VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Service

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District 4

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District 9

Michael Callan
District 6

Rose M. Dwyer
District 1

Kimberly A. Melnyk
District 2

Donald E. Robertson, Ph.D.
Superintendent

School Board Organizational / Regular Meeting Proposed Agenda
Tuesday, January 14, 2025

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

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

Attendee link: https://us02web.zoom.us/webinar/register/WN_dAy6sMSPTrak8_F2_RTzmQ Call-in (301) 715-8592 ID 812 6315 4417

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws 1-47 and 1-48. Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBCPSboard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on January 13, 2025.

1. ***Administrative, Informal, and Workshop*** *(School Administration Building #6 – School Board Room)* ***..... 4:00 p.m.***
   A. School Board Administrative Matters and Reports
   B. Budget Process Overview
   C. Middle School Master Schedule
2. ***Closed Session*** *(as needed)*
3. ***School Board Recess..... 5:30 p.m.***
4. ***Formal Meeting*** *(School Administration Building #6 – School Board Room)* ***..... 6:00 p.m.***
5. ***Call to Order and Roll Call***
6. ***Moment of Silence followed by the Pledge of Allegiance***
7. ***School Board Organizational Matters***
   A. Election of School Board Chair
   B. Election of School Board Vice Chair
   C. Appointment of Clerk and Deputy Clerk
   D. Schedule of Meetings: January 2025 through June 2026
8. ***Student, Employee and Public Awards and Recognition***
   A. VHSL Class 5A State Cross Country Champions – Ocean Lakes High School
   B. VHSL Class 5A State Boys Volleyball Champions – Kellam High School
9. ***Adoption of the Agenda***
10. ***Superintendent's Report*** *(second monthly meeting)* ***and recognitions*** *(first and second monthly meetings)*
11. ***Approval of Meeting Minutes***
    A. December 10, 2024 Regular School Board Meeting

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

The School Board will hear public comments at the January 14, 2025 School Board Meeting. Citizens may sign up to speak by completing the online form here or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on January 9, 2024. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 by 5:45 p.m. January 14, 2025. 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. Sustainable Schools
B. Renaissance Academy Alternative Education Program: Year-Two Implementation Evaluation
C. Regional Recovery School Program
D. 403(b) Oversight Committee Revised Charter

14. *Return to public comments if needed*

15. *Consent Agenda*

A. Policy Review Committee (PRC) Recommendations:
    1. Policy 6-33/Special Education
    2. Policy 6-63/Copyrighted Materials
    3. Policy 6-72/Student Evaluation and Grading
B. Cooke Elementary School HVAC Improvements
C. Alanton Elementary School Kitchen/Dining HVAC and Scratch Cooking Improvements
D. Princess Anne Elementary School Kitchen HVAC & Scratch Cooking Improvements
E. 411 Integrity Way / Old Seatack Elementary School Temporary Construction Easement
F. Canvas: Year-Two Comprehensive Evaluation Recommendations

16. *Action*

A. Personnel Report / Administrative Appointments Updated 01/17/2025

17. *Committee, Organization or Board Reports*

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

19. *Adjournment*

2512 George Mason Drive | P.O. Box 6038 | Virginia Beach, Virginia 23456-0038
www.vbschools.com

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

Section: Administrative, Informal, and Workshop **Date: January 14, 2025**

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

That the School Board receive the information regarding the budget process.

Background Summary:

The Budget Development office begins planning for the upcoming budget year in October, following the Budget calendar that is presented to and approved by the School Board in September.

Source:

N/A

Budget Impact:

N/A

VIRGINIA BEACH
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Budget Process Overview and Update on the Governor's Biennium Budget

School Board Workshop

January 14, 2025

The Department of Budget and Finance

Office of Budget Development

Agenda

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

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Budget Basics: A Household vs School Division Comparison



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Comparison

Household Budget	School Division Budget
Income (Salary and Wages, Bonuses, Government Benefits, Investments)	Revenue (Federal, State, Local, Grants)
Expenses (Housing, Food, Utilities, Savings-Investing in your future)	Expenditures (Compensation, Benefits, Instructional Programs, Maintenance, Facilities, Reserves-Investing in your future)
Discretionary (Eating Out, Vacations, Vehicle, New Furniture, Home Improvements)	Discretionary (Raises, Reduce Employee Health Premiums, New Schools, New Initiatives)

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Similarities



Both must prioritize spending within income constraints



Savings/emergencies are akin to reserves in school budget-both entities need to invest in their future



Investments (e.g., retirement, home improvements vs educational programs, facilities)

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Differences



Scale of impact: Household budgets affect family members; school division budgets affect students within the city and the community



Sources of revenue are more diverse and regulated for schools and expenditures have a broader range



School division budgets involve broader stakeholder involvement (board decisions, community input)

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Budget Calendar
FY 2025/26 School Operating Budget
FY 2025/26-FY 2030/31 Capital Improvement Program

2024	
September 10	The Budget Calendar is presented to the School Board for Information
September 24	The Budget Calendar is presented to the School Board for Action
October - December	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
November 26	The Five-Year Forecast is presented to the School Board and the City Council
December 10	A public hearing is held to solicit stakeholder input for consideration in the development of the Superintendent's Estimate of Needs document *(no document available at this time)*
December (3rd week)	State revenue estimates are released by the Virginia Department of Education
2025	
January 2 - 10	Budget requests are reviewed, refined, and summarized by the Office of Budget Development
January	The recommended School Operating Budget and Capital Improvement Program are presented to the Superintendent
February 11	The Superintendent's Estimate of Needs and the Capital Improvement Program are presented to the School Board
February 18	School Board Budget Workshop #1 is held - Time TBD
February 25	School Board Budget Workshop #2 is held - Time TBD
February 25	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
March 4	Budget Workshop #3 - Time TBD
March 11	The School Board Proposed Operating budget and the Capital Improvement Program are adopted by the School Board
April *(TBD by City)*	The School Board Proposed Operating Budget and the Capital Improvement Program are presented to the City Council (Sec. 15.1-2508)
No Later Than May 15	The School Operating Budget and the Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)

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School Funding Revenue Sources

Revenue	FY 2024/25 Adopted	FY 2024/25 Amended	FY 2025/26 Proposed	Variance from Amended
Federal	14,744,107	14,744,107	$14,744,107	$0
State	364,283,405	383,220,849	$387,488,845	$4,267,996
State Sales Tax	91,663,766	88,878,833	$94,290,730	$5,411,897
Local Contribution (RSF)	473,709,904	473,491,696	$493,933,340	$20,441,644
Other Local	4,457,538	4,457,538	$4,457,538	$0
Total	**948,858,720**	**964,793,023**	**$994,914,560**	**$30,121,537**

*State numbers reflect the Governor's Proposed Budget presented December 18, 2024.

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VBCPS Internal Budget Work

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Budgeting for Personnel and Fringe Benefits Costs

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

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Budgeting for Personnel and Fringe Benefits Costs (continued)

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

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Sample Staffing Standards

Grade Level	SOQ Accreditation Standard Division-wide Ratios	VBCPS Standard Classroom Teacher Allocation	
High School (9-12)		21.75:1(a)	
High School English	24:1 [SOQ]		
Courses	**VBCPS Target Class Size Ratio [see Note (1)]**		**Allocation Adjustments will be considered as follows: (Additional Teachers Subject to Availability of Funds) (b)**
Core Courses-Math, Science, and Social Studies	30:1		Class size minimum: N/A Class size average: 28 with no class higher than 35
Core Course-English	30:1		Class size minimum: N/A Class size average: 28 with no class higher than 30
Electives	30:1		Class size minimum: 17 Class size average: 28 with no class higher than 35 Band and chorus: 38:1 average for all sections Other electives: 28:1 for all sections
Advanced Placement/ Academy Courses	30:1		Class minimum: 15
Honors Academic Courses	30:1		Class size minimum: 17
High Level Academic Language Electives	30:1		Class size minimum: 17 Class size average: 28 with no class larger than 30
Career and Technical Education Courses	20:1 or number of Workstations (c)		Class size minimum: 17 Class size maximum: determined by number of workstations (see VDOE listing)
Physical Education	35:1		Class size minimum: 25:1 [Division] Class size maximum: 38:1 average for all sections with no class higher than 40
Distance Learning	30:1		Class size minimum: N/A Class size maximum: 30:1

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Budgeting for non-FTE and Other Expenses

- Each senior staff member and/or budget manager receives a baseline budget for non-FTE personnel and other expenses
- Budget managers can reallocate base funding to meet their anticipated funding needs
- Items that cannot be funded within the budget manager's existing budget require a Budget Request Form
- Budget requests are compiled and reviewed by the budget office, senior staff, and superintendent to determine if they should be included in the SEON

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State Budget Calendar and Process

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VIRGINIA'S BUDGET PROCESS

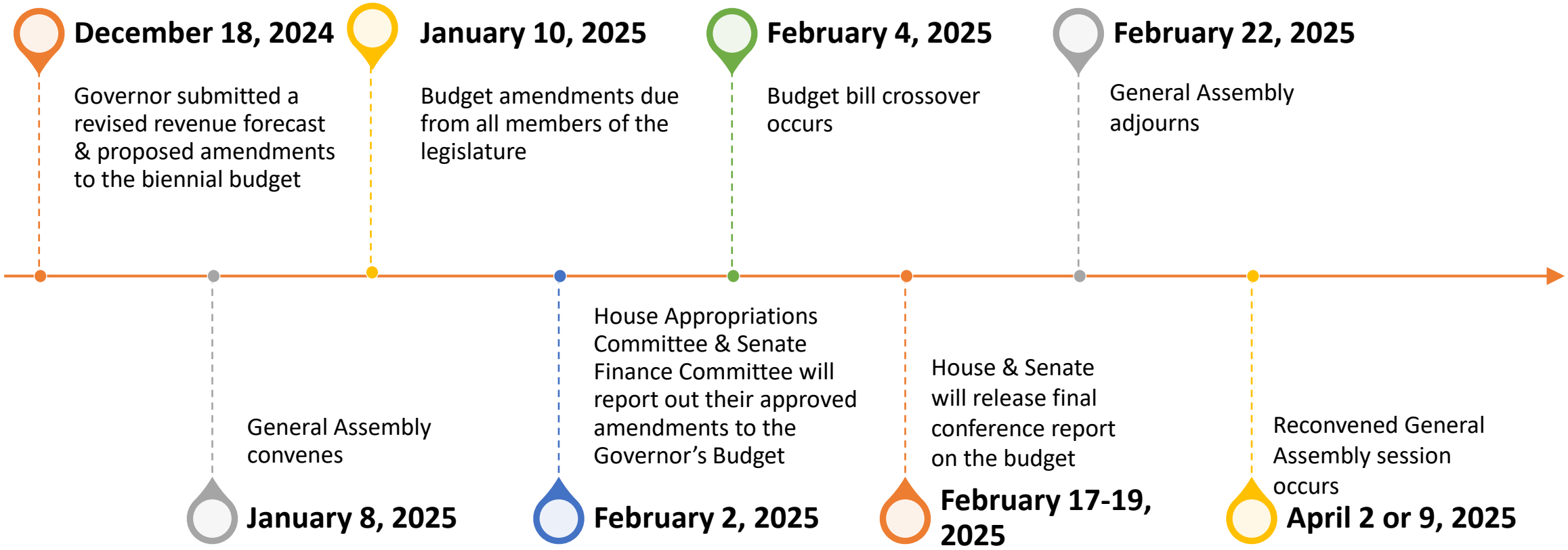
1. Budget requests are made by state agencies, advocates, through studies & more
2. Governor introduces budget proposal
3. Public hearings are held for feedback
4. Delegates and Senators propose changes for House & Senate money committees to consider
5. Each money committee proposes a budget
6. House and Senate vote on their own money committee's proposal
7. Each chamber votes on the proposal passed by the other
8. A conference committee negotiates differences and offers a compromise proposal
9. House and Senate vote on the conference budget proposal
10. Budget bill is communicated to the governor
11. House and Senate vote on governor's proposed amendments and line item vetoes
12. Governor signs budget into law

YOUR VOICE MATTERS AT EVERY STEP

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Key Budget Dates



*All dates are tentative pending approval of the 2025 Session procedural resolution

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Standards of Quality (SOQ)

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

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Joint Legislative Audit and Review Commission – JLARC - Findings

- ✓Significant disparities in funding for Virginia school divisions compared to several benchmarks including the 5-sate average, the regional average and three of Virginia‘s five boarding states
- ✓Virginia school divisions receive substantially less funding per K-12 student when compared to other states
- ✓SOQ formula substantially underestimates the staffing requirements necessary to ensure a high-quality education for students
- ✓SOQ formula underestimates salaries and related compensation cost for most SOQ recognized positions

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Joint Legislative Audit and Review Commission – JLARC - Findings

- ✓SOQ formula does not adequately account for students with high needs, including at-risk students, those in special education and English learners
- ✓Funding for these specific student populations falls significantly short of the funding levels established as necessary by comprehensive cost studies conducted in other states

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Joint Legislative Audit and Review Commission – JLARC - Recommendations

- ✓Near-Term Recommendations:
  - ✓Eliminate the support cap which limits the number of support positions the state would fund
  - ✓Address technical issues with the funding formula
  - ✓Use division averages instead of approximating what most school division spend on operating their schools in the state's calculations
  - ✓Change the Local Composite Index calculation to a three-year average instead of every two years
  - ✓Change the At-Risk formula that impacts low-income or students identified as at-risk
  - ✓Study special education staffing needs

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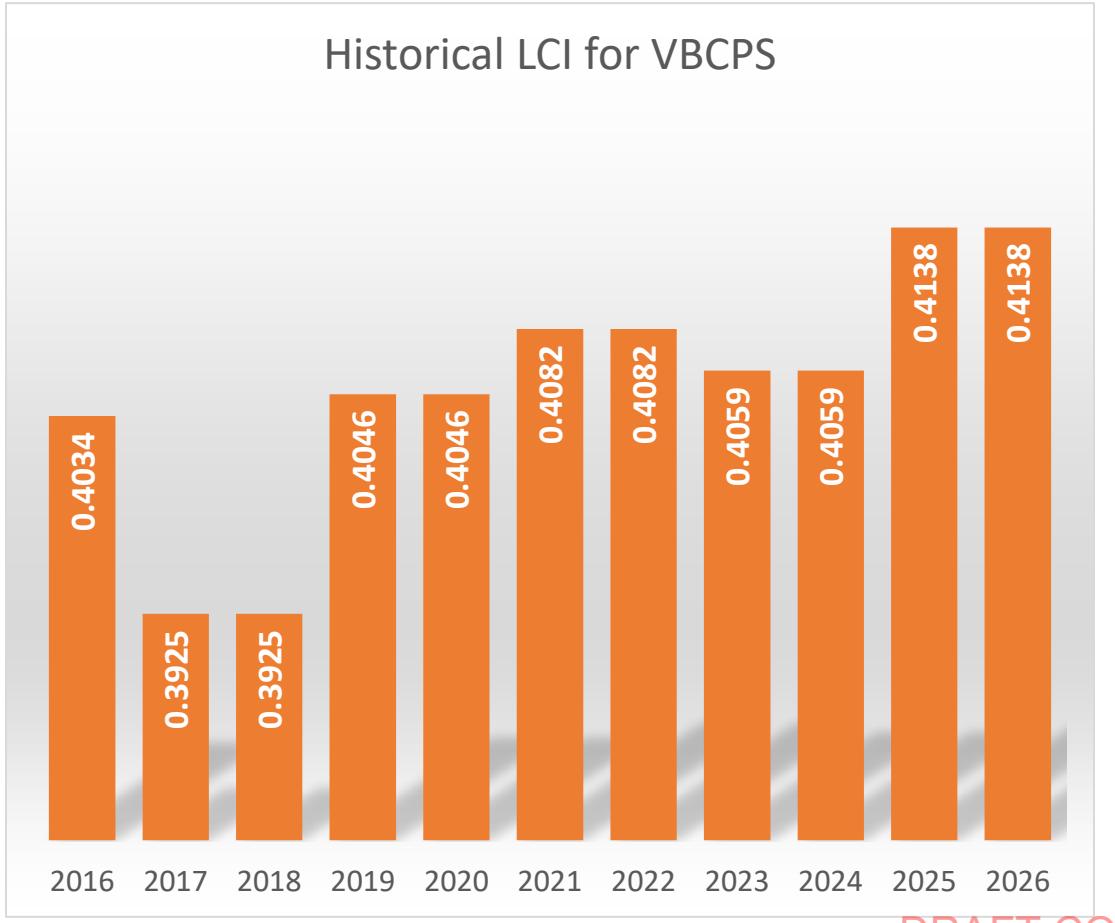
Joint Legislative Audit and Review Commission – JLARC - Recommendations

- ✓Long-Term Recommendations:
  - ✓Shift to a student-weighted funding model
  - ✓Develop new staffing ratios
  - ✓Update salary assumptions used in the biennial rebenchmarking process
  - ✓Replace cost of competing adjustment with a more accurate adjustment based on a Virginia cost of labor index that better accounts for differing labor costs across school divisions in calculating compensation funding

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Local Composite Index (LCI)

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



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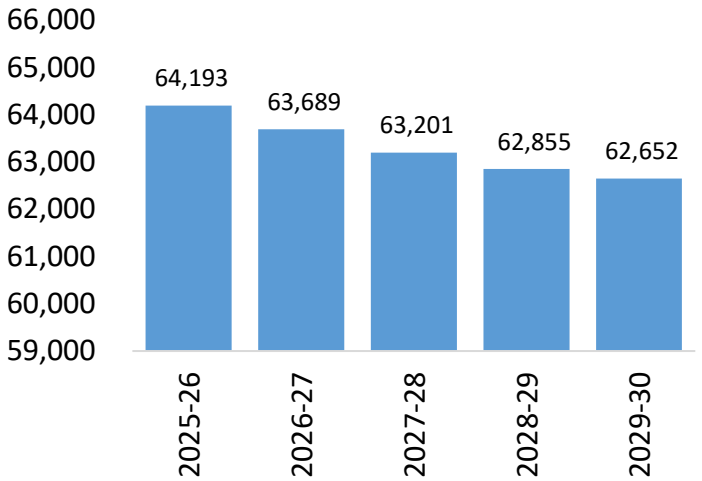
Grant Landscape

- ✓Title I, Part A: SY 24/25 award of $17,690,717.44 to support 128.40 FTEs
- ✓Title II, Part A: SY 24/25 award of $2,123,959.30 to support 20.0 FTEs.
- ✓Title IV, Part A: SY 24/25 award of $1,345,021.82 to support 4.60 FTEs
- ✓IDEA – Title VI, Part B, Section 611 - Special Education: SY 24/25 award of $16,408,096 to support up to 264.20 FTEs
- ✓IDEA – Title VI, Part B, Section 619 – Special Education Preschool: SY 24/25 award of $545,151 to support 4.0 FTEs

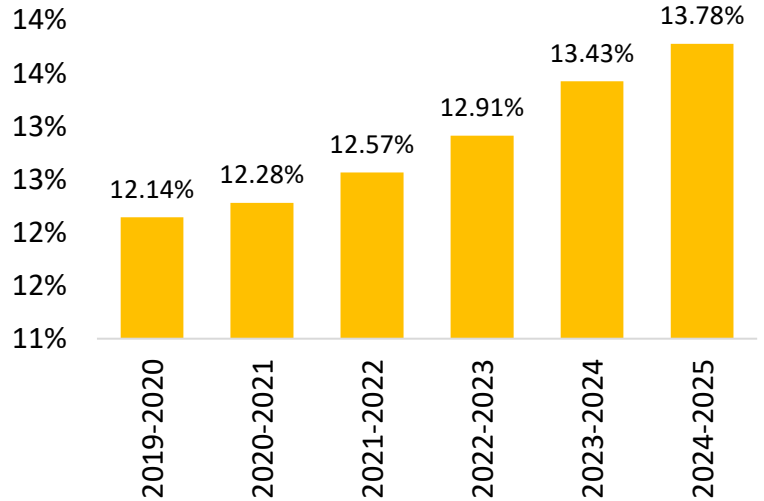
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Students and Characteristics

***Projected Student Enrollment**

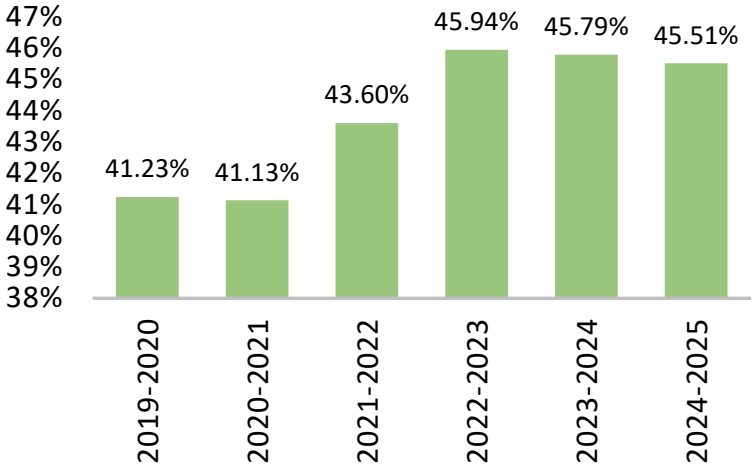


Students with Disabilities

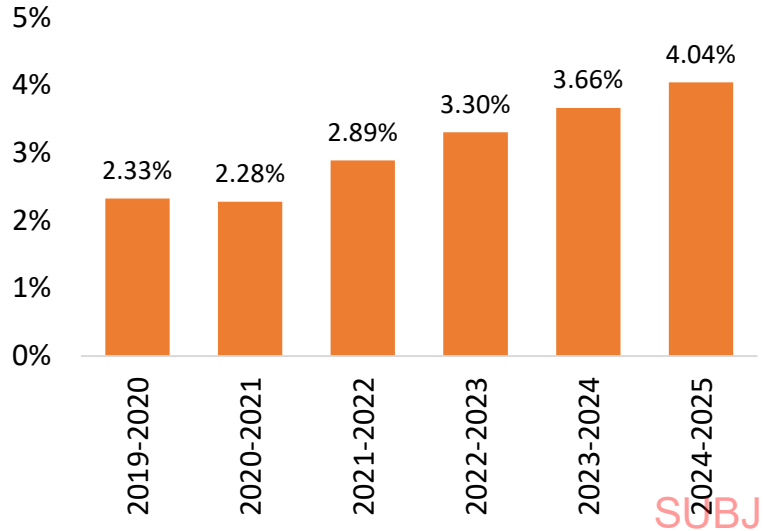


*Based on information from our demographer

Economically Disadvantaged Students



English Language Learners



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Governor's State Budget VS VBCPS' Allocation

GOVERNOR'S KEY BUDGET POLICY CHOICES	VBCPS CATEGORIES PER VDOE CALC TOOL	PROJECTED FY2025/2026 GOV'S BUDGET FOR VA	VBCPS FY2024/2025 VBCPS ADOPTED BUDGET	VBCPS PROJECTED FY2025/2026 GOV'S BUDGET	VARIANCE
Direct Aid		517,000,000			
School Construction		290,000,000			
School Safety		6,800,000			
Target English Language Learners Special Ed		380,000,000			
English Language Learners		110,000,000			
College Partnership Laboratory Schools		25,000,000			
Dual Enrollment Industry Credentials		35,000,000			
School Performance and Support Resource Hub		51,300,000			
Virginia's Visualization and Analytics Solution		5,000,000			
Child Care Subsidy Program		8,000,000			
Virginia Opportunity Scholarships		50,000,000			
	SOQ				
	Basic Aid		232,926,033	229,028,807	(3,897,226)
	Sales Tax		88,878,833	94,290,730	5,411,897
	Vocational Ed		2,424,186	2,418,218	(5,968)
	Gifted		2,313,996	2,308,299	(5,697)
	Special Ed		23,213,417	23,156,271	(57,146)
	VRS Retirement		26,886,426	26,820,238	(66,188)
	Social Security		12,524,961	12,494,127	(30,834)
	Group Life		771,332	769,433	(1,899)
	English as a Second Language		3,015,653	4,684,602	1,668,949
	At-Risk		19,215,585	19,298,442	82,857
	Remdial Summer School		419,301	187,623	(231,678)
	Incentive Programs				
	Compensation Supplement		8,855,801	18,027,715	9,171,914
	Supplemental GF Pmts in lieu of Food and Hygiene Tax		14,158,472	14,163,022	4,550
	Categorical Programs				
	Special Ed-Homebound		214,870	173,188	(41,682)
	Lottery Funded Programs				
	Foster Care		434,644	311,833	(122,811)
	At-Risk		7,023,860	6,949,930	(73,930)
	K-3 Primary Class Size Reduction		6,263,870	6,144,256	(119,614)
	Special Ed-Regional Tuition		5,827,319	5,258,693	(568,626)
	Career and Tech Ed		392,637	360,126	(32,511)
	Infrastructure & Oper Per Pupil Alloc		16,338,486	14,934,022	(1,404,464)
		1,478,100,000	**472,099,682**	**481,779,575**	**9,679,893**

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Process for Handling School Board Members Questions

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

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Questions/Discussions



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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Middle School Master Schedule **Item Number: 1C**

Section: Administrative, Informal, and Workshop **Date: January 14, 2025**

Senior Staff: Matthew D. Delaney, Chief Schools Officer

James J. Smith, Ed.D. Senior Executive Director of Middle Schools

Prepared by: James J. Smith, Ed.D., Senior Executive Director of Middle Schools

Presenter(s): James J. Smith, Ed.D., Senior Executive Director of Middle Schools

Recommendation:

That the School Board receive information potential changes to the middle school master schedule for the 2025-26 school year.

Background Summary:

In response to the Virginia Department of Education School Performance and Support Framework and to provide greater flexibility and maximize student opportunities, the middle school master schedule was reviewed. The proposed changes aim to:

1. Enhance Academic Opportunities: Expand access to advanced coursework and provide students the opportunity to earn high school credits in core and elective classes.

2. Improve Support Structures: Integrate dedicated time through a newly created Thrive Time to ensure all students have the necessary support to succeed.

3. Preserve Elective Access: Provide students with access to a full elective schedule while also providing instructional support to meet the individual needs of our students.

4. Uniformity: Create uniformity in master schedules across division middle schools and consistency for students and teachers.

These adjustments are designed to better align with the district's mission of preparing students for high school and beyond while supporting their individual academic needs and aspirations.

Source:

School Board of the City of Virginia Beach Policy 6-51: Scheduling for Instruction

Budget Impact:

None

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Middle School Schedule Maximizing Opportunities

Presented by the Department of School Leadership

School Board Workshop
January 14, 2025

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Purpose

- Review components of the current schedule.
- Share guiding questions.
- Discuss action steps.
- Outline recommended changes.
- Share Thrive Time opportunities.
- Provide sample student and teacher schedules.
- Share next steps.

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Current Schedule

Block A/B Schedule

- A class that meets *every other day* throughout the school year.
- The length of the block varies from 100 to 120 minutes.

Bell Schedule

- A class that meets *every day* throughout the school year.
- The length of the bell varies from 47-55 minutes.

Teacher schedule

- Core teachers teach 4 core classes and 1 SOL Lab/Academic Support.
- Elective teachers teach 5 classes.

Student Course Load

- Students take 4 core classes and 2 elective bells.

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Guiding Questions

- Does our current master schedule allow us to maximize our support for English language learners, students with disabilities, academic support and accelerated learners?
- Does our current master schedule provide our students the opportunity to maximize access to elective courses?
- Does our current master schedule allow us to maximize access to higher-level courses and opportunities to earn high school credits?

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Action Steps to Date

- Collaboration with principals.
- Collaboration with key central administration departments.
- Conducted information sessions with middle school teachers to elicit feedback.

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Recommended Changes

- Uniformity of middle school master schedule.





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Recommended Changes

- Addition of Thrive Time





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Potential Thrive Time Opportunities

- Provide SOL Lab and Academic Support.
- Provide Academic Concepts for Students with Disabilities.
- Provide English as a Second Language services (ESL).
- Provide opportunities for Career and Academic Planning.
- Provide opportunities for small-group and pull-out services.

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Consideration for Student Schedules

- Tiered support beyond the core classroom.
- Increase participation in elective classes.
- Maximize opportunities to earn high school credits.

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Grade 6: Sample Student Schedule (SOL Lab)

Current Schedule (24-25 SY)			
Semester 1		**Semester 2**	
Math (A-day)	English (B-day)	Math (A-day)	English (B-day)
HPE			
SOL Lab	Teen Living	Art	Comp. Sol I
Science (A-day)	Soc. Studies (B-day)	Science (A-day)	Soc. Studies (B-day)

Key	Core Class	Elective Class	Thrive Time

Proposed Schedule (25-26 SY)			
Semester 1		**Semester 2**	
Math (A-day)	English (B-day)	Math (A-day)	English (B-day)
Thrive Time ***SOL Lab***			
HPE			
Comp. Sol I	Teen Living	Art	***Comp. Sol II***
Science (A-day)	Soc. Studies (B-day)	Science (A-day)	Soc. Studies (B-day)

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Grade 6: Sample Student Schedule
(ESL Services)

Current Schedule (24-25 SY)			
Semester 1		**Semester 2**	
Math (A-day)	English (B-day)	Math (A-day)	English (B-day)
HPE (Monday, Wednesday, Friday) ***ESL Services (Tuesday and Thursday)***			
Tech. Ed	Teen Living	Art	Comp. Sol I
Science (A-day)	Soc. Studies (B-day)	Science (A-day)	Soc. Studies (B-day)

Key	Core Class	Elective Class	Thrive Time

Proposed Schedule (25-26 SY)			
Semester 1		**Semester 2**	
Math (A-day)	English (B-day)	Math (A-day)	English (B-day)
Thrive Time ***ESL Services***			
HPE			
Tech. Ed	Teen Living	Art	Comp. Sol I
Science (A-day)	Soc. Studies (B-day)	Science (A-day)	Soc. Studies (B-day)

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Grade 7: Sample Student Schedule
(SWD - Academic Concepts)

Current Schedule (24-25 SY)			
Semester 1		**Semester 2**	
Academic Concepts			
HPE			
Math (A-day)	English (B-day)	Math (A-day)	English (B-day)
Science (A-day)	Soc. Studies (B-day)	Science (A-day)	Soc. Studies (B-day)

Key	Core Class	Elective Class	Thrive Time

Proposed Schedule (25-26 SY)			
Semester 1		**Semester 2**	
Digital Input (0.5 HS Credit)		Desktop Multimedia (0.5 HS Credit)	
HPE			
Thrive Time ***Academic Concepts***			
Math (A-day)	English (B-day)	Math (A-day)	English (B-day)
Science (A-day)	Soc. Studies (B-day)	Science (A-day)	Soc. Studies (B-day)

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SUBJECT TO CHANGE

Grade 8: Sample Student Schedule
(Academic Support)

Current Schedule (24-25 SY)			
Semester 1		**Semester 2**	
Math (A-day)	English (B-day)	Math (A-day)	English (B-day)
Science (A-day)	Civics (B-day)	Science (A-day)	Civics (B-day)
Band		***Academic Support***	
Spanish I (1.0 HS Credit)			

Key	Core Class	Elective Class	Thrive Time

Proposed Schedule (25-26 SY)			
Semester 1		**Semester 2**	
Math (A-day)	English (B-day)	Math (A-day)	English (B-day)
Science (A-day)	Civics (B-day)	Science (A-day)	Civics (B-day)
Thrive Time ***Academic Support***			
Band (Yr.)			
Spanish I (1.0 HS Credit)			

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Consideration for Teacher Schedule

- Protecting Professional Learning Communities (PLCs) and daily planning time.
- Providing opportunities for additional support for students.

