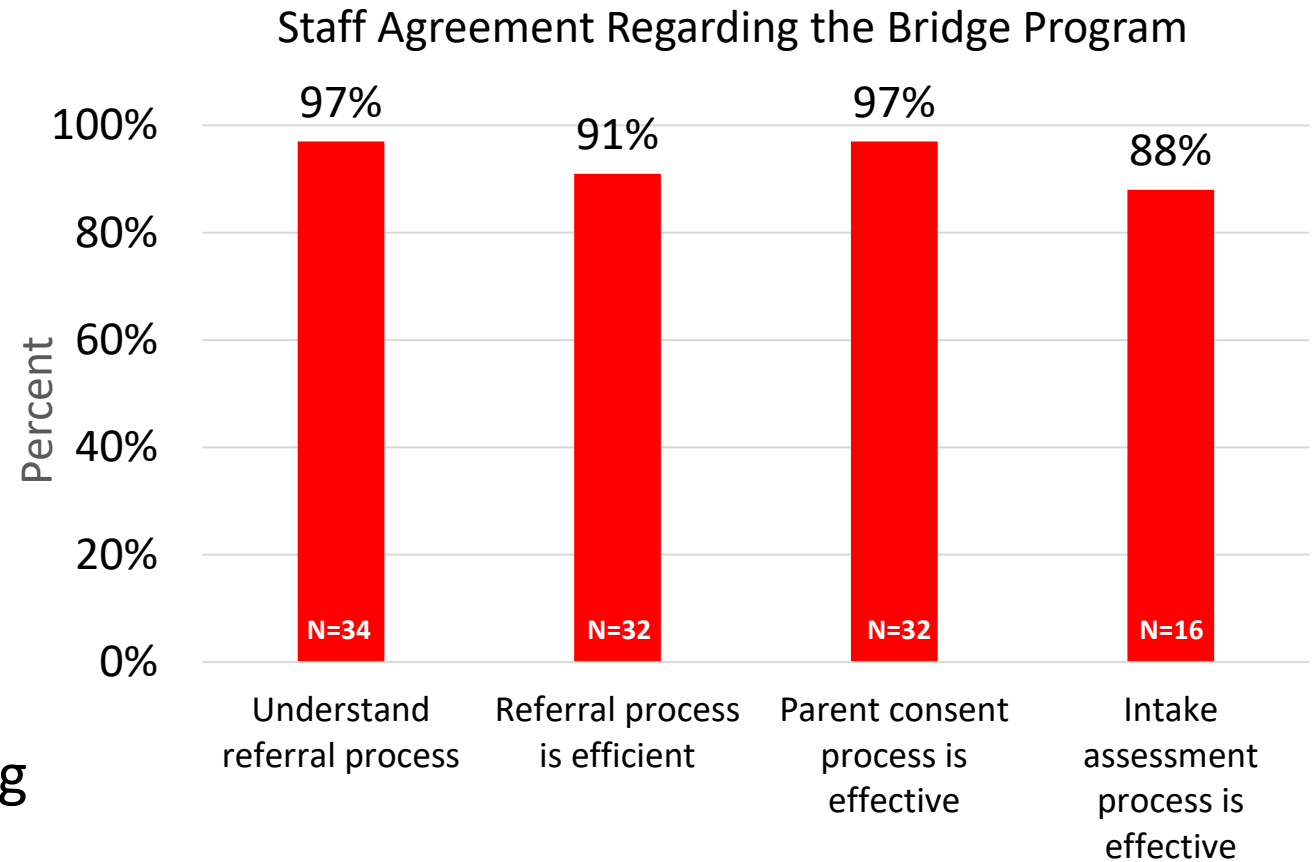


- 76% of staff who referred a student were satisfied with the partnership between VBCPS and CYBH

6. Bridge Program

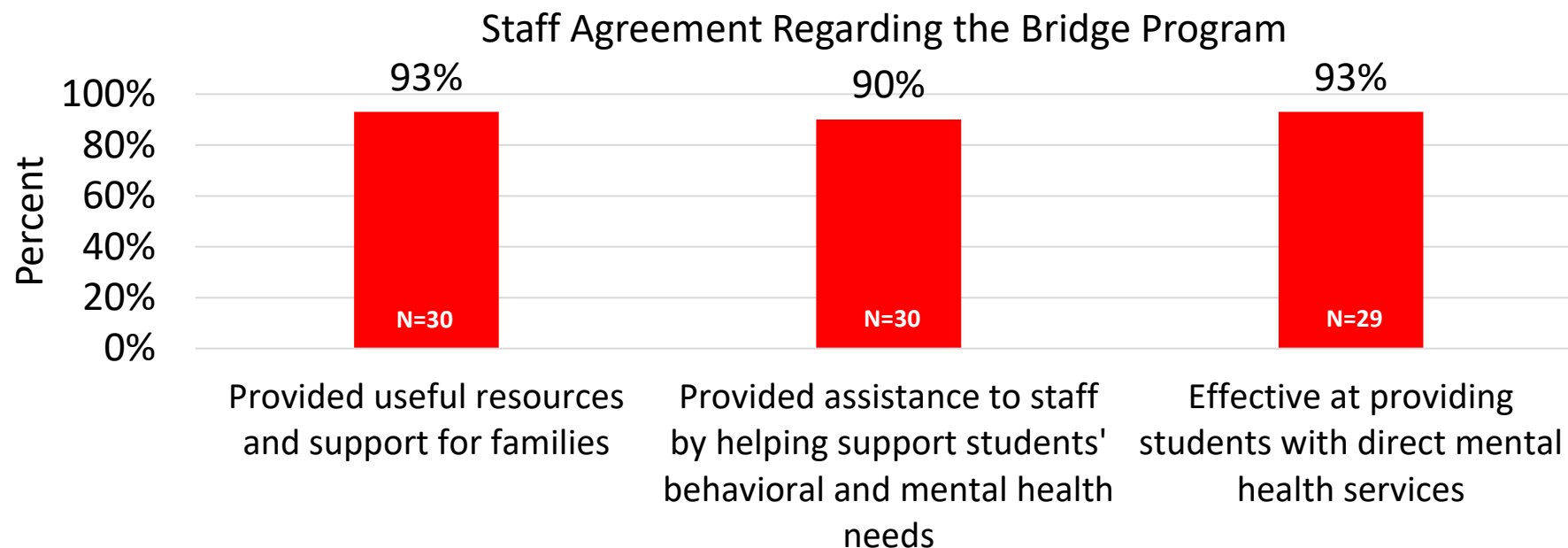
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- Partnership with CHKD
- Provides grades 6-12 students with mental health screening, short-term intervention, and/or coordination and referral to mental health services
- 111 students referred
 - More middle school students referred
 - Mood or anxiety
- Wellness Up: small-group program to help students develop an understanding of oneself, manage stress and conflict
 - 34 middle school students participated
 - 100% of staff (N=24) indicated Wellness Up was effective



6. Bridge Program (cont.)

- CHKD provided Youth Mental Health First Aid training to all school counselors
 - 89% (N=70) agreed training provided them with necessary skills to recognize and respond to students' needs
- Collaboration with Office of Security and Emergency Management (OSEM) to assist with after-hours Securly alerts
 - 48 alerts handled by CHKD clinicians



- 97% of staff who referred a student were satisfied with partnership between VBCPS and CHKD

2023-2024 Cost

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Initiative	Total	Covered by External Funding Sources	Total Paid by VBCPS
Responsive Practices	\$18,369	n/a	\$18,369
Schoolwide Behavior Intervention Support PL	\$351,851	\$129,168 ESSER, Title I	\$222,683
Communities in Schools	\$398,640	\$398,640 ESSER, CIS of HR	\$0
BASE Program	\$494,521	n/a	\$494,521
Rapid Response	City of Virginia Beach	Virginia Department of Behavioral and Developmental Services	\$0
Bridge Program	\$152,626	\$152,626 ESSER	\$0
Total (6 Initiatives)	\$1,416,007	\$680,434	\$735,573

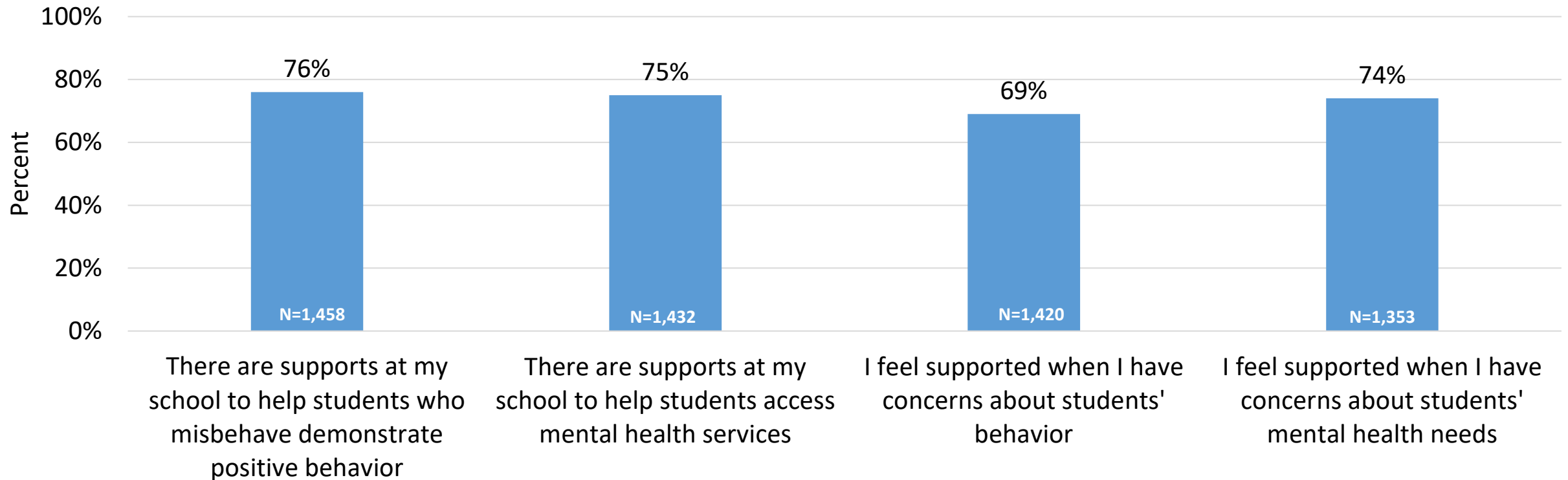
Staff Familiarity With Initiatives

- Divisionwide Initiatives (BASE, Rapid Response, Bridge)
 - Most student support staff (72%-86%) and elementary administrators (78%-85%) familiar with initiatives.
 - Lower percentages of teachers and teacher assistants (9%-36%) familiar with initiatives.
 - Lower percentage of secondary administrators (54%) familiar with Bridge.
- School-specific Initiatives
 - Nearly all staff at schools implementing Responsive Practices (93%) and Schoolwide Behavior Intervention Support PL (97%) were familiar.
 - 66% of staff at schools with Communities in Schools were familiar.

General Staff Perceptions

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Staff Agreement Regarding Behavioral and Mental Health Supports



- 61% satisfied with supports to help students demonstrate positive behavior.
- 64% satisfied with supports to help students with mental health needs.
- Administrators had most positive perceptions (79%-97%) followed by student support staff (69%-86%).
- Instructional staff had lowest agreement and satisfaction percentages (57%-76%).

Recommendations

- *Recommendation #1:* Continue the Behavioral and Mental Health initiatives with modifications noted in recommendations 2 through 6.
- *Recommendation #2:* Publicize the Behavioral and Mental Health supports more widely across the division to all school staff members along with the types of needs the initiatives address.