Sample Teacher Schedule (Grade 7 English)

Day	Block 1	Block 2	Bell 3	Block 4	Bell 5
A-day	Planning	English 7	Lunch (30 min.)	English 7	Thrive Time
B-day	Planning	English 7	Lunch (30 min.)	English 7	Thrive Time

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Sample Teacher Schedule (Grade 7 English)

Day	Block 1	Block 2	Bell 3	Block 4	Bell 5
A-day	English 8	English 7	Lunch (30 min.)	English 7	Planning
B-day	Planning	English 7	Lunch (30 min.)	English 7	Planning

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SUBJECT TO CHANGE

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SUBJECT TO CHANGE

Guiding Questions

- Does the proposed master schedule allow us to maximize our support for English language learners, students with disabilities, academic support and accelerated learners?
- Does the proposed master schedule provide students the opportunity to maximize access to elective courses?
- Does the proposed master schedule allow us to maximize access to higher-level courses and opportunities to earn high school credits?

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Next Steps

- Continue collaborating with principals, school-based teams and key central administration departments on the components of Thrive Time.
- Present for information at the January 28 School Board meeting.
- Present for action at the February 11 School Board meeting.

Questions



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

Section: School Board Organizational Matters **Date:** January 14, 2025

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

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

Recommendation:

That the School Board elect one of its members to serve as Chair for the 2025 calendar year.

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

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

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

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

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

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

Background Summary:
N/A

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

Budget Impact:
N/A

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

Section: School Board Organizational Matters **Date:** January 14, 2025

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): School Board Chair

Recommendation:

That the School Board elect one of its members to serve as Vice Chair for the 2025 calendar year.

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

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

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

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

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

Background Summary:

N/A

Source:

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

Budget Impact:

N/A

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

Section: School Board Organizational Matters **Date: January 14, 2025**

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

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

Recommendation:

That the School Board approve the Superintendent's recommendation to appoint Regina M. Toneatto as Clerk of the School Board and Nina Wadowski as Deputy Clerk of the School Board for the 2025 calendar year.

Background Summary:

N/A

Source:

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

Budget Impact:

N/A

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Schedule of School Board Meetings January 2025 through June 30, 2026 **Item Number:** 7D

Section: School Board Organizational Matters **Date:** January 14, 2025

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): School Board Chair

Recommendation:

That the School Board approve the schedule of regular meetings for a period ending June 30, 2026. Pursuant to School Board Bylaw 1-38 and Standing Rules outlined in Appendix B, meetings of the School Board will generally be held on the second and fourth Tuesday of each month, or on the dates and times designated by the School Board and as thereafter modified. The School Board reserves the right to change the date, time, or location of a previously noticed meeting upon compliance with applicable notice requirements set forth in the Virginia Freedom of Information Act. In person meetings of the School Board will take place in the School Administration Building, 2512 George Mason Dr., Virginia Beach unless otherwise specified by the School Board. The School Board reserves the right to meet at other times, dates, and places upon proper notification to the public.

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

Affirm Balance of SY 2024-25 Schedule of Meetings	Proposed SY 2025-26 Schedule of Meetings
2025 January 14 (Organizational Meeting/Regular Meeting) January 28	**2025** July 8 – Retreat/Abridged Regular Meeting & July 9 - Retreat July 22
February 11 – for presentation of SEON FY2025/26 & CIP FY2025/26 through FY2030/31 **February 18 – Special Meeting - Budget/CIP Workshop*** February 25 - Budget/CIP Workshop/Public Hearing on Budget	August 12 August 26
	September 9 September 23
March 4 – Special Meeting – Budget/CIP Workshop* March 11 - adoption of Budget FY2025/26 & CIP FY2025/26 through FY2030/31 March 25	October 14 October 28
April 8 April 22 *Spring Break (4/14 – 4/18)*	November 10 (2nd Monday/Tuesday November 11, Veteran's Day) November 25 (*day before Thanksgiving Holiday Break)
May 13 May 27 (*day after Memorial Day)	December 9
June 3 – Special Meeting for Superintendent's evaluation June 9 (2nd Monday) June 24 *Graduations (6/10 – 6/14)*	**2026** January 13 (Organizational Meeting/Regular Meeting) January 27
	February 10 – for presentation of SEON FY2026/27 & CIP FY2026/27 through FY2031/32 **February 17 – Special Meeting - Budget/CIP Workshop*** February 24 – Budget/CIP Workshop/Public Hearing on Budget
	March 3 – Special Meeting – Budget/CIP Workshop* March 10 – adoption of Budget FY2026/27 & CIP FY2026/27 through FY2031/32 March 24
	April 14 *Spring Break (April 6-10)* April 28
	May 12 May 26 (*day after Memorial Day)
	June 2 – Special Meeting for Superintendent's evaluation June 8 (2nd Monday) *Graduations (6/9 – 6/13)* June 22
* Budget/CIP Workshop	

Background Summary: The School Board was presented the meeting dates at the December 10, 2024 School Board Meeting during the Administrative, Informal, and Workshop session.

Source:

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

Appendix B

Budget Impact: N/A

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: School Board Recognitions **Item Number:** 8A-B

Section: Student, Employee and Public Awards and Recognitions **Date:** Jan. 14, 2025

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

Prepared by: David Schleck, Public Relations Coordinator

Presenter(s): School Board Vice Chair

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the Jan. 14, 2025, 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. VHSL Class 5 State Cross Country Champions, Ocean Lakes High School
B. VHSL Class 5 State Boys Volleyball Champions, Kellam 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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

Section: Approval of Meeting Minutes **Date:** January 14, 2025

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

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

Recommendation:

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

A. December 10, 2024 Regular School Board Meeting

Background Summary:

N/A

Source:

Bylaw 1-40

Budget Impact:

N/A

School Board Services

Kimberly A. Melnyk, Chair
District 2

Jennifer S. Franklin, Vice Chair
District 2 – Kempsville

Beverly M. Anderson
At-Large

Kathleen J. Brown
District 10

Michael R. Callan
District 6

David Culpepper
District 8

Dr. Alveta J. Green
District 4

Victoria C. Manning
At-Large

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 MINUTES
Tuesday, December 10, 2024

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

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1. ***Swearing-In Ceremony for Newly Elected School Board Members Serving a Four-Year Term Commencing January 1, 2025****:* The School Board gathered in the School Board Room at the School Administration Building #6 at 1:33 p.m. for the swearing-in ceremony. Virginia Beach Circuit Court Chief Deputy, Ms. Tracey Entwisle administered the required oath of office individually for newly elected School Board Members to serve for a term commencing January 1, 2025 through December 31, 2028 as follows:

A. Rose Dwyer, District 1
B. Mark Bohenstiel, District 3
C. Melinda Rogers, District 5
D. Matthew Cummings, District 7
E. Sharon Felton, At Large

The Swearing-In Ceremony ended at 1:44 p.m.

2. ***New Member Reception:*** A reception was held after the Swearing-In Ceremony in Room 113.

3. ***Administrative, Informal, and Workshop:*** Chair Melnyk convened the Administrative, Informal, and Workshop session at 3:30 p.m. on the 10th day of December 2024.

In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Melnyk, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper (arrived at 3:51 p.m.), Dr. Green, Ms. Owens, Ms. Riggs, and Ms. Weems.

The following School Board Member attended via Zoom: Vice Chair Franklin (illness/Virginia Beach). School Board Member, Ms. Manning was not present during the Administrative, Informal, and Workshop Session.

A. School Board Administrative Matters and Reports
   1. Leadership Interest: Chair Melnyk mentioned the January 14, 2025 meeting and the election of the Chair and Vice Chair. Chair Melnyk opened the floor if any School Board Members wanted to express interest in either position. Ms. Weems suggested to remove the topic from future agendas since School Board Members rarely discuss or share interest.
   2. Schedule of Meetings: Remaining FY25 Affirmed; FY26 Proposed: Chair Melnyk stated the information was provided to the School Board Members in their packet of materials. The schedule of meetings will be voted on at the January 14, 2025 meeting. The School Board retreat is scheduled for July 8-9, 2025.

Superintendent Robertson mentioned the possibility of having the School Board meetings on a different day of the week to not conflict with City Council meetings. Chair Melnyk stated currently our meetings are on different days than the formal City Council meetings but are on the same days as their informal sessions.

B. Recovery School Update: Robert B. Jamison, executive director, Office of Student Support Services provided the School Board with an update on the progress of the Region II Recovery School Steering Committee's work. The presentation included responses to questions posed by School Board members, a timeline of the completed tasks, information from the program proposal, and preliminary details for the proposed regional recovery school. The progress previously reported was briefly revisited. The questions from School Board Members from the previous workshop were reviewed. The Regional Steering Committee progress included creating a tentative daily schedule, coordinated with Chesapeake Integrated Behavioral Health (CIBH) for staffing and oversite of clinical staff, created a mandatory drug testing policy statement, and developed an enrollment and application framework. The Regional Steering Committee also outlined a recruitment and marketing plan, received a review from VBCPS legal of potential code and policy waivers which may be required, and developed preliminary Harbor Hope Center first year program costs. The year-one 2025-26 projected expenses (July 1 – June 30) are approximately $709,000 not including transportation costs. The projected annual transportation cost for Virginia Beach is approximately $34,000. An overview was provided regarding funding, grants and a shared funding formula. The steering committee's work in progress items and next steps were reviewed.

The presentation continued with questions and comments regarding the shared funding formula; funds earmarked for recovery school; staffing; salary levels for staff; anticipated number of students and enrollment; rolling admissions; discipline; drug screenings; transportation costs; student selection; marketing plan; academics; and presentation for new School Board Members.

C. Forecast of Regular School Board Meeting Agenda Topics FY25 Third Quarter – January, February, March: Superintendent Roberston reviewed the forecast of agenda topics to be presented at School Board meetings during the third quarter (January, February, March) of the 2024-2025 school year. It was noted the document is a "living" document and subject to change. The January topics include: organizational meeting items, budget process overview, middle school master schedule, Renaissance Academy Alternative Education Program: year-two implementation evaluation, regional recovery school program, focusing on a competitive future, and preliminary operating budget. The February topics include: PreK and Early Childhood, instructional technology/update on AI, Superintendent's estimate of needs for FY 2025-2026 and Capital Improvement Program, budget workshops, Achievable Dream attendance zone expansion, and interim financial statements. The March topics include: ALL In Virginia update, proposed FY 2025-2026 School Operating Budget and Capital Improvement Program, sustainable schools energy and economics, Building Utilization Committee report, interim financial statements, Carl D. Perkins Grant, and Local Special Education Annual Plan – application and report for VDOE.
The was a brief discussion/request regarding adding the topic of the Bayside 6 move to Bayside Middle School.

The School Board recognized Susan Keipe, the school board deputy clerk, who is retiring after 45 years of service.

4. ***Closed Session:*** There was no Closed Session during the Administrative, Informal, and Workshop session.

5. ***School Board Recess:*** Chair Melnyk adjourned the Administrative, Informal, and Workshop session at 4:38 p.m.

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

7. ***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 10th day of December 2024 and thanked the members of the public for joining the meeting in person and online.

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

The following School Board Member attended via Zoom: Vice Chair Franklin (illness/School Administration Building, Room 113) Note: there were times during the meeting in which Vice Chair Franklin was present in the School Board Chamber.

8. ***Moment of Silence followed by the Pledge of Allegiance:*** After the Pledge of Allegiance, the Brandon Middle School Chorus sang the National Anthem.

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

A. VBCPS Librarian of the Year and the Virginia Association of School Librarians "Librarian of the Year" – Great Neck Middle School: The School Board recognized Stephanie Baker as the VBCPS Librarian of the Year and the Virginia Association of School Librarians "Librarian of the Year."

B. Virginia Art Education Elementary Association Art Teacher of the Year – Princess Anne Elementary School: The School Board recognized Meredith Synder as the statewide Art Teacher of the Year.

C. Virginia AHPERD Middle School Teacher of the Year, Secondary Teacher of the Year, Supervisor of the Year–Princess Anne Middle School, Tallwood High School, DTAL K-12 Programs: The Virginia Association for Health, Physical Education, Recreation and Dance gave awards for excellence in health and physical education. The School Board recognized the following teachers/staff: Michelle Shoffstall, from Princess Anne Middle School, was awarded Middle School Teacher of the Year, Lori Morris-Platte, from Tallwood High School, was awarded Secondary Teacher of the Year, and Lei Dunn, from Department of Teaching and Learning, was awarded Supervisor of the Year.

D. Multiple Schools – Virginia Department of Education Purple Star Designation: The VDOE and the Virginia Council on the Interstate Compact on the Educational Opportunity for Military Children recognized 24 VBCPS "Purple Star" schools for demonstrating their commitment to meeting the needs of military-connected students and their families. The School Board recognized the following "Purple Star" schools: Bayside High School, Brandon Middle School, College Park Elementary School, Corporate Landing Elementary School, Corporate Landing Middle School, First Colonial High School, Floyd E. Kellam High School, Great Neck Middle School, Hermitage Elementary School, Kempsville High School, Kingston Elementary School, Landstown Middle School, Linkhorn Park Elementary School, Malibu Elementary School, New Castle Elementary School, North Landing Elementary School, Princess Anne Elementary School, Princess Anne High School, Salem Elementary School, Shelton Park Elementary School, Virginia Beach Middle School, W.T. Cooke Elementary School, Windsor Wood Elementary School, and Woodstock Elementary School.

10. ***Adoption of the Agenda:*** Chair Melnyk called for any modifications to the agenda as presented. Dr. Green requested to reorder the items under Action and move the Legislative Agenda before the policies. The order would be Item #15B – Legislative Agenda and Item #15C1-5 – Policy Review Committee (PRC) recommendations.

Mr. Callan made a motion to move the Legislative Agenda to Information. The motion was seconded by Ms. Manning. There was a brief discussion regarding the motion; clarification on the motion; and possibility to vote on the Legislative Agenda later in the meeting. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were six (6) ayes in favor of the motion to move the Legislative Agenda to Information: Vice Chair Franklin, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, and Ms. Weems. There were five (5) nays opposed to the motion to move the Legislative Agenda to Information: Chair Melnyk, Ms. Anderson, Dr. Green, Ms. Owens, and Ms. Riggs. The motion passed, 6-5-0.

The Legislative Agenda was added as Item #15E under Information.

There was a brief discussion regarding the Legislative Agenda topic; adding the topic to Action after the discussion; Action Item #18D – Book Content Committee; Bylaw 1-32; amendment to Policy 6-65 (D); timeline; change and amend policy; suspending bylaw; voting requirements; Bylaw 1-32 (C3); make adjustments for LMS; point of order – discussing the adoption of agenda not the topic of the Book Content Committee; clarification on the changes to the agenda. The change to the agenda is the addition of Information Item #15E – Legislative Agenda.

Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eight (8) ayes to approve the agenda as amended: Chair Melnyk, Vice Chair Franklin, Mr. Callan, Mr. Culpepper, Dr. Green, Ms. Manning, Ms. Owens, and Ms. Weems. There were three (3) nays opposed to approve the agenda as amended: Ms. Anderson, Ms. Brown, and Ms. Riggs. The adoption of the agenda as amended passed, 8-3-0.

11. ***Superintendent's Report*** *(second monthly meeting)* ***and recognitions*** *(first and second monthly meetings):* There was no Superintendent's Report presented at the meeting.

Administrative Recognition: Superintendent Robertson introduced the following appointment, which was approved at the November 26, 2024 School Board meeting: Tiffany L. Jacobs, grants manager, as director of budget for the Department of Budget and Finance.

12. ***Approval of Meeting Minutes***

A. November 26, 2024 Regular School Board Meeting: Chair Melnyk called for any modifications to the November 26, 2024, regular School Board meeting minutes as presented. Hearing none, Chair Melnyk called for a motion to approve the November 26, 2024, minutes as presented. Ms. Riggs made the motion, seconded by Mr. Callan. 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 November 26, 2024, meeting minutes as presented. The motion passed unanimously, 11-0-0.

13. ***Public Hearing on FY2025/26 School Operating Budget and FY2025/26 through FY2030/31 Capital Improvement Program:*** There was one (1) in-person speaker. The topics included taxpayer funds; fiscal responsibility; no tax increases; sole source contracts; federal funding; review of current programs; priority for education; and salaries for bus drivers, food service workers, and custodians.

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

There were ten (10) in-person speakers. The topics included cell phone policy; acceptable use of cell phones; how to implement policy; use of cell phones during One Lunch; thank you to outgoing School Board Members for service; LMS, books to review, workload; discipline of students; moral compass; National Chaplain Program; swearing-in ceremony; budget; explicit materials; book content committee; bullying; and School Board Members leaving.

The Public Comments concluded at 7:06 p.m.

15. ***Information***

A. Policy Review Committee (PRC) Recommendations: Recommended that the School board review Policy Review Committee (PRC) recommendations regarding the amendment of certain policies as recommended by the PRC at its November 21, 2024 meeting. Kamala Lannetti, school board attorney, presented the following:
   1. Policy 6-33/Special Education: The PRC recommends making changes that align with current practices in identifying and evaluating students for special education services, removing the Editor's Notes, and adding referenced documents in the Editor's Notes to the Related Links.
   2. Policy 6-63/Copyrighted Materials: The PRC recommends minor scrivener's changes and adding language that aligns with recent changes to other policies.
   3. Policy 6-72/Student Evaluation and Grading: The PRC recommends minor scrivener's changes and removing the reference to the 2017-18 school year.

B. College Coursework and Readiness Assessments: Robert A. Veigel, research specialist, Office of Planning, Innovation, and Accountability, provided the School Board information on College Coursework and Readiness Assessments. Students in Virginia Beach City Public Schools (VBCPS) have the opportunity to participate in various Advanced Placement (AP) courses and have the potential to earn college credit if they receive a score of 3 or higher on their AP exam. Students in VBCPS also participate in the PSAT/NMSQT assessment in eleventh grade and may elect to take the SAT assessment. Participation and performance data for AP exams and the PSAT/NMSQT and SAT assessments were reviewed based on data released by the College Board. Data for student groups and for the state and nation were also included.

The summary of data/information is as follows, AP exam participation increased slightly and PSAT participation decreased, participation on the SAT decreased slightly, 66% of AP exam scores were 3 or higher, 57% of students met the ERW (evidence-based reading and writing) and 31% met the math benchmark on the PSAT, 86% of students met the ERW and 56% met the math benchmark on the SAT. Compared to prior year, overall percentage of students scoring a 3 or higher on an AP exam, meeting the benchmarks on the SAT, and meeting the math benchmark on the PSAT increased. The percentage of Black and Hispanic students in VBCPS who met ERW and math SAT benchmarks increased and percentages were higher than Virginia, and AP exam participation and performance increased for all student groups.

The presentation continued with questions and comments regarding AP scoring and benchmarks; PSAT participation, offering to students in 10th and 11th grade; reasons for lower scores, other pathways (enrolled, employed, enlisted); comparison data between AP score and grade in class; Dual Enrollment, AP classes; advance course opportunities, rigor of courses; percentage of students taking AP exams; number of AP courses offered; and increase enrollment in AP classes and increase AP test scores.

C. Academic and Career Planning Update: Robert B. Jamison, executive director, and Ann M. Chowns, coordinator, from the Office of Student Support Services presented the School Board information regarding how Virginia Beach City Public Schools organizes and implements the academic and career planning (ACP) process for all students in grades K-12. The presentation included a definition for academic and career planning, a review of data, an overview of the ACP student experiences, and an outline of ACP events schedule for the 2024-25 school year.

The Academic and Career Planning summary included the following information, at each level, students are provided opportunities to deepen their awareness of the connections between their interests and careers, participate in activities to help them pursue post-secondary goals, course selection is an important part – it allows students to connect their interests and post-secondary goals with courses offered in VBCPS, and school based and division wide events are hosted throughout the year giving students exposure to opportunities available to them in middle and high school and after graduation.

The presentation continued with questions and comments regarding what EOS is the abbreviation for – equal opportunity survey and number of opportunities offered to students.

D. Canvas: Year-Two Comprehensive Evaluation: Allison M. Bock, Ph.D., program evaluation specialist, Office of Planning, Innovation, and Accountability, provided the School Board the Canvas: Year-Two Comprehensive Evaluation Report and the administration's recommendations. Canvas is a Learning Management System (LMS) adopted by the Virginia Department of Education (VDOE) in 2020-2021 to deliver educational content to students online. The VDOE offered Canvas to school divisions at no cost. In addition, Mastery Connect is an application that is integrated within Canvas to assess student learning in a variety of ways. Following a pilot of Canvas with seven schools in Virginia Beach during the 2021-2022 school year, all schools were expected to use Canvas during the 2022-2023 and 2023-2024 school years with students in grades 3 through 12.

Data was reviewed from the evaluation which focused on the instructional and assessment components of Canvas, data management and integration processes, professional learning, parent access, progress toward meeting outcome goals, stakeholder satisfaction, and cost to the division. The following recommendations were reviewed: Recommendation #1 – continue Canvas with modifications noted in recommendations 2 through 4, Recommendation #2 – continue to encourage fourth- and fifth-grade teachers to expose students to Canvas to prepare for more regular use as they progress to higher grade levels, Recommendation #3 – continue to encourage teachers to use Canvas for collaboration by providing examples of how other teachers across the division are successfully collaborating using Canvas, and Recommendation #4 – continue to provide support to secondary classroom teachers and ITSs for issues related to the grade passback process between Canvas and Synergy to ensure the process is efficient and accurate for teachers.

Sharon Shewbridge, Ph.D., director of instructional technology, provided the administration's response to the recommendations. The administration concurred with the recommendations from the program evaluation. Recommendation #1 – continue to implement Canvas as the learning management system, Recommendation #2 – continue to highlight opportunities to leverage Canvas, when appropriate, for fourth- and fifth-grade students, Recommendation #3 – continue to train coaches on the available resources in Canvas to support teacher collaboration and planning, and Recommendation #4 – continue to support the grade passback process in partnership with the Department of Technology.

The presentation continued with questions and comments regarding funding for program; VDOE covering costs; use of system – parent awareness, feedback on assignments, assignment due dates, managing and tracking work, tool for communicating; teacher satisfaction; Canvas implementation cost and savings; and administration satisfaction.

E. Legislative Agenda: Note, item was added during the Adoption of the Agenda. See Agenda Item #8.
Joel Andrus, legislative consultant was present for discussion regarding the legislative agenda. The topics discussed were assessment reform, SOL tests, accreditation, new assessment system, SOL tests for verified credits; performance assessments; Department of Education; accreditation and accountability; concerns regarding growth measures, mastery and growth; common benchmarks; and local data.

Vice Chair Franklin made a motion to move the topic of the Legislative Agenda from Information to Action. Ms. Riggs seconded the motion. A discussion followed regarding the district having a legislative plan; complexity of SOL topic; advocacy; number of votes required to have Legislative Agenda to pass under Action, majority vote needed; General Assembly going into session in January; testing to a high level of performance (mastery); the Legislative Agenda as a starting point, to start a discussion; in favor of bringing the topic to Action; upcoming Legislative Breakfast; need for the Legislative Committee to meet earlier, not wait until the Fall, and provide regular updates to the School Board; and SOL reform.

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 move the topic of the Legislative Agenda from Information to Action. The motion passed unanimously, 11-0-0.

16. Return to public comments if needed: As noted under Agenda Item #14, the Public Comments concluded at 7:06 p.m.

17. Consent Agenda: Chair Melnyk read the following items on the Consent Agenda:

A. Resolution: National Mentoring Month: Recommended the School Board approve a resolution recognizing National Mentoring Month.

B. Resolutions for School Board Members: Recommended the School Board approve the Resolutions honoring the following School Board Members who are completing their terms of office on December 31, 2024: Trenace B. Riggs, School Board Member District 1; Jennifer Franklin, School Board Member District 2 – Kempsville; Jessica L. Owens School Board Member District 3 – Rose Hall; Beverly M. Anderson, School Board Member At-Large; and, Victoria Manning, School Board Member At-Large.

1. Beverly M. Anderson
2. Jennifer S. Franklin
3. Victoria C. Manning
4. Jessica L. Owens
5. Trenace B. Riggs

After reading the items on the Consent Agenda, Chair Melnyk asked if there were any objections to voting on the Consent Agenda as presented. Hearing none, Chair Melnyk called for a motion to approve the Consent Agenda as presented. Ms. Riggs made the motion, seconded by Mr. Callan. Dr. Green read the following resolution:

RESOLUTION
National Mentoring Month
January 2025

WHEREAS, January 2025 will mark the 23rd anniversary of National Mentoring Month, an opportunity to focus attention on the need for mentors as well as how each of us can work together to increase the number of mentors to help ensure positive outcomes for our young people; and

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

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

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

WHEREAS, the annual African American Male Summit on Jan. 25, 2025, hosted by Green Run High School, is an example of mentorship that promotes healthy relationships and communication, positive self-esteem, emotional well-being, and growth of our young men and their relationships with adults both in our division and throughout the community; and

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of January 2025 as National Mentoring Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourage citizens to celebrate, elevate and encourage mentoring across Virgnia 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 10th day of December, 2024.

DRAFT

Chair Melnyk read the following resolutions:

RESOLUTION
BEVERLY M. ANDERSON
SCHOOL BOARD MEMBER AT-LARGE

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

WHEREAS, through the governance and oversight of the School Board of the City of Virginia Beach and the leadership of the Superintendent and staff, Virginia Beach City Public Schools is a world-class School Division that continually strives to chart the course for our students. School Board Members have vital roles in preparing Virginia Beach City Public School students to be future leaders in our community and the world and work tirelessly to address those needs; and

WHEREAS, Beverly M. Anderson has served with high distinction and outstanding dedication on the School Board of the City of Virginia Beach, Virginia, as School Board Member from January 1, 2013, through December 31, 2024. Ms. Anderson served as School Board Chair from January 1, 2017, through December 2019; and

WHEREAS, prior to her career tenure as a School Board Member, Ms. Anderson served a thirty-year career as a public school teacher which allowed her to bring unique perspectives to her work on the School Board and her advocacy for educators and military connected families; and

WHEREAS, Ms. Anderson represented the School Board on numerous committees and boards including Governance, Policy Review, Planning and Performance Monitoring, Building Utilization, Student Discipline and Virginia Beach Sister Cities; and

NOW THEREFORE, be it Resolved: That the School Board of the City of Virginia Beach commends and extends its grateful appreciation to Beverly M. Anderson, School Board Member At-Large, for a job well done; and be it

Further Resolved: That a copy of this Resolution be spread across the official minutes of this School Board; and be it

Finally Resolved: That this original resolution be presented to Beverly M. Anderson, School Board Member At-Large, in recognition of her service.

This Resolution is to be adopted by the School Board of the City of Virginia Beach this 10th day of December 2024.

RESOLUTION
JENNIFER S. FRANKLIN
SCHOOL BOARD MEMBER DISTRICT 2 – KEMPSVILLE

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

WHEREAS, through the governance and oversight of the School Board of the City of Virginia Beach and the leadership of the Superintendent and staff, Virginia Beach City Public Schools is a world-class School Division that continually strives to chart the course for our students. School Board Members have vital roles in preparing Virginia Beach City Public School students to be future leaders in our community and the world and work tirelessly to address those needs; and

WHEREAS, Jennifer S. Franklin has served with high distinction and outstanding dedication on the School Board of the City of Virginia Beach, Virginia, as School Board Member District 2 – Kempsville from January 1, 2021, through December 31, 2024; Ms. Franklin served as the Vice Chair of the School Board from January – December 2024; and

WHEREAS, as a School Board Member, Ms. Franklin brought her unique perspective as a former military member and private business professional to her service on the School Board. Ms. Franklin has consistently championed for the rights of students, the importance of trade and alternative educational programs, as well as military service; and

WHEREAS, Ms. Franklin represented the School Board on numerous committees and boards including Audit, Gifted Advisory, the Green Run Collegiate Board and Student Discipline; and

NOW THEREFORE, be it Resolved: That the School Board of the City of Virginia Beach commends and extends its grateful appreciation to Jennifer S. Franklin, School Board Member District 2 – Kempsville, for a job well done; and be it

Further Resolved: That a copy of this Resolution be spread across the official minutes of this School Board; and be it

Finally Resolved: That this original resolution be presented to Jennifer S. Franklin, School Board Member District 2 – Kempsville, in recognition of her service.

This Resolution is to be adopted by the School Board of the City of Virginia Beach this 10th day of December 2024.

Ms. Weems read the following resolution:

RESOLUTION
VICTORIA C. MANNING
SCHOOL BOARD MEMBER AT-LARGE

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

WHEREAS, through the governance and oversight of the School Board of the City of Virginia Beach and the leadership of the Superintendent and staff, Virginia Beach City Public Schools is a world-class School Division that continually strives to chart the course for our students. School Board Members have vital roles in preparing Virginia Beach City Public School students to be future leaders in our community and the world and work tirelessly to address those needs; and

WHEREAS, Victoria C. Manning has served with high distinction and outstanding dedication on the School Board of the City of Virginia Beach, Virginia, as School Board Member from January 1, 2017, through December 31, 2024; and

WHEREAS, throughout her tenure on the School Board, Ms. Manning has been a tireless advocate for student excellence, respect for parental rights, responsible business practices, and compliance with law and regulation; and

WHEREAS, Ms. Manning has served on many School Board Committees such as Student Discipline, Policy Review, Legislative, School Health Advisory Board, and Long-Range Facilities Planning; and

NOW THEREFORE, be it Resolved: That the School Board of the City of Virginia Beach commends and extends its grateful appreciation to Victoria C. Manning, School Board Member At-Large, for a job well done; and be it

Further Resolved: That a copy of this Resolution be spread across the official minutes of this School Board; and be it

Finally Resolved: That this original resolution be presented to Victoria C. Manning, School Board Member At-Large, in recognition of her service.

This Resolution is to be adopted by the School Board of the City of Virginia Beach this 10th day of December 2024.