Recommendations (cont.)

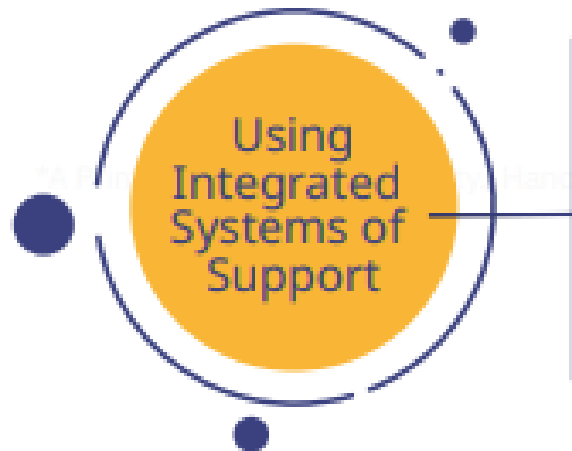
- *Recommendation #3:* Improve the process for providing parents with information and resources about Behavior Intervention Support Team practices as implementation continues in selected schools during the 2024-2025 school year.
- *Recommendation #4:* Prioritize the identification of behavioral supports that can successfully be implemented after students transition from the BASE Program back to their home school.

Recommendations (cont.)

- *Recommendation #5:* Continue to work to maximize the opportunities for students to participate in Wellness Up as part of the Bridge Program.
- *Recommendation #6:* Conduct an outcome evaluation in 2024-2025 focused on progress toward meeting program goals for Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, and the BASE Program, along with progress related to the recommendations.

Administration's Response

- The administration concurs with the recommendations as presented.
- As noted in the 2024-2025 Strategic Action Agenda, VBCPS departments and offices will continue to use integrated systems of support to address students' academic, social-emotional, behavioral, and mental health needs.
- The programs outlined in the evaluation highlight the school division's efforts to offer tiered interventions and supports for our community.



Using integrated systems of support to meet student needs by:

- Consistently applying high-quality Tier 1 instruction in all content areas for all students.
- Addressing students' academic, social-emotional, behavioral, and attendance needs through data-informed decision making, effective Tier 1 practices, tiered interventions, and progress monitoring.

Administration's Response (cont.)

- For the remainder of the 2024-2025 school year, the Department of School Leadership and the Department of Teaching and Learning commit to:
 - Working with Communications and Community Engagement to leverage multiple forms of communication to share information on available programs supporting students' behavioral and mental health needs.
 - Continuing to prioritize the identification of behavioral supports to successfully transition students back to their home schools – especially from the BASE program.
 - Expanding access to mental health services for all PreK-12 students.

Questions?



Subject: Freshman Transition Strategies **Item Number:** 13E1

Section: Information **Date:** November 12, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning
Tennille Bowser, Principal Green Run High School

Presenter(s): Thomas W. Quinn, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information regarding the proposed course, *Freshmen Transition Strategies*, and corresponding course objectives for implementation in the 2025-2026 school year.

Background Summary:

Research states that students who are “at risk” or socio economically disadvantaged worry about peer and teacher relationships as well as feel detached from their new school (Hanover, 2014). This course is designed to target freshmen, or specifically first time ninth graders, transition to high school. The transition to high school can be one of the most significant developmental transitions. If students fail to integrate effectively into the school environment, they are more likely to engage in chronic absenteeism or become a high school dropout. With an understanding that freshmen may struggle with the academic rigor of high school, developmental behaviors, as well as attendance and social emotional needs, we believe a course is essential for ensuring a smooth transition to high school. The course is designed to focus on building the resilience and confidence of the individual student, peer to peer and teacher to peer relationships, social and emotional learning, organization, stress management, leadership skills, community service, career planning, self-reflection and creating post-secondary plans and will align strongly with that of the AVID system, aka AVID “Lite.”

Sources:

[Career Strategies | CTE Resource](#) (2023)

[School Feeder Patterns - Overview and Impacts \(Hanover Research\)](#) (2014)

Course Descriptions:

- Yearlong or 4x4
- 1 Credit
- Open to Grade 9

Budget Impact:

There is no budget request for this proposal.

Staffing:

The course will utilize existing staff.

Competencies Freshman Transition Strategies:

Demonstrating Personal Qualities and Abilities

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Focusing on You and Careers

- Review the 17 career clusters.
- Complete career assessments.

- Enter the career assessment and related information into the Academic and Career Plan Portfolio (ACPP).
- Explore career pathways and occupations of interest.
- Develop strategies to achieve career resilience.

Investigating Skills in Career Cluster(s) of Interest

- Explain career terms and concepts.
- Identify the common characteristics within a career cluster or pathway.
- Research a specific career choice.

Examining Work and Society

- Evaluate factors that affect one's career choice.
- Identify changes and trends that affect the workplace.
- Assess ways in which family, school, or community involvement affect success in a future career.

Examining Education's Role in Career Development

- Explain various educational terms and options related to reaching a desired career.
- Compare and contrast the various educational options.
- Evaluate one's Academic and Career Plan.
- Develop strategies for improving academic and career-related skills.

Reporting Workplace Observations and Research

- Report on working conditions, salary, and benefits associated with selected jobs.
- Research requirements for entry-level jobs and opportunities for advancement at a selected organization.
- Practice applying for a job.
- Prepare a portfolio for college or a career application.
- Describe the regulations and rights of a worker.



Subject: Introduction to Welding

Item Number: 13E2

Section: Information

Date: November 12, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director

Recommendation:

That the School Board receive information about the proposed one credit *Introduction to Welding* course, and corresponding course objectives for implementation in the 2024-2025 school year.

Background Summary:

Welding is required by a wide variety of industries anywhere fusible materials and high heat are needed to manufacture, repair, or alter tools and products. It is a high-demand skill in the shipbuilding and ship repair industries that are prevalent in our region.

Even though recently expanded, each year the two-year, six-credit Welding program at the Virginia Beach Technical and Career Education Center must turn away 100+ students because the program lacks the space and staff to accommodate the number of students requesting enrollment. The proposed *Introduction to Welding* class will allow students who either don't capture a seat at the Tech Center or don't have the time to commit to a six-credit program to explore Welding in just one 4x4 semester. The proposed program will be housed at the Renaissance Academy and Adult Learning Center (ALC). It will serve students from all high school sites including the Renaissance Academy during the day and adult learners in the evenings. Creation of this course is a requirement of accepting \$2,500,000 in funding from the Regional Maritime Training System to renovate and outfit the new welding facility.

Students in *Introduction to Welding* will be taught to use manual welding, cutting, and electrical arc welding processes to fabricate and join metal parts according to diagrams, blueprints, and specifications. Students will also learn all safety-related practices and techniques, including earning the Occupational Safety and Health Administration (OSHA) 10 card. They will interact with industry partners and have the opportunity to interview for employment prior to the end of their course. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Source:

[Welding I | CTE Resource](#) (2024)

Course Descriptions:

- Double Blocked 4x4
- 1 Credit
- Open to Grades 11-12

Budget Impact:

The estimated cost to Virginia Beach City Public Schools run this program is \$155,044 per year. This amount includes a fulltime teacher, bussing, and consumable materials. The cost of renovating/improving the lab space, creating locker rooms, and purchasing all necessary equipment and resources will be covered by the Regional Maritime Training System.

Required Expense	Amount	Funding Source
Renovations and Lab Equipment	\$2,500,000	Regional Maritime Training System
1.0 FTE Welding Instructor	\$100,678	VBCPS Local
Bussing	\$49,366	VBCPS Local
Classroom Consumables	\$5,000	VBCPS Local

Staffing:

The course will require hiring a fulltime welding instructor.

Content Competencies for Introduction to Welding:**Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.

- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Applying Basic Safety Standards

- Comply with federal, state, and local safety requirements, including the Occupational Safety and Health Administration (OSHA), Virginia Occupational Safety and Health (VOSH) Program, and Environmental Protection Agency (EPA) regulations.
- Maintain a safe working environment.
- Explain safe working practices around electrical hazards.
- Identify emergency first aid procedures.
- Identify the types of fires and the methods used to extinguish them.
- Demonstrate the use of a fire extinguisher.
- Identify personal protective equipment (PPE) requirements.
- Inspect PPE to determine whether it is safe to use.
- Describe ventilation requirements and regulations pertaining to welding.
- Inspect hand and power tools to ensure safety and usability.
- Demonstrate lifting and carrying techniques.
- Identify types of ladders.
- Demonstrate safe laddering techniques for various types of ladders.
- Describe safe scaffolding techniques.
- Report injuries.
- Report personal, environmental, and equipment safety violations to the appropriate authority.
- Earn the OSHA 10 card.
- Pass the safety exam.

Exploring the Basics of Welding

- Identify common metals used in the welding profession.
- Identify the main regulatory bodies and regulations affecting the welding profession in the United States.
- Identify minor external repairs to all equipment and accessories.

Working with Welding Documents, Drawings and Measurements

- Identify basic elements of a drawing or sketch.
- Identify welding symbol information.
- Follow the instructions on a job specifications sheet.
- Apply basic measuring skills to welding operations.
- Convert basic measurements.
- Interpret dimensions from a drawing with incomplete dimensions.

Demonstrating Shielded Metal Arc Welding (SMAW)

- Describe the theories behind SMAW.
- Perform safety inspections of all equipment and accessories.
- Identify minor external repairs to all equipment and accessories.
- Set up for SMAW operations and base metal preparation on carbon steel.
- Operate SMAW equipment.
- Perform single-pass fillet welds, 1F and 2F, on carbon steel.

- Perform groove welds, 1G and 2G, on carbon steel, limited thickness.

Demonstrating Gas Metal Arc Welding (GMAW)

- Describe the theories behind GMAW and GMAW-S.
- Perform safety inspections of all equipment and accessories.
- Identify minor external repairs to all equipment and accessories.
- Set up for GMAW and GMAW-S operations and base metal preparation on carbon steel.
- Operate GMAW and GMAW-S equipment.
- Perform single-pass fillet welds, all positions, on carbon steel, using different modes of transfer.
- Perform groove welds, all positions, on carbon steel, using different modes of transfer.

Demonstrating Flux-cored Arc Welding

- Describe the theories behind FCAW-G.
- Perform safety inspections of all equipment and accessories.
- Identify minor external repairs to all equipment and accessories.
- Set up for FCAW-G operations and base metal preparation on carbon steel.
- Operate FCAW-G equipment.
- Describe the theories behind FCAW-S.
- Perform single-pass welds on carbon steel, using different modes of transfer.

Demonstrating Thermal Cutting

- Explain why one form of cutting is preferable to another.
- Describe the theories behind manual thermal cutting.
- Perform safety inspections of all equipment and accessories.
- Identify minor external repairs to all equipment and accessories.
- Set up for manual OFC operations and base metal preparation on carbon steel.
- Operate manual OFC equipment.
- Operate PAC.
- Operate CAC.
- Perform straight-cutting operations on carbon steel.
- Describe the theories behind machine OFC track burner.
- Perform safety inspections of all equipment and accessories.
- Identify minor external repairs to all equipment and accessories.
- Set up for machine OFC track burner operations on carbon steel.
- Operate machine OFC track burner equipment.

Demonstrating Visual Examination Procedures

- Examine cut surfaces and edges of prepared base metal parts.
- Examine tack, intermediate layers, and completed welds.



Subject: DE Aviation Maintenance Technology I & II

Item Number: 13E3

Section: Information

Date: November 12, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director

Recommendation:

That the School Board receive information about the proposed three credit *DE Aviation I and Aviation II* courses, and corresponding course objectives for implementation in the 2025-2026 school year.

Background Summary:

Students who enroll in *DE Aviation Maintenance Technology I & II* will work with airframe and control surfaces, power plants, and basic aviation electricity, and perform ground operations and servicing procedures, as specified by Federal Aviation Administration (FAA) requirements. Students will also practice lab and tool safety, apply science and mathematics principles to aviation maintenance tasks, and research and use maintenance publications, forms, and records. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Both proposed courses will be taught at the Aviation Institute of Maintenance (AIM) at 2329 E Little Creek Road, in Norfolk. This program is accredited by State Council of Higher Education for Virginia (SCHEV) and the Federal Aviation Administration (FAA). These courses will equate to the first four courses (18 credit hours) in AIM's Aviation Maintenance Technician (AMT) program.

- BLK 01 General Science I: Math and General Physics
- BLK 02 General Science II: Tools, Surfaces, and Corrosion Control
- BLK 03 General Science III: Maintenance Operations and Records
- BLK 04 General Science IV: Basic Electricity

This program is designed to provide students with the knowledge and skills to excel as an aircraft mechanic. This training prepares students to pass the FAA test to become a certified Airframe and Powerplant Technician for employment in aviation maintenance. Students will begin training to service, repair, and overhaul aircraft components and systems, including the airframe, piston engines, turbine engines, electrical systems, hydraulic systems, propellers, instrumentation, warning, and environmental systems.

Source:

[Aviation Maintenance Technology I | CTE Resource](#) (2024)
[Aviation Maintenance Technology II | CTE Resource](#) (2024)
[Aviation Institute of Maintenance Course Catalog](#) (Pg. 36, 2024)

Course Descriptions:

- Double Blocked Yearlong 4x4 (each course)
- 3 Credit (each course)
- Open to Students at Bayside High School in Grades 11-12
- Courses are capped at 20 students in compliance with the Code of Virginia [8VAC20-120-150](#)

Budget Impact:

The estimated cost to Virginia Beach City Public Schools to run this program is \$243,069 per year. This amount includes a contract with the Aviation Institute of Maintenance and bussing from Bayside High School and Princess Anne High School. During the first year of the program when only Aviation Maintenance Technology I is offered the cost would be \$117,898. Should the program fill with students from only one school, the annual cost for transportation would also be less.

Expense	Amount
Proposed Contract with AIM	\$160,000
Bussing	\$83,069

Staffing:

The course will be taught by staff from the Aviation Institute of Maintenance.

Content Competencies for DE Aviation Maintenance I & II:***Workplace Readiness Skills*****Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.

- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

DE Aviation Maintenance Technology I

Following Tool and Equipment Safety and Care Guidelines

- Follow general safety procedures with tools and equipment.
- Identify tools, their care and maintenance needs, functions, and handling.
- Demonstrate the use of hand tools and precision measuring devices in aircraft maintenance.
- Demonstrate electrical and materials safety.
- Explain the “dirty dozen” of human factors.

Applying Science

- Demonstrate the principles of physics related to aviation maintenance and flight.
- Demonstrate the principles of chemistry related to aviation maintenance and flight.
- Demonstrate the principles of earth science related to aviation maintenance and flight.

Applying Mathematics

- Demonstrate the principles of mathematics related to aviation maintenance, flight, and associated tasks.
- Extract roots.
- Determine areas and volumes of various geometrical shapes and surface area.
- Apply measurement skills.
- Solve ratio, proportion, and percentage problems.
- Perform algebraic equations.

Interpreting Maintenance Publications, Forms, and Records

- Interpret aircraft information, using FAA specifications and type certificate data sheets (TCDS).
- Interpret technical data.
- Identify airworthiness certificates.
- Explain the function of supplemental type certificates (STC), service bulletins (SB), and airworthiness directives (AD).
- Identify various technical forms important to aviation maintenance technicians.
- Prepare a simple outline for a technical report.
- Identify the abbreviations associated with the 14 Code of Federal Regulations (CFR).
- Explain the aviation mechanic privileges and limitations addressed in the 14 CFR, part 43 and 65.
- Explain the regulations for maintaining maintenance forms and records as contained in 14 CFR Part 43.9 and 43.11.

- Describe the use of Technical Standard Orders (TSOs) to complete specific maintenance tasks.
- Identify manufacturer's manuals and related publications to accomplish specific maintenance tasks.
- Create record entries for a specific aviation maintenance task.
- Research aircraft information to determine aircraft conformity.

Exploring Airframe and Control Surfaces

- Explain the four forces of flight and how each affects an aircraft in straight-and-level flight.
- Define common terminology used in aerodynamics.
- Identify the five major components of an airplane.
- Explain how the primary flight controls affect flight dynamics.
- Explain how an airfoil's lift and angle of attack are affected by relative wind and airspeed and secondary flight control surfaces.
- Explain how relative wind, angle of attack, center of lift, and laminar flow affect the performance of an airfoil.
- Explain how the rudder, aileron, and elevator/stabilator deflection move an airplane around the center of gravity through each of the three axes of flight.
- Describe the role of lift, weight, drag, and thrust on a climbing, descending, and turning airplane.
- Describe how centrifugal force, yaw, and skid are associated with a turning aircraft.
- Compare rotary-winged and fixed-wing flight.
- Explain the functions of the control surfaces and flight controls for a rotary-winged aircraft.
- Explain the factors affecting air pressure around an airfoil.
- Explain how simple machines are used in aircraft engines, control surfaces, and cockpit controls.

Providing Ground Operations and Servicing

- Identify the types and uses of ground support equipment.
- Demonstrate the procedures for marshalling an aircraft on the flight line.
- Explain the procedures for moving an aircraft on the flight line.
- Explain how to prepare an aircraft for outside storage.
- Demonstrate how to make a tie-down knot.
- Describe the four classes of fires.
- Describe the physical and chemical properties of each of the four types of fire extinguishing agents.
- Compare fixed and portable aircraft fire extinguishers.
- Simulate the procedures in using a portable fire extinguisher.
- Compare common types of aviation fuels.
- Describe the characteristics and properties of aviation fuels.
- Compare aviation gasolines and turbine engine fuels.
- Explain the procedures for fueling and defueling.
- Identify aircraft fueling systems and how they are monitored in the cockpit.
- Identify the color codes used to designate fluids in the servicing and assembly of aircraft.
- Convert civilian time among 24-hour (military) time, Greenwich Mean Time (GMT), and Julian calendar.

Maintaining the Power Plant

- Demonstrate the procedures for starting a reciprocating aircraft engine.
- Operate the reciprocating aircraft engine.
- Explain the procedures for starting a turbine engine.
- Explain how air density affects engine power output.
- Identify the cycles of a four-stroke reciprocating engine.
- Identify the components in the reciprocating engine ignition system.
- Explain the components of fuel metering.
- Explain the functions of the engine oil system and how the system is monitored in the cockpit.
- Explain the operation of the air and liquid cooling systems and how the system is monitored in the cockpit.
- Explain how thrust is produced in both the fixed-pitch and constant-speed aircraft propellers and how RPM is registered on the tachometer.

Performing Basic Electricity Tasks

- Service batteries.
- Explain how to calculate and measure capacitance and inductance.
- Demonstrate how to calculate and measure electrical values.
- Measure voltage, current, resistance, and continuity.
- Determine the relationship between voltage, current, and resistance in electrical circuits.
- Interpret aircraft electrical circuit diagrams, including solid-state devices and logic functions.

Exploring Aviation Careers

- Describe career paths in the aviation maintenance technology industry.
- Participate in a mock interview.

DE Aviation Maintenance Technology II

Explain Aircraft Weight and Balance Procedures

- Explain the necessity for aircraft weight and balance procedures.
- Identify terminology associated with aircraft weight and balance.
- Interpret weight data.
- Calculate an aircraft's CG.
- Determine location and amount of ballast needed to stay within the weight and balance envelope.
- Explain the difference between aircraft weight and empty weight.
- Calculate moment problems with varied arms and weights.
- Complete an aircraft weight-and-balance form, using computational, graph, and table methods.
- Demonstrate the use of the weight-shift formula.
- Determine the weight of ballast that should be installed on an aircraft.
- Explain aircraft weighing procedures.
- Determine extreme forward and extreme rearward CG.
- Calculate changes in empty weight and empty weight CG after aircraft modifications.

Exploring Aircraft Design and Drawings

- Identify the types and purpose of working drawings.
- Distinguish between drawings and diagrams.
- Identify shape symbols and material symbols used in aviation drawings.
- Draw a simple aircraft component.
- Describe types of lines used in aviation diagrams, schematics, and working drawings.
- Interpret aviation blueprints.
- Identify the types and functions of charts and graphs commonly used in aviation maintenance.
- Interpret data from an aircraft performance chart.
- Use logic flowcharts.

Exploring Aircraft Materials and Processes

- Explain the uses of rubber, plastic, and wooden materials in an aircraft's structure.
- Determine the properties and characteristics of ferrous and nonferrous metals and their alloys used in an aircraft's structure.
- Identify the effects of heat treatment on ferrous and nonferrous metals.
- Explain non-destructive testing (NDT) on aircraft materials.
- Explain magnetic particle inspections.
- Explain the dye-penetrant inspection process.
- Explain acceptability of welds.
- Measure, using precision-measuring tools.
- Identify the functions of standard- and special-use fasteners used in aviation maintenance.
- Install fasteners.

Exploring the Effects of Cleaning and Corrosion

- Explain the process of corrosion and its effect on aviation technology.
- Correct direct chemical- and electrochemical-attack corrosion.
- Explain where on the aircraft each of the common types of aircraft corrosion occurs.
- Identify the areas on an aircraft that are most susceptible to corrosion.
- Demonstrate the use of cleaning agents and/or materials.
- Clean the interior and exterior of an aircraft.
- Demonstrate maintenance functions that may prevent or inhibit corrosion.

Exploring Fluid Lines and Fittings

- Explain how Bernoulli's principle applies to liquids in Venturi tubes.
- Demonstrate how to fabricate, install, and test rigid fluid lines and fittings.
- Demonstrate how to fabricate, install, and test flexible fluid lines and fittings.
- Identify defects in metal hydraulic tubing.

- Identify situations in which damaged or defective metal hydraulic tubing should be replaced or repaired in a hydraulic system.



Subject: DE Medical Assistant I & II

Item Number: 13E4

Section: Information

Date: November 12, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director

Recommendation:

That the School Board receive information about the proposed three credit *DE Medical Assistant I and II* courses, and corresponding course objectives for implementation in the 2025-2026 school year.