Chair Melnyk read the following resolutions:

RESOLUTION
JESSICA L. OWENS
SCHOOL BOARD MEMBER DISTRICT 3 – ROSE HALL

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

WHEREAS, through the governance and oversight of the School Board of the City of Virginia Beach and the leadership of the Superintendent and staff, Virginia Beach City Public Schools is a world-class School Division that continually strives to chart the course for our students. School Board Members have vital roles in preparing Virginia Beach City Public School students to be future leaders in our community and the world and work tirelessly to address those needs; and

WHEREAS, Jessica L. Owens has served with high distinction and outstanding dedication on the School Board of the City of Virginia Beach, Virginia, as School Board Member District 3 – Rose Hall from May 2019 through December 31, 2024; and

WHEREAS, as a School Board Member, Ms. Owens brought her unique perspective as a social work and child protective services professional to her service on the School Board. Ms. Owens has consistently championed the mental health, parenting and social needs for students and their families; and

WHEREAS, Ms. Owens represented the School Board on numerous committees and boards including Audit, Governance, Policy Review, Superintendent's Mental Health, Equity Council and Student Discipline; and

NOW THEREFORE, be it Resolved: That the School Board of the City of Virginia Beach commends and extends its grateful appreciation to Jessica L. Owens, School Board Member District 3 – Rose Hall, for a job well done; and be it

Further Resolved: That a copy of this Resolution be spread across the official minutes of this School Board; and be it

Finally Resolved: That this original resolution be presented to Jessica L. Owens, School Board Member District 3 – Rose Hall, in recognition of her service.

This Resolution is to be adopted by the School Board of the City of Virginia Beach this 10th day of December 2024.

RESOLUTION
TRENACE B. RIGGS
SCHOOL BOARD MEMBER DISTRICT 1 – CENTERVILLE

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

WHEREAS, through the governance and oversight of the School Board of the City of Virginia Beach and the leadership of the Superintendent and staff, Virginia Beach City Public Schools is a world-class School Division that continually strives to chart the course for our students. School Board Members have vital roles in preparing Virginia Beach City Public School students to be future leaders in our community and the world and work tirelessly to address those needs; and

WHEREAS, Trenace B. Riggs has served with high distinction and outstanding dedication on the School Board of the City of Virginia Beach, Virginia, as School Board Member District 1 – Centerville from January 1, 2017, through December 31, 2024; Ms. Riggs served as School Board Chair from January 1, 2023, through December 2023; and

WHEREAS, prior to her tenure as a School Board Member, Ms. Riggs served a thirty-year career as a public school teacher and then served as the president of the Virginia Beach Education Association. Ms. Riggs used her professional teaching experience to advocate for the rights of school employees and to ensure that students received excellent educational experiences; and
WHEREAS, Ms. Riggs represented the School Board on numerous committees and boards including Audit, Governance, Policy Review, Legislative, Student Discipline, Virginia School Board Association Delegate, and Virginia Beach Sister Cities Association; and

NOW THEREFORE, be it Resolved: That the School Board of the City of Virginia Beach commends and extends its grateful appreciation to Trenace B. Riggs, School Board Member District 1 – Centerville, for a job well done; and be it

Further Resolved: That a copy of this Resolution be spread across the official minutes of this School Board; and be it

Finally Resolved: That this original resolution be presented to Trenace B. Riggs, School Board Member District 1 – Centerville, in recognition of her service.

This Resolution is to be adopted by the School Board of the City of Virginia Beach this 10th day of December 2024.

Note: Each of the outgoing School Board Members shared a few words and reflections after their resolutions were presented.

After the resolutions were read, 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.

18. ***Action***

A. Personnel Report / Administrative Appointments: Chair Melnyk called for a motion to approve the December 10, 2024, personnel report and administrative appointments. Ms. Owens made the motion, seconded by

Ms. Brown, that the School Board approve the appointments, and the acceptance of the resignations, retirements and other employment actions as listed on the December 10, 2024, personnel report along with the administrative appointment 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 December 10, 2024, personnel report along with the administrative appointment as recommended by the Superintendent. The motion passed unanimously, 11-0-0.

Superintendent Robertson mentioned the following appointment: Casey L. Conger, coordinator, health and physical education, Department of Teaching and Learning, as the principal of Creeds Elementary School.

B. Policy Review Committee (PRC) Recommendations: Recommended that the School Board rescind Policy 3-65 as recommended by the Policy Review Committee, approve Policy 5-52 as amended by the School Board on November 26, 2024 and that the School Board approve Regulation 5-52.1.

1. Policy 5-52/Cell Phone-Free Education – cellular phones and personal electronic communication devices – student use: The PRC recommends adopting the policy.
Chair Melnyk called for a motion to approve Policy 5-52/Cell Phone-Free Education – cellular phones and personal electronic communication devices. Vice Chair Franklin made the motion, seconded by Ms. Anderson. Kamala H. Lannetti, school board attorney, reviewed Policy 5-52. There was a discussion regarding what the vote was for; vote for Policy 5-52 then Regulation 5-52.1, which is the supporting regulation, delete Policy 3-65, voting on three items; Ms. Brown, chair of the Policy Review Committee, provided additional information/clarification; Ms. Lannetti read Policy 5-52; mention of Regulation 5-52.1 and the Superintendent and designees developing regulations.

   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 Policy 5-52. The motion passed unanimously, 11-0-0.

2. Regulation 5-52.1/Cellular phones and personal electronic communication devices – limitation on use:
The School Board determined the School Board would approve Regulation 5-52.1.
Chair Melnyk called for a motion to approve Regulation 5-52.1/Cellular phones and personal electronic communication devices. Ms. Owens made the motion, seconded by Ms. Riggs. Kamala H. Lannetti, school board attorney, provided an overview of the regulation, read and reviewed various sections, Section A.2. – Definitions – Instructional Time and Section C.2. – High School students may use personal electronic communication devices during their designated lunch period.

   Ms. Weems made a substitute motion with the following changes: under Section A.2. – Definitions – Instructional Time, to include "*Lunch times for elementary, middle, and high school students,…"* and under Section C. – Student use of personal electronic communication devices – non instructional time or special events, the removal of Item #2 – High School students may use personal electronic communication devices during their designated lunch period, then renumbering remaining items; move to adopt the Regulation 5-52.1 as amended. Mr. Callan seconded the substitute motion.

   A discussion followed regarding the substitute motion; topic discussed during the PRC meeting; bell-to-bell cell phone-free; discipline issues with cell phones; consistency with cell phone policy; using cell phones during lunch; preparing students to be responsible using cell phones; enforcement of policy; high school students having cell phone for receiving work information, extra-curricula information, and contacting parents; cell phone research and impact on students, academic performance, and mental health; administration supports bell-to-bell, challenge to implement policy change mid-year, creating a regulation to implement with the policy, help students regulate and management themselves, and referrals.

Without further discussion, Chair Melnyk called for a vote on Ms. Weems substitute motion. The School Board Clerk announced there were four (4) ayes in favor of the substitute motion: Ms. Brown, Mr. Culpepper, Ms. Manning, and Ms. Weems. There were seven (7) nays opposed to the substitute motion: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Mr. Callan, Dr. Green, Ms. Owens, and Ms. Riggs. The substitute motion did not pass, 4-7-0.

Before voting on the original motion to approve Regulation 5-52.1, there was a brief discussion regarding the School Board having future discussions on cell phone-free use from bell-to-bell. 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 Regulation 5-52.1 (as originally presented). The motion passed unanimously, 11-0-0.

3. Policy 3-65/Security of Building and Grounds: cellular phones and other portable telecommunications devices: The PRC recommends deleting this policy and replacing it with Policy 5-52 Cell Phone-Free Education – cellular phones and personal electronic communication devices –student use.
Chair Melnyk called for a motion to delete Policy 3-65/Security of Building and Grounds: cellular phones and other portable telecommunications devices. Ms. Owens made the motion, seconded by Ms. Manning. There was a brief discussion for clarity regarding the motion and Ms. Lannetti, school board attorney provided an explanation. 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 delete Policy 3-65. The motion passed unanimously, 11-0-0.

C. Book Content Committee: Kamala H. Lannetti, school board attorney, provided an overview of the intent regarding amending Policy 6-65/Library Media Centers/Professional Libraries/Content Committee; the addition of word "*incoming"* to Section D. Content Committee, to align elementary schools with the same procedures as secondary schools to review only incoming book for explicit content; in order to amend the policy, need to suspend a portion of Bylaw 1-32 (C)(3) to have a majority vote instead of "*… an affirmative vote of seven of the School Board Members if there are eleven School Board Members present at the meeting*". After the explanation, Chair Melnyk called for a motion to approve the Book Content Committee suspension of Bylaw 1-32 (C) (3). Vice Chair Franklin made the motion, seconded by Ms. Riggs.

Ms. Lannetti, school board attorney, mentioned there was an amendment to the motion, the incorrect Bylaw was noted, it should be Bylaw 1-30 (B) – Suspension of a Bylaw; through Bylaw 1-30 (B), you are requesting to suspend the portion of Bylaw 1-32 (C)(3) for the seven person vote. A discussion followed regarding 24-hour notice to School Board Members about the change; the need for seven votes, cannot support suspension of Bylaw 1-30; and need for consistency in the process. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were two (2) ayes in favor of the motion to suspend Bylaw 1-30: Ms. Anderson and Ms. Riggs. There were nine (9) nays opposed to suspend Bylaw 1-30: Chair Melnyk, Vice Chair Franklin, Ms. Brown, Mr. Callan, Mr. Culpepper, Dr. Green, Ms. Manning, Ms. Owens, and Ms. Weems. The motion did not pass, 2-9-0.

There was a motion to Amend Policy 6-65 made by Vice Chair Franklin and seconded by Ms. Anderson. A discussion followed regarding the intent of the change; timeline to complete the task of reviewing books in the elementary schools; some Library Media Specialist overwhelmed by process; options to change deadline, to change policy, remove deadline; timeline is in the regulation; implementing policy; developing a process to review books, overview of development of timeline, need for a deadline; assessing where elementary schools are in the task; updates from content committee; false information on social media; two different topics – workload and changing policy; and June 1st deadline to complete task. After the discussion, Vice Chair Franklin withdrew the motion and Ms. Anderson concurred.

D. Legislative Agenda: Chair Melnyk called for a motion to approve the Legislative Agenda as presented.

Ms. Anderson made the motion, seconded by Mr. Culpepper. 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 Legislative Agenda as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Culpepper, Dr. Green, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. There was one (1) nay opposed to the motion to approve the Legislative Agenda as presented: Mr. Callan. The motion passed, 10-1-0.

19. ***Committee, Organization or Board Reports:*** Ms. Anderson mentioned the Sister Cities Student Ambassador application is due by January 31, information is on the Scholarship Central website and the school counselors also have information.

20. ***Return to Administrative, Informal, Workshop or* Closed Session *matters:*** There were no administrative, informal, workshop or Closed Session matters.

21. ***Adjournment:*** Chair Melnyk wished everyone a happy holiday. The meeting adjourned at 10:26 p.m.

Respectfully submitted:

_____

Regina M. Toneatto, Clerk of the School Board

Approved:

_____

School Board Chair

DRAFT

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Sustainable Schools **Item Number:** 13A

Section: Information **Date:** January 14, 2025

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

Prepared by: J. Ryan Hersey, Sustainability Officer, Facilities Services
Melisa A. Ingram, Executive Director, Facilities Services

Presenter(s): J. Ryan Hersey, Sustainability Officer, Facilities Services

Recommendation:

That the School Board receive an update on the Sustainable Schools Committee, considering initiatives, goals, partnerships, and student connections.

Background Summary:

School Board Policy 3-67, Environmentally Sustainable Practices, was adopted in 2009. Policy 3-67 focuses on providing a healthful learning environment while reducing emissions, protecting, conserving, and enhancing the nation's environmental resources while providing long-term savings to taxpayers through lower operating costs. The Sustainable Schools Committee supports the objectives of this policy throughout the School Division, using the principles of environmental, economic, and social stewardship.

Source:

School Board Policy 3-67

Budget Impact:

N/A

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SUBJECT TO CHANGE

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

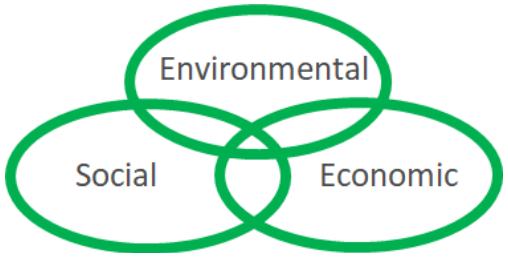
Sustainable Schools

School Board Meeting

January 14, 2025

The Department of School Division Services
Office of Facilities Services

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SUBJECT TO CHANGE



Compass to 2025 Strategic Framework

Goals ☑

Partnerships ☑

GOAL 1:



EDUCATIONAL EXCELLENCE

Challenge and support **ALL STUDENTS** to excel in foundational literacies, core knowledge, and life skills

HOW WE MEASURE SUCCESS:

All students meeting or exceeding academic standards and demonstrating attributes in the Graduate Profile



GOAL 3: STUDENT OWNERSHIP

ALL STUDENTS make decisions throughout the learning process to help them find their passion and design their future

HOW WE MEASURE SUCCESS:

Increased number of engaged students graduating with an actionable plan for the future



MUTUALLY SUPPORTIVE

GOAL 5: PARTNERSHIPS

Make and build connections to support all students before and after graduation

HOW WE MEASURE SUCCESS:

Robust and growing relationships that support student learning and promote family empowerment



EFFECTIVE AND EFFICIENT

GOAL 6: OPERATIONS

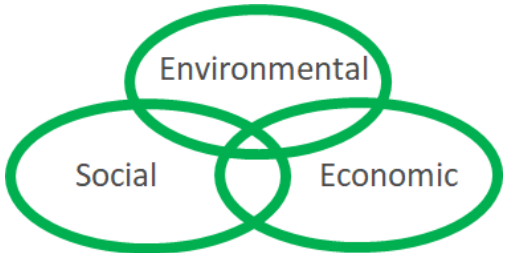
Effective and efficient use of resources to support the division's vision, mission, and strategic goals

HOW WE MEASURE SUCCESS:

The efficient and equitable use of division resources

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SUBJECT TO CHANGE

Sustainable Schools Committee



Goals ☑ 1, 3, 5, & 6

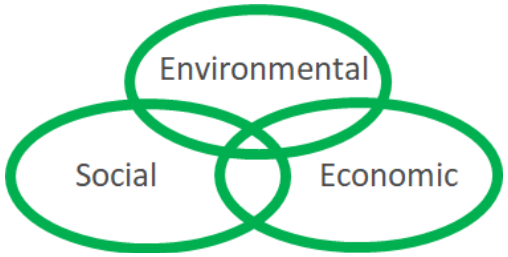
Partnerships ☑

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Proposed Sustainable Schools Committee Make-up		
Department	**Proposed Team Member**	**Title**
Department of Teaching and Learning	Bridget Mariano	Coordinator K-12 Programs & Grants
Office of Custodial and Distribution Services	Adriene Hill	Assistant Director
Demographics and Planning	Ron Berkebile	Demographer/GIS Manager
Office of Food Services	Rachel Amato	Assistant Director
Virginia Beach Park and Landscape Services	Kevin Bennington	Park and Landscape Services Operations Coordinator
Department of Communications and Community Engagement	Jason Nichol	Public Relations Coordinator II
Department of Budget and Finance	Dave LePock	Risk Manager
Office of Maintenance Services	Trevor Vuono	Energy Manager
Office of Maintenance Services	Mike Shugrue	Assistant Director, Mechanical Systems
Department of Technology	Suzie Boyce	Webmaster
Office of Transportation and Fleet Management Services	Phil Noteboom	Fleet Manager
Office of Planning, Innovation, and Accountability	Lisa Banicky	Executive Director of Planning, Innovation, and Accountability

RE-ESTABLISHED MAY 2024

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SUBJECT TO CHANGE



The Great Outdoors Learning Project

Goals ☑ 3, 5, & 6

Partnerships ☑ **Students**, Admin, DTAL, Parks & Rec

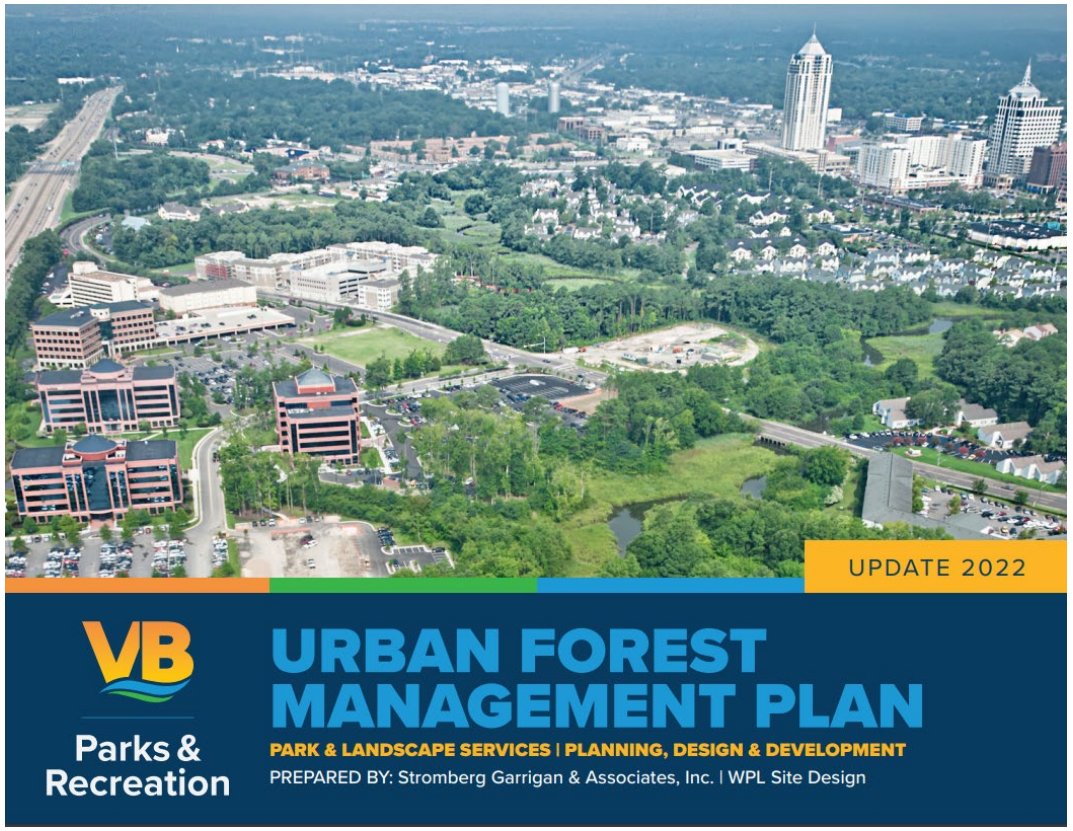
Brookwood Elementary

Corporate Landing Elementary

Corporate Landing Middle

Plaza Middle

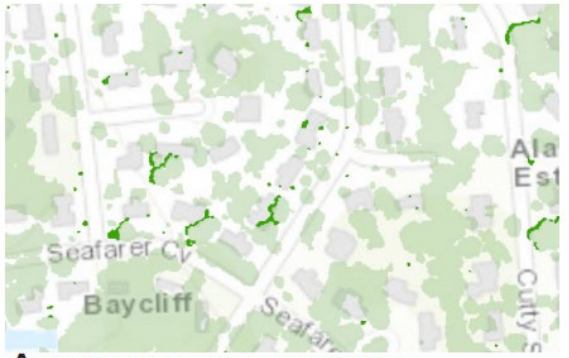
Thalia Elementary



Mapping Gain & Loss

Enlarged Plan North

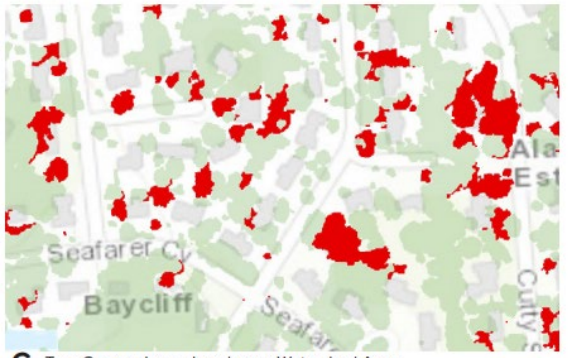
Enlarged Plan South



A Tree Canopy Gain - Lynnhaven Watershed Area



B Tree Canopy Gain - Southern Rivers Watershed Area

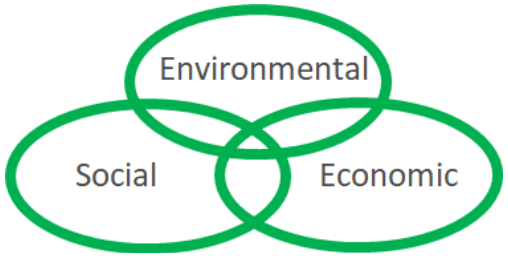


C Tree Canopy Loss - Lynnhaven Watershed Area



D Tree Canopy Loss - Southern Rivers Watershed Area

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Great Outdoor Learning Project:
Arbor Day Celebrations



Goals ☑ 3, 5, & 6

Partnerships ☑ **Students**, Admin, DTAL, Parks & Rec, School Board, City Council, Arborist

Brookwood Elementary, Corporate Landing Elementary

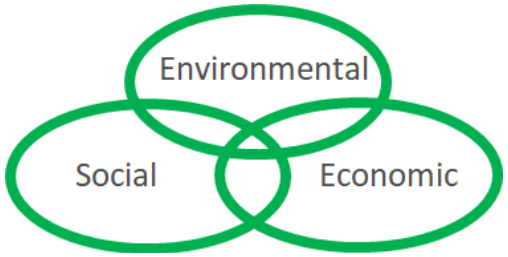
Corporate Landing Middle, Plaza Middle, & Thalia Elementary







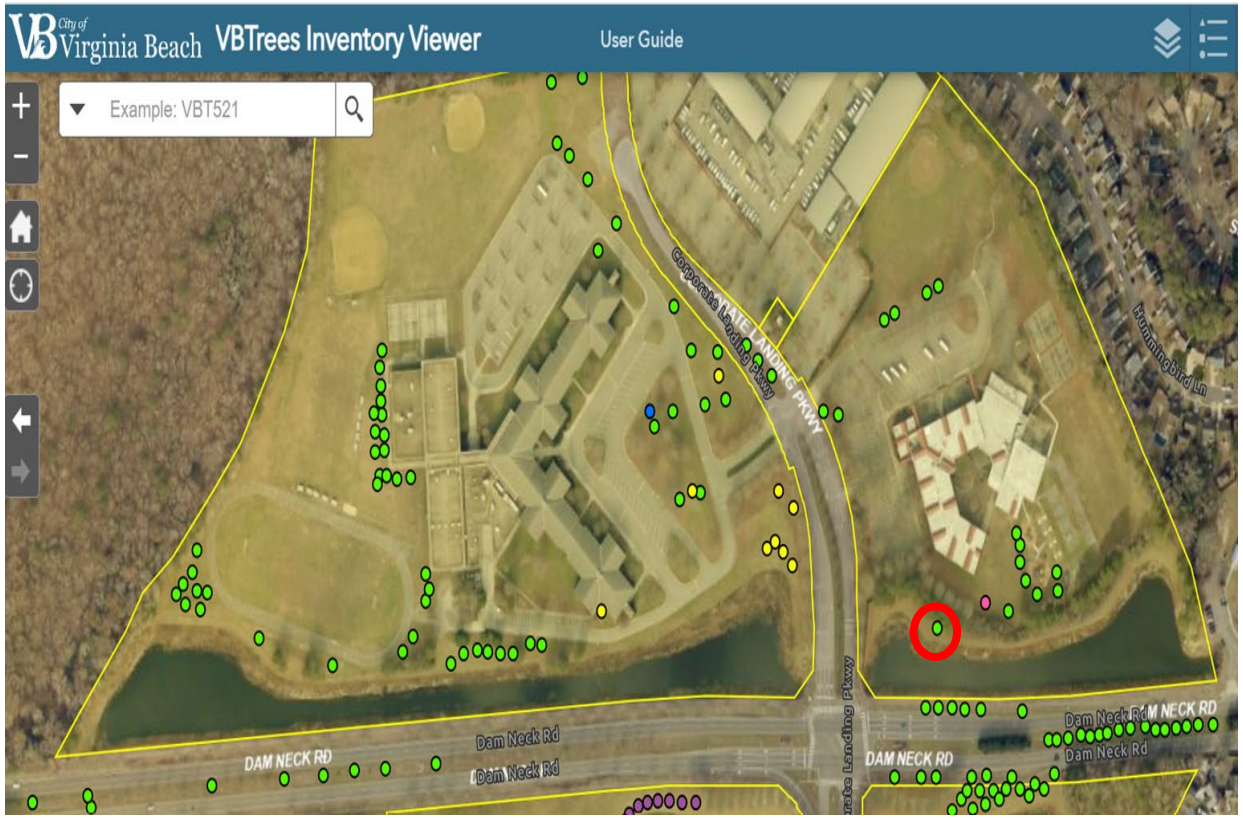
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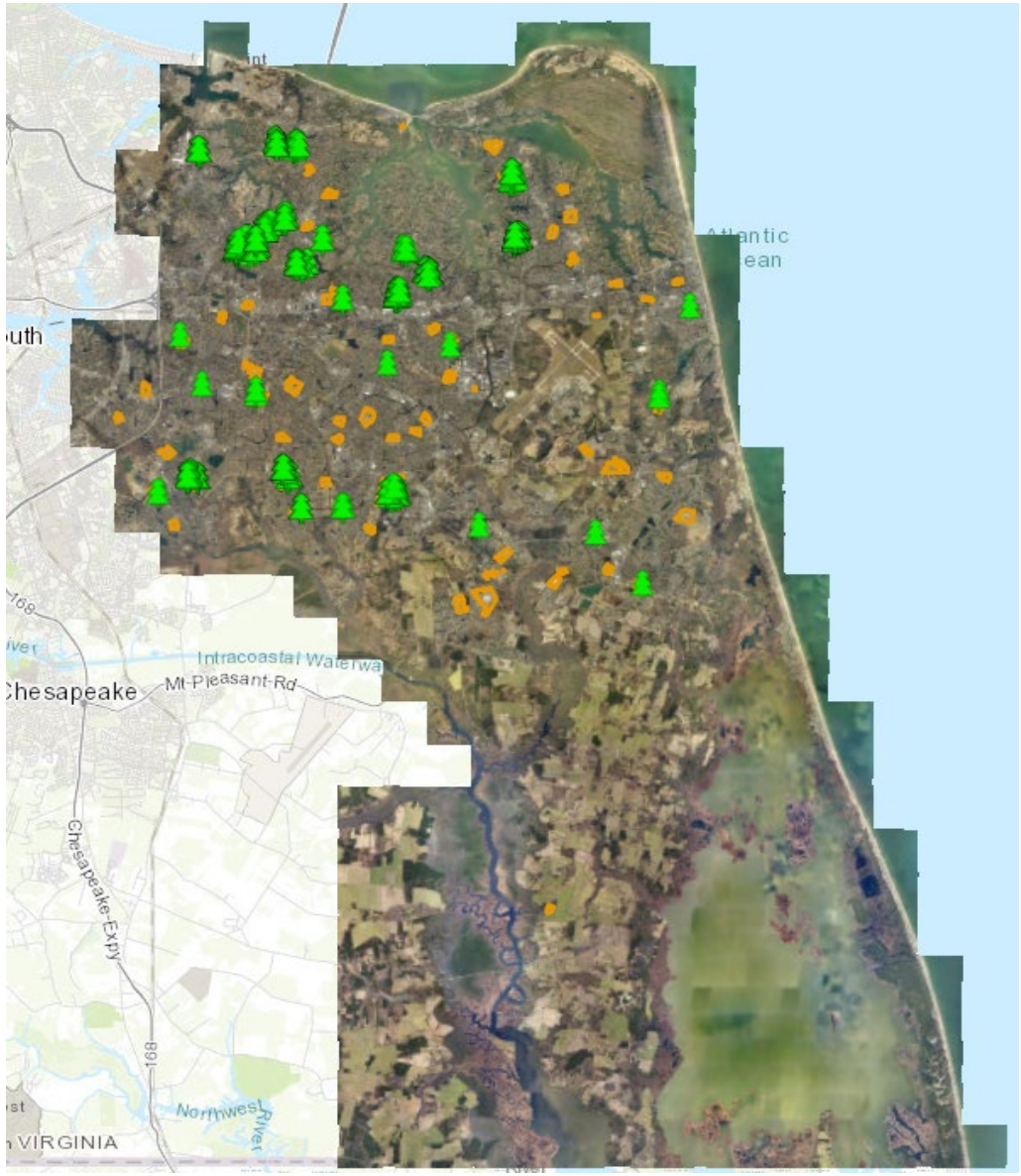


Planting Trees: GIS Location

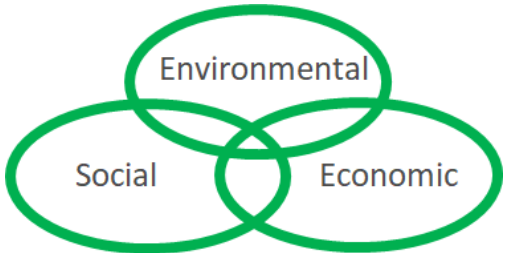
Goals ☑ 3, 5, & 6

Partnerships ☑ **Students**, Admin, DTAL, Demographics, Parks & Rec, Arborist





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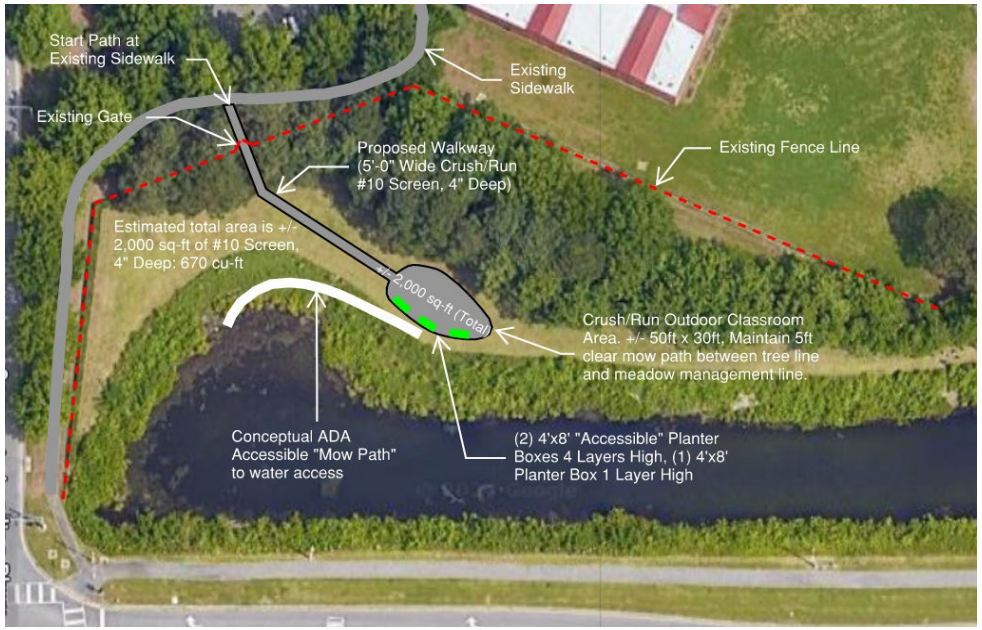


Corporate Landing ES: "A Pond to Love"