Background Summary:

Students who choose DE Medical Assistant I & II gain foundational knowledge in basic anatomy and physiology, pharmacology, medical ethics, medical asepsis, medical terminology, medical mathematics, and legal responsibilities. Students also develop basic skills and techniques to assist the healthcare provider and/or other medical professionals in patient examinations, basic emergency care, simple laboratory tests, and administrative duties. Additionally, students explore medical assisting career pathways through HOSA-Future Health Professionals and potential on-the-job clinical instruction and/or observation in a healthcare facility. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Both proposed courses will be taught at Centura College at 7020 North Military Highway, in Norfolk. The Centura Medical Assistant diploma program prepares students for entry-level employment in the medical support field. The program provides students the opportunity to gain the knowledge and skills to become employed as a medical assistant working in physician offices, office and hospital laboratories, urgent care centers and other health care facilities. Students will be presented with information focusing on the skills necessary for clinical and administrative tasks performed in the medical assistant field. The program allows students the ability to gain the skills necessary to take vital signs, perform medical laboratory procedures, clinical procedures, injections, and assist physicians with in-office examinations. The program concludes with a Capstone course, which guides and prepares the student for a medical assistant industry certification exam. Upon successful completion of the program requirements, students will receive a Medical Assistant diploma. Students are eligible to become certified and become employed in positions that are related to the educational and training objectives of the program. Centura Courses include:

- MA 1200 Anatomy and Physiology I
- MA 1201 Anatomy and Physiology II
- MA 1210 Medical Terminology
- MA 1220 Medical Assistant Role I
- MA 1221 Medical Assistant Role II

- MA 1235 Principles of Pharmacology
- MA 2200 Medical Office Procedures
- MA 2210 Phlebotomy and Laboratory Procedures
- MA 2220 Exam Room Procedures
- MA 2280 Medical Assistant Clinical Capstone
- MA 2291 Medical Assistant Externship
- CD 1500 Success in College and the Workplace

Source:

[Medical Assistant I | CTE Resource](#) (2024)

[Medical Assistant II | CTE Resource](#) (2024)

[Centura Catalog](#) (Pg. 33, 2024)

Course Descriptions:

- Double Blocked Yearlong 4x4 (each course)
- 3 Credit (each course)
- Open to Students at Bayside High School in Grades 11-12

Budget Impact:

The estimated cost to Virginia Beach City Public Schools to run this program is \$120,000 per year. This amount includes a contract with Centura College. Bussing from Bayside High School is included with the Aviation Institute of Maintenance request. The provision to expand bussing to Princess Anne High School applies here as well.

Staffing:

The course will be taught by staff from Centura College.

Content Competencies for Dual Enrollment Medical Assistant I & II:

Workplace Readiness Skills

Demonstrating Personal Qualities and Abilities

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.

- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

DE Medical Assistant I

Applying Fundamental Principles of Health Care

- Identify medical ethics relevant to health care.
- Practice confidentiality of patient data, including adherence to Health Insurance Portability and Accountability Act (HIPAA) regulations.
- Identify major legal responsibilities pertaining to healthcare workers.
- Examine concepts of care relating to ethnic, religious, cultural, and personal preferences.
- Identify the basic structure and functions of each body system.
- Identify signs and symptoms of common disorders for each body system.
- Define medical terminology.

Performing Office Functions

- Identify considerations for opening and closing an office.
- Record patient information needed to make appointments.
- Schedule patients' appointments.
- Complete patient registration forms.
- Identify the chart components related to electronic and paper records.
- Complete patient appointment cards.
- Identify procedures for managing mail, email, and social media.
- Demonstrate triage of incoming telephone calls.
- File medical correspondence.
- Summarize basic transcription from dictation.
- Differentiate between an electronic medical record (EMR) system and a practice management software (PMS).

Managing Financial Transactions

- Set up a patient account.
- Explain patient's financial obligations for services rendered.
- Explain the purpose of a superbill and encounter form, including procedural and diagnostic coding.

- Define bookkeeping terms.
- Identify the steps in preparing and making a bank deposit.
- Explain the purpose of reconciling a bank statement.
- Explain the purpose of a petty cash account.

Communicating in the Workplace

- Apply medical terminology in professional communication.
- Demonstrate professional communication skills with patients, vendors, colleagues, and other agencies.

Maintaining Medical and Surgical Asepsis

- Describe the infection cycle across the lifespan.
- Apply principles of medical asepsis.
- Differentiate between isolation techniques and practices.
- Identify the importance of CDC and OSHA guidelines.
- Identify safety techniques used for handling and disposing of infectious and/or hazardous materials during emergency situations.
- Identify the principles of fire safety.

Preparing the Treatment Room for the Examination of a Patient

- Prepare the treatment room for examination.
- Position instruments and equipment.

Conducting Patient Triage

- Identify the patient, date, time, and purpose of visit/chief complaint.
- Report both subjective and objective patient data to the physician.
- Assess vital signs and anthropometric measurements and findings.
- Identify a medical emergency.

Preparing a Patient for a Physical Examination

- Drape the patient.
- Place the patient in the prescribed position.
- Provide pillows/supportive devices for patient comfort.
- Monitor patient safety.
- Apply principles of body mechanics.

Assisting in a Physical Examination

- Demonstrate comprehension of basic structure and function of each body system across the lifespan.
- Identify instruments and materials used in a physical examination.
- Demonstrate the steps in applying and changing dressings, bandages, and/or splints.
- Collect specimens such as basic urine, stool, sputum, and blood.
- Perform basic and body-system-specific diagnostic screening.
- Assist the patient in dressing.

Maintaining Sterile Equipment

- Maintain instruments.
- Identify quality assurance practices in health care.
- Maintain the supply inventory and ordering system.

DE Medical Assistant II

Communicating in the Workplace

- Maintain a professional relationship with patients, caregivers, and colleagues.
- Demonstrate respect for diverse individuals.
- Apply medical ethics in a clinical setting.

Demonstrating Knowledge and Use of Safety Practices

- Follow office protocol for emergency procedures.
- Evaluate the work environment to identify unsafe work conditions.
- Explain radiographic safety.

Maintaining Medical and Surgical Asepsis

- Implement standard precautions.
- Use of sterile and disposable gloves and disposable PPE.
- Clean equipment.

Assisting the Physician with the Examination

- Distinguish basic signs and symptoms of common disorders for each body system.

- Describe dietary considerations for common disorders.
- Provide containers or slides for specimen collection.
- Collect basic specimens for analysis in a clinical setting.
- Perform diagnostic tests.
- Assist patients with dressing in a medical setting.
- Provide medical supplies and patient education, as indicated by the healthcare provider.
- Direct patient to the site of any further testing, if indicated by the physician.

Assisting with Minor Surgical Procedures

- Describe surgical procedures commonly performed in an ambulatory-care center.
- Prepare a sterile field.
- Prepare surgical instruments.
- Assist healthcare provider in minor surgery, maintaining sterile techniques throughout.
- Differentiate among types of anesthesia.

Providing First Aid and Emergency Care

- Assist in providing emergency aid as directed by a supervisor.
- Demonstrate cardiopulmonary resuscitation (CPR) and using an automated external defibrillator (AED).

Assisting in the Administration of Selected Treatments

- Apply/change dressings or bandages in a clinical setting.
- Identify medications and actions.
- Identify the parameters of medication administration.
- Use drug resources.
- Administer therapeutic modalities, under the supervision of a supervisor or instructor.

Performing Office Functions

- Schedule patients in a clinical setting.
- Register patients in a clinical setting.

Managing Medical and Financial Records

- File documents.
- Access patient records.
- Demonstrate completion and submittal of insurance forms.

Demonstrating Responsibility for Professional Development

- Identify credentialing options for medical assistants.
- Prepare a career portfolio with résumé.



Subject: DE Emergency Medical Services I & II

Item Number: 13E5

Section: Information

Date: November 12, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director

Recommendation:

That the School Board receive information about the proposed one credit *DE Emergency Medical Services I and II* courses, and corresponding course objectives for implementation in the 2025-2026 school year.

Background Summary:

Students who choose *DE Emergency Medical Services I & II* gain foundational knowledge in basic anatomy and physiology, pharmacology, medical ethics, medical asepsis, medical terminology, medical mathematics, and legal responsibilities. Students also develop basic skills and techniques to assist the healthcare provider and/or other medical professionals in patient examinations, basic emergency care, simple laboratory tests, and administrative duties. Additionally, students explore medical assisting career pathways through HOSA-Future Health Professionals and potential on-the-job clinical instruction and/or observation in a healthcare facility. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Both proposed courses will be taught at Tidewater Community College's Virginia Beach Campus and are dual enrolled with the Emergency Medical Services Career Studies Certificate (9 Credits). The tasks for the Emergency Medical Services Career Studies Certificate represent the National Emergency Medical Services Educational Standards (NEMSES). Students explore and apply the fundamentals of emergency medical services (EMS), anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the scene and understanding shock, resuscitation, and trauma.

- EMS 112 Emergency Medical Technician I (formerly half of EMS 111)
- EMS 113 Emergency Medical Technician I (formerly half of EMS 111)
- EMS 120 Emergency Medical Technician Clinical
- HLT 105 Cardiopulmonary Resuscitation

Source:

[Emergency Medical Technician I | CTE Resource](#) (2024)

[Emergency Medical Technician II | CTE Resource](#) (2024)

[Tidewater Community College Catalog](#) (2024)

[National Emergency Medical Services Educational Standards \(NEMSES\)](#) (2024)

Course Descriptions:

- Double Blocked Yearlong 4x4
- 1 Credit (Each Course)
- Open to Students in Grades 11-12

Budget Impact:

The estimated cost to Virginia Beach City Public Schools for the new courses is \$4,500 per year. Should additional busses need to be added to the Advanced Technology Center (ATC) to accommodate the increase in students that cost is estimated at \$12,000 per year per bus.

Staffing:

The course will be taught by staff from Tidewater College.

Content Competencies for DE Emergency Medical Services I & II:***Workplace Readiness Skills*****Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.

- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

DE Emergency Medical Services I

Introducing Emergency Medical Technician (EMT) I

- Outline mandatory course requirements and paperwork.
- Complete a state-approved certification for cardiopulmonary resuscitation (CPR).

Clinical Behavior and Judgment

- Perform assessment.
- Define cultural humility.
- Demonstrate therapeutic communication and cultural humility.
- Demonstrate psychomotor skills.
- Demonstrate professional affective domain behaviors.
- Perform clinical decision making.
- Keep records.
- Serve as a member of a team.

Exploring Fundamentals of Emergency Medical Services (EMS) Systems

- Describe the components of EMS systems.
- Explain the influence of research and evidence-based decision making on EMS care.
- Describe the roles and responsibilities of an EMT toward personal safety and the safety of the crew, patient, and bystanders.
- Explain the components and legal considerations of EMS documentation.
- Describe the techniques of effective and efficient team communication.
- Describe the communication skills that should be used to interact with the patient, family, and bystanders while providing patient care.
- Explain the legal implications of EMS care.
- Apply knowledge of the principles of public health epidemiology, including public health emergencies, public health monitoring, health promotion, and illness and injury prevention.

Addressing EMS Safety, Wellness, and Resilience

- Ensure safety.
- Discuss principles of stress management, responder mental health, resilience, and suicide prevention across all levels.

Exploring the Human Body

- Describe the anatomy and physiology of the major body systems.
- Define common medical terms and abbreviations.
- Explain the effect of pathophysiology on perfusion.
- Describe the major physiological and psychosocial characteristics of life stages in relation to patient care.

Understanding Pharmacology

Describe the principles of pharmacology.

- Demonstrate the steps for assisting patients with administration of medications that are within an EMT's scope of practice.
- Describe acute medications, including those administered by an EMT.
- Describe chronic/maintenance classifications of medications.

Demonstrating Airway Management, Respiration and Ventilation

- Demonstrate assessment and management of the airway.
- Demonstrate the assessment of respiration and management of adequate respiration.
- Demonstrate assessment and management of adequate and inadequate ventilation.

Assessing the Patient

- Demonstrate a scene size-up for single-patient and multiple-patient situations.
- Demonstrate a primary assessment.
- Demonstrate history taking.
- Demonstrate a secondary assessment.
- Demonstrate the use of monitoring devices within an EMT's scope of practice.
- Demonstrate a reassessment.

Managing Shock and Resuscitation

- Demonstrate the care of a patient showing signs and symptoms of shock (hypoperfusion).
- Demonstrate the care of a patient with respiratory failure or arrest, and cardiac failure or arrest, including post-resuscitation.

Managing Traumatic Emergencies

- Describe management of a trauma patient.
- Demonstrate management of wounds to the abdomen and genitourinary system.
- Demonstrate management of bleeding.
- Demonstrate management of a patient with a chest injury.
- Demonstrate the steps in providing care to a patient who has suffered an environmental injury.
- Demonstrate management of head, face, neck, and spine injuries.
- Prioritize management options for patients with multi-system trauma.
- Demonstrate management of central nervous system injuries and resulting complications.
- Demonstrate management of orthopedic trauma.
- Demonstrate the steps in the emergency medical care of soft-tissue injuries.
- Differentiate traumatic injury assessment and care for special considerations.

DE Emergency Medical Services II

Managing Medical Emergencies

- Describe the assessment and management of a patient with a medical complaint.
- Describe the assessment and management of patients with abdominal or gastrointestinal disorders.
- Demonstrate the assessment and management of patients experiencing cardiovascular emergencies.
- Describe the identification, assessment, and management of patients with disorders of the eyes, ears, nose, and throat.
- Describe the assessment and management of patients with genitourinary/renal emergencies.
- Describe the assessment and management of patients with hematological disorders.
- Demonstrate the assessment and management of patients with immunological disorders or emergencies.
- Demonstrate the assessment and management of patients who may have an infectious disease.
- Demonstrate the assessment and management of patients experiencing neurological emergencies.
- Describe the assessment and management of patients with nontraumatic musculoskeletal disorders.
- Describe the assessment and management of patients displaying psychiatric or behavioral emergencies.
- Demonstrate the assessment and management of patients with respiratory emergencies.
- Demonstrate the assessment and management of patients suspected of suffering from toxicological disorders.

Managing Special Patient Populations

- Describe the assessment and management of gynecological patients.
- Describe the assessment and management of obstetric patients.
- Describe the care of neonatal patients.
- Describe the assessment and management of patients with special challenges.

Understanding EMS Operations

- Describe the risks and responsibilities of emergency response and radio communications.
- Demonstrate establishment of incident management.
- Evaluate a multiple-casualty incident.
- Describe the use of air medical transport.
- Describe the fundamental concepts of rescue operations.
- Explain the EMT operations during a call involving hazardous materials.

- Evaluate the role of the EMT in a mass-casualty situation due to terrorism and disaster.

Examining Requirements for Certification

- Complete certification requirements for the EMT.
- Participate in a supervised EMT clinical rotation.
- Research recertification requirements for the EMT.

Describing the Opioid Crisis

- Describe the history and current state of the opioid crisis in the United States.
- Describe the history and current state of the opioid crisis in Virginia.
- Define the pharmacological components and common uses of opioids.

Examining the Key Factors of Drug Addiction

- Examine the science of addiction.
- Explain prevention and early intervention strategies.
- Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).
- Describe the treatment models of addiction therapy.
- Describe the medication management antidote used to prevent fatal opioid overdoses.

Understanding Pain Management Protocols

- Explain the science of physiological and mental pain.
- Describe the diagnostic tools used in developing pain management plans.
- Describe pain treatment options available to various populations of patients.
- Describe the effects of opioid dependency on the human body systems.
- Explain the mechanism and physical effects of opioids on the human body.
- Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.
- Describe the withdrawal and tapering side effects of opioid use.
- Describe storage and disposal options for opioids.
- Explain community resources for education about opioid use.

Working with Patients and Caregivers

- Describe key communication topics involving opioids for patients.
- Describe communication topics for caregivers and family members.



Subject: DE Paralegal I & II

Item Number: 13E6

Section: Information

Date: November 12, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director

Recommendation:

That the School Board receive information about the proposed one credit *DE Paralegal I and II* courses, and corresponding course objectives for implementation in the 2025-2026 school year.

Background Summary:

Students who choose *DE Paralegal I & II* gain foundational knowledge in various areas of law (e.g., civil, criminal, family, real estate, estate, and probate) while preparing for employment in the legal field. Students gain knowledge and skills in legal document preparation, office communications, legal terminology, client services, records management, financial records, and business ethics. Successful completion of this course may lead to an entry-level position in a law office, court office, law enforcement agency, corporate legal department, or to postsecondary education. Students also apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, emerging technologies, and career opportunities related to the information technology field. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Both proposed courses will be taught at Tidewater Community College's Virginia Beach Campus and are dual enrolled for twelve credit hours. These courses are designed to prepare individuals for an entry-level position working in the legal field or serve as a foundation for students who wish to pursue a more in-depth AAS Paralegal Studies degree.

- LGL 110 Introduction to the Law and the Paralegal
- LGL 125 Legal Research
- LGL 130 Law Office Administration and Management
- LGL 222 Information Technology for the Paralegal

Source:

[Legal Administration | CTE Resource](#) (2024)

[Computer Information Systems | CTE Resource](#) (2024)

[Tidewater Community College Catalog](#) (2024)

Course Descriptions:

- Double Blocked Yearlong 4x4
- 1 Credit (Each Course)
- Open to Students in Grades 11-12

Budget Impact:

The estimated cost to Virginia Beach City Public Schools for the new courses is \$6,000 per year. Should additional busses need to be added to the Advanced Technology Center (ATC) to accommodate the increase in students that cost is estimated at \$12,000 per year per bus.

Staffing:

The courses will be taught by staff from Tidewater College.

Content Competencies for DE Paralegal I & II:***Workplace Readiness Skills*****Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.

- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Introducing the Legal System

- Identify the areas of legal specialization.
- Distinguish among the levels of the court system.
- Illustrate the roles and responsibilities of key court personnel.

Conducting Client Services

- Determine client referrals based on the requirements of the legal practice areas.
- Gather client information.
- Identify procedures for professional handling of difficult clients.

Managing Office Activities

- Demonstrate procedures for maintaining and operating office equipment.
- Maintain the work environment.
- Manage inventory necessary for a legal office.
- Coordinate meetings, events, and activities.

Managing Records and Files

- Prepare files for new clients.
- Update client files.
- Create forms and template documents.
- Compile current reference resources for office use.
- Maintain a database of officers of the court, administrative agencies, and resource persons.

Managing Financial Activities

- Record fees for client and court records.
- Describe office expenditures.
- Prepare financial documents.
- Perform general banking procedures.
- Maintain attorney and staff time sheets and expense reports.
- Maintain client account records.
- Generate billing statements.
- Examine the rules of professional conduct as they pertain to a Virginia licensed attorney.

Developing Business Communication Skills

- Prepare legal documents following an accepted style manual.
- Process incoming and outgoing mail.
- Maintain court and/or office calendar.
- Complete telephone calls.
- Use electronic communications.
- Identify the requirements and duties of a notary public commission in Virginia.

Preparing Nonlitigation Documents

- Generate agreements, contracts, and leases.
- Generate affidavits.
- Generate acknowledgments.
- Prepare bills of sale and deeds.
- Generate probate documents and final accounting of estates.
- Generate wills and codicils, powers of attorney, and medical directives.

- Generate promissory notes.
- Generate documents for articles of incorporation.
- Generate corporation documents.
- Generate collection letters or forms.
- Generate papers for bankruptcy.
- Generate marriage agreements.

Preparing Litigation Documents

- Prepare requests for service of process (e.g., complaints, summonses).
- Prepare divorce decrees.
- Prepare property and settlement agreements.
- Generate complaint documents.
- Generate summonses.
- Generate interrogatories and requests.
- Generate subpoenas and subpoenas duces tecum.
- Generate motions and notices.
- Generate orders and notices.
- Generate stipulations.
- Generate pleadings.
- Generate briefs.
- Prepare depositions.
- Generate defendant's answer or grounds of defense.

Identifying Legal and Business Ethics

- Identify procedures for maintaining confidentiality of client information.
- Research current legal or ethical issues.

Enhancing Employability Skills

- Identify personal interests, aptitudes, and attitudes related to the qualities found in successful legal personnel.
- Research a career ladder of occupational opportunities in the legal field.
- Investigate credentialing options for legal office personnel.
- Update a traditional or online portfolio for legal employment.
- Participate in a mock interview for a legal position.
- Compose an interview follow-up letter.
- Compose a professional letter of resignation.
- Investigate employment opportunities for legal positions.
- Participate in a work-based learning experience.

Preparing for Industry Certification

- Describe the process and requirements for obtaining industry certifications related to the Legal Administration course.
- Identify testing skills/strategies for certification examination.
- Demonstrate ability to successfully complete selected practice examinations.
- Successfully complete an industry certification examination representative of skills learned in this course.

Exploring Computer Concepts

- Explain the functions of computer system components.
- Illustrate the information processing cycle.
- Trace the development of computing devices and their influence on society.
- Demonstrate the use of computer input devices.
- Describe Wi-Fi, Bluetooth, and mobile devices.
- Describe computer output devices.
- Describe auxiliary storage devices.
- Identify basic networking components.
- Describe how the Internet works.

Exploring Ethical Issues Related to Computers and Computer Systems

- Identify security issues related to computer hardware, software, and data.
- Identify concepts related to copyright, public domain, copy protection, intellectual property, and licensing agreements, including, but not limited to, software, media (e.g., music, pictures), and logo requirements.
- Identify concepts of cybersecurity and cyber forensics, honesty, and confidentiality related to information systems (e.g., spam, malicious software).

- Identify social networking etiquette.
- Investigate security issues related to technology.
- Investigate Internet privacy issues and computer crimes, including identity theft.

Managing Computer Systems

- Maintain workstation, equipment, software, and supplies.
- Identify information needed to purchase or replace computer equipment and peripherals.
- Obtain assistance via electronic and hard-copy references and documentation.
- Troubleshoot hardware problems.
- Operate components of the user interface.
- Manage the desktop environment.
- Manage files and folders/directories.
- Back up data files.
- Scan storage devices and equipment for malicious software.
- Describe the steps to install and remove software.
- Operate peripherals.
- Identify safety precautions and devices associated with computer use.

Producing Word Processing Documents

- Compare features of word processing programs to determine the best tools to use for a given task.
- Compose documents.
- Use word processing programs to perform desktop publishing functions.
- Edit documents.
- Enhance the layout of documents by using formatting features.
- Import graphics, using tools and sources.
- Analyze writing tools.
- Utilize advanced word processing operations.
- Integrate a database, graphics, diagonal, and spreadsheet into a word-processed document.
- Manipulate word-processed documents in different formats.

Developing Electronic Spreadsheets

- Compare features of spreadsheet programs to determine the best software for an individual's or organization's needs.
- Create a spreadsheet.
- Edit a spreadsheet.
- Enhance a spreadsheet by using formatting features and graphics.
- Construct formulas to solve typical business-oriented problems.
- Apply basic function commands.
- Apply intermediate functions.
- Analyze data.
- Create graphs and charts (embedded or stand-alone) to represent data visually.
- Format graph features.

Developing and Managing Databases

- Determine when it is appropriate to use a database.
- Compare the features of database programs to determine the best software for an individual's or organization's needs.
- Plan a database file.
- Design a database file.
- Create a database file.
- Edit a database file.
- Manage databases.
- Index databases.
- Filter databases.
- Create queries to access information.
- Generate reports and forms.
- Enhance reports, using formatting features and graphics.
- Integrate database information into word processing and spreadsheet applications by creating links.

Developing Multimedia Presentations

- Identify the components of an effective presentation.
- Describe output options from presentation software.

- Create a multimedia presentation through research and organization.
- Edit a multimedia presentation.
- Utilize options for creating, inserting, and editing objects.
- Enhance a multimedia presentation with specialized features.
- Integrate software applications into a multimedia presentation.
- Deliver an effective multimedia presentation.
- Critique the clarity and effectiveness of multimedia presentations.