Goals ☑ 3, 5, & 6

Partnerships ☑ **Students**, Admin, DTAL, Parks & Rec, Arborist

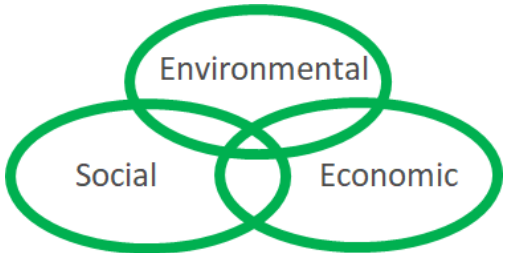








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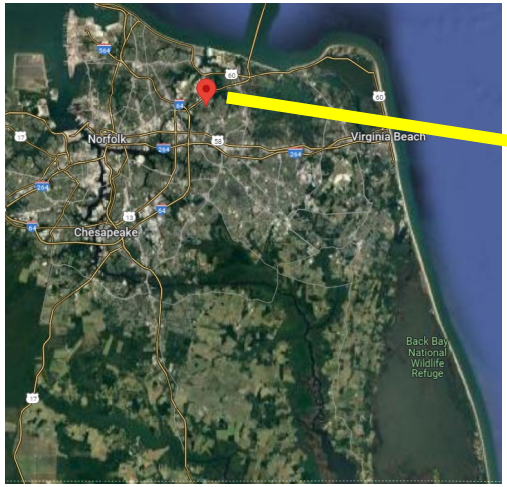


Tiny Forest at Wesleyan Park

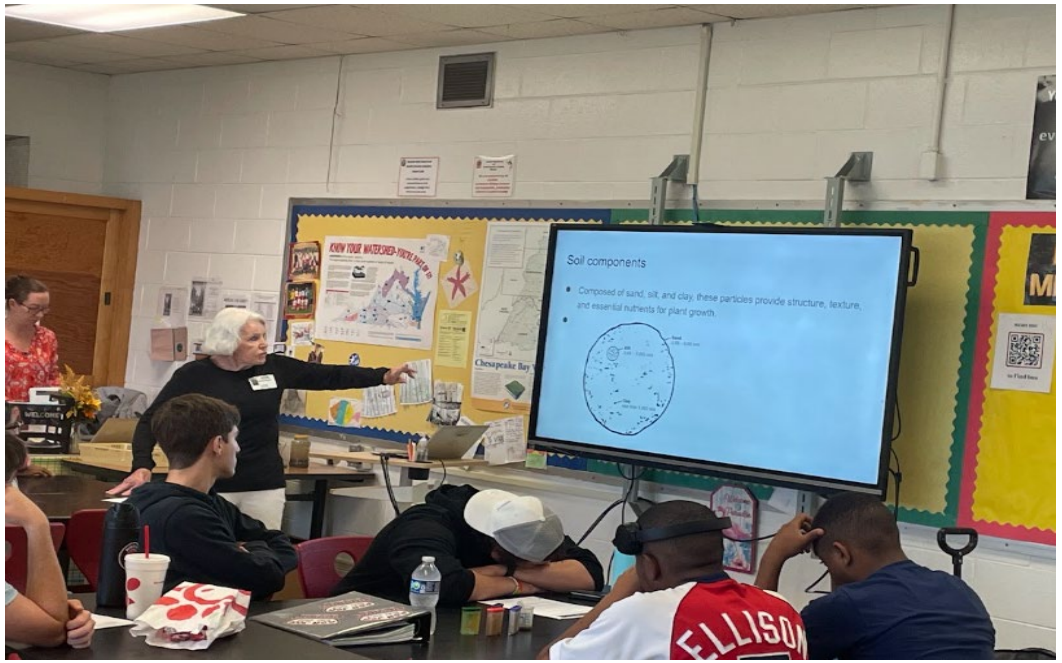
Goals ☑ 3, 5, & 6

Partnerships ☑ **Students**, Admin, DTAL, Parks & Rec, Arborist

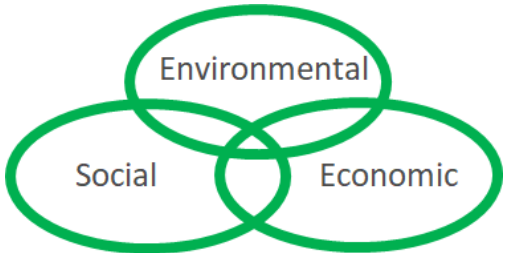








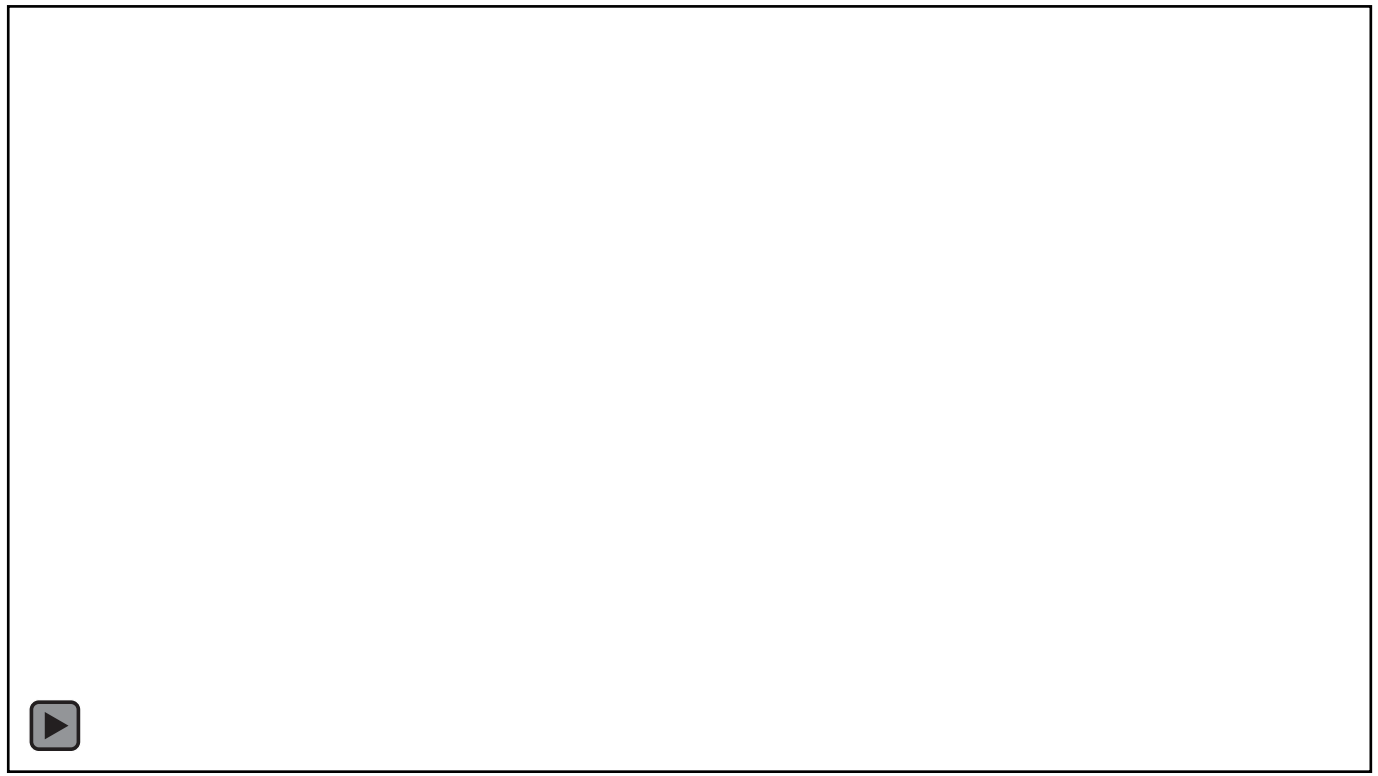
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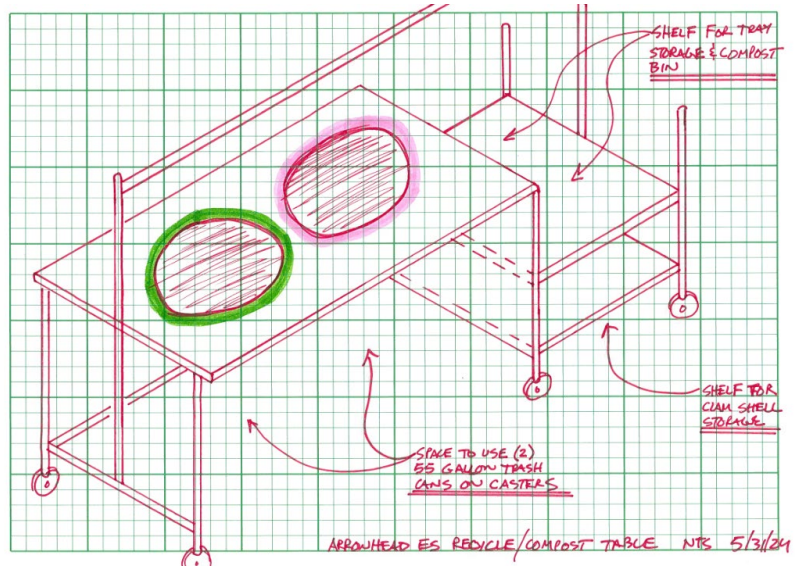


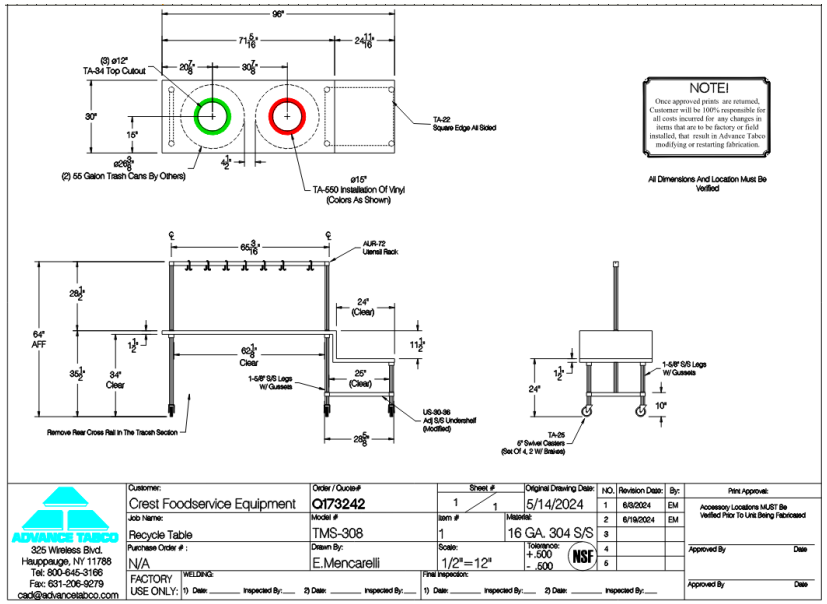
Arrowhead ES: Composting

Goals ☑ 3, 5, & 6

Partnerships ☑ **Students**, Custodial, Food Services

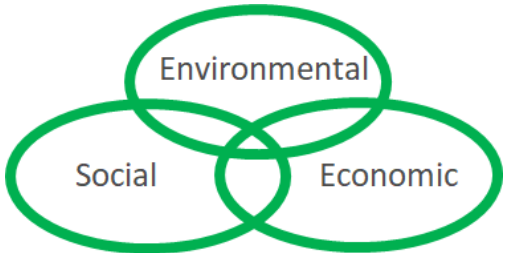






Ocean Lakes ES: Zero Energy Building

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Goals ☑ 3, 5, & 6

Partnerships ☑ **Students**, Admin, Dominion Energy

VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

THOMPSON Consulting Engineers
Mechanical and Electrical Engineering
Hampton | Richmond | Virginia Beach



Proving the Feasibility of Net Zero Design in Building Renovations

a case study of Ocean Lakes Elementary School

Ocean Lakes Elementary School in Virginia Beach, VA has achieved net-zero energy consumption and became the first net-zero school in the Virginia Beach Public School system, the second net-zero building in the area after the Brock Center, and the first net-zero public building renovation in the State.

School Overview

Building Size: 69,900 SF
Location: Virginia Beach, VA
Construction Type: Renovation
Phase 1 Completion Date: 2017
Phase 2 Completion Date: 2021
Building Type: Education (K-12)
Climate Zone: 4A
Energy Use: Electric
Phase 1 Cost: $3.154M
Phase 2 Cost: $1.18M
Solar PV Cost: $0.00 (provided via power purchase agreement)

With 83 schools in its district, Virginia Beach City Public Schools has always been focused on cost-effective, long-lasting solutions when considering the construction and renovation of their facilities. Ocean Lakes Elementary School, built in 1989, has undergone a series of minor renovations and equipment replacement projects prior to 2017:

- Dedicated ventilation units were added to serve the classrooms in 1998.
- The original cooling tower was replaced in 2005.
- The roof was replaced in 2007.
- Gym HVAC was replaced in 2010.
- Gas-fired boilers were replaced in 2011.

In 2014, the A/E performed a study evaluating replacement options for the aging console heat pumps serving the classrooms. Eight alternatives were presented to the Owner for review. A life-cycle cost analysis (LCCA) comparing the alternatives indicated a geothermal water source heat pump (WSHP) design would be the most cost-effective solution, having a higher initial cost, but yielding the quickest return on investment.

While net-zero was never an explicit goal of this project, an innovative but straightforward design made it a reality.

To minimize outside air infiltration, reduce solar heat gain, and enhance the school's aesthetic, the original single-pane windows were also replaced.

The design and construction were separated into two phases. Phase 1 included the geothermal wells, window replacement, and the classroom heat pump installation. Phase 2 included the replacement of the existing air-cooled rooftop units serving common spaces. The phased approach allowed VBCPS to budget the project over multiple fiscal years while extending the useful life of the aging air-cooled equipment. The flexibility of both the existing and new mechanical design allowed construction to take place during the unoccupied summer months which maintained occupant comfort conditions between phases.

HVAC

The mechanical system designed by Thompson Consulting Engineers utilizes a geothermal WSHP configuration to condition the classrooms and larger spaces like the cafeteria, gymnasium, and library. The classrooms are served by vertical floor-mounted units at the exterior walls and the larger zones are served by rooftop units. The administration spaces are conditioned by an air-cooled variable refrigerant flow (VRF) system to allow for individual space temperature control, while isolating it from the geothermal system. This design concept allows for the continuously-occupied admin area to be cooled by the VRF system, while the geothermal system, serving spaces largely unoccupied during summer months, operates at minimum capacity. A dedicated pump building was constructed during Phase 1 to house each pair of primary and secondary pumps, configured in a lead/standby configuration. The primary pump modulates in response to the geothermal wellfield entering and leaving water temperature difference, and the secondary pump modulates based on building differential pressure. Rooftop WSHP makeup air units ventilate and condition the corridors, while maintaining positive pressure from adjacent group toilet exhaust fans.



Lighting



All existing fluorescent lighting was replaced with LED lighting in 2020 by means of a separate energy service contract (ESCO). This significantly reduced the lighting loads of the building by capitalizing on the efficiency of LED fixtures.

Envelope

R-20 roofing insulation was installed during the roof replacement in 2007, and the original single- pane windows were replaced with 1" insulated double-pane windows with thermally broken frames. These upgrades reduced heat transfer through the building envelope and minimized infiltration of humid outside air. Maintaining a tight envelope significantly reduces building HVAC loads, enabling equipment to operate at more efficient part-load conditions more often.

Solar PV

A solar photovoltaic (PV) system was designed and installed under a separate contract in 2021 to capitalize on the reduced building Energy Use Index (EUI) following the 2017 Phase 1 of the HVAC replacement. The EUI of 30.7 was the lowest of all the schools in the district and the most attractive for a new PV installation. At the time of PV system installation, the building was operating with an EUI of 22.1.

The Power Purchase Agreement (PPA) between VBCPS, SunTribe Solar (the PV designer and installing contractor) and Dominion Energy successfully lowered the "source energy" monthly electricity bill for the school to nearly $0.00.

Summary

The outcome at Ocean Lakes Elementary distinctively shows how expensive, cutting-edge mechanical systems or architectural designs are not critical to achieving complete net-zero energy consumption in a K-12 school. A simple, but intentional existing floor plan coupled with a straightforward mechanical system with minimized complexity ultimately yields an efficient building for the Owner. While the mechanical design used for this project is subject to continuous refinement for potential future projects, it is apparent that the architectural design of the building is one of the most critical aspects in the pursuit of net-zero energy.



This exciting project shows us that net zero energy is an achievable goal for many buildings including those designed before such energy targets were established. Thoughtful design with net-zero energy goals in mind provides affordable high performing buildings for school systems.

Energy Data

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Site EUI (annual kBtu/sf)	60.9	58.5	52.8	47.4	42.7	30.1	27.5	22.1	18.3	0.1	1.5
Annual Electric Bill ($)	$113k	$105k	$96k	$88k	$80k	$58k	$55k	$45k	$36k	<$1k ($254)	$4k

Design & Construction Team:

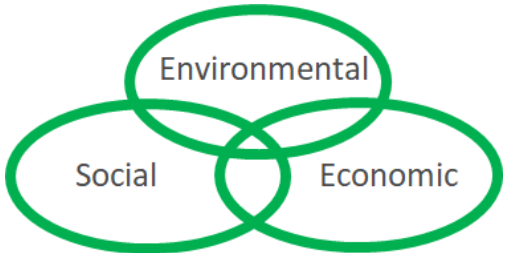
Mechanical and Electrical Engineer: **Thompson Consulting Engineers**
Phase 1 Mechanical Contractor: **D.E. Kirby, Inc.**
Phase 2 General Contractor: **NORESCO**
Phase 2 Mechanical Contractor: **JRC Mechanical**







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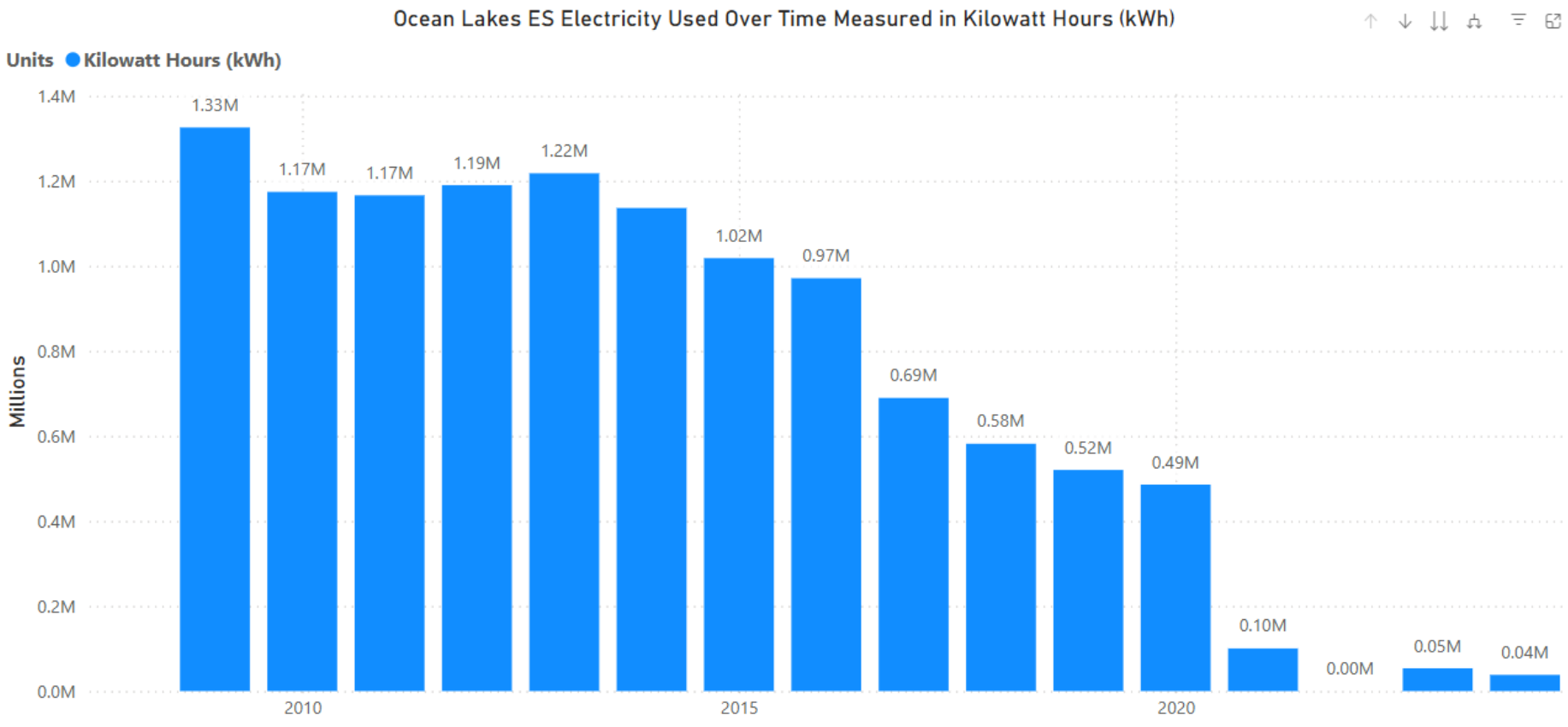


VBCPS Utilities Dashboard

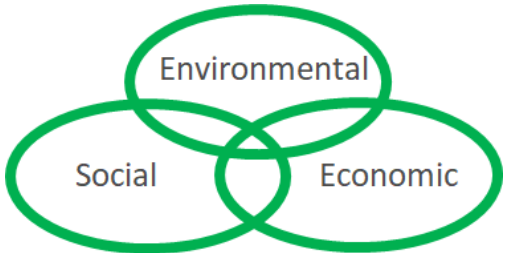
Goals ☑ 1, 3, 5, & 6

Partnerships ☑ **Students**, DTAL

Year	Use
2009	1,325,438
2010	1,173,997
2011	1,165,902
2012	1,189,888
2013	1,217,819
2014	1,136,096
2015	1,018,161
2016	970,955
2017	689,350
2018	581,663
2019	520,128
2020	485,567
2021	100,313
2022	0
2023	53,578
2024	38,016



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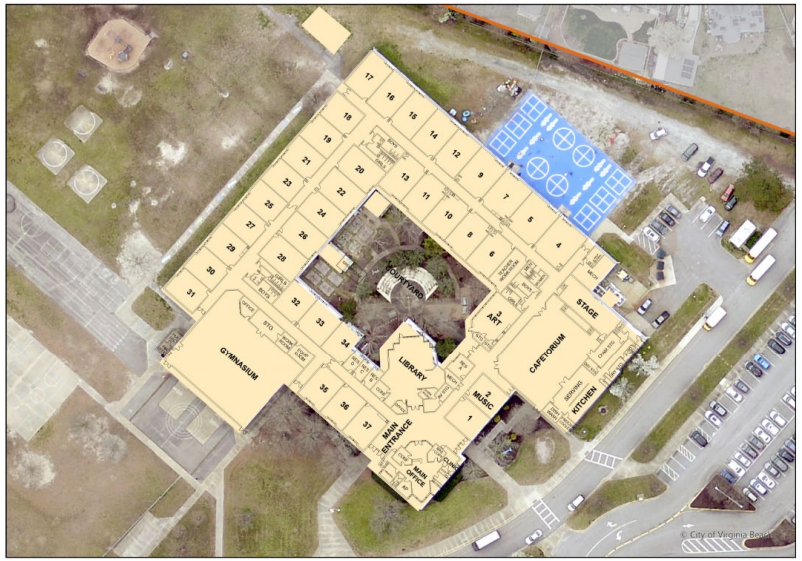
Solar Panel Installations

Goals ☑ 1, 3, 5, & 6

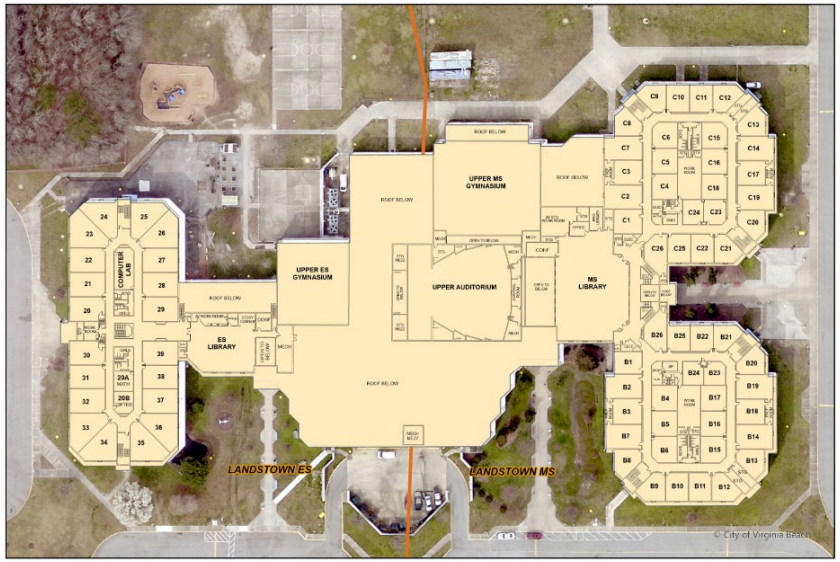
Partnerships ☑ **Students**, Admin, DTAL, Dominion Energy



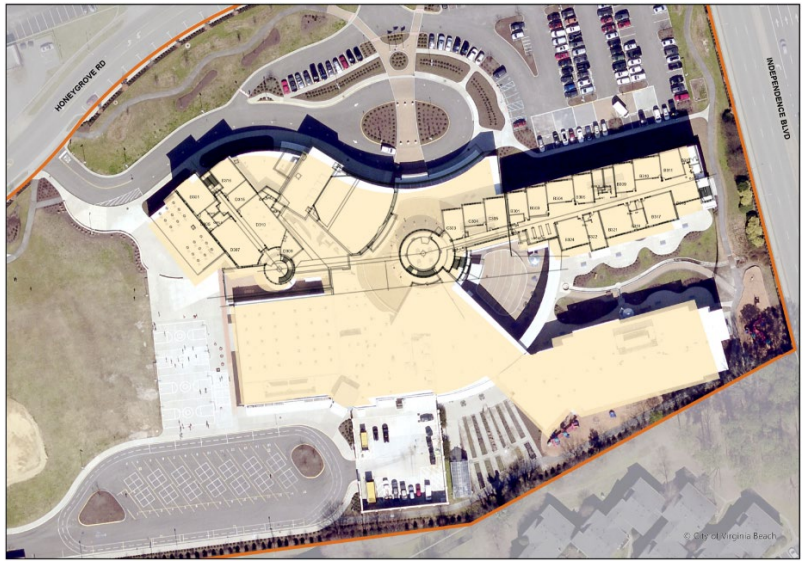




Red Mill ES – Winter 2024



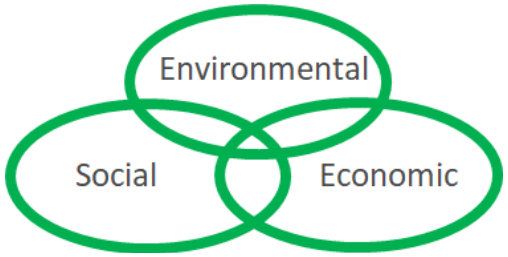
Landstown MS/ES – Winter 2024



Old Donation – Summer 2025

Kitchen: Scratch Cooking, Serving Lines, & HVAC

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Goals ☑ 6

Partnerships ☑ **Students**,

Food Services


King's Grant ES: 7-23-2024

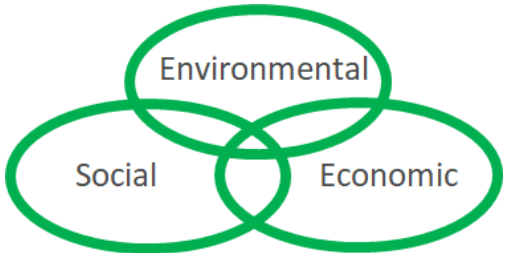

Rosemont ES: 7-16-2024


Lynnhaven MS: 8-21-2024


8-26-2024


8-26-2024

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Augmented Reality Sandboxes



Goals ☑ 1, 3, 5, & 6

Partnerships ☑ **Students**, Admin, DTAL, Noresco,

May 2024: B.F. Williams ES, College Park ES & Point O' View ES

November 2024: Bayside MS & Bayside 6th Grade







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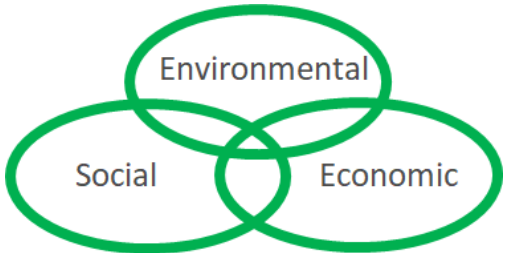
Real World Application of Erosion Control

Using Augmented Reality Sandbox Technology

Architectural rendering of a barrier design



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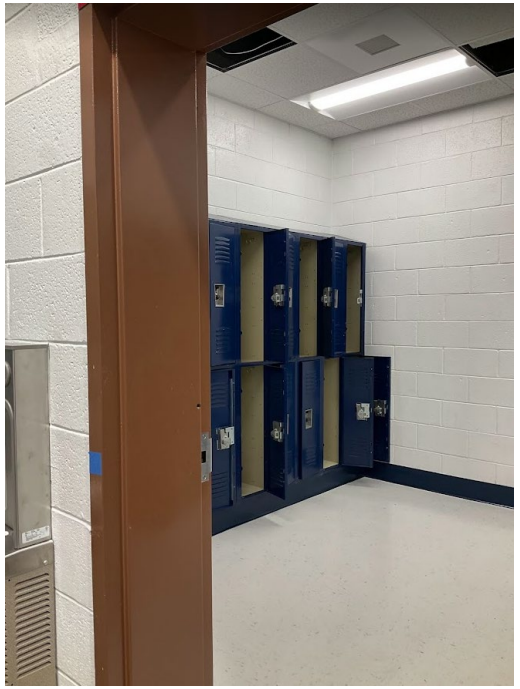
TCEC Welding Lab

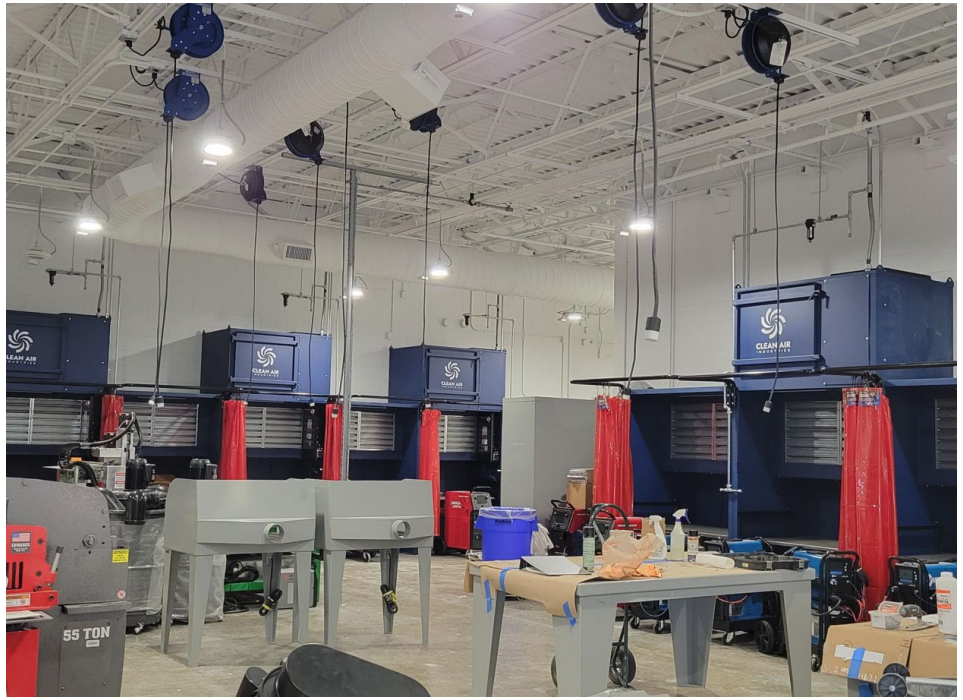


Goals ☑ 1, 3, 5, & 6

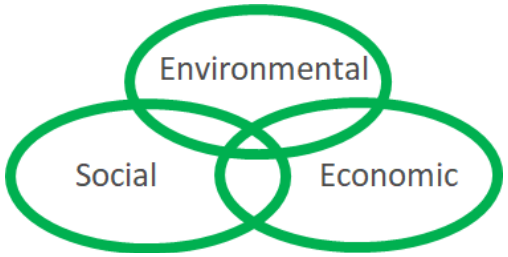
Partnerships ☑ **Students**, Admin, DTAL, CTE, HR Workforce Council
BlueForge Alliance







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TCEC Welding Lab

Goals ☑ 1, 3, 5, & 6

Partnerships ☑ **Students**, Admin, DTAL, CTE, HR Workforce Council
BlueForge Alliance



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Sustainable Schools Committee

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Proposed Sustainable Schools Committee Make-up		
Department	**Proposed Team Member**	**Title**
Department of Teaching and Learning	Bridget Mariano	Coordinator K-12 Programs & Grants
Office of Custodial and Distribution Services	Adriene Hill	Assistant Director
Demographics and Planning	Ron Berkebile	Demographer/GIS Manager
Office of Food Services	Rachel [illegible]	Assistant Director
Virginia Beach Park and Landscape Services	[illegible] Bennington	Park and Landscape Services Operations Coordinator
Department of Communications and Community Engagement	Jason Nichols	Public Relations Coordinator II
Department of Budget and Finance	Steve LePock	Risk Manager
Office of Maintenance Services	Trevor Vuono	Energy Manager
Office of Maintenance Services	Mike Shugrue	Assistant Director, Mechanical Systems
Department of Technology	Suzie Boyce	Webmaster
Office of Transportation and Fleet Management Services	Phil Noteboom	Fleet Manager
Office of Planning, Innovation, and Accountability	Lisa Banicky	Executive Director of Planning, Innovation, and Accountability

NEXT MEETING MARCH 2025

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Questions?