Communicating through Technology

- Identify new and emerging devices, methods, and channels for communicating electronically.
- Describe networking features and concepts.
- Explore uses of the Internet in business applications.
- Incorporate information from the Internet into a business project.
- Describe Internet services.
- Explore the applications of electronic commerce (e-commerce).

Preparing for Industry Certification

- Describe the processes and requirements for obtaining industry certifications related to the Computer Information Systems course.
- Identify testing skills/strategies for certification examination.
- Demonstrate the ability to successfully complete selected practice examinations.
- Complete an industry certification examination representative of skills learned in this course.

Developing Employability Skills

- Research career opportunities in computer information systems.
- Develop a résumé.
- Compose a letter of application or cover letter.
- Complete a manual or electronic application form.
- Create a professional portfolio.
- Participate in a mock interview.
- Compose an interview follow-up communication.
- Identify the criteria for evaluating self-performance.
- Identify the steps to follow in resigning from a position.
- Identify potential employment barriers for nontraditional groups and ways to overcome the barriers.



Subject: DE Renewable Energy Technologies I & II **Item Number:** 13E7

Section: Information **Date:** November 12, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director

Recommendation:

That the School Board receive information about the proposed one credit *DE Renewable Energy Technologies I and II* courses, and corresponding course objectives for implementation in the 2025-2026 school year.

Background Summary:

Virginia Beach City Public Schools began offering Renewable Energy Technologies in the fall of 2023 at the Advanced Technology Center. This request enhances that program to include dual enrollment credit for the work students do in the courses. *DE Renewable Energy Technologies I & II* will explore select renewable energy concepts and skills as students gain hands-on experience in their design and function. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Both proposed courses will be taught by existing Virginia Beach Schools faculty at the ATC. These courses are designed to prepare individuals for further exploration of the renewable energy sector.

- SAF 130 Industrial Safety (OSHA 10)
- ELE 176 - Introduction to Alternative Energy Including Hybrid Systems

Source:

[Renewable Energy | CTE Resource](#) (2024)

[Energy and Power | CTE Resource](#) (2024)

[Tidewater Community College Catalog](#) (2024)

Course Descriptions:

- Double Blocked Yearlong 4x4
- 1 Credit (Each Course)
- Open to Students in Grades 11-12

Budget Impact:

There is no budget impact associated with this request.

Staffing:

The dual enrolled courses will be taught by staff currently teaching Renewable Energy Technologies I and II for high school credit.

Content Competencies for DE Renewable Energy Technologies I & II:***Workplace Readiness Skills*****Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

DE Renewable Energy Technologies I

Examining Energy and Power

- Describe how energy is used within sectors of society.
- Demonstrate tools used in the energy industry.
- Explain the basics of energy storage.
- Demonstrate how batteries/cells function.
- Measure current, amps, voltage, and resistance in various direct current (DC) and alternating current (AC) energy systems.
- Create series and parallel circuits.
- Apply Ohm's law to determine the level of current flowing in circuits.
- Describe the uses of AC and DC.
- Estimate wattage.

Understanding Energy Concerns and Challenges

- Explain concerns related to fossil fuels.
- Diagram the process and effects of global climate change.
- Create a digital presentation that explains the differences among renewable, inexhaustible, and non-renewable energy sources.
- Compare governmental policy and support for fossil fuel vs. the clean-energy economy.

Conserving Energy

- Discuss the societal, environmental, and economic advantages of energy conservation.
- Explain inefficiencies of modern energy systems.
- Describe governmental initiatives and incentives to boost energy efficiency.
- Explain the concept of phantom loads and their associated costs.
- Conduct an energy review of a local building.
- Research the energy savings that can be realized by modifying a building or energy-use patterns.

Exploring Solar Power Systems

- Describe ways the sun's energy is used.
- Produce a solar device that will cook food.
- Produce a model house.
- Explain the differences between passive and active solar systems.
- Calculate the thermal mass created from various buildings.
- Explain direct, indirect, and isolated solar gain in passive solar power systems in buildings.
- Illustrate the advantages and disadvantages of various solar-thermal heating systems.
- Perform a needs assessment, system sizing, and selection process for a residential solar-thermal system.
- Explain the underlying principles of photovoltaic systems (PV) and factors that affect system efficiency.
- Describe advantages and disadvantages of PV system configurations.

Determining Requirements for a Photovoltaic System

- Explain the functions of the major PV system components in residential structures.
- Design a PV system to demonstrate the function of its components.
- Assemble a model of a PV array.
- Measure PV array energy output under various conditions.
- Present solar panel specifications, benefits to type of panel chosen, costs, and benefits for a variety of system designs.
- Calculate the system cost and payback period for a solar PV installation.
- Perform a site analysis of various locations for PV installations.

Examining Wind Power

- Explain the advantages and disadvantages of wind-powered electrical systems.
- Explain global wind patterns and their causes.
- Create a map of local and national wind patterns, noting areas where wind turbines are widely used.
- Explain the effect of ground-surface features on wind speed.

- Describe Betz's law and the law of conservation of energy.
- Outline the progress toward adoption of utility-scale wind energy production in Virginia.

Determining Requirements for Installing Wind Power Systems

- Research the function of the basic components in a wind power system.
- Demonstrate the aerodynamic principles that affect wind turbine performance, specifically with regard to rotor blade design.
- Explain horizontal and vertical wind turbine designs and the advantages and disadvantages of each.
- Explain the three scales of wind turbines and the applications for each.
- Explain the different materials used in wind turbine construction.
- Compare the capabilities of wind turbine designs.
- Explain the methods wind turbines employ to control wind speeds.
- Complete a site analysis for a potential wind-power system.
- Produce a model wind-turbine system.
- Analyze the basic operation and output of a wind turbine.
- Correlate wind power, speed, and the electrical output of a wind-turbine system.
- Explain the factors to consider when siting a utility-scale wind farm.

Understanding Hydrokinetic Energy

- Describe the role of hydropower in current energy production.
- Explain how a river's head and water pressure are related.
- Explain how water is provided in different municipalities.
- Identify the advantages and disadvantages of using water as a power source.
- Describe the concept of pump storage.
- Identify the steps necessary to perform a site assessment of a micro-hydro project.
- Identify the factors (other than available power) that must be considered when determining the viability of a specific micro-hydro site.
- Create a model of a micro-hydropower system.
- Explain how micro-hydro turbines/generators work.
- Explain how wave and tidal energy can be used to generate electricity.
- Investigate the latest technologies and system designs being used to harness wave and tidal energy.
- Experiment with capturing wave energy.

Examining Geothermal Energy

- Describe high- and low-temperature geothermal systems.
- Describe how different geothermal energy systems are used to meet energy demands.
- Investigate where geothermal systems are used.

Examining Biomass and Biofuels

- Explain the difference between biomass and biofuels.
- Create a model of the carbon cycle.
- Describe the carbon cycle's relationship to greenhouse gas levels in the atmosphere.
- Explain how biomass is converted into usable energy.

Exploring Energy Use in Transportation

- Explain the advantages and disadvantages associated with electric vehicles (EVs).
- Research alternatives to the current fossil-fuel based transportation system.
- Compare the battery technologies used in the EV industry.
- Describe how EVs work.
- Compare the types of hybrid vehicles and EVs.
- Examine current mass transit systems in the United States.
- Explain how EVs could be used to supplement a smart grid with energy storage.
- Research alternatives to the current fossil-fuel based transportation system.
- Create a model vehicle powered by solar energy.

Examining Fuel Cells

- Identify the types of fuel cells.
- Explain the theory of a hydrogen economy.
- Explain covalent bonding and its association with fuel-cell technology.
- Explain the advantages and disadvantages of methods of producing and transporting hydrogen.
- Explain the infrastructure challenges to fuel cells becoming a widely adopted technology.
- Diagram the connection of fuel cell stacks to produce various amounts of power at specific voltages.

- Identify the components of a complete PEM fuel-cell system.
- Compare the three major categories of fuel-cell systems: stationary fuel cells, fuel-cell vehicles, and portable fuel cells.
- Research whether fuel-cell technology is a realistic alternative to fossil fuels.

DE Renewable Energy Technologies II

Introducing Energy

- Define energy.
- Describe types of energy and their uses.
- Describe the flow of energy from source to consumer.
- Demonstrate the use of tools and procedures common to jobs in energy industries.
- Demonstrate the use of instruments to measure units.
- Convert units of measure.
- Analyze renewable and non-renewable sources of energy.
- Explain energy conversion.

Introducing Safety and Regulations in Energy and Power

- Explain the purpose of energy regulation.
- Identify the agencies involved in energy regulation.
- Comply with federal, state, and local safety requirements.
- Explain safe working practices around electrical hazards.
- Identify emergency first-aid procedures.
- Inspect course-specific hand and power tools to visually identify defects.
- Demonstrate lifting and carrying techniques.
- Report personal injuries and environmental and equipment safety violations to the appropriate authority.
- Earn the OSHA 10 card.
- Pass a safety exam for lab/site safety and the use of tools and equipment, if applicable.
- Identify personal protective equipment (PPE) requirements.
- Demonstrate the use of PPE common in electric power distribution.
- Maintain a safe working environment.
- Apply safety guidelines in appropriate circumstances.
- Explain safety issues related to natural gas distribution.

Exploring Sources of Energy

- Describe the procurement and reclamation processes (for each source of energy).
- Analyze continuous supply and intermittent supply.
- Explain how oil was created and list its advantages and disadvantages.
- Explain how coal was created and list its advantages and disadvantages.
- Explain how uranium is created and list its advantages and disadvantages.
- Describe byproduct management associated with the use of each type of energy.
- Explore advantages and disadvantages of hydroelectric power.
- Describe effects on solar photovoltaic performance.

Generating Electricity

- Describe the conversion of energy sources (all sources) to electricity.
- Describe electric power generation equipment and systems.

Transmitting Electricity

- Describe the electric transmission network or grid.
- Distinguish among the various lines used for transmission typical to Virginia.
- Analyze schemes for transmission and grid protection and management.
- Describe the transmission of natural gas.
- Describe distribution of natural gas.
- Describe pipes and pressure used in the transmission of natural gas.
- Analyze schemes for protection and management of pipelines.

Distributing Electricity and Energy Sources

- Describe the electric distribution network.
- Analyze schemes for electric distribution system protection and management.
- Analyze schemes for protection and management of natural gas distribution systems.

Exploring Energy Consumption

- Describe the different physical units in which energy sources are measured.
- Explain how different energy sources are compared to each other in one common unit.
- Compare the percentage of each energy source used in the United States over a period of time.
- Explain different end-user sectors and the percentage of energy used by each.

Exploring Demand-Side Management and Energy Efficiency

- Describe the sectors that comprise energy demand.
- Define energy demand.
- Investigate energy demand in a sector.
- Define energy efficiency.
- Keep a personal energy log.
- Identify the components of energy demand.

Preparing for Careers in the Energy Industry

- Examine jobs related to energy.
- Participate in a mock interview.
- Prepare a résumé or portfolio.



New Course Proposals

School Board Information
Tuesday, November 12, 2024
The Department of Teaching and Learning

Course Proposal: Freshmen Transition Strategies



Information	Freshmen Transition Strategies
Grade Level(s)	9
Format	Yearlong or 4x4
Credit	1
Staffing	Existing Staff
Budget Impact	None



Course Proposal: Freshmen Transition Strategies



Topics Covered	
Organizational Skills	Collaboration and Teamwork
Stress Management	Finding Your Voice
Developing Empathy	Communication 101
Nutrition and Wellness (Self-Care)	Overcoming Obstacles (GRIT)
College and Career Research Skills	Public Speaking (Big and Small)
Life Skills	Study Skills

Course Proposal: Introduction to Welding



Information	Introduction to Welding
Grade Level(s)	11-12
Format	Double Blocked 4x4
Credit	1
Staffing	New 1.0 FTE Welding Instructor
Budget Impact	\$155,044

Course Proposal: DE Aviation Maintenance I & II



Information	DE Aviation Maintenance I & II
Grade Level(s)	11-12
Format	Double Blocked Daily Two-Year Program
Credit	6
Staffing	Aviation Institute of Maintenance Faculty
Budget Impact	Year 1 = \$117,898 Year 2 and Beyond = \$243,069

Course Proposal: DE Medical Assisting I & II



Information	DE Medical Assisting I & II
Grade Level(s)	11-12
Format	Double Blocked Daily Two-Year Program
Credit	6
Staffing	Centura College Faculty
Budget Impact	Year 1 = \$60,000 Year 2 and Beyond = \$120,000 ***Transportation expenses included with Aviation Maintenance

Course Proposal: DE Emergency Medical Services I & II



Information	DE Emergency Medical Services
Grade Level(s)	11-12
Format	Double Blocked Daily One-Year Program
Credit	3
Staffing	Tidewater Community College Faculty
Budget Impact	\$4,500

Course Proposal: DE Paralegal I & II



Information	DE Paralegal I & II
Grade Level(s)	11-12
Format	Double Blocked Daily One-Year Program
Credit	3
Staffing	Tidewater Community College Faculty
Budget Impact	\$6,000

Course Proposal:

DE Renewable Energy Technologies I & II



Information	DE Renewable Energy Technologies I & II
Grade Level(s)	9-12
Format	Double Blocked Daily Two-Year Program
Credit	6
Staffing	Existing ATC Faculty
Budget Impact	No Budget Impact





Questions



Subject: Kellam High School Turf Field Replacement **Item Number:** 15A

Section: Consent **Date:** November 12, 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 Sprinturf for the Kellam High School Turf Field Replacement in the amount of \$647,200.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	Sprinturf
Contract Amount:	\$647,200
Construction Budget:	\$800,000
Number of Responsive Bidders:	3
Average Bid Amount:	\$684,269.19
High Bid:	\$755,607.56

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-017 Renovations and Replacements – Grounds- Phase III



Subject: Tallwood High School Track & Field Improvements **Item Number:** 15B

Section: Consent **Date:** November 12, 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 SCG Fields, LLC for the Tallwood High School Track & Field Improvements in the amount of \$2,544,750.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	SCG Fields LLC
Contract Amount:	\$2,544,750
Construction Budget:	\$2,225,000
Number of Responsive Bidders:	2
Average Bid Amount:	\$2,669,125
High Bid:	\$2,793,500

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-017 Renovations and Replacements – Grounds- Phase III



Subject: Religious Exemption

Item Number: 15C

Section: Consent Agenda

Date: November 12, 2024

Senior Staff: Matthew D. Delaney, Chief of Staff

Prepared by: Jennifer L. Knight, Coordinator of Student Conduct/Services

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

Recommendation:

That the School Board approve Religious Exemption Case No. RE-24-09, RE-24-10, RE-24-11 and RE-24-12.

Background Summary:

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

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

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

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

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

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

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

Source:

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

Budget Impact:

N/A



Subject: Resolution: Celebrating Thanksgiving Day **Item Number:** 15D

Section: Consent Agenda **Date:** November 12, 2024

Senior Staff: N/A

Prepared by: School Board Member, Mr. David Culpepper

Presenter(s): David Culpepper, School Board Member

Recommendation:

That the School Board approve the Resolution Celebrating Thanksgiving Day.

Background Summary:

A request was made by School Board Member, David Culpepper to present the Celebrating Thanksgiving Day Resolution.

Source:

N/A

Budget Impact:

N/A

**Resolution
Celebrating Thanksgiving Day**

WHEREAS, Thanksgiving Day is one of our nation’s most beloved holidays, observed for centuries as a time to pause and give thanks to God for His many blessings; and

WHEREAS, the actual first Thanksgiving was held in 1619 in Berkeley Hundred, Virginia where Captain John Woodlief and thirty-seven Englishmen offered thanks to God for safe passage across the Atlantic; and

WHEREAS, President George Washington, in 1789, declared Thursday the 26th of November “to be devoted. . . to the service of that great and glorious Being, who is the beneficent Author of all the good that was, that is, or that will be”; and

WHEREAS, President Abraham Lincoln, in 1863, declared a national holiday on the last Thursday in November “as a day of Thanksgiving and Praise to our beneficent Father who dwells in the Heavens”; and

WHEREAS, that the School Board of the City of Virginia Beach and its public schools have much to be thankful for, including an industrious and prosperous community which has abundantly provided for Virginia Beach City Public Schools, its students and families.

NOW, THEREFORE, BE IT

RESOLVED: Virginia Beach City Public Schools and its offices will be closed on November 27-29, 2024, in observance of the national holiday of Thanksgiving, and to provide Virginia Beach families with an opportunity for time with family, friends, and loved ones, and to give thanks to our Creator for our abundant blessings; and be it

FURTHER RESOLVED: We call this observance to the attention of our division, 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 12th day of November 2024.

S E A L

Kimberly A. Melnyk, School Board Chair

Attest:

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

Regina M. Toneatto, Clerk of the Board



Subject: Personnel Report **Item Number:** 16A

Section: Action **Date:** November 12, 2024

Senior Staff: Darnita L. Trotman, Ed.D., Chief Human Resources Officer

Prepared by: Darnita L. Trotman, Ed.D., Chief Human Resources Officer

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 November 12, 2024, Personnel Report.

Background Summary:

List of appointments, resignations, and retirements for all personnel.

Source:

School Board Policy #4-11, Appointment

School Board Policy #4-16, Resignation and Job Abandonment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
November 12, 2024
2024-2025

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Bette F. Williams	10/16/2024	Daeshawn C Johnson	General Assistant	Wilson College, PA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	10/16/2024	Jessica L Black	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	10/23/2024	Tashna Rankine	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	10/16/2024	Elizabeth Gonzalez	Physical Education Assistant, 500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	10/16/2024	Tanner C Strickland	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	10/23/2024	Jaylen Hudgins	Physical Education Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	10/23/2024	Mary M Bland	Kindergarten Assistant	Virginia Wesleyan University, VA	Summbrook Day School, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	10/30/2024	Denise C Black	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	10/30/2024	Kassandra Emery	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	10/14/2024	Christine Reyes	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	King's Grant	10/23/2024	Erica McLaurin	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	10/16/2024	Sahar A Saneh	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	10/23/2024	Ann Mikaela M Cipcon	Special Education Assistant	Not Applicable	Mile High Kids and Community, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Mailibu	10/23/2024	Jack Smith	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	10/16/2024	Jane C Mendoza	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	11/1/2024	Loretta A Wilson	Cafeteria Manager I	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	10/30/2024	Anita J Gravat	Cafeteria Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	10/29/2024	Lacey M Stauffer	Baker/Cook	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	10/30/2024	William E Jones	Custodian I	Indiana University of Pennsylvania, PA	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont	10/16/2024	Carissia L Fischer	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont	10/23/2024	Katherine McFadden	General Assistant	Not Applicable	Elwood School District, NY
Assigned to Unified Salary Scale	Appointments - Elementary School	Salem	10/30/2024	Brianna DeBerry	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thalia	10/16/2024	Ryei S Salguet	Clinic Assistant	Not Applicable	Atlantic Shores, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Thalia	10/21/2024	Kayla R Calderone	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	10/28/2024	Maud Barichard-Poitrasson	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	11/4/2024	Toya M Smith	Cafeteria Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	10/21/2024	Amelia M Shupe	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	10/30/2024	Mario D Upshur	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	10/16/2024	Ernest C Henley	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	10/30/2024	Susan A Bishop	Clinic Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	10/17/2024	Ashley Benton	Cafeteria Manager II	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Kempville	10/16/2024	Serap Ete	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempville	10/21/2024	Lizbeth Goden Montalvo	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	10/16/2024	Isabella K Luther	Special Education Assistant	St Leo College, FL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	10/16/2024	Tanisha O Matthon	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	10/16/2024	Dominga R Muhammad	Cafeteria Assistant, 4.0 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	10/23/2024	Walida A Smith	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	1/6/2025	Joyce E Barber	Security Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	10/16/2024	Pernell B Snowden	Custodian IV Head Day	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	11/4/2024	Andris Garcia	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	10/16/2024	Sandra K Kechter	School Office Associate II	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - High School	Kellam	10/30/2024	Tarsha M Thorpe	Special Education Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - High School	Landstown	10/21/2024	Catie Marcum	Cafeteria Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	10/30/2024	Rachel L Brody	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	10/23/2024	Alex T Craft	Security Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	10/23/2024	Nakara S Richards	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Custodial & Distribution Services	10/30/2024	Jason Lee	Distribution Driver	Not Applicable	EPES Transportation System, LLC, NC
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	10/21/2024	Marjorie S Brown	Baker/Cook	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/1/2024	Kristle D Mardon	Assistant Cafeteria Manager	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/1/2024	Leilani Tucker	Assistant Cafeteria Manager	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/4/2024	Bethany L Manley	Baker/Cook	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Gifted Education & Academy Programs	11/5/2024	Paula A Hernandez	Instructional Specialist	Toccoa Falls College, GA	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Leadership	11/8/2024	Cheryl A Staat	Administrative Office Associate I	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	10/30/2024	Jasmine Dunbar	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	10/30/2024	Molly C King	Psychologist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/28/2024	Avery T Kruger	Fleet Technician III	Not Applicable	European Autoworks, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/29/2024	Deborah Andrews	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/29/2024	Amanda M Kiciko	Bus Driver - Special Ed, 6.5 Hours	Not Applicable	Accomack County Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/29/2024	Deidra M Powell	Bus Driver, 6.5 Hours	Not Applicable	Indiana Creek Correctional Center, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/29/2024	Annie M Valentin	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/6/2024	Shakisha J Holt	Auxiliary Driver Spec Ed, 6.5 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Resignations - Elementary School	Centerville	11/8/2024	Ashma Tuladhar	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Christopher Farms	10/4/2024	Joseph E Wafford	Custodian I (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Glenwood	10/16/2024	Shelby Neal	School Office Associate II (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempville Meadows	11/16/2024	Carly R Waller	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	New Castle	11/15/2024	Heather M Christoph	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Newtown	11/6/2024	Jane C Mendoza	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Newtown	11/15/2024	Kayla R Wheeler	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	11/8/2024	Shanella S Williams	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont Forest	11/6/2024	Katherine Coss	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thalia	10/28/2024	Adam R George	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	10/29/2024	Naomi D Mercedes	Custodian I (health)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	10/30/2024	Sabirah Stiff	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempville	10/29/2024	Serminah A Cuffee	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempville	11/6/2024	Lathea K Robinson	ISS Coordinator (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	11/26/2024	Tanya Greif	School Nurse (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	10/3/2024	Joseph Salvato	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	10/25/2024	Timothy Robinson	Technology Support Technician (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	10/28/2024	Shannon Kelley	Cafeteria Assistant, 5.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	12/20/2024	Ryann M Allen	Special Education Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	10/15/2024	Michelle M Foster	Cafeteria Assistant, 6.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	11/22/2024	McKenna M Wheelington-Blatter	School Office Associate II (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Budget & Finance	11/8/2024	Jaelynn E Remillard	Financial Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	11/15/2024	Amanda S Covert	Administrative Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Custodial and Distribution Services	10/17/2024	Lydia Lapompe	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Facilities Services	12/31/2024	Renee L Durant	Administrative Office Associate I (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Food Services	10/31/2024	Sharon L Hilliard	Accounts Payable Technician (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	10/22/2024	Bryan P Guldenschuh	Refrigeration Craftsman II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	10/31/2024	Heidi Emmett	Instructional Specialist (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	11/15/2024	Karlyn L Steen	Psychologist (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/25/2024	May M Domingue	Bus Driver - Special Ed, 6.5 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/31/2024	Tamara C Felder	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Rosemont	11/6/2024	Debbie L Heigaard	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Windsor Oaks	12/31/2024	Andrea R Williams	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Windsor Woods	10/31/2024	Vernette A Humphrey	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Bayside	11/26/2024	Jacqueline M Mayo	School Counseling Department Chair	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Cox	11/26/2024	Jonathan A Hehl	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	First Colonial	10/31/2024	Dorothy W Lee	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Kellam	12/31/2024	Euphemia V Ellis	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Princess Anne	1/31/2025	Steven M Oberlander	Assistant Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Planning Innovation & Accountability	12/31/2024	Beverly A Ring	Research Evaluation & Assessment Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Security and Emergency Management	12/31/2024	Anthony M Olds	Security Officer	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
November 12, 2024
2024-2025