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: **Renaissance Academy Alternative Education Program: Year-Two Implementation Evaluation** **Item Number:** **13B**

Section: **Information** **Date:** **January 14, 2025**

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

Prepared by: **Noël G. Williams, Ph.D., Program Evaluation Specialist**
Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): **Noël G. Williams, Ph.D., Program Evaluation Specialist**
Office of Planning, Innovation, and Accountability

Recommendation:

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

Background Summary:

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

According to School Board Policy 6-26, existing programs are evaluated based on an annual Program Evaluation Schedule which is approved by the School Board annually. After being selected for evaluation by the Program Evaluation Committee, the School Board approved the Renaissance Academy Alternative Education Program for an evaluation readiness report on September 14, 2021. A three-year evaluation plan was approved by the School Board on September 13, 2022. The year-one implementation evaluation was conducted during 2022-2023, and the recommendations were approved on March 12, 2024. The year-two implementation evaluation during 2023-2024 focused on the operational components of the program, student characteristics, referral and transition processes to and from Renaissance Academy, staff characteristics and professional learning, and family involvement. The evaluation also included data related to student outcome goals and objectives, stakeholder perceptions, and the cost of the program to the division. Recommendations were included based on the results of the evaluation.

Source:
School Board Policy 6-26
September 14, 2021
September 13, 2022
March 12, 2024

Budget Impact:



Renaissance Academy Alternative Education Program: Year-Two Implementation Evaluation

January 2025

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

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

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Introduction

Background of Program

Alternative Education

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

Alternative Education in Virginia Beach City Public Schools

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

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

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

Background and Purpose of Program Evaluation

Because The Renaissance Academy Alternative Education Program is an existing program, it was selected by the Program Evaluation Committee for the Program Evaluation Schedule based on criteria specified in the School Board Policy 6-26. On September 14, 2021, the School Board approved the Renaissance Academy Alternative Education Program for an evaluation readiness report to be conducted during the 2021-2022 school year and an evaluation plan was developed. The evaluation readiness report was approved by the School Board on September 13, 2022, with the recommendation that the Renaissance Academy Alternative Education Program undergo a three-year evaluation during 2022-2023, 2023-2024, and 2024-2025. Years one and two of the evaluation plan during 2022-2023 and 2023-2024 would focus on the operation of the Renaissance Academy Alternative Education Program, while the third year of evaluation in 2024-2025 would focus on program effectiveness in terms of student outcomes and the degree to which the program met its goals and objectives.

The year-one implementation evaluation was presented to the School Board on February 27, 2024. The year-one implementation evaluation focused on alternative education in VBCPS, options within alternative education, student characteristics, student referral and transition processes, staff characteristics and professional learning, family involvement opportunities, progress toward meeting student outcome goals, stakeholders' overall perceptions, and cost to the division. Based on results of the evaluation, the recommendations focused on methods for improving students' relationship skills with other students, increasing professional learning opportunities for staff, improving the transition process from Renaissance Academy to the students' home school, and enhancing instructional and academic opportunities to improve Renaissance Academy students' SOL performance and prepare them for the academic demands when returning to their home school. The recommendations were approved by the School Board on March 12, 2024.

This year-two implementation evaluation of Renaissance Academy provides the School Board, Superintendent, and Renaissance Academy stakeholders with information about the continued operation of the program, as well as progress toward meeting program goals and objectives. In addition, actions taken related to the recommendation areas are addressed where appropriate.

Program Goals and Objectives

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

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

2. Students in alternative education will demonstrate success in school while attending Renaissance Academy,

3. Students in alternative education will successfully transition to their home school following enrollment at Renaissance Academy, and

4. Students in alternative education will graduate and develop a post-graduation plan.

Specific objectives within each goal were assessed as part of the evaluation question focused on progress made toward meeting the student outcome goals and can be found in that section of the report. Operational or implementation aspects of the program were assessed as part of the planned program evaluation questions.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions, including providing baseline data and preliminary analyses for student outcome goals and objectives. Qualitative data were collected through meetings with Renaissance Academy staff, document reviews, and open-ended survey questions. Quantitative data were gathered through the VBCPS data warehouse and closed-ended survey questions. The Office of Research and Evaluation evaluators used the following data collection methods:

- Communicated with the director of the alternative education/Renaissance Academy, assistant principal, and data specialist to gather implementation-related information.
- Interviewed the director of student leadership about the student transition criteria and process.
- Reviewed Renaissance Academy program documentation.
- Conducted a site visit at Renaissance Academy to observe operational aspects of the program.
- Administered surveys to Renaissance Academy staff, staff at comprehensive middle and high schools, Renaissance Academy students, and parents of Renaissance Academy students.
- Collected student survey data through the VBCPS Annual Spring Survey.
- Collected data from the VBCPS data warehouse related to student demographic characteristics, program-related information, and student progress (e.g., enrollment, academic performance, attendance).
- Collected staff-related data from the Department of Human Resources.
- Collected cost information from the Department of Teaching and Learning, Department of Human Resources, Department of Budget and Finance, and Office of Transportation and Fleet Services.

Student Survey

Due to the transient nature of the students attending Renaissance Academy, there was a two-pronged approach to administering the student survey during the 2023-2024 school year. A link to the anonymous online survey was provided to administrators at Renaissance Academy in October 2023 to administer to students exiting the program at any time during the year. Then, the Renaissance Academy survey items were added as part of the 2024 VBCPS Annual Spring Survey given in April 2024 to all students at Renaissance Academy. Overall student response rates ranged from 21 percent to 56 percent depending on grade level (see Table 1). Response rates on the student survey were notably higher in 2023-2024 compared to 2022-2023. During the 2023-2024 school year, Renaissance Academy staff made a concerted effort to have students who transitioned out of Renaissance Academy and back to their home school complete the survey by including it as part of their exit process. More responses to the surveys may have been a contributing factor to changes in perceptions on survey items that will be presented throughout this report.

Table 1: Renaissance Academy Student Response Rates by Grade Level

Group	Number of Respondents		Response Rate	
	22-23	23-24	22-23	23-24
6th Grade	13	13	22%	21%
7th Grade	25	62	22%	56%
8th Grade	41	61	37%	49%
Middle School Total	**79**	**136**	**28%**	**46%**
9th Grade	21	56	15%	31%
10th Grade	22	58	16%	44%
11th Grade	13	48	15%	52%
12th Grade	5	18	7%	25%
High School Total	**61**	**180**	**14%**	**38%**
Grand Total	**140**	**316**	**19%**	**41%**

Staff Surveys

Staff at Renaissance Academy, including administrators, school counselors/school psychologists, student support specialists, and teachers, received an email invitation to complete an anonymous survey in May 2024. Overall staff response rates ranged from 0 percent to 54 percent depending on staff group (see Table 2). Throughout the report, survey results were analyzed by school level. There were five staff members who indicated they worked with both middle and high school students. Therefore, they were included in both the middle and high school percentages. However, their responses were only included once in the total calculation. Overall, there was a lower response rate in 2023-2024 compared to 2022-2023 overall and for each staff group with the exception of Renaissance Academy middle school teachers (see Table 2).

Table 2: Renaissance Academy Staff Response Rates

Group	Number of Respondents		Response Rate	
	22-23	23-24	22-23	23-24
Administrators	5	3	83%	50%
School Counselors/School Psychologists	2	0	33%	0%
Student Support Specialists	3	1	100%	17%
All Teachers	50	41	63%	49%
Middle School Teachers Only*	12	14	39%	50%
High School Teachers Only*	35	28	73%	54%
Total	**60**	**45**	**64%**	**45%**

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

Staff at comprehensive secondary schools, including principals, assistant principals, school counselors, school psychologists, and student support specialists, received an email invitation to complete an anonymous survey regarding their knowledge and perceptions of the middle and high school alternative education program at Renaissance Academy. Overall staff response rates ranged from 4 percent to 44 percent depending on staff group (see Table 3). Of those comprehensive staff members who responded to the survey, 100 percent indicated they had experience working with students who attended the middle or high school alternative education program at Renaissance Academy. Perceptions in this report are based on comprehensive school staff members who indicated they had experience working with students who attended Renaissance Academy. In addition, throughout the report, comprehensive secondary staff members' results were analyzed by school level. Two staff members indicated they worked with students in both middle and high school; therefore,

totals do not equal the sum of middle and high school staff. The response rate was lower in 2023-2024 compared to 2022-2023 with fewer staff members taking the survey across all positions.

Table 3: Staff at Comprehensive Secondary Schools Response Rates

Group	Number of Respondents		Response Rate	
	22-23	23-24	22-23	23-24
Principals	18	12	72%	44%
Assistant Principals	40	20	55%	27%
School Counselors	60	50	45%	37%
School Psychologists	2	1	11%	4%
Student Support Specialists	5	3	50%	30%
Total	**125**	**86**	**48%**	**32%**

Parent Survey

Parents of students who were enrolled at Renaissance Academy at any time during the 2023-2024 school year as of May 3, 2024, were emailed an anonymous survey in May 2024. Response rates were 8 percent at middle school and 5 percent at high school. There was a lower response rate among parents in 2023-2024 compared to 2022-2023.

Table 4: Parent Response Rates by School Level

Group	Number of Respondents		Response Rate	
	22-23	23-24	22-23	23-24
Middle School	50	26	11%	8%
High School	62	28	14%	5%
Total	**112**	**54**	**12%**	**7%**

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

Student Information From Data Warehouse

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

Evaluation Questions

The evaluation questions for this report were developed by the program evaluators in consultation with the director of alternative education/Renaissance Academy, data specialist, and a representative from the

Department of School Leadership. The evaluation questions established for the year-two implementation evaluation are listed below. In addition, progress toward recommendation areas from the year-one implementation evaluation were addressed where appropriate in the following sections: Renaissance Academy middle and high school program, referral and transition processes, and professional learning.

1. **What is alternative education in VBCPS?**
2. **What options were part of alternative education in VBCPS to meet students' needs?**
   a. Renaissance Academy middle and high school program
      - Staff support from school counselors, student support specialists, and mentors
      - Flexible schedule
      - Basic needs
      - Career development and credentialing
      - World language
      - Evening program
   b. Other alternative education options to meet students' needs
3. **What were the characteristics of the students attending the Renaissance Academy middle and high school alternative education program?**
4. **What was the process and criteria for students to be referred to the Renaissance Academy middle and high school alternative education program and to transition back to their home school?**
   a. Entry Process: Student discipline hearing process, principal placement, scheduling needs
   b. Process to Transition to Home School: Criteria, transition plans for returning to home school
   c. Reenrollment (i.e., returning to Renaissance Academy within the same school year)
5. **What were the staff characteristics and qualifications and what professional learning opportunities were provided for alternative education staff?**
6. **What opportunities were provided for parents and families of students in Renaissance Academy's middle and high school alternative education program to be involved and engaged?**
7. **What progress has been made toward meeting the student outcome goals and objectives of the middle and high school alternative education program?**
8. **What were the stakeholders' perceptions of the middle and high school alternative education program?**
9. **What was the cost of the Renaissance Academy middle and high school alternative education program to the school division during 2023-2024?**

Evaluation Results and Discussion

Alternative Education in VBCPS

The first evaluation question focused on operationally defining alternative education in VBCPS including the mission, vision, and purpose. The vision, as stated on the Renaissance Academy website is, "The 21st century Renaissance Academy student will be a compassionate, civic-minded, productive citizen who acknowledges the value of life-long learning." The Renaissance Academy Alternative Education Program seeks to meet the needs of students who are not experiencing success in regular secondary (grades 6 through 12) settings. The mission of Renaissance Academy is, "to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society."[7] The program offers students different opportunities to best meet their needs when traditional education interventions do not effectively remedy students' behavior and/or academic difficulties.[8] Most students participating in the Renaissance Academy Alternative Education Program are enrolled by assignment. Students enrolled at Renaissance Academy are recommended for placement by the Office of Student Leadership for behavioral concerns or recommended by school administrators through principal-to-principal placement to best meet students' needs.[9] Parents can also initiate their student's enrollment at Renaissance Academy. The program

serves both regular education and special education students, and some students are enrolled short-term, while others are enrolled long-term.

Students enrolled at Renaissance Academy participate in general curriculum courses. This curriculum includes comprehensive instruction that merges life skills necessary for success in the 21st century with existing Virginia Beach City Public Schools curricula. The curriculum aims to promote the development of self-determination, responsibility, and integrity in a learning environment that fosters a sense of self-esteem and importance to society. The program provides flexible learning opportunities that address student social-emotional learning. In addition, leadership skills are embedded throughout the curriculum. Additional information about the Renaissance Academy academic program for middle school students indicated it builds on students' strengths with the goal of remediating their academic needs through rigorous and relevant instruction. The environment is specifically designed to provide students with individualized attention and focused assistance based on their academic needs. The program operates as a school-within-a-school and focuses on developmental needs with the goal of grade-level performance. The class sizes are small, 15 students or less, which provides students the opportunity to form supportive relationships with fellow students and staff.[10] The components that make up the Renaissance Academy's alternative education program are explored in the following section.

Comprehensive secondary school staff who had experience working with students who have attended Renaissance Academy were asked about their understanding of the program. A high percentage of staff (94%) agreed they understood the purpose of the Renaissance Academy middle and high school alternative education program in VBCPS.

Table 5: Comprehensive Secondary School Staff Understanding of the Purpose of Renaissance Academy

Survey Item	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
I understand the purpose of the Renaissance Academy middle and high school alternative education program at VBCPS.	94%	93%	98%	93%	97%	94%

Alternative Education Options to Meet Students' Needs

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

Renaissance Academy Middle and High School Program

Staff Support From School Counselors, Student Support Specialists, and Mentors

Students at Renaissance Academy are supported by various staff including school counselors, student support specialists, and mentors. School counselors meet with students and ensure they are meeting their scheduling and graduation requirements. In addition, school counselors conduct 504 meetings, self-harm assessments, and provide drop-out prevention and intervention support. Student support specialists at both Renaissance Academy and comprehensive secondary schools aim to provide effective and efficient transitions for students between alternative programs and home schools. All students transitioning from Renaissance Academy and alternative education programs are referred to the student support specialists at Renaissance Academy and/or their home school. Students may also be referred to a student support specialist by their home school's support team. Student support specialists work collaboratively with the members of the school's support team in each secondary school to determine appropriate interventions for students identified as being at-risk. Specialists address issues related to academics, attendance, and behavior. Students are released from direct

supervision from the student support specialist when they demonstrate improvements in attendance, academic performance, and behavior and receive positive feedback from parents and staff.

In 2022-2023, the decision was made to team student support specialists and school counselors with assistant principals and assign them to a cluster of home schools. This clustering system was continued in the 2023-2024 school year. In 2023-2024 two new survey items were added to the Renaissance Academy student survey to gather information about students' interactions with student support specialists (see Table 6). Overall, 53 percent of students reported working with student support specialist(s) at Renaissance Academy. A higher percentage of middle school students reported working with student support specialists than high school students (61% vs 46%). A high percentage of students (99%) reported their experience working with student support specialists was useful.

Table 6: Students' Perceptions of Working with Student Support Specialist(s)

Survey Items	MS	HS	Total
Did you work with Student Support Specialist(s) at Renaissance Academy?*	61%	46%	53%
How useful was your experience working with Student Support Specialist(s)?**	97%	100%	99%

*This survey question included those who responded "yes."
**Only students who indicated they worked with a student support specialist answered this survey item. Survey item includes those who selected their experience was "very useful" or "somewhat useful."

Renaissance Academy also provides students with mentorship meetings scaled to meet students' needs, and meetings typically focus on self-awareness, self-management, social awareness, relationships skills, and responsible decision-making skills. In 2023-2024, survey items were added to the student and parent surveys to gauge perceptions of students' mentorship experiences (see Table 7). Overall, 79 percent of students reported having an adult mentor while at Renaissance Academy. A slightly larger percentage of middle schoolers reported having a mentor than high schoolers (82% vs 77%). A high percentage (96%) of students reported the mentorship was useful. Parents were also asked their perceptions of their students' mentorship experiences. Parents reported lower percentages (38%) of students having an adult mentor while enrolled at Renaissance Academy compared to students, although it is possible parents were less aware of the specific individuals their child worked with as part of the program. All parents (100%) who reported their student had a mentor reported the experience was useful.

Table 7: Stakeholders' Perceptions of Mentor Experiences

Group and Survey Items	MS	HS	Total
Student – Do you have an adult mentor (trusted adult) while enrolled at Renaissance Academy?*	82%	77%	79%
Student – How useful was your mentorship experience?**	98%	95%	96%
Parent – Did your child have an adult mentor (trusted adult) while enrolled at Renaissance Academy?*	29%	50%	38%
Parent – How useful was your child's mentorship experience?**	100%	100%	100%

*This survey question included those who responded "yes."
**Only students or parents who indicated they or their child had a mentor answered this survey item. Survey item includes those who selected their or their child's experience was "very useful" or "somewhat useful."

Activities to Support Students' Relationship, Self-Management, and Responsible Decision-Making Skills

One recommendation from the year-one evaluation was to identify and implement strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills especially at the middle school level at Renaissance Academy. While school counselors, student support specialists, and mentors incorporate activities to support students' social emotional learning skills, these areas were identified for improvement based on data collected during the first year of the

evaluation. According to Renaissance Academy staff, one action taken toward this recommendation included the counseling department hosting the Phoenix Awards. At the award ceremony, students were recognized for achievement, perseverance, and growth. According to Renaissance Academy staff, the awards promoted the importance of academics, self-management, peer-to-peer interactions, and responsible decision-making. In addition, the school counseling department at Renaissance Academy hosted a career fair in February 2024. Attendees for the fair included: Air Force; US Army; Virginia Beach Parks, Recreation, and Tourism; Tidewater Community College; and Hardee's. Renaissance Academy hosted a college fair in February 2024. Another action taken toward this recommendation was hiring retired VBCPS teachers and coaches for the mentorship program and having them participate in a program titled Coaching Skills for Life Mentorship Program. In addition, Renaissance Academy staff reported the mentorship program was awarded the VBCPS Model Partnership Award. Other actions taken toward the recommendation about improving students' relationship skills with other students, self-management skills, and responsible decision-making skills included a Black History Month workshop with Renaissance Academy staff and student ambassadors and producing the first Renaissance Academy yearbook. Students collaborated to highlight the school and its activities and clubs.

Survey items were added as part of the year-two evaluation to gauge student, parent, and Renaissance Academy staff perceptions of students participating in activities to improve student relationships. Agreement percentages are shown in Table 8. Overall, 74 percent of students agreed they participated in activities at Renaissance Academy to help improve how they got along with other students. Lower percentages of parents and staff agreed students participated in these types of activities.

Table 8: Stakeholders' Perceptions of Participating in Activities to Improve Student Relationships

Groups and Survey Items	MS	HS	Total
Student – At Renaissance Academy, I participate in activities to help improve how I get along with other students.	78%	70%	74%
Parent – At Renaissance Academy, my child participates in activities to help improve how he/she gets along with other students.	45%	53%	49%
RA Staff – At Renaissance Academy, students participate in activities to help improve how they get along with other students.	50%	31%	33%

Survey items were also added as part of the year-two evaluation to gauge student, parent, and Renaissance Academy staff perceptions of students participating in activities to improve their self-management skills (see Table 9). Overall, 74 percent of students agreed they participated in activities to improve their self-management skills. Lower percentages of parents and Renaissance Academy staff agreed students participated in activities to improve their self-management skills.

Table 9: Stakeholders' Perceptions of Participating in Activities to Improve Self-Management Skills

Group and Survey Items	MS	HS	Total
Student – At Renaissance Academy, I participate in activities to improve my self-management skills (e.g., anger management, goal-setting, and positive problem solving).	81%	69%	74%
Parent – At Renaissance Academy, my child participates in activities to improve his/her self-management skills (e.g., anger management, goal-setting, and positive problem solving).	35%	69%	52%
RA Staff – At Renaissance Academy, students participate in activities to improve their self-management skills (e.g., anger management, goal-setting, and positive problem solving).	59%	44%	45%

New survey items were added as part of the year-two evaluation to gauge student, parent, and Renaissance Academy staff perceptions of students participating in activities to improve their decision-making skills (see Table 10). Overall, 76 percent of students agreed they participated in activities to improve their

decision-making skills. Lower percentages of parents and Renaissance Academy staff agreed students participated in activities to improve their decision-making skills.

Table 10: Stakeholders' Perceptions of Participating in Activities to Improve Decision-Making Skills

Group and Survey Items	MS	HS	Total
Student – At Renaissance Academy, I participate in activities that help improve my decision-making skills (e.g., choosing right from wrong, stopping and thinking before making decisions, and seeking advice from someone when I need help).	81%	72%	76%
Parent – At Renaissance Academy, my child participates in activities that help improve his/her decision-making skills (e.g., choosing right from wrong, stopping and thinking before making decisions, and seeking advice from someone when he/she needs help).	47%	53%	50%
RA Staff – At Renaissance Academy, students participate in activities that help improve their decision-making skills (e.g., choosing right from wrong, stopping and thinking before making decisions, and seeking advice from someone when needing help).	50%	53%	49%

Flexible Schedule

Renaissance Academy has flexible scheduling to allow students to obtain the credits they need to obtain a high school diploma. For example, if courses they need are not offered at Renaissance Academy, students have the option to be placed in Edgenuity or Apex courses or students may be granted permission for concurrent enrollment with their home school to complete the course remotely.[11]

Basic Needs

Renaissance Academy operates from the belief that students' basic needs should be met so they can focus on their academic tasks. All students who attend Renaissance Academy receive free and reduced meals. All students are provided a clear backpack, water bottle, school supplies, and basic toiletries for free. The school uniform is sold to students at cost with no additional increased cost, and those who are unable to purchase it are provided it for free.[12]

Career Development and Credentialing

One of the stated goals of Renaissance Academy according to the current administration is for students to "enroll, employ, or enlist." As reported in the year-one evaluation, during the 2022-2023 school year, staff at Renaissance Academy developed the RA Pathway Plan which is a five-year plan for career development. The goal is to offer programs and coursework for the following careers over the next several years: lawn maintenance, beekeeping, building maintenance, nail technician, and drone pilots. In the 2023-2024 school year, Drones and Unmanned Systems and Television Production I and II courses were offered at Renaissance Academy. A total of 16 high school students were enrolled in Drones and Unmanned Systems, 14 high school students were enrolled in Television Production I, and one high school student was enrolled in Television Production II. According to Renaissance Academy staff, Introduction to Landscaping I and II and Building Maintenance I and II courses were planned to be rolled out in 2024-2025 but these courses are currently on hold because they require building modifications and updates to be in operation. As reported in the year-one evaluation, the plan to offer Nail Technician coursework in the 2025-2026 remains.

Additional Career and Technical Education (CTE) courses offered at Renaissance Academy provide students with the opportunity to earn CTE credentials. As displayed in Table 11, five CTE courses were offered to middle school students at Renaissance Academy with a total of 165 students enrolled across the courses. Creative

Coding Solutions I had the largest number of students enrolled followed by Creative Coding and Computer Solutions II. Overall, 131 middle school students were enrolled in at least one CTE course (44%).

Table 11: Middle School Student Enrollment Numbers in CTE Courses

Course Title	Number of Enrollments
Creative Coding & Computer Solutions I	43
Creative Coding & Computer Solutions II	37
Teen Living Grade 7	33
Exploratory Teen Living 8	32
Career Skills	20
Total Enrollments	165
Students Enrolled in At Least One CTE Course	131

As displayed in Table 12, 13 CTE courses were offered to high school students at Renaissance Academy. A total of 301 students participated in these courses. Economics and Personal Finance had the highest number of students enrolled followed by Introduction to Culinary Arts and Independent Living. During 2023-2024, two students in grade 9 attempted a certification. The majority of students attempting credentials were in grades 10, 11, and 12. In total, 88 students in grades 10, 11, and 12 (29%) attempted to earn a certification, and of those who attempted, 36 (41%) earned a certification. Six certification tests were taken across grades 9 through 12 and 38 percent resulted in a certification. Overall, 200 high school students were enrolled in at least one CTE course (42%).

Table 12: High School Student Enrollment Numbers in CTE Courses

Course Title	Number of Enrollments
Economics & Personal Finance	90
Introduction to Culinary Arts	37
Independent Living	37
Construction Technology	25
Marketing Non-Coop	20
Parenting and Early Learning Careers	17
Drones & Unmanned Systems	16
Production Systems	14
RA Television Production I	14
Digital Applications & Multimedia	13
Computer Information Systems	11
Fashion Marketing	6
RA Television Production II	1
Total Enrollments	301
Students Enrolled in At Least One CTE Course	200

World Languages

Offering a world language credit allows students at Renaissance Academy to take courses that count toward graduation credit. In the 2022-2023 school year, Renaissance Academy received a staff allocation for a high school Spanish teacher. As a result, Renaissance Academy offers face-to-face Spanish I, II, and III courses, as well as facilitates online courses in advanced Spanish with in-person support. As displayed in Table 13, 22 high school students were enrolled in Spanish I, 16 were enrolled in Spanish II, and 10 were enrolled in Spanish III during 2023-2024. Overall, 44 students were enrolled in at least one Spanish course in 2023-2024. Additional

online courses allow students to take French and German. Students enrolled in world language classes at their home school may continue to pursue that course credit while enrolled at Renaissance Academy through the flexible scheduling options.[13]

Table 13: High School Student Enrollment Numbers in Spanish Courses

Course Title	Number of Enrollments
Spanish I	22
Spanish II	16
Spanish III	10
Total Enrollments	48
Students Enrolled in at Least One Spanish Course	44

Evening Program

The evening program is a tuition-based option available to students based upon student enrollment. The program is designed to encompass three sessions, meeting Monday through Thursday. Session 1 is a two-hour session that meets Monday through Thursday. Session 2 is a four-hour session that meets on Monday and Wednesday evenings. Session 3 is a four-hour session that meets Tuesday and Thursday evenings. There was no enrollment in the evening program in 2022-2023 and again in 2023-2024. According to staff at Renaissance Academy, there is potential to continue the evening program by offering certain CTE courses such as welding within the next two years.

Perceptions of Instructional Opportunities

One of the recommendations from the year-one evaluation was to enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school. According to Renaissance Academy staff, one action taken related to this recommendation was to increase course offerings at Renaissance Academy. Other actions taken included SOL Kick-Off Assemblies at middle and high school levels to motivate students for the upcoming SOL assessments. According to Renaissance Academy staff, the assemblies provided opportunities to engage students in preparation for the upcoming assessments. The final action toward this recommendation included administrative meetings on Fridays for faculty and staff. These meetings provided staff with the opportunity to discuss student progress and strategies for student success. In 2023-2024, as noted previously, six new courses were offered at Renaissance Academy which included Television Productions I and II; Drones and Unmanned Systems; and Spanish I, II, and III. Also, during 2023-2024, Renaissance Academy received an allocation for an instructional specialist for the 2024-2025 school year. According to Renaissance Academy staff, an instructional specialist was hired for the 2024-2025 school year to work with staff and students. The instructional specialist assists teachers with developing skills in the preparation of effective learning plans, presentation of content, classroom management, and school and community communications. The individual also works with gifted students to ensure their needs are met.

In 2023-2024 new survey items were added as part of the year-two evaluation to gauge parents' and Renaissance Academy staff members' perceptions of students' instructional opportunities while at Renaissance Academy (see Table 14). Overall, about half of parents (51%) and 73 percent of Renaissance Academy staff agreed the instructional opportunities at Renaissance Academy prepared students to meet the academic demands when returning to their home school. Renaissance Academy staff who taught at the high school level had higher agreement percentages than those who taught at the middle school level (80% vs. 63%). Renaissance Academy staff were asked their perceptions regarding instructional strategies and tools. A high percentage of Renaissance Academy classroom teachers agreed (98%) they had useful instructional strategies and tools to help them meet students' academic needs in the classroom. Data from the

student survey showed that 84 percent of students agreed they gained the tools and strategies to successfully transition back to their homeschool.

Table 14: Stakeholders' Perceptions of Instructional Opportunities at Renaissance Academy

Group and Survey Items	MS	HS	Total
Parents – The instructional opportunities my child had at Renaissance Academy prepared him/her to meet the academic demands when returning to their home school.	52%	50%	51%
RA Staff – The instructional opportunities students have at Renaissance Academy prepare them to meet the academic demands when they return to their home school.	63%	80%	73%
RA Staff – I have useful instructional strategies and tools to help me meet students' academic needs in the classroom (classroom teachers only).	93%	100%	98%

Comprehensive Secondary Staff Perceptions of Renaissance Academy Meeting Students' Needs

Comprehensive secondary staff have a unique perspective of the Renaissance Academy program because they are involved with both the referral of students to Renaissance Academy and the transition of students back to the home school. Comprehensive secondary staff members were asked their perceptions of the Renaissance Academy middle and high school alternative education program meeting students' needs, improving students' behavior, and improving students' academic achievement. As indicated in Table 15, 65 percent of comprehensive secondary staff agreed the program met students' needs, 54 percent agreed the program was effective at improving students' behavior, and 57 percent agreed the program was effective at improving students' academic achievement. In 2022-2023, middle school staff from comprehensive schools had higher agreement levels than high school staff on each of the survey items; however, in 2023-2024, the opposite pattern emerged with high school staff having higher agreement percentages on all survey items except the item about meeting students' needs. Renaissance Academy staff members, students, and parents were also asked perceptions of the program meeting students' needs including improving behavior and academic achievement, and these results are presented in the student outcome goal section of the evaluation.

Table 15: Comprehensive Secondary Staff Members' Perceptions of Renaissance Academy Meeting Students' Needs

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
The Renaissance Academy middle and high school alternative education program meets students' needs.	79%	70%	60%	63%	68%	65%
The Renaissance Academy middle and high school alternative education program is effective at improving students' behavior.	59%	51%	50%	59%	53%	54%
The Renaissance Academy middle and high school alternative education program is effective at improving students' academic achievement.	61%	56%	57%	61%	57%	57%

Other Alternative Education Options to Meet Students' Needs

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

The Substance Abuse Intervention Program (SAIP) is a ten-day instructional program designed for students who are first-time violators of School Board policies regarding drug and alcohol use and abuse. Students are

offered this substance abuse program in lieu of long-term suspension from school. Students may also volunteer to participate in this program. SAIP takes place at Renaissance Academy and transportation is provided.[14] According to Renaissance Academy staff members, the Anti-Tobacco Use Program has been integrated within the SAIP program.

Choices is a ten-session instructional program for students in grades 6 through 12 who consistently demonstrate inappropriate behaviors that interfere with learning, excluding truancy. Students are referred to the program by the principal, parent/guardian, discipline hearing officer, or School Board Discipline Committee as an alternative to suspension. Choices is designed to serve eight to ten students at one time during the regular school day and takes place at the students' home school.[15]

The Individual Student Alternative Education Plan (ISAEP) is a Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED) certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. ISAEPP will only be considered for students after all measures to maintain students in a diploma program have been exhausted. To be referred to the program, students and/or parents contact a teacher, counselor, or administrator at their child's home school.[16]

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

Student Characteristics

The third evaluation question focused on the characteristics of the students attending Renaissance Academy. During the 2023-2024 school year, 774 students were enrolled at Renaissance Academy at any time during the school year, with 295 students in grades 6 through 8 and 479 students in grades 9 through 12. These students include those enrolled in Renaissance Academy's middle or high school alternative education program where they received instruction in the general curriculum. These data do not include students who participated in other alternative education options. Table 16 displays demographic data for these students based on information from the VBCPS data warehouse.

Table 16: Demographic Characteristics of Students Enrolled in Renaissance Academy Any Time During the 2023-2024 School Year

Characteristic	MS (N=295)		HS (N=479)		Total (N=774)	
	N	%	N	%	N	%
Gender						
Female	119	40%	187	39%	306	40%*
Male	173	59%	291	61%	464	60%**
Ethnicity						
American Indian	^	^	^	^	^	^
Asian	^	^	^	^	9	1%
Black	177	60%	284	59%	461	60%**
Hispanic	35	12%	46	10%	81	10%
Multiracial	32	11%	48	10%	80	10%
Native Hawaiian/Pacific Islander	^	^	^	^	^	^
White	44	15%	94	20%	138	18%*
Economically Disadvantaged	240	81%	305	64%	545	70%**
Identified Special Education	77	26%	106	22%	183	24%**
Identified Limited English Proficiency	^	^	^	^	5	<1%
Identified Gifted	13	4%	14	3%	27	3%*
Military Connected	17	6%	37	8%	54	7%*

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

The majority of students enrolled at Renaissance Academy were male (60%). Overall, across both levels, the majority of the students were Black (60%), and 18 percent of the students were White. The majority of students at Renaissance Academy were economically disadvantaged (70%). At the middle school level, a higher percentage of students enrolled at Renaissance Academy were identified as economically disadvantaged than high school students. About one-quarter of students at Renaissance Academy were special education students (24%), 7 percent were military connected, 3 percent were identified gifted, and less than 1 percent were identified English Learners (EL). There were notably higher percentages of male, Black, economically disadvantaged, and special education students at Renaissance Academy compared to students at the overall division level. There were notably lower percentages of females, White, gifted, and military-connected students at Renaissance Academy than students at the overall division level. These demographic patterns in the 2023-2024 school year represented the same pattern as students enrolled in the 2022-2023 school year. Additional data showed that a total of 67 of 774 students (9%) were retained in their grade level during the 2023-2024 school year, and 146 of 707 additional students (21%) were retained at some point during their academic career, but not during the 2023-2024 school year.

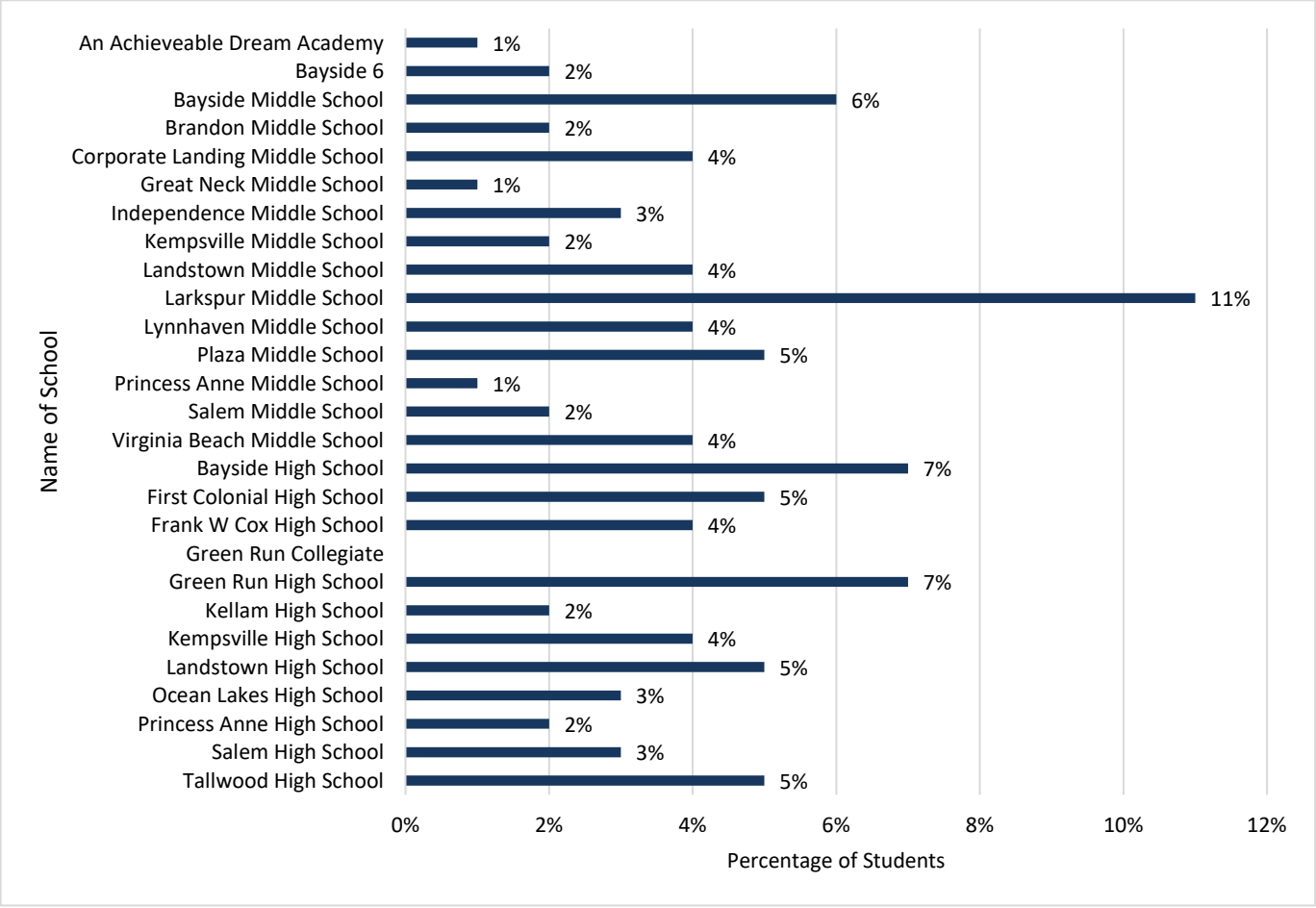
Of the 774 students enrolled at some time during the 2023-2024 school year, 50 percent (N=388) were enrolled in Renaissance Academy for the first time. The median number of days students were enrolled at Renaissance Academy was 70 days. Table 17 displays information about the length of student enrollment at Renaissance Academy in greater detail. When examined by grade level, a larger percentage of high school students were enrolled at Renaissance Academy for 90 percent or more of the school year than middle school students. A majority of the students enrolled at Renaissance Academy during 2023-2024 were there less than half of the school year (58%), while 42 percent were there for at least half of the year. Additionally, 13 percent (N=97) were enrolled the entire 2023-2024 school year or 181 days.

Table 17: Length of Student Enrollment at Renaissance Academy

Percent of Days Enrolled During the School Year	Percent of Enrolled Middle School Students	Percent of Enrolled High School Students	Percent of Total Enrolled Students
90% or more	13.6%	17.1%	15.8%
50%-89%	21.7%	28.4%	25.8%
10%-49%	62.0%	49.7%	54.4%
Less than 10%	2.7%	4.8%	4.0%

Figure 1 displays the students' last enrolled VBCPS home school for any student enrolled in Renaissance Academy during the 2023-2024 school year. The home school listed was the students' last enrolled school prior to being enrolled in Renaissance Academy, which may have been in a school year prior to 2023-2024.[17] The largest percentage of students had Larkspur Middle School listed as their last enrolled home school with 11 percent of students. The second most represented home schools were Bayside High School and Green Run High School with 7 percent.

Figure 1: Students' Last Enrolled Home School



Note: N=714. This includes students who had a VBCPS middle school or high school listed as their last home school. There were 62 students who had their home school listed as another center or program, including SECEP Tidewater Regional Alternative Education Program, the VB Juvenile Detention Home, FAPT, or their previous school location was unknown.

Referral and Transition Process

The fourth evaluation question focused on the process and criteria for students to be referred to the Renaissance Academy middle and high school alternative education program and to transition back to their home school. This section of the report focuses on the Renaissance Academy entry process, the process for students to transition back to their home school, and reenrollment. One of the recommendations from the year-one evaluation was to review and strengthen the transition process from Renaissance Academy to the students' home school including evaluating the criteria and procedures for return to support student success. Actions taken regarding this recommendation will be discussed throughout this section.

Entry Process

There were three avenues by which students enrolled at Renaissance Academy including referral by the Office of Student Leadership (OSL), principal-to-principal placement, or parent request. According to a summary of data provided by Renaissance Academy, based on student registrations, most students (98%) were referred by the OSL due to behavior concerns during 2023-2024. Two percent were at Renaissance Academy as a result of principal placement. No students attended Renaissance Academy during the 2023-2024 school year due to parent requests.

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

Part of the entry process includes a new student orientation which is a mandatory session for all students attending Renaissance Academy and their families. According to the director of student leadership, an action taken toward strengthening the entry process was made in the 2023-2024 school year regarding the orientation. In 2023-2024, Renaissance Academy directly contacted schools to schedule orientation for families rather than having families contact Renaissance Academy to schedule orientation. Shifting the responsibility from families to the school about attending orientation allowed for less time to elapse between students exiting their home school and attending Renaissance Academy. In 2022-2023, orientation was held once a week, but in 2023-2024 Renaissance Academy increased their orientation offerings by holding them on Tuesdays and Thursdays and by appointment. Another action toward this recommendation included concurrently enrolling students at their home school and Renaissance Academy. This allowed staff at the home school to monitor students' progress and have access to student information while they were attending Renaissance Academy. According to the director of student leadership, within 48 hours of placement at Renaissance Academy, the school registrar would withdraw the student and concurrently enroll the student at Renaissance Academy and their home school.

The orientation familiarizes students with the support team and provides them with information to help them successfully transition into their new educational experience. The orientation includes information about

expectations, procedures, policies, and other pertinent details. In addition, families are provided with contact information of staff members who are directly supporting the students like the school counseling team and administrative team. Families are also provided with the name of the individuals who comprise the student support team for each middle and high school. The student support team includes an administrator, student support specialist, and counselor. The orientation also includes the screening process to enter the building each day which includes going through a metal detector and search of items. Students are not allowed cell phones or any other electronic device. All students are provided a clear backpack where they can store approved personal items. Families are provided with the hours of operation for both schools: high school hours are from 7:20 AM-2:00 PM and middle school hours are from 9:45 AM to 4:15 PM. Orientation includes information about transportation, which is provided to all students. Orientation includes school-wide expectations which are "Be Kind, Show Respect, Act Responsible," and the Positive Behavioral Interventions and Supports (PBIS) matrix is discussed. The uniform policy is included which is required to enter the building every day. Staff members discuss the cost of the uniform which includes a polo shirt or sweatshirt and khaki pants (full length). High school students wear gray and black polos while middle school students wear green and white polos. The orientation concludes with mandatory forms that must be completed: student registration, parent acknowledgement, media form, psychological services consent form, school search policy acknowledgement, and uniform policy acknowledgement.[18]

Parents were asked an open-ended question regarding any suggestions to better understand expectations for students while attending Renaissance Academy. Overall, 20 parents provided a comment which was 37 percent of those parents who responded to the survey. The most common response was to provide more information at orientation including handouts, maps, and potentially having a separate orientation for middle school and high school families. The second most common response was to improve communication between families and Renaissance Academy staff. In addition, families requested clear rules and consequences in terms that families and students can understand.

In 2023-2024, survey items were added as part of the year-two evaluation to gather additional information about students' entry and exit from Renaissance Academy (see Table 18). All stakeholders, including students, parents, Renaissance Academy staff, and comprehensive secondary staff, were surveyed about students being able to continue with their schoolwork while waiting to transition from their home school to Renaissance Academy. During this time period, students are typically on a long-term suspension and not physically attending their home school. Overall, comprehensive secondary staff agreed (80%) that students were able to continue their schoolwork while waiting to transition from their home school to Renaissance Academy. Students and Renaissance Academy staff had lower agreement percentages (59%-61%) regarding students being able to continue their schoolwork while waiting to transition from their home school. Across school levels, stakeholders at the middle school level had higher agreement percentages on this item compared to high school stakeholders.

Renaissance Academy staff and comprehensive secondary staff were asked their perceptions about the communication efforts regarding student information when transitioning either to Renaissance Academy from the home school and from Renaissance Academy back to their home school. Overall, 36 percent of Renaissance Academy staff agreed during the students' transition process from their home school to Renaissance Academy, communication efforts provided them with needed information to meet students' needs. Renaissance Academy staff members at the middle school level reported higher agreement percentages compared to high school staff members (50% vs. 31%). Overall, 45 percent of comprehensive secondary staff agreed that during the students' transition process from their home school to Renaissance Academy, communication efforts provided them with needed information to meet students' needs. Similar to Renaissance Academy staff, middle school staff at the comprehensive schools reported higher agreement percentages than comprehensive secondary staff at the high school level regarding communication efforts to meet students' needs.

Table 18: Stakeholders' Perceptions of Entry Process

Group and Survey Items	MS	HS	Total
Student – I was able to continue with my schoolwork while waiting to transition from my home school to Renaissance Academy.	64%	54%	59%
Parent – My child was able to continue his/her schoolwork while waiting to transition from the home school to Renaissance Academy.	48%	44%	46%
RA Staff – Students are able to continue their schoolwork while waiting to transition from their home school to Renaissance Academy.	80%	62%	61%
Comprehensive Secondary Staff – Students are able to continue their schoolwork while waiting to transition from their home school to Renaissance Academy.	80%	81%	80%
RA Staff – During the students' transition process from their home school to Renaissance Academy, communication efforts provide me with needed information to meet students' needs.	50%	31%	36%
Comprehensive Secondary Staff – During the students' transition process from Renaissance Academy to their home school, communication efforts provide me with needed information to meet students' needs.	50%	38%	45%

Transition Process

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

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

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

In 2023-2024, new survey items were added to the year-two evaluation to gather additional information about perceptions of student support once they return to their home school (see Table 19). Students, parents, and comprehensive secondary staff were surveyed about the support students had to be successful after their return to the home school (e.g., academics, attendance, or behavior). Across all levels and all stakeholders,

about three-quarters agreed after students returned to their home school, they had the support they needed to be successful.

Table 19: Stakeholders' Perceptions of Students Having the Support Needed to be Successful

Survey Items	MS	HS	Total
Student – After I return to my home school, I think I will have the support I need to be successful (e.g., academics, attendance, or behavior).	78%	73%	75%
Parent – After my child returned to his/her home school, my child had the support needed to be successful (e.g., academics, attendance, behavior).	75%	75%	75%
Comprehensive Secondary Staff – After students return to their home school, they have the support they need to be successful (e.g., academics, attendance, or behavior).	75%	74%	74%

Parents were asked on the survey to share any comments they had about their child's preparation or readiness to return to their homeschool. Overall, 14 parents provided a comment about their child's preparation or readiness to return which was 26 percent of those students who responded to the survey. The most common response was their child was not academically prepared to return to their home school because Renaissance Academy was less academically challenging. The second most common response was related to alternative options for students beyond Renaissance Academy.

As previously stated, one of the recommendations from the year-one evaluation was to review and strengthen the transition process from Renaissance Academy to the students' home school including evaluating the criteria and procedures to return to support student success. According to Renaissance Academy staff, actions taken regarding this recommendation included an administrative meeting with Green Run High School administration to discuss students' transition process and a one-hour presentation at the VBCPS Leadership Workshop presented by Renaissance Academy and senior executive director of high schools focused on the transition from the home school to Renaissance Academy and Renaissance Academy back to home schools. In the summer of 2023, Renaissance Academy held an orientation for families of students who ended the school year at Renaissance Academy and were starting their next school year there to review the school policies, procedures, and process for returning. In December 2023, 11 VBCPS middle and high schools' administration teams visited Renaissance Academy to tour the building, receive an overview of the programs, discuss the transition process, and meet with students from their home schools. In addition, Renaissance Academy staff held return letter assemblies for middle and high school students who met the criteria to return to their home school. During these assemblies, staff would discuss student expectations upon return, strategies for success, and making responsible decisions. Finally, the director of alternative education attended a Middle School League Meeting to discuss the Renaissance Academy transition process with all middle schools.

Reenrollment

Students who do not successfully transition back to their home school may be referred again to Renaissance Academy. Reenrollment is defined as the percentage of students who attended Renaissance Academy and transitioned back to their home school or school within VBCPS and then attended Renaissance Academy again all within the same school year. The students included in the analysis were those who were enrolled in Renaissance Academy during the 2023-2024 school year, exited Renaissance Academy at some point during the 2023-2024 school year and went back to their homeschool or another school within VBCPS and then reentered Renaissance Academy again within 2023-2024. As displayed in Table 20, 10 percent of students who attended Renaissance Academy during 2023-2024 went back to their home school or another school in VBCPS and then reenrolled at Renaissance Academy again during 2023-2024. There were no notable differences across school levels. When comparing 2022-2023 and 2023-2024 reenrollment, overall, the percentage of

students reenrolled decreased 4 percentage-points in 2023-2024. However, when examining the school levels across the two school years, the percentage of middle school students reenrolling in 2023-2024 declined from 34 percent to 11 percent and the percent of high school students reenrolling increased from 5 percent in 2022-2023 to 10 percent in 2023-2024.

Table 20: Percentage of Students Returning to Renaissance Academy During the School Year

Criteria	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Students who exited Renaissance Academy to go back to their home school or another school in VBCPS	56	93	120	131	176	224
Students who went back to Renaissance Academy	19	10	6	13	25	23
Total	**34%**	**11%**	**5%**	**10%**	**14%**	**10%**

Perceptions of Referral and Transition Process

Staff members were asked survey items related to student referral criteria and the transition process. As indicated in Table 21, 88 percent of comprehensive secondary staff members agreed they understood the criteria for students to be referred to the alternative education program. Seventy-nine percent of comprehensive secondary staff and 84 percent of Renaissance Academy staff agreed they understood the transition process for students moving from their home school to Renaissance Academy. Sixty-five percent of comprehensive secondary staff and 84 percent of Renaissance Academy staff agreed they understood the transition process for students moving from Renaissance Academy back to their home school. On this transition item, middle school comprehensive secondary staff members reported lower levels of agreement percentages (60%) than high school staff members (69%). Eighty-nine percent of Renaissance Academy staff agreed they understood the criteria students must meet to be eligible to return to their home school. On the criteria item, middle school Renaissance Academy staff members (83%) reported lower levels of agreement than high school Renaissance Academy staff members (94%).

Table 21: Staff Members' Perceptions of Referral Criteria and Transition Process

Group and Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Comprehensive Staff – I understand the criteria for students to be referred to the Renaissance Academy middle and high school alternative education program.	87%	90%	90%	86%	88%	88%
Comprehensive Staff – I understand the transition process for students moving from their home school to the Renaissance Academy middle and high school alternative education program.	85%	83%	79%	74%	83%	79%
Comprehensive Staff – I understand the transition process for students moving from the Renaissance Academy middle and high school alternative education program back to their home school.	61%	60%	68%	69%	65%	65%
RA Staff – I understand the transition process for students moving from their home school to the Renaissance Academy middle and high school alternative education program.*	--	89%	--	84%	--	84%
RA Staff – I understand the transition process for students moving from the Renaissance Academy middle and high school alternative education program back to their home school.*	--	83%	--	88%	--	84%
RA Staff – I understand the criteria students must meet to be eligible to return to their home school.*	--	83%	--	94%	--	89%

*Note: New survey item added to 2023-2024 Renaissance Academy Staff survey as part of year-two evaluation.

Comprehensive secondary staff members were also asked an open-ended question regarding any comments about the processes related to the students attending Renaissance Academy. Overall, 13 staff members provided a comment on this survey item which was 15 percent of those staff members who responded to the survey and indicated they worked with students who have attended Renaissance Academy. The most mentioned comment was related to transition processes. Staff members suggested there be a transition meeting when students return to their home school to include administrators, counselors, teachers, and a case manager. Other staff suggested reenrollment in the home school should only occur at term breaks.

Staff Characteristics and Professional Learning

The fifth evaluation question focused on the characteristics of the staff at Renaissance Academy and professional learning opportunities. Demographic characteristics were examined for full-time instructional staff at Renaissance Academy in comparison to the division instructional staff. In comparison to all instructional staff throughout the division, there were higher percentages of male Renaissance Academy instructional staff as well as instructional staff who were Black, while there were lower percentages Renaissance Academy instructional staff members who were White (see Table 22). The average number of years teaching was lower for instructional staff at both the middle and high school levels at Renaissance Academy compared to the division instructional staff, while there was a larger percentage of teachers who were new to the division at the division level in comparison to instructional staff at Renaissance Academy.

Table 22: Staff Characteristics for Renaissance Academy Instructional Staff and All Instructional Staff

Group	Renaissance Academy Instructional Staff (N=89)	Division Instructional Staff (Middle and High) (N=2,621)
Female	69%	71%
Male	31%	29%
American Indian	0%	0%
Asian	2%	4%
Black	29%	12%
Hispanic	0%	5%
Multiracial	6%	2%
Native Hawaiian/Pacific Islander	0%	0%
White	63%	76%
Percentage New to the Division	20%	9%
Average Years of Experience		
Middle*	11 years	14 years
High*	10 years	16 years
Percent Graduate Degrees	54%	53%

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

Staff at Renaissance Academy were surveyed about their satisfaction with their experience working at Renaissance Academy. As displayed in Table 23, approximately 77 percent of staff members indicated they were satisfied working at Renaissance Academy. High school staff members reported higher satisfaction levels (84%) than middle school staff members (71%). Overall, staff satisfaction was 9 percentage points lower in 2023-2024 than in 2022-2023.

Table 23: Renaissance Academy Staff Reporting Satisfaction Working at Renaissance Academy

Survey Item	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Overall, how satisfied are you with your experience working at Renaissance Academy?	86%	71%	86%	84%	87%	77%

Professional Learning

Renaissance Academy staff members were asked their perceptions of professional learning. Overall, 89 percent of Renaissance Academy staff members reported they had participated in professional learning related to being a staff member at Renaissance Academy within the last three years. All staff were asked their perceptions of the opportunities. Overall, 67 to 80 percent agreed the professional learning helped prepare them to teach or provide services to students, enabled them to better meet students' needs, and that it was sufficient (see Table 24). Middle school staff members had lower agreement percentages on all survey items related to professional learning.

The third recommendation from the year-one evaluation was to increase the availability of professional learning opportunities for staff related to managing student behaviors in the classroom and teaching students strategies for anger management. One action taken toward this recommendation included providing an eight-hour Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention Training for staff at Renaissance Academy in March. Of the Renaissance Academy staff members who participated in the survey, 43 (98%) reported they participated in the CPI training. Of those who indicated they participated in the training, 57

percent agreed the training provided them with useful training strategies and tools for managing students' behaviors. Renaissance Academy staff members who taught at the middle school level had higher agreement levels (65%) about the usefulness of the CPI training compared to staff members who taught at the high school level (53%). The Renaissance Academy team took other steps toward this recommendation including a book study on the book *Roadmap to Responsibilit*y by Larry Thompson with the director of Renaissance Academy. Approximately 25 staff members participated in the book study. In addition, there was a six-hour professional learning seminar featuring Larry Thompson on Responsibility-Centered Discipline-Basic Skills for Working with Difficult Students, and approximately 104 staff members participated. About half of the staff participated in this opportunity. In February, the assistant principal and student support specialist attended Strengthening Connections: The Power of Prevention Summit held by the Virginia Department of Criminal Justice Services. There was a four-part training titled Conversations with Ourselves: Self-Awareness and Self-Regulation Skills training for staff in April-May, and approximately 22 middle school staff members attended, and 25 high school staff members attended. Every Friday beginning in May and through the end of the school year, administration held Open Forums for faculty and staff to discuss student progress, strategies for student success, responsible decision-making, student interactions, self-management skills, professional learning opportunities, the transition process, and classroom instructional strategies for student growth and improvement. Finally, in June, three administrators attended AVID Summer Institute. This institute included implementation of AVID college and career readiness system and instructional strategies to provide students with academic, social, and emotional support to succeed in the classroom and beyond. Overall, 87 percent of Renaissance Academy staff agreed they had useful strategies to help them manage students' behavior in the classroom/at school. Renaissance Academy staff members who taught at the high school level reported higher agreement levels (94%) on this item compared to staff members who taught at the middle school level (78%).

Table 24: Renaissance Academy Staff Members' Perceptions of Professional Learning

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Professional learning helped prepare me to teach and/or provide services to the students at Renaissance Academy.	71%	65%	70%	81%	73%	75%
Professional learning enabled me to better meet the needs of students at Renaissance Academy.	75%	65%	72%	88%	72%	80%
I received sufficient professional learning related to being a staff member at Renaissance Academy.	76%	59%	67%	77%	70%	67%
Did you participate in the Crisis Prevention Institute (CPI) Non Violent Crisis Intervention Training During 2023-2024?	--	94%	--	100%	--	98%
The CPI Non-Violent Crisis Intervention provided me useful strategies and tools for managing students' behaviors.	--	65%	--	53%	--	57%
I have useful strategies to help me manage students' behavior in the classroom/at school.	--	78%	--	94%	--	87%

Renaissance Academy members were also asked an open-ended question regarding professional learning topics they would be interested in learning more about. Overall, 13 Renaissance Academy staff members provided a professional learning topic they would be interested in learning more about which was 28 percent of those staff members who responded to the survey. The most mentioned topic was trauma-informed practices, social-emotional learning skills particularly related to getting along with other students, classroom management specific to managing student behavior, more CPI training, and instructional strategies specific to students in alternative education.

Family Engagement

The sixth evaluation question focused on opportunities for parents or families to be involved and engaged in their child's education at Renaissance Academy. As previously mentioned, new student orientation is a mandatory session for all students and families attending Renaissance Academy. This orientation familiarizes students with the support team and provides them with information to help them successfully transition into the building. The orientation includes information about staff members, policies including uniforms and procedures for entering the building, behavior expectations, and required forms. In 2023-2024 Renaissance Academy started a new Parent/Guardian Group. The purpose of this group was to empower the parents and guardians of Renaissance Academy students to become greater advocates for themselves and their children in seeking and accessing resources related to their child's safety and academic success. The group had its first meeting in June 2024 and discussed grading practices at Renaissance Academy. In 2024-2025, the group continued and meets every fourth Tuesday of the month from 6:00 PM-7:00 PM. Information related to the group is provided at new student orientation.[19]

As displayed in Table 25, a high percentage of parents (92%) reported the orientation session at Renaissance Academy was very helpful or somewhat helpful in helping their family understand the program's expectations for their students. Following the same pattern as 2022-2023, high school parents reported higher agreement percentages than middle school parents in 2023-2024.

Table 25: Parents' Perceptions of Orientation Session

Survey Item	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
How helpful was the orientation session at Renaissance Academy in helping your family understand the program's expectations for students?	90%	85%	97%	100%	94%	92%

In addition to the new student orientation, Renaissance Academy holds an open house every September to provide students, families, and teachers with opportunities to discuss current academic performance, attendance, and behavior. Renaissance Academy shares a quarterly newsletter with the community to share pertinent information including calendar updates, school and division-wide announcements, and showcase students' academic endeavors (i.e., 3D drawings, field trips to First Landing State Park and Chrysler Museum of Art). In 2023-2024, students took a field trip to the local food bank which counted as community service hours. In 2023-2024, Renaissance Academy began working with the Office of Family and Community Engagement with the plan to hold monthly parent/guardian meetings in the 2024-2025 school year.