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Support Services	10/31/2024	Marcial A Gonzalez	Behavior Intervention Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	New Castle	10/16/2024	Alexander E Brown	Physical Education Assistant (employee rescinded resignation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	Windsor Oaks	3/31/2024	Karon D Orr	Technology Support Technician (employee changed retirement date from 04/30/2025 to 03/31/2025)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Cooke	11/1/2024	Ana S Jimenez	Kindergarten Teacher	Western Washington University, WA	Military Services
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	10/16/2024	Sarah Murphy	Second Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	10/23/2024	Tonya Nelson	Fourth Grade Teacher	College of Saint Scholastica, MS	Singapore American School
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	10/16/2024	Allison Lesh	Eighth Grade Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	10/30/2024	Terrence Walker	Special Education Teacher	Colorado Technical University, CO	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	11/7/2024	David A Bergren	Literacy Teacher	George Washington University, DC	VBPCS
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	10/30/2024	Keisara Young Williams	Special Education Teacher	Liberty University, VA	Washington County Schools, NC
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	10/30/2024	Ashley Ezell	Eighth Grade Teacher	University of North Texas, TX	Wainanae Intermediate School, HI
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	10/21/2024	Melinda I Nearpass	School Counselor	College of William and Mary, VA	Star of the Sea Catholic, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	10/30/2024	Melissa E Paul	Eighth Grade Teacher,, 500	Marygrove College, MI	Fairfax County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	10/16/2024	Cateena Clarke	Eighth Grade Teacher	University of Phoenix, AZ	Newport News Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	10/30/2024	Mark P Trojanowski	Social Studies Teacher	Sacred Heart University, CT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	10/16/2024	Susanne M McCoy	Health & Physical Education Teacher	Liberty University, VA	Atlantic Shores Christian School, VA
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	10/16/2024	Carmen Dominguez Luque	Spanish Teacher	University of Cadiz (Spain), SP	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Brookwood	11/12/2024	Brittany M Dye	Second Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Green Run	11/1/2024	Katharine A Deen	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville	10/31/2024	Kathryn A Lawall	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Strawbridge	11/1/2024	Kacie R Salomonsky	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	10/17/2024	Aaron M Lamb	Seventh Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	11/6/2024	Thomas Grose	Eighth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	1/31/2025	Morgan A Bond	Seventh Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	12/20/2024	Veronica Monte	Science Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	First Colonial	12/20/2024	Alison T Smith	Art Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	1/23/2025	Hannah E West	Mathematics Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	10/15/2024	Jamie R Moody	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	11/1/2024	Yarelis Gunter	Spanish Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	10/28/2024	Kendal Brunner	Speech/Language Pathologist,, 400 (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Princess Anne	10/31/2024	Audrey L Reyes	Eighth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Renaissance Academy	1/31/2025	John T Cunningham	Social Studies Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Miscellaneous	Department of Teaching and Learning	11/12/2024	Erin C Mullins	Coordinator English	Old Dominion University, VA	VBPCS



Subject: 2025-26 and 2026-27 School Calendar Item Number: 16B

Section: Action Date: November 12, 2024

Senior Staff: Matthew D. Delaney, Chief Schools Officer

Prepared by: Matthew D. Delaney, Chief Schools Officer

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

Recommendation:

That the School Board **approve** the 2025-26 and 2026-27 school calendars.

Background Summary:

During the July School Board retreat, the school board directed staff to create calendars for the 2025-26 and 2026-27 school year. The School Board came to consensus on the following items regarding the calendar development process.

School Board Guidance for Calendar Creation:

- 180 instructional days
- 13 staff workdays
- Holiday on the Wednesday before Thanksgiving
- Two-week winter break
- Maximum of 6 days for teacher in-service week
- Two staff days at the end of the first quarter (Nov.)
- Two staff days at the end of the first term (Jan.)

A survey was provided to the community on September 4. The results of the survey will be provided during the workshop session.

During the October 22 presentation, the School Board requested that Election Day be deemed as a flexible staff day and for staff to explore the possibility of an additional adjusted dismissal day during the final week of the school year.

Source:

N/A

Budget Impact:

N/A



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SUBJECT TO CHANGE

School Calendar 2025-26 and 2026-27

School Board Action
Tuesday, November 12, 2024
Departments of School Leadership and
Communications and Community Engagement

Calendar Adjustment

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SUBJECT TO CHANGE

November 2025

NOVEMBER 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November 2026

NOVEMBER 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Calendar Option

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SUBJECT TO CHANGE

June 2026

JUNE 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 2027

JUNE 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



Subject: Division Literacy Plan **Item Number:** 16C

Section: Action **Date:** November 12, 2024

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

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

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

Recommendation:

That the school board approve the Division Literacy Plan as mandated by the Virginia Literacy Act (VLA).

Background Summary:

The Department of Teaching and Learning created the Division Literacy Plan in the template and per the guidance of the Virginia Department of Education (VDOE) and the VLA.

Source:

VDOE

Budget Impact:

VBCPS will utilize Virginia All In funding to support the costs of implementation and will utilize local funding for any costs not able to be covered by the All In funding source. As a reminder, the newly adopted K-5 core textbook was fully funded through All In funds, and we have encumbered funding for estimated costs for supplemental and intervention materials to support additional purchases that might be necessary.



Subject: Bayside Middle School Consolidation Item Number: 16D

Section: Action Date: November 12, 2024

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

Matthew D. Delaney, Chief Schools Officer, Department of School Leadership

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

James J. Smith, Ed.D., Senior Executive Director of Middle Schools

Presenter(s): Jack Freeman, Chief Operations Officer

James J. Smith, Ed.D., Senior Executive Director of Middle Schools

Recommendation:

That the School Board approve the consolidation of the Bayside 6th Grade Campus and Bayside Middle School into one school at Bayside Middle School, located at 965 Newtown Road, Virginia Beach, beginning the 2025-2026 school year.

Background Summary:

This decision is a follow up to a public hearing held on Nov. 6, 2024, the *New Construction Guidance and Direction Action* by School Board on Oct. 8, 2024, recommendations made in the *New Construction Guidance* presentation on Sept. 24, 2024, as well as various other presentations related to the CIP and the new construction projects.

Source:

School Board Policy 3-12

Budget Impact:

TBD



Bayside Middle School Consolidation Action

School Board Meeting

November 12, 2024

Department of School Division Services

Department of School Leadership

Benefits of Combining

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Reduce Student Transition



School Spirit and Belongingness



Benefits of Combining

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Vertical Team Planning



Eliminate Shared Staffing



2017/2018

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FACILITY CONDITION

REFER TO VOL. 2 FOR FULL REPORT

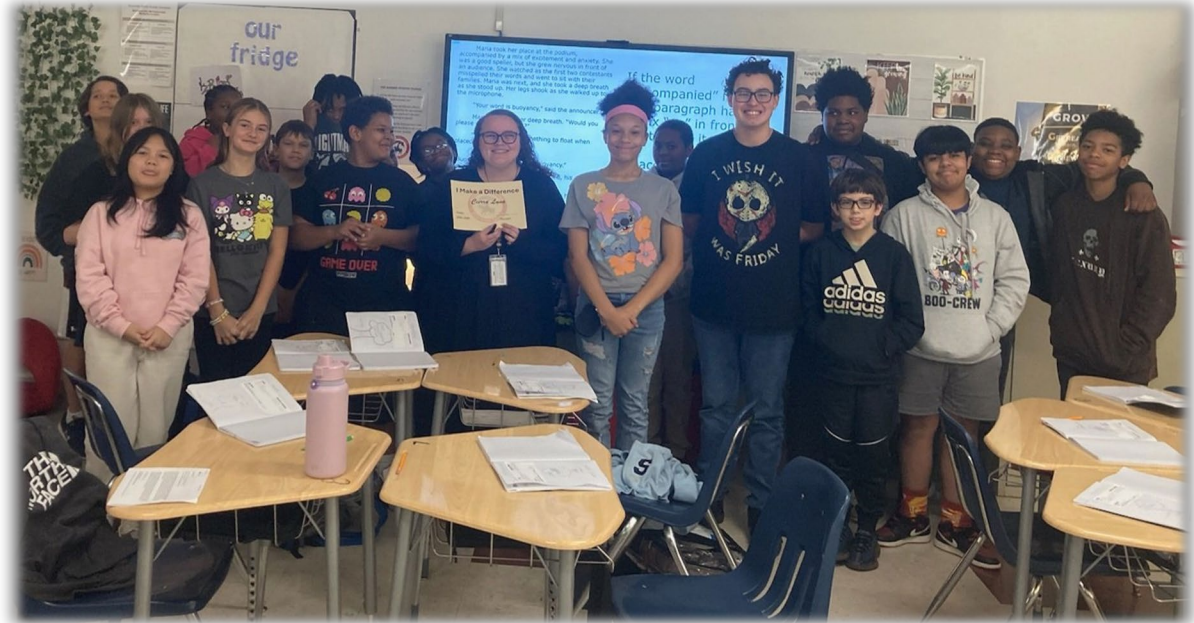
Sorted by Total Condition Index
High to Low

School Name	Year Constructed	Building Area (SF)	School Facility Condition Index	Educational Adequacy Factor	Total Condition Index
Old Aragona ES (currently Bayside 6th Grade)	1957	56,516	0.880	1.428	1.256
Princess Anne HS	1954	228,860	0.745	1.591	1.185
Princess Anne ES	1956	77,953	0.705	1.490	1.050
Kempsville HS	1966	202,665	0.705	1.473	1.038
Green Run ES	1976	58,275	0.677	1.400	0.948
First Colonial HS	1966	178,266	0.657	1.352	0.889
Betty F Williams, ES	1963	77,656	0.724	1.216	0.880
North Landing ES	1975	60,280	0.750	1.143	0.857
Kempsville MS	1969	136,287	0.622	1.363	0.848
Bayside MS	1969	180,134	0.626	1.321	0.827
Bayside HS	1964	200,816	0.616	1.329	0.819

Benefits of Combining

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SUBJECT TO CHANGE

- Relocates Bayside 6 students to a better learning environment
- Enables disposal of Aragona property
- Saves operating budget expenditures year-over-year
- Avoids expenditures in Capital Improvement Program (CIP)



Questions



Subject: Closed Session **Item Number:** 17

Section: Closed Session **Date:** November 12, 2024

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

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

Recommendation:

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

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system.
3. Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Settlement offer in negligence claim.
- B. Status of pending litigation or administrative cases.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

N/A

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.