Renaissance Academy also engaged with the community in a variety of ways. Tidewater Community College representatives and ACCESS counselors visited Renaissance Academy four times between December through May in support of the division-wide Future Ready goal. Renaissance Academy participated in the following divisionwide or school-sponsored activities: African American Male Summit (January 2024), Black History Month Workshop (February 2024, hosted by Renaissance Academy), Official for the Day (March 2024), parent and review meeting for a grant application (April 2024), Maud Lewis Open House and Fundraiser for Juvenile Arthritis (April 2024, hosted by Renaissance Academy), and African American Music Month Juneteenth Celebration (June 2024, hosted by Renaissance Academy). In 2023-2024, Renaissance Academy also hosted a fall and spring Blood Drive in partnership with the American Red Cross.

Progress Toward Meeting Goals and Objectives

The seventh evaluation question focused on progress toward meeting the student outcome goals and objectives of the middle and high school alternative education program. Although the focus of the current evaluation was on implementation, data for student outcome goals and objectives were analyzed to provide information about progress toward meeting the program's goals and objectives. The results are organized by goal area with data represented for each objective.[20]

Build Relationships to Demonstrate Social-Emotional Competencies

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

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

Students were surveyed about their perceptions of building positive relationships with students and staff at Renaissance Academy. As displayed in Table 26, overall, students reported positive relationships with the different staff members at Renaissance Academy including teachers, administrators, student support specialists, and counselors ranging from 85 percent to 88 percent. Similar agreement percentages on these survey items were found in 2022-2023 and 2023-2024. High school students reported lower agreement on having positive relationships with teachers and with student support specialists in 2023-2024. Middle school students reported high agreement on having positive relationships with the director/principal and assistant principals and student support specialists in 2023-2024. Students reported lower agreement ratings on getting along well with other students (79%). In 2023-2024, middle school students reported high agreement ratings on getting along with other students compared to 2022-2023.

Table 26: Students' Perceptions of Building Positive Relationships With Students and Staff

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
I have positive relationships with teachers at Renaissance Academy.*	85%	88%	95%	87%	89%	87%
I have positive relationships with the director/principal and assistant principal(s) at Renaissance Academy.*	81%	94%	88%	84%	84%	88%
I have positive relationships with student support specialists at Renaissance Academy.	75%	92%	87%	79%	80%	85%
I have positive relationships with school counselors at Renaissance Academy.	86%	92%	89%	84%	88%	87%
I get along well with other students at Renaissance Academy.*	68%	80%	88%	79%	77%	79%

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

Staff at Renaissance Academy were surveyed about their perceptions of building positive relationships with students. As displayed in Table 27, 93 percent of staff agreed they had positive relationships with students at Renaissance Academy, 82 percent agreed students had positive relationships with the staff, and 44 percent agreed students at Renaissance Academy got along well with other students at Renaissance Academy. Staff members' perceptions of students' relationships with staff and other students were lower at middle school than high school, and perceptions of students getting along well with other students decreased compared to 2022-2023.

Table 27: Renaissance Academy Staff Members' Perceptions of Building Positive Relationships With Students

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
I have positive relationships with students at Renaissance Academy.	100%	94%	98%	94%	98%	93%
Students have positive relationships with the staff at Renaissance Academy.	76%	72%	86%	91%	84%	82%
The students at Renaissance Academy get along well with other students at Renaissance Academy.	43%	28%	61%	56%	57%	44%

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

Students were surveyed about their perceptions of feeling a sense of belonging and feeling welcome at Renaissance Academy. As displayed in Table 28, students reported lower agreement percentages on items related to feeling like they belonged or that they felt a sense of belonging at Renaissance Academy ranging from 49 percent to 51 percent. Students reported higher agreement percentages on items related to feeling valued and welcome at Renaissance Academy with 71 percent agreement, respectively. Across all items, high school and middle school students reported similar agreement percentages. Analyzing agreement percentages across the two years, high school students in 2023-2024 reported lower agreement percentages across all items compared to 2022-2023 ranging from 9 percentage points to 22 percentage points.

Table 28: Students' Perceptions of Feeling a Sense of Belonging and Feeling Welcome at School

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
I feel like I belong while I am at Renaissance Academy.	48%	51%	60%	51%	53%	51%
Renaissance Academy provides a welcoming place for me to learn.	67%	69%	89%	73%	77%	71%
I feel a sense of belonging at Renaissance Academy.	54%	48%	71%	49%	62%	49%
I feel valued and included at Renaissance Academy.	67%	72%	84%	71%	74%	71%

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

The Relationship Skills competency includes areas such as communication, social engagement, relationship building, and teamwork. As displayed in Table 29, aggregate ratings on the Relationship Skills social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 74 percent of the student responses to the Relationship Skills items were agreement responses, which was the same as the prior year. Middle school students had higher aggregate ratings on survey items (76%) than high school students (72%).

Table 29: Students' Perceptions of Demonstrating Competency in Relationship Skills

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Relationship Skills Competency	**68%**	**76%**	**81%**	**72%**	**74%**	**74%**
Items Within Relationship Skills Competency:						
I have positive relationships with teachers at Renaissance Academy.	85%	88%	95%	87%	89%	87%
I have positive relationships with the director/principal and assistant principal(s) at Renaissance Academy.	81%	94%	88%	84%	84%	88%
I get along well with other students at Renaissance Academy.	68%	80%	88%	79%	77%	79%
I feel like I belong while I am at Renaissance Academy.	48%	51%	60%	51%	53%	51%
I care about other students at Renaissance Academy.	59%	76%	71%	62%	64%	68%
I work out disagreements with other students by talking with them.	56%	67%	80%	69%	66%	68%
I can work with someone who has different opinions than mine.	76%	86%	89%	84%	82%	85%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in relationship skills. As displayed in Table 30, 20 percent of staff agreed students demonstrated competency in relationship skills. Overall, 31 percent of Renaissance Academy staff agreed students' relationship skills improved while attending Renaissance Academy, with a large decrease in agreement at the high school level.

Table 30: Renaissance Academy Staff Members' Perceptions of Students Demonstrating Competency in Relationship Skills

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Students demonstrate competency in relationship skills.	19%	22%	20%	22%	21%	20%
Students' relationship skills have improved while attending Renaissance Academy.	33%	39%	53%	38%	47%	31%

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

The Self-Management competency includes areas such as impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills. Aggregate ratings on the Self-Management social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 82 percent of the student responses to the Self-Management items were agreement responses, which was an increase from the prior year. High school and middle school students had similar agreement responses on the self-management competency as displayed in Table 31. Overall, middle school students' agreement percentages increased, and high school students' agreement percentages decreased across all self-management items when comparing 2022-2023 to 2023-2024 results.

Table 31: Students' Perceptions of Demonstrating Self-Management

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Self-Management Competency	**72%**	**83%**	**88%**	**82%**	**79%**	**82%**
Items Within Self-Management Competency:						
I am able to find positive ways to deal with problems in my life.	79%	88%	93%	82%	85%	85%
I take action to reach the goals I set for myself.	85%	91%	93%	87%	88%	89%
I finish tasks even if they are hard for me.	81%	86%	89%	87%	85%	86%
I stop and think before doing anything when I get angry.	51%	74%	82%	73%	65%	73%
I can disagree with others without starting an argument or a fight.	74%	81%	88%	82%	80%	82%
I can control myself when I am upset.	60%	77%	84%	82%	70%	80%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in self-management skills. As displayed in Table 32, 20 percent of staff agreed students demonstrated competency in self-management skills. However, 40 percent of staff agreed students' self-management skills improved while attending Renaissance Academy. There were no major differences in staff members' perceptions between 2022-2023 and 2023-2024.

Table 32: Renaissance Academy Staff Members' Perceptions of Students Demonstrating Competency in Self-Management Skills

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Students demonstrate competency in self-management skills.	14%	28%	18%	22%	18%	20%
Students' self-management skills have improved while attending Renaissance Academy.	48%	50%	48%	44%	46%	40%

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

The Responsible Decision-Making Skills competency includes identifying and solving problems, analyzing situations, evaluating, reflecting, and ethical standards. Aggregate ratings on the Responsible Decision-Making social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 87 percent of the student responses to the Responsible Decision-Making Skills items were agreement responses, which was an increase from the prior year. High school and middle school students had similar agreement responses on the Responsible Decision-Making competency as displayed in Table 33. Overall, middle school students' agreement percentages increased, and high school students' agreement percentages decreased across all responsible decision-making items when comparing 2022-2023 to 2023-2024 results.

Table 33: Students' Perceptions of Demonstrating Responsible Decision-Making

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Responsible Decision-Making Competency	**74%**	**88%**	**88%**	**85%**	**80%**	**87%**
Items Within Decision-Making Competency						
I know how to decide right from wrong.	90%	89%	86%	90%	88%	90%
I am able to make good choices that lead to success.	83%	95%	93%	90%	87%	92%
I think about what might happen before I make a decision.	67%	83%	89%	80%	77%	81%
I ask for advice when making an important decision.	70%	88%	88%	85%	78%	86%
When I need help, I find someone to talk with.	61%	86%	84%	83%	71%	84%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in responsible decision-making skills. As displayed in Table 34, 22 percent of staff agreed students demonstrated competency in responsible decision-making skills. A higher percentage of staff who responded to the survey (36%) agreed students' responsible decision-making skills improved while attending Renaissance Academy.

Table 34: Renaissance Academy Staff Members' Perceptions of Demonstrating Responsible Decision-Making

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Students demonstrate competency in responsible decision-making skills.	14%	33%	16%	22%	16%	22%
Students' responsible decision-making skills have improved while attending Renaissance Academy.	48%	44%	52%	41%	50%	36%

Demonstrate Success While Attending Renaissance Academy

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

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

All stakeholders including students, parents, Renaissance Academy staff, and comprehensive secondary school staff were surveyed about their perceptions of students gaining the tools and strategies for success in school while attending Renaissance Academy. As displayed in Table 35, 85 percent of students agreed while attending Renaissance Academy, they gained the tools and strategies for success, which was an increase from the prior year. In general, middle school students' perceptions about gaining tools and strategies increased from 2022-2023 to 2023-2024. Overall, lower percentages of parents (55%) agreed that while attending Renaissance Academy, their child gained the tools and strategies for success. Parents of high school students had a higher agreement rating than middle school parents (54% vs. 46%). Overall, about half of staff at Renaissance Academy and comprehensive secondary staff (51%) agreed while attending Renaissance Academy, students gained the tools and strategies for success.

Table 35: Stakeholders' Perceptions of Gaining Tools and Strategies for Success

Group and Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Student – While attending Renaissance Academy, I have gained the tools and strategies for success.	67%	90%	82%	81%	74%	85%
Parent – While attending Renaissance Academy, my child gained the tools and strategies for success in school.	33%	46%	68%	65%	52%	55%
RA Staff – While attending Renaissance Academy, students gained the tools and strategies for success in school.	52%	61%	59%	53%	59%	51%
Comprehensive Secondary School Staff – While attending Renaissance Academy, students gained the tools and strategies for success in school.	63%	50%	46%	54%	54%	51%

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

The data analyzed for this objective included all students who attended a school in VBCPS prior to Renaissance Academy because student data outside of VBCPS is not maintained in the data warehouse.[21] A decline was defined as having fewer referrals or suspensions when enrolled at Renaissance Academy than when they were enrolled at their home school during 2023-2024. In addition, to be included a student had to have had at least one referral or at least one suspension at their home school prior to attending Renaissance Academy. Without a referral or suspension, a student would not be able to show a decline for the purposes of this objective.

Overall, 77 percent of students demonstrated a decline in discipline referrals after enrolling in Renaissance Academy. This is a 7-percentage point improvement from 2022-2023. When examining data by school level, a higher percentage of high school students demonstrated a decline (85%) than middle school students (68%). This is the same pattern as in 2022-2023. Overall, 76 percent of students demonstrated a decline in the number of in-school suspensions and 78 percent demonstrated a decline in the number of out-of-school suspensions. When examining data by school level, a higher percentage of high school students demonstrated a decline in both in-school suspensions and out-of-school suspensions.

Table 36: Percentage of Students Demonstrating a Decline in Discipline Referrals and Suspensions After Enrolling in Renaissance Academy

School Level	Decline in Number of Discipline Referrals		Decline in Number of In-School Suspensions		Decline in Number of Out-of-School Suspensions		Decline in Total Number of Suspensions	
	N	%	N	%	N	%	N	%
Middle School	100	68%	59	71%	100	72%	100	67%
High School	112	85%	31	84%	109	83%	109	83%
Total	**212**	**77%**	**90**	**76%**	**209**	**78%**	**209**	**75%**

Stakeholders including students, parents, and Renaissance Academy staff were surveyed about their perceptions of students demonstrating satisfactory behavior. As displayed in Table 37, 89 percent of students agreed while attending Renaissance Academy, they demonstrated satisfactory behavior, and 88 percent of students agreed their behavior improved while attending Renaissance Academy. Middle school students had slightly higher agreement percentages than high school students for both survey items. Overall, 66 percent of parents agreed while attending Renaissance Academy their child demonstrated satisfactory behavior with high school parents having a notably higher agreement percentages than middle school parents and 52 percent

agreed their child's behavior improved. The improvement survey item was a new item added in the 2023-2024 survey to obtain parents' perceptions of students' improvement while attending Renaissance Academy. Overall, 38 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students demonstrated satisfactory behavior with higher agreement levels at the high school level than the middle school level. Overall, 35 percent of Renaissance Academy staff agreed while at Renaissance Academy, students' behavior improved with higher agreement at the middle school level than high school. Compared to 2022-2023, Renaissance Academy staff agreement perceptions decreased regarding students' behavior improving while attending Renaissance Academy.

Table 37: Stakeholders' Perceptions of Demonstrating Satisfactory Behavior at Renaissance Academy

Group and Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Student – While attending Renaissance Academy, I have demonstrated satisfactory behavior.	81%	90%	89%	88%	84%	89%
Student – While attending Renaissance Academy, my behavior has improved.	85%	89%	90%	88%	88%	88%
Parent – While attending Renaissance Academy, my child demonstrated satisfactory behavior.	48%	58%	74%	75%	62%	66%
Parent – While attending Renaissance Academy, my child's behavior has improved.*	--	42%	--	65%	--	52%
RA Staff – While attending Renaissance Academy, students have demonstrated satisfactory behavior.	25%	39%	45%	47%	38%	38%
RA Staff – While attending Renaissance Academy, students' behavior has improved.	50%	47%	54%	39%	53%	35%

*Note: New survey item added in 2023-2024 parent survey as part of the year-two implementation evaluation.

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

The percentage of students at Renaissance Academy who consistently attended school was based on those with an attendance rate of 90 percent or higher. Analyses were limited to students who were enrolled for at least one quarter or approximately 45 days.[22] As displayed in Table 38, overall, 21 percent of students had an attendance rate of 90 percent or higher while at Renaissance Academy. A higher percentage of middle school students (24%) had an attendance rate of 90 percent or higher than high school students (20%). Results in 2023-2024 decreased slightly from 2022-2023.

Table 38: Percentage of Students With an Attendance Rate of 90 Percent or Higher

Criteria	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Total Number of Students	233	217	372	379	605	**596**
Percentage With Attendance Rate of 90 Percent or Higher	29%	24%	22%	20%	25%	**21%**

Stakeholders including students, parents, and Renaissance Academy staff were surveyed about their perceptions of students' attendance. As displayed in Table 39, 83 percent of students agreed while attending Renaissance Academy, their attendance was satisfactory, and 87 percent agreed their attendance improved while at Renaissance Academy.

Overall, 75 percent of parents agreed while attending Renaissance Academy their child demonstrated satisfactory attendance, and 55 percent of parents agreed their child's attendance improved while attending Renaissance Academy. Parents of middle school students were more likely to agree their child's attendance

improved than parents of high school students. Overall, 47 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students had satisfactory attendance, and 42 percent agreed while at Renaissance Academy, students' attendance improved. For both attendance survey items, middle school staff had a higher agreement percentage than high school staff. Overall, there were 4 to 5 percentage point increases in students' perceptions regarding improving their attendance and RA staff and parents' perceptions regarding satisfactory attendance when comparing results from 2022-2023 to 2023-2024.

Table 39: Stakeholders' Perceptions of Attendance While Attending Renaissance Academy

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Student – While attending Renaissance Academy, my attendance has been satisfactory.	83%	82%	91%	84%	87%	83%
Student – While attending Renaissance Academy, my attendance has improved.	81%	90%	83%	85%	82%	87%
Parent – While attending Renaissance Academy, my child's attendance was satisfactory.	71%	83%	71%	65%	71%	75%
Parent – While attending Renaissance Academy, my child's attendance improved.	48%	58%	60%	50%	54%	55%
RA Staff – While attending Renaissance Academy, students' attendance was satisfactory.	60%	78%	35%	34%	42%	47%
RA Staff – While attending Renaissance Academy, students' attendance has improved.	63%	69%	42%	39%	48%	42%

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

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

Overall, 68 percent of students demonstrated improvement in core course grade averages after enrolling in Renaissance Academy. When examining the results by school level, a higher percentage of high school students (78%) demonstrated improvement than middle school students (58%). There were no notable differences among students' percentages in 2023-2024 compared to 2022-2023.

Table 40: Percentage of Students Demonstrating Improvement in Core Course Grade Averages

Criteria	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Total Number of Students	70	69	88	72	158	141
Percentage With Improvement in Core Course Grade Averages	59%	58%	78%	78%	68%	68%

Stakeholders including students, parents, and Renaissance Academy staff were surveyed about their perceptions of students' academic performance. As displayed in Table 41, 90 percent of students agreed while

attending Renaissance Academy, their academic performance was satisfactory, and 87 percent of students agreed their academic performance improved. For both academic performance survey items, high school and middle school students had similar agreement percentages.

Overall, 68 percent of parents agreed their child's academic performance was satisfactory while attending Renaissance Academy. Overall, 57 percent of parents agreed while attending Renaissance Academy, their child's academic performance improved. Overall, 56 percent of Renaissance Academy staff agreed while attending Renaissance Academy students' academic performance improved, and 44 percent agreed while attending Renaissance Academy, academic performance had been satisfactory. In 2023-2024, there were percentage point increases for all items at the middle school level for all stakeholders. Items at the high school level remained relatively constant across all stakeholder groups.

Table 41: Stakeholders' Perceptions of Academic Performance at Renaissance Academy

Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Student – While attending Renaissance Academy, my academic performance has been satisfactory.	76%	90%	91%	90%	83%	90%
Student – While attending Renaissance Academy, my academic performance has improved.	79%	86%	88%	89%	83%	87%
Parent – While attending Renaissance Academy, my child's academic performance has been satisfactory.*	--	71%	--	65%	--	68%
Parent – While attending Renaissance Academy, my child's academic performance improved.	43%	54%	64%	60%	55%	57%
RA Staff – While attending Renaissance Academy, students' academic performance has been satisfactory.*	--	50%	--	47%	--	44%
RA Staff – While attending Renaissance Academy, students' academic performance improved.	40%	53%	68%	66%	62%	56%

*Note: New survey item added in 2023-2024 parent survey as part of Year-2 Implementation Evaluation.

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

Students included in this analysis were any student who took an assessment while at Renaissance Academy and had a valid scale score on the SOL test (e.g., zeros were not included in the analysis). No students who took alternate tests were included in this analysis because they did not take alternate tests while at Renaissance Academy. The total number of students included in the analyses are noted in Table 42. Overall, 66 percent passed the Writing: End-of-Course test, and 57 percent passed the English: End-of-Course test. Less than half of the students taking the other SOL tests earned a passing score. The remaining percentages of students passing each test are displayed in Table 42. When comparing students' SOL results from 2022-2023 to the SOL results in 2023-2024, the top three SOL tests with the highest percentage of students passing were the same in both years. In 2023-2024, there was a higher percentage of students passing seven (41%) of the SOL tests as indicated by the asterisks.

Table 42: Percent of Students Passing Standards of Learning (SOL) Tests

Test	Total Number of Students Who Took Test	% Pass
Grade 6		
Grade 6 English	47	17%
Grade 6 Math	48	6%
Grade 7		
Grade 7 English	58	36%*
Grade 7 Math	56	11%*
Grade 8		
Grade 8 English	63	25%
Grade 8 Math	49	4%
Grade 8 Science	56	14%*
Grade 8 History	61	33%*
End-of-Course Test		
Algebra 1	103	36%
Biology	109	24%*
Earth Science	28	29%
English	74	57%
Geography	41	12%
Geometry	11	18%*
Virginia History	45	11%
World History I	79	10%*
Writing	35	66%

Note: SOL tests were excluded if less than 10 students took the test.
*Note: Indicates percent of students passing increased from 2022-2023.

Transition Successfully to Home School

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

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

Stakeholders including students, parents, and Renaissance Academy staff were surveyed about their perceptions of students gaining tools and strategies to successfully transition back to their home school. As displayed in Table 43, 84 percent of students agreed they gained the tools and strategies to successfully transition back to their home school or school they attended prior to Renaissance Academy. Middle school students had somewhat higher agreement percentages than high school students. Eighty-three percent of students agreed they felt prepared to return to their home school, and 81 percent agreed they felt ready to return to their home school.

Overall, 46 percent of parents agreed their child gained tools and strategies to successfully transition back to their home school or school they attended prior to Renaissance Academy. Overall, 68 percent of parents agreed their child was prepared to return to their home school and 73 percent agreed their child was ready to return to their home school. Overall, 64 percent of Renaissance Academy staff agreed students have gained tools and strategies to successfully transition back to their home school or school they were enrolled in prior to Renaissance Academy. Renaissance Academy high school staff had higher agreement percentages than middle

school staff. Overall, 68 percent of Renaissance Academy staff agreed students were prepared to return to their home school.

Table 43: Students' Perceptions of Gaining Tools and Strategies to Transition Back to Their Home School

Group and Survey Items	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Student – I have gained tools and strategies to successfully transition back to my home school or the school I was enrolled at prior to attending Renaissance Academy.	82%	89%	89%	81%	85%	84%
Student – I feel prepared to return to my home school.	86%	87%	87%	81%	87%	83%
Student – I feel ready to return to my home school.*	76%	81%	72%	81%	74%	81%
Parent – My child gained tools and strategies to successfully transition back to their home school, or school they were enrolled in prior to attending Renaissance Academy.	38%	43%	67%	50%	55%	46%
Parent – My child is prepared to return to their home school.**	--	78%	--	56%	--	68%
Parent – My child is ready to return to their home school.	62%	83%	72%	61%	68%	73%
RA Staff – Students have gained tools and strategies to successfully transition back to their home school, or school they were enrolled in prior to attending Renaissance Academy.	57%	61%	61%	72%	59%	64%
RA Staff – Students are prepared to return to their home school.	52%	60%	53%	77%	53%	68%

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

**Note: New survey item added in 2023-2024 parent survey as part of the year-two implementation evaluation.

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

The data analyzed for this objective included students who had exited Renaissance Academy and returned to their home school. Students who exited Renaissance Academy in September or June were excluded from this analysis because they did not spend a sufficient amount of time at Renaissance Academy or at their home school to adequately assess their behavior through discipline referrals. The total number of students included in this analysis is noted in Table 44. Students were grouped by the home school where they enrolled after exiting Renaissance Academy and the former Renaissance Academy students' referral data were compared to their home school's average. This method allowed the school context for discipline referrals to be taken into account given there is variability within schools related to referral rates. Discipline data from the home schools came from the annual discipline report for 2023-2024.

Overall, after enrolling in a home school upon exiting Renaissance Academy, former Renaissance Academy students had a higher average number of referrals (1.8) compared to the students' home school's average referral rate (0.6). When examining data by school level, former middle school Renaissance Academy students had a higher average number of referrals (2.0) than high school students (1.7). There were three individual middle schools and one individual high school where former Renaissance Academy students had, on average, a lower number of referrals compared to their home school's average number and therefore, demonstrating success for the purposes of this objective. When comparing the average number of referrals in 2022-2023 to 2023-2024, there were slight decreases in the school average number of referrals for Renaissance Academy students. In 2022-2023, the average referral rate overall was 2.1 and the average number of referrals for middle school was 3.6 and high school was 1.6.

Table 44: Average Number of Referrals by School Level

School Level	Cumulative Enrollment	Referrals Per Total Number of Students: Home School*	Average Number of Referrals	Number of RA Students At School	Referrals Per Total Number of Students: RA Students	Average Number of Referrals
Middle School (N=12)	11,759	9,021	0.8	71	142	2.0
High School (N=12)	21,178	10,840	0.5	100	166	1.7
Total	**32,937**	**19,861**	**0.6**	**171**	**308**	**1.8**

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

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

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

As displayed in Table 45, overall, 42 percent of Renaissance Academy students had attendance rates similar or better once they returned to their home school. There were no notable differences across attendance rates at the middle and high school levels. There was an 8 percentage-point decrease in the overall percentage with attendance rates similar or better while attending home school in 2023-2024 compared to 2022-2023 driven by a decrease in the middle school level.

Table 45: Percentage of Students With Attendance Rates Similar To or Better Than While at Their Home School

Criteria	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Total Number of Students	27	65	84	86	111	**151**
Percentage with Attendance Rate Similar or Better	67%	42%	44%	42%	50%	**42%**

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

The data analyzed for this objective included students who had exited Renaissance Academy and returned to their home school. Students who exited Renaissance Academy in September or June were excluded because they did not spend a sufficient amount of time at Renaissance Academy or at their home school for course grades to represent their academic performance at the site. Students who had the same or better core course grade average they had at Renaissance Academy were determined to be successful for the purpose of this objective, but this does not include those who had a zero as their core course grade average at Renaissance Academy and a zero as their core course grade average at their home school. The total number of students included in the analyses is noted in Table 46.

As displayed in Table 46, 21 percent of middle school students maintained or improved their core course grade averages after returning to their home school, and 10 percent of high school students maintained or improved their core course grade averages after returning to their home school. The total percentage of students who

maintained their academic performance in 2023-2024 was similar to the total percentages in 2022-2023. However, in 2023-2024 there was a 21-percentage point increase at the middle school level compared to 2022-2023.

Table 46: Percentage of Students Who Maintained Their Academic Performance at Their Home School

Criteria	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Total Number of Students	21	43	77	81	98	**124**
Percentage Maintained Academic Performance	0%	21%	21%	10%	16%	**14%**

Graduate and Develop Postgraduation Plans

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

Objective 1: Students who attended Renaissance Academy during middle or high school will graduate in four, five, or six years as measured by the Virginia Department of Education (VDOE) on-time graduation rate data.[23]

The data analyzed for this objective included students who were part of the 2023-2024 on-time graduation cohort who attended Renaissance Academy at any point during their middle school or high school years. In addition, students must have attended Renaissance Academy for at least 45 days in middle school, high school, or anytime. As displayed in Table 47, 95 percent of students who attended Renaissance Academy only during middle school graduated in four years, 66 percent who attended Renaissance Academy only during high school graduated in four years, and 44 percent who attended Renaissance Academy during middle and high school graduated in four years. Of all students who were enrolled at any point during middle or high school, 64 percent graduated within four years. This was a higher four-year graduation rate than the previous year's cohort in 2023.

In addition, students from the 2023 graduation cohort who did not graduate in four years were examined based on 2024 data. Eighty-one percent of students who attended Renaissance Academy only in middle school graduated in five years, and 54 percent who attended Renaissance Academy only in high school graduated in five years. Of all the students from the 2023 cohort who attended Renaissance Academy at any point during middle or high school who did not graduate in four years, 61 percent graduated within five years.

Table 47: Percentage of Students Who Graduated in Four Years

Cohort	Graduated in 4 Years				Graduated in 5 Years			
	RA in MS Only	RA in HS Only	RA in MS and HS	**RA Anytime (Total)**	RA in MS Only	RA in HS Only	RA in MS and HS	**RA Anytime (Total)**
2023	81%	55%	64%	61%	81%	54%	62%	61%
2024	95%	66%	44%	64%	--	--	--	--

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

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

Students were asked their perceptions of their academic and career planning process. Overall, 81 percent of students agreed they received assistance, resources, and information at Renaissance Academy that helped them make informed decisions about their options after high school graduation. Middle school students reported higher levels of agreement at 86 percent than high school students at 74 percent. As displayed in

Table 48, a higher percentage of students reported receiving assistance, resources, and information to help make informed decisions in 2023-2024 compared to 2022-2023.

Table 48: Students Reporting Academic/Career Planning

Survey Item	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
I received assistance, resources, and information at Renaissance Academy that helped me make informed decisions about my options after I graduate from high school [e.g., college (enroll), employment (employ), or military service (enlist)].	67%	86%	83%	76%	74%	81%

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

Students were surveyed about setting goals for their learning and future plans. Overall, 88 percent of students agreed as part of their experience at Renaissance Academy, they set goals for their learning and future plans. Middle school students reported higher levels of agreement at 90 percent than high school students at 77 percent. As displayed in Table 49, a higher percentage of students reported setting goals for their learning and future plans in 2023-2024 compared to 2022-2023.

Table 49: Students Reporting Setting Goals for Their Learning and Future Plans

Survey Item	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
As part of my experience at Renaissance Academy, I set goals for my learning and my future plans.	71%	90%	84%	86%	77%	88%

Students were asked an open-ended question on the survey about the assistance, resources, information, or activities they had at Renaissance Academy to help them make decisions about their future. Overall, 137 students provided a comment which was 43 percent of those students who responded to the survey. The most common response among middle and high school students was that staff at Renaissance Academy provided them with encouragement or support. Several students named specific staff members they made connections with. The second most common response was class activities; however, students did not elaborate on what they meant by these activities. The third most common response was field trips, particularly to the zoo and Tidewater Community College.

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

Seniors who graduated while at Renaissance Academy were asked their postgraduation plans on the senior exit survey to collect data for the Virginia Department of Education. As displayed in Table 50, over half of students (56%) indicated they planned to continue their education, 26 percent indicated they planned to enter employment, 15 percent reported they had no plans or were undecided, and 3 percent indicated they planned to join the military. When comparing 2022-2023 postgraduation plans to 2023-2024 postgraduation plans, there was an 18-percentage point increase in those reporting they planned to continue their education, and a 30 percentage-point decrease in those reporting they had no postgraduation plans.

Table 50: Seniors' Who Graduated While at Renaissance Academy Postgraduation Plans

Postgraduation Plans	2022-2023 (N=29)*	2023-2024 (N=39)**
None (No plans indicated or Undecided)	45%	15%
Total Continuing Education***	38%	56%
Two-Year College	17%	33%
Four-Year College	14%	18%
Other Education Plans (Business, Technical, Apprenticeship, or Other Educational Opportunity)	7%	5%
Employment	14%	26%
Military	3%	3%

*Note: Includes 23 students who graduated while enrolled at Renaissance Academy and 6 students who graduated during the summer in 2022-2023.
**Note: Includes 32 students who graduated while enrolled at Renaissance Academy and 7 students who graduated during the summer in 2023-2024.
***Note: Two-year colleges, four-year colleges, and other included in Total Continuing Education.

Stakeholder Perceptions

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

Stakeholders' Perceptions of Program Meeting Students' Needs

Stakeholder Satisfaction

Table 51 displays the results for the survey item assessing overall satisfaction. Overall, 80 percent of students expressed satisfaction with their experience at Renaissance Academy. High school and middle school students reported the same level of satisfaction.

Overall, 60 percent of parents expressed satisfaction with their students' experience at Renaissance Academy. Parents of high school students were more likely to indicate they were satisfied than parents of middle school students (72% vs. 48%). Overall, 63 percent of comprehensive secondary staff expressed satisfaction with Renaissance Academy. Middle school staff members were more likely to indicate they were satisfied than high school staff members (68% vs. 61%). The majority of Renaissance Academy staff (64%) were satisfied with the experience students had at Renaissance Academy. High school staff at Renaissance Academy were more likely to indicate they were satisfied than middle school staff members (72% vs. 59%).

Table 51: Overall Satisfaction With Renaissance Academy

School Level	Students		Parents*		RA Staff**		Comprehensive Secondary Staff	
	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24
Middle School	74%	80%	42%	48%	65%	59%	76%	68%
High School	94%	80%	62%	72%	64%	72%	50%	61%
Total	**83%**	**80%**	**53%**	**60%**	**65%**	**64%**	**61%**	**63%**

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

Program Strengths and Areas for Improvement

Students were asked two open-ended questions on the survey about what they gained from enrolling in Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 237 students provided a comment about what they gained from the program, which was 75 percent of those students who responded to the survey. The most common response regarding what they gained included improving their behavior, improving academically, personal growth, and forming friendships and relationships with those at Renaissance Academy.

Overall, 220 students provided a comment about improvements they would suggest for Renaissance Academy, which was 70 percent of those students who responded to the survey. Students' responses encompassed a variety of areas. The most common response among students was that they had no suggestions for improvements or that they were unsure and did not know what could be improved. The second most common theme was a general comment about improving the overall program without specific details. The third most common response appeared to be about ways students improved while in the program with students commenting about getting better grades and improving their behavior. Some students commented on discipline and student conduct, having someone to talk to, and school uniforms.

Renaissance Academy staff were also asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 32 Renaissance Academy staff members provided a comment about what students gained from the program which was 71 percent of those staff members who responded to the survey. The most common response regarding what students gained included students having access to smaller class sizes which provided them with more individualized and/or personalized instruction. The second most common theme included the program providing students with a new environment and/or a new opportunity to be successful.

Overall, 32 Renaissance Academy staff members provided a comment about improvements they would suggest, which was 71 percent of those staff members who responded to the survey. The most common response among staff members was a need for better consistency among staff regarding holding students accountable for their actions. The second most discussed topic was a need for more support including more staff and better support for students with disabilities and difficult behavior. Staff also mentioned providing mandatory classes related to anger management and self-regulation.

Comprehensive secondary staff were also asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 52 comprehensive secondary staff members provided a comment about what students gained from the program which was 60 percent of those staff members who responded to the survey. The most common response among comprehensive secondary staff members was students gained individualized learning opportunities complemented by small class sizes and structure. The second most common response was access to additional support and resources like counselors, psychologists, and student support staff. There were some staff members who commented on mixed outcomes from students leaving Renaissance Academy; some students improved while others did not.

Overall, 54 comprehensive secondary staff members provided a comment about improvements they would suggest for Renaissance Academy which was 63 percent of those comprehensive secondary staff members who responded to the survey. The most common response was related to improving communication between Renaissance Academy and the home schools related to student transitions. The second most common response was improving the transition process for students to go back to their home school. Staff suggested a gradual reintroduction to the home school, additional resources, and ensuring students are academically and behaviorally prepared to return.

Parents were also asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 24 parents provided a comment about what students gained from the program which was 44 percent of those parents who responded to the survey. The most common response was positive support from role models and staff at Renaissance Academy. The second most common response was strict policies and a structured environment. The third most common response was better academic support through small class sizes.

Overall, 18 parents provided a comment about improvements they would suggest for Renaissance Academy, which was 33 percent of those parents who responded to the survey. The most common response among parents related to more and better supports for their child's unique needs including mental health supports or therapy. The second most common response was better communication between Renaissance Academy staff and families.

Additional Cost

The final evaluation question focused on the cost of the Renaissance Academy middle and high school alternative education program to the school division. This section of the report summarizes the total additional costs for Renaissance Academy from the 2023-2024 fiscal year. To the greatest extent possible, costs included in this section were for the middle and high school alternative education program and did not include costs for other alternative education options (e.g., ISAEP). Cost data were collected from the departments of School Leadership, Budget and Finance, Human Resources, and School Division Services. Costs for 2023-2024 related to Renaissance Academy were totaled from the following areas: instructional supplies, technology, office supplies, professional learning, recognition/community building, local travel, staff costs, and transportation. Building costs were gathered but were not included in the total additional cost because they could not be isolated for the middle and high school program only due to other programs using the building such as ISAEP, the Adult Learning Center, and Southeastern Cooperative Educational Programs (SECEP).

The total cost for the 2023-2024 school year was estimated to be $14,964,958 (see Table 52). The largest expense was staffing costs which totaled $13,800,626. The next largest cost was for student transportation which included approximately $460,268 in driver costs and $512,703 for operational costs which included fuel, maintenance, and vehicle depreciation at $2.50 per mile. An additional $91,710 that Renaissance Academy received in School Allocations funding is not included in Table 52 because it could not be determined those funds were additional costs based on the per pupil school allocation funding process. To calculate the school allocations, the budget office uses projected student membership based on reports from the demographer and bases the Renaissance Academy school allocation on an enrollment number of 1,000 students and a set per pupil amount for each category of funding.[24] To the extent that a home school's projected membership numbers do not include students who were enrolled at Renaissance Academy, the home schools would not receive a per pupil allocation for those students.

Table 52: Cost of the Renaissance Academy Program

Cost Category	Cost 2022-2023 Fiscal Year	Cost 2023-2024 Fiscal Year
Instructional Supplies	$45,421	$77,133
Technology	$414,724	$11,665
Office Supplies	$8,882	$8,302
Professional Learning	$2,716	$9,811
Recognition/Community Building	$18,062	$8,169
Local Travel	$1,630	$931
Staff Costs	$11,650,410	$13,800,626
Substitutes	$125,722	$75,350
Transportation	$997,462	$972,971
Total Annual Operating	**$13,265,029**	**$14,964,958**

Note: The building costs for utilities and building maintenance totaled $797,405 in 2022-2023 and $736,883 in 2023-2024 but were not included in the total additional cost because these costs could not be isolated for the Renaissance Academy middle and high school alternative education program only.

Summary

School Board Policy 6-27, adopted in August 1993 and updated in July 2022 recognizes that the needs of all students in VBCPS cannot be met within the formal school curriculum. Therefore, alternative educational experiences, like Renaissance Academy, have the potential to meet students' unique needs. The focus of this year-two evaluation was the implementation and operation of the Renaissance Academy middle and high school program as well as providing initial progress toward meeting student outcome goals. The evaluation examined alternative education in VBCPS, options within alternative education, student characteristics, student referral and transition processes, staff characteristics and professional learning, family involvement opportunities, progress toward student outcome goals, stakeholders' overall perceptions, and cost to the division.

The Renaissance Academy Alternative Education Program aims to meet the needs of students in grades 6 through 12 who are not experiencing success in regular secondary settings. Most students attending Renaissance Academy are recommended for placement by the Office of Student Leadership for behavioral concerns, but students can also be recommended by school administrators through principal-to-principal placement, or by parent request. The program serves both special education and regular education students, and some students are enrolled short-term while others are enrolled long-term. A high percentage of comprehensive secondary school staff (94%) agreed they understood the purpose of the Renaissance Academy program in VBCPS.

Students enrolled at Renaissance Academy participate in general curriculum courses, and the program includes instruction regarding life skills to promote the development of self-determination, responsibility, and integrity that fosters a sense of self-esteem. Students have learning opportunities that address social-emotional behavior and character components. Components of the Renaissance Academy middle and high school alternative education program during 2023-2024 included staff support from school counselors, student support specialists, and mentors, flexible scheduling options, basic needs, career development and credentialing; and world languages. About half of the students (53%) reported they worked with a student support specialist, and almost all (99%) reported the experience was useful. A majority of students (79%) reported having a mentor or trusted adult while attending Renaissance Academy, and 96 percent of students who reported they had a mentor indicated the experience was useful.

A recommendation area in the year-one evaluation was to implement strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills. One action taken toward this recommendation was having the counseling department host the Phoenix Awards to recognize students' achievement, hiring retired VBCPS teachers and coaches for the mentorship program and having them participate in training. In addition, other actions included a Black History Month workshop with Renaissance Academy staff and student ambassadors and producing the first Renaissance Academy yearbook. Stakeholders reported perceptions on participating in activities related to improvement areas outlined in the recommendation. Overall, students reported higher agreement that they participated in activities to help them have a good relationship with other students (74%), activities to improve self-management skills (74%), and activities to improve decision-making skills (76%) compared to parents and Renaissance Academy staff who had agreement percentages ranging from 33 percent to 52 percent.

Another recommendation from the year-one evaluation was to enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school. According to Renaissance Academy staff, actions taken toward this recommendation included SOL Kick-Off Assemblies at middle and high school levels to motivate students for the upcoming SOL assessments and administrative meetings on Fridays for faculty and staff. This recommendation was also supported by the addition of six new courses offered at Renaissance Academy in 2023-2024. In addition, an instructional specialist was hired in 2024-2025 to support teachers in meeting students' academic needs. Other opportunities included a total of 18 CTE courses for students at Renaissance Academy. There were 165 total enrollments in middle school across five courses and 301 total enrollments in high school across 18 courses. In total, 88 students in grades 10, 11, and 12 (29%) attempted to earn a certification and of those who attempted, 36 (41%) earned a certification. In addition, Renaissance Academy received an allocation for a world languages teacher, and there were 48 total enrollments across Spanish I, II, and III in 2023-2024. Overall, 73 percent of Renaissance Academy staff and 51 percent of parents agreed the instructional opportunities students had at Renaissance Academy prepared them to meet the academic demands when returning to their home school. In addition, almost all Renaissance Academy staff (98%) agreed they had useful instructional tools to help meet students' academic needs in the classroom. Overall, 84 percent of students agreed they gained the tools and strategies to successfully transition back to their homeschool.

During the 2023-2024 school year, 774 students were enrolled at Renaissance Academy at some time during the school year, with 295 students in grades 6 through 8 and 479 students in grades 9 through 12. The majority of students enrolled were male (60%), over half of the students were Black (60%), and 18 percent were White. The majority of students at Renaissance Academy were economically disadvantaged (70%). Twenty-four percent were special education students, 7 percent were military connected, 3 percent were identified gifted, and less than 1 percent were identified English Learners (EL). There were higher percentages of male, Black, economically disadvantaged, and special education students at Renaissance Academy compared to students at the overall division level.

About half of the students enrolled at Renaissance Academy were there for the first time during 2023-2024. Approximately half of students were enrolled for less than half the school year (50%), and 13 percent were enrolled for the entire school year. The median number of days students were enrolled was 70 days. The largest numbers of students listed Larkspur Middle School, Bayside High School, or Green Run High School as their last enrolled home school prior to enrolling at Renaissance Academy. Overall, the reenrollment rate at Renaissance Academy during 2023-2024 was 10 percent based on students who attended Renaissance Academy during 2023-2024, went back to their home school or another school in VBCPS, and then returned to Renaissance Academy again during 2023-2024.

The evaluation also focused on the criteria and process for students to be referred to Renaissance Academy and to transition back to their home school. Almost all of the students (98%) attending Renaissance Academy during the 2023-2024 school year were referred by the Office of Student Leadership due to behavior concerns. The criteria for students to transition back to their home school included good grades (C or higher in all classes), good attendance (no more than 6 unverified absences), and good behavior (no in-school or out-of-school suspensions or other related behavior concerns). Integral to the transition process are the student support specialists who support students for at least nine weeks during their transition period. A recommendation in the year-one evaluation was to strengthen the transition process. One action taken toward this was having Renaissance Academy reach out to schools to schedule student orientation rather than waiting for families to schedule the orientation. In addition, orientation was expanded to be held twice a week and by appointment. Another action was to have students be concurrently enrolled at their home school and Renaissance Academy to help teachers be informed about student progress.

Renaissance Academy staff and comprehensive secondary staff members were asked their perceptions of the referral and transition process. When asked their perceptions about students moving from the home school to Renaissance Academy, high percentages of comprehensive staff (at least 79%) agreed they understood the referral criteria and transition process to Renaissance Academy and Renaissance Academy staff agreed (84%) they understood the transition process for students moving from their home school to Renaissance Academy. When asked perceptions about students transitioning from Renaissance Academy back to their home school, 65 percent of comprehensive staff agreed, and 84 percent of Renaissance Academy staff agreed they understood the transition process for students moving from Renaissance Academy back to their home school. In addition, 89 percent of Renaissance Academy staff agreed they understood the criteria for students to be eligible to return to their home school. Both Renaissance academy staff and comprehensive secondary staff had low levels of agreement regarding communication efforts during students' transition process (36%-45%). Overall, about three-quarters of students (75%), parents (75%), and comprehensive secondary staff (74%) agreed students had the support they needed to be successful when they returned to their home school.

Regarding staff and professional learning, Renaissance Academy instructional staff had on average a lower number of years of teaching experience than instructional staff throughout the division, and there was a larger percentage of Renaissance Academy instructional staff who were new to the division in comparison to instructional staff throughout the division. Overall, 77 percent of staff reported being satisfied with their experience working at Renaissance Academy. The majority of staff members (89%) reported participating in professional learning related to being a staff member at Renaissance Academy in the past three years. Overall, 67 percent of staff members who participated in professional learning agreed it was sufficient, and 75 to 80 percent agreed it helped prepare them to teach or provide services to students and enabled them to better meet students' needs. Renaissance Academy staff were asked an open-ended survey question regarding professional learning topics they would be interested in learning more about. The most mentioned topics were trauma-informed practices, social-emotional learning skills particularly related to students having a good relationship with other students, classroom management specific to managing student behavior, more CPI training, and instructional strategies specific to students in alternative education. Based on staff and student comments from the prior year's evaluation, a recommendation from the year-one evaluation was to increase the availability of professional learning opportunities for staff related to managing student behaviors in the classroom and teaching students strategies for anger management. In 2023-2024, actions were taken toward this recommendation and included numerous professional learning opportunities such as CPI Nonviolent training, Responsibility-Centered Discipline, Strengthening Connections, Conversations with Ourselves, and a book study. In addition, administrators attended AVID training.

Renaissance Academy provided opportunities for families to be involved and engaged. New student orientation provided information about expectations, procedures, policies, and other pertinent details, and it was mandatory for all students and families attending Renaissance Academy. A high percentage of parents

(92%) agreed orientation was helpful in helping their family understand the program's expectations. Renaissance Academy also holds an open house every September and shares a quarterly newsletter with the community. In 2023-2024, Renaissance Academy started a Parent/Guardian Group to empower parents, and the first meeting was held in June 2024.

Data for student outcome goals were analyzed as part of the year-two evaluation to provide additional information about progress toward meeting program goals and objectives. The student outcome goals focused on building relationships, demonstrating success in school while attending Renaissance Academy, transitioning to their home school following enrollment at Renaissance Academy, and graduating and developing a postgraduation plan.

Regarding the goal focused on building relationships, relatively high percentages of students agreed they had positive relationships with staff including teachers, the director/principal and assistant principals, student support specialists, school counselors, and school psychologists at Renaissance Academy (85 to 88%). High percentages of Renaissance Academy staff agreed they had positive relationships with students (93%) and students had positive relationships with staff (82%). Staff had a somewhat lower percent of agreement (44%) about students getting along well with other students. Students were surveyed about their perceptions of feeling a sense of belonging and feeling welcome at Renaissance Academy. Overall, 71 percent of students agreed Renaissance Academy provided a welcoming place to learn, yet 51 percent of students agreed they felt like they belonged while at Renaissance Academy. On the Relationship Skills competency aggregate rating, 74 percent of students' responses to multiple survey items were agreement responses. Overall, 20 percent of staff agreed students demonstrated competency in relationship skills, and 31 percent of staff agreed students' relationship skills improved while attending Renaissance Academy. On the Self-Management competency aggregate rating, 82 percent of students' responses on multiple survey items were agreement responses. Overall, 20 percent of staff agreed students demonstrated competency in self-management skills, but 40 percent agreed students' self-management skills improved while attending Renaissance Academy. On the Responsible Decision-Making aggregate rating, 87 percent of students' responses on multiple survey items were agreement responses. Overall, 22 percent of staff agreed students demonstrated competency in responsible decision-making skills, and 36 percent agreed students' responsible decision-making skills improved while attending Renaissance Academy. In 2023-2024, students' aggregate Relationship Skills competency rating was maintained, while students' Self-Management competency aggregate, and Responsible Decision-Making aggregate ratings increased 3 to 7 percentage points.

Regarding the goal focused on students demonstrating success in school while attending Renaissance Academy, 85 percent of students, 55 percent of parents, 51 percent of Renaissance Academy staff, and 51 percent of comprehensive secondary school staff agreed while attending Renaissance Academy, students gained the tools and strategies for success in school. Overall, 77 percent of students demonstrated a decline in discipline referrals, and 75 percent of students demonstrated a decline in the total number of suspensions after enrolling in Renaissance Academy. Eighty-nine percent of students, 66 percent of parents, and 38 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students demonstrated satisfactory behavior. Additionally, 88 percent of students, 52 percent of parents, and 35 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students' behavior improved. Overall, 21 percent of students had an attendance rate of 90 percent or higher. When asked about students' attendance while attending Renaissance Academy, 83 percent of students, 75 percent of parents, and 47 percent of Renaissance Academy staff agreed students' attendance was satisfactory. Additionally, 87 percent of students, 55 percent of parents, and 42 percent of Renaissance Academy staff agreed students' attendance improved while attending Renaissance Academy. Overall, 68 percent of students demonstrated improvement in core course grade averages after enrolling in Renaissance Academy. When asked about academic performance, 90 percent of students, 68 percent of parents, and 44 percent of Renaissance Academy staff agreed students' academic performance was satisfactory. Additionally, 87 percent of students, 57 percent of

parents, and 56 percent of Renaissance Academy staff agreed students' academic performance had improved while attending Renaissance Academy. Students' academic proficiency as measured by the percent passing applicable Standards of Learning (SOL) tests was examined. Overall, 66 percent passed the end-of-course Writing SOL test, and 57 percent passed the end-of-course Reading SOL test while enrolled at Renaissance Academy. Less than half of students passed the other SOL tests taken while at Renaissance Academy. However, in 2023-2024, there was a higher percentage of students passing seven (41%) of the SOL tests in comparison to 2022-2023.

Regarding the goal that students will successfully transition to their home school following enrollment at Renaissance Academy, 84 percent of students, 46 percent of parents, and 64 percent of Renaissance Academy staff agreed students gained tools and strategies to successfully transition back to their home school or school they had enrolled in prior to attending Renaissance Academy. When asked if students felt prepared to return to their home school, 83 percent of students agreed they were prepared to return, and 68 percent of parents and 68 percent of Renaissance Academy staff agreed students were prepared. When asked if they felt ready to return to their home school, 81 percent of students felt ready along with 73 percent of parents. When examining the extent to which students demonstrated satisfactory behavior after returning to their home school, overall, former Renaissance Academy students had a higher average number of referrals compared to students' home school's average referral rate after returning. Overall, 42 percent of middle and high school students had attendance rates similar or better once they returned to their home school compared to when they were at Renaissance Academy. In terms of students maintaining their academic performance at their home school, 21 percent of middle school students and 10 percent of high school students maintained their core course grade averages after returning to their home school.

Another goal was that students will graduate and develop a postgraduation plan. Based on students who were enrolled at Renaissance Academy at any time during middle or high school, 64 percent graduated within four years from the 2024 cohort. The percentage of students who graduated in four years varied based on their enrollment patterns at Renaissance Academy. Of students who only attended Renaissance Academy during middle school, 95 percent graduated in four years, and of students who only attended Renaissance Academy during high school, 66 percent graduated in four years. When asked if students received assistance, resources, and information at Renaissance Academy that helped them make informed decisions about their options after high school, 81 percent of students agreed, and 88 percent of students agreed they set goals for their learning as part of their learning experience at Renaissance Academy. Students were asked an open-ended question on the survey about the assistance, resources, information, or activities they had at Renaissance Academy to help them make decisions about their future. The most common response among middle and high school students was that staff at Renaissance Academy provided them with encouragement or support.

Renaissance Academy seniors who graduated were asked about their postgraduation plans. Over half of students (56%) indicated they planned to continue their education, 26 percent indicated they planned to enter employment, 15 percent reported they had no plans or were undecided, and 3 percent indicated they planned to join the military. When comparing 2022-2023 postgraduation plans to 2023-2024 postgraduation plans, there was an 18-percentage point increase in those reporting they planned to continue their education, and a 30 percentage-point decrease in those reporting they had no postgraduation plans.

Stakeholders were asked their overall perceptions of the Renaissance Academy middle and high school alternative education program and provided an opportunity to comment on what students gained from enrollment and areas for improvement. When asked about their overall satisfaction with the Renaissance Academy alternative education program, 80 percent of students, 60 percent of parents, and 63 percent of comprehensive secondary staff indicated they were satisfied. The majority of Renaissance Academy staff (64%) were satisfied with the experience students had at Renaissance Academy, which was similar to the satisfaction rate (65%) in 2022-2023.

When students were asked what they gained from enrolling in Renaissance Academy, the most common response included improving their behavior, improving academically, personal growth, and forming friendships and relationships with those at Renaissance Academy. The most common responses from Renaissance Academy staff members included students having access to smaller class sizes which provided them with more individualized and/or personalized instruction. The most common responses among comprehensive secondary staff members were individualized learning opportunities complemented by small class sizes and structure. The most common responses among parents were positive support from role models and staff at Renaissance Academy

Regarding how the middle and high school alternative education program at Renaissance Academy could be improved, the most common responses among students was no suggestions for improvements, unsure, or not knowing what to improve. The most common responses for improvement among Renaissance Academy staff members focused on a need for better consistency among staff regarding holding students accountable for their actions. The most common responses for improvement among comprehensive secondary staff were related to improving communication between Renaissance Academy and the home schools related to students' transitions. The most common responses among parents for improvement focused on the need for more and better supports for their child's unique needs including mental health supports.

The cost for the Renaissance Academy middle and high school program during the 2023-2024 school year totaled $14,964,958. The two largest expenses included staffing costs ($13,800,626) and transportation ($972,971).

Recommendations and Rationales

Recommendation #1: Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 4. *(Responsible Group: Renaissance Academy).*

Rationale: The first recommendation is to continue the Renaissance Academy Alternative Education Program with modifications noted in recommendations 2 through 4 below. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the initiative without modifications, continue the initiative with modifications, expand the initiative, or discontinue the initiative.

Recommendation #2: Continue working on the recommendation from the year-one evaluation focused on implementing strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills along with strategies for anger management and self-regulation at Renaissance Academy. *(Responsible Group: Renaissance Academy).*

Rationale: The second recommendation is to continue working on the recommendation from year-one focused on implementing strategies or activities to improve students' relationships skills with other students, self-management skills, and responsible decision-making skills along with strategies for anger management and self-regulation. There was some improvement on students' ratings of their Self-Management Skills and Responsible Decision-Making Skills ranging from 3 percentage points to 7 percentage points. However, Renaissance Academy staff members reported low agreement percentages regarding whether students demonstrated competency in relationship skills (20%), self-management skills (20%), and responsible decision-making skills (22%). Renaissance Academy staff reported low agreement percentages, 28 percent at the middle school level and 57 percent at the high school level, regarding students at Renaissance Academy getting along well with other students. In addition, 31 percent to 40 percent of staff reported students' relationship skills, self-management skills, and responsible decision-making skills improved while attending Renaissance Academy. Additionally, about one-third (33%) of Renaissance Academy staff agreed students participated in activities to help improve how students got along with other students, 45 percent agreed students participated in activities to improve their self-management skills, and 49 precent agreed students participated in activities that helped improve their decision-making skills. When Renaissance Academy staff were provided an opportunity to provide suggestions for improvement, the most common response was providing mandatory classes for students related to anger management and self-regulation.

Recommendation #3: Continue working on the recommendation from the year-one evaluation to strengthen the transition process from Renaissance Academy to the students' home school including incorporating communication strategies between Renaissance Academy and the home schools to support student success. *(Responsible Groups: Department of School Leadership, Office of Student Leadership, and Renaissance Academy).*

Rationale: The third recommendation is to continue to strengthen the transition process from Renaissance Academy to the students' home school including incorporating communication strategies between Renaissance Academy and the home schools to support student success. When comprehensive secondary staff who worked with students who had attended Renaissance Academy were asked about understanding the transition process for students moving from Renaissance Academy back to their home school, 60 percent of

middle school staff and 69 percent of high school staff agreed they understood the transition process. Overall, parents (46%) and Renaissance Academy staff (64%) had relatively low agreement levels when asked about students gaining the tools and strategies to successfully transition back to their home school, with lower agreement among parents and staff of middle school students. In addition, 68 percent of Renaissance Academy staff reported students were prepared to return to their home school. In addition, based on behavior, attendance, and academic measures, both middle and high school students appeared to have a challenge maintaining their performance once they transitioned from Renaissance Academy back to their home school. On average, former Renaissance Academy students at both levels had more referrals than their home school average referral rate, less than half the students maintained their attendance rate (42%), and 14 percent maintained or improved their course grade average. Additionally, when Renaissance Academy staff and comprehensive secondary staff were asked about communication efforts during students' transition process, 36 percent of Renaissance Academy staff and 45 percent of comprehensive secondary staff agreed communication efforts provided them with the information they needed to meet students' needs. When comprehensive secondary staff provided comments about improvements they would suggest for Renaissance Academy, the most common response was improving communication between Renaissance Academy and the home schools related to student transitions.

Recommendation #4: Continue working on the recommendation from the year-one evaluation to enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school. *(Responsible Groups: Renaissance Academy and Department of Teaching and Learning).*

Rationale: The fourth recommendation is to continue working on the recommendation from the year-one evaluation to enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school. There was some improvement on seven or 41 percent of the SOL tests taken in 2023-2024 compared to 2022-2023. However, of the 17 SOL tests taken by middle and high school students, only 2 tests (Writing: EOC, English: EOC) had a majority of students pass the test (57% to 66%). The remaining 15 tests had pass rates ranging from 4 percent to 36 percent. When students returned to their home school, overall, 14 percent of students maintained or improved their core course grade averages compared to when they were at Renaissance Academy. When examined by school level, 21 percent of middle school students maintained or improved their core course grade averages after returning to their home school, while 10 percent of high school students maintained or improved their core course grade averages. Although students generally agreed (84%) they gained the tools and strategies to successfully transition back to their home school, parents and Renaissance Academy staff had lower agreement rates to the same survey item ranging from 46 to 64 percent.

Appendix

Appendix A

Comprehensive secondary staff were asked their familiarity with the alternative education program at Renaissance Academy. As displayed in the table below, 88 percent of staff indicated they were familiar with the purpose of the middle and high school Renaissance Academy program, 86 percent indicated they were familiar with the purpose of student support specialists, 83 percent indicated they were familiar with the purpose of SAIP, and 79 percent indicated they were familiar with the purpose of Choices. In addition, 69 percent of comprehensive secondary staff indicated they were familiar with the purpose of ISAEP, and 53 percent indicated they were familiar with the purpose of the online learning program. Middle school staff members had higher familiarity agreement percentages about the purpose of the middle and high school program at SAIP, Choices, student support specialists, and online learning, but high school staff members had higher familiarity agreement percentages about the purpose of Renaissance Academy and ISAEP.

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

I am familiar with the purpose of the following alternative education programs at Renaissance Academy:*	MS		HS		Total	
	22-23	23-24	22-23	23-24	22-23	23-24
Renaissance Academy (middle/high school program)	89%	87%	87%	88%	88%	88%
Substance Abuse Intervention Program (SAIP)	81%	87%	90%	78%	86%	83%
Choices	87%	95%	71%	66%	79%	79%
Student Support Specialists	78%	95%	71%	78%	75%	86%
Individual Student Alternative Education Plan (ISAEP)	22%	47%	89%	88%	58%	69%
Anti-Tobacco Use Program**	46%	--	53%	--	50%	--
Online Learning	28%	53%	32%	51%	31%	53%

*Note: Results of these survey items include all staff members who engaged with the survey, including those who indicated they had not had experience working with students who attended Renaissance Academy.

**Note: According to Renaissance Academy staff members, the Anti-Tobacco Use Program has been integrated within the SAIP program, therefore, it was removed as an option choice on the 2023-2024 survey.

Endnotes

[1] Mark Glander, "Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2014–15" (NCES 2016-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics. https://nces.ed.gov/pubs2016/2016076.pdf, 2016, p. B-1.
[2] Skip Kumm, Sarah Wilkinson, and Sara McDaniel, "Alternative Education Settings in the United States," *Intervention in School and Clinic*, 2020, pp. 1-4.
[3] Source: https://schoolboard.vbschools.com/policies/section-6/6-27
[4] Virginia Beach City Public Schools, Alternative Education Task Force Report (draft).
[5] Virginia Beach City Public Schools, Alternative Education Five-Year Plan, 1998-2003, March 1998.
[6] Source: https://www.vbschools.com/about/data/historical-overview-of-vbcps
[7] Source: https://renaissanceacademy.vbschools.com/
[8] As cited in Virginia Beach City Public Schools, Renaissance Academy Alternative Education Program: Evaluation Readiness Report, August 2022.
[9] Source: https://vbcoursecatalog.vbschools.com/renaissance-academy-alternative-programs-grades-912
[10] Secondary School Curriculum for Students of Virginia Beach City Public Schools, 2019-2020.
[11] A. Livingston, personal communication, October 23, 2023.
[12] A. Livingston, personal communication, October 23, 2023.
[13] A. Livingston, personal communication, October 23, 2023.
[14] Source: Page 52
https://resources.finalsite.net/images/v1691005313/vbschoolscom/p2ppsczg6jdvzksloosp/CodeStudentConduct.pdf
[15] Source: Page 51
https://resources.finalsite.net/images/v1691005313/vbschoolscom/p2ppsczg6jdvzksloosp/CodeStudentConduct.pdf
[16] Source: https://vbcoursecatalog.vbschools.com/renaissance-academy-alternative-programs-grades-912
[17] The year that students were last enrolled in their VBCPS home school varied. For example, the last home school enrollment for students was as follows: two students in 2018-2019, five students in 2019-2020, 61 students in 2020-2021, 282 students in 2022-2023, and 425 students in 2023-2024.
[18] A. Livingston, personal communication, October 23, 2023.
[19] Renaissance Academy Orientation PowerPoint.
[20] In the year-one evaluation in 2022-2023, survey results were analyzed for two groups of students: "Exited/Planned to Exit" and "Planned to Stay." "Exited/Planned to Exit" students included Renaissance Academy students who had either exited the program at some point during the 2022-2023 school year or intended to exit Renaissance Academy at the end of the school year and start the 2023-2024 school year at their home school. "Planned to Stay" included students who indicated they would be attending Renaissance Academy at the start of the 2023-2024 school year. In 2023-2024, data were analyzed by the same two groups, but the pattern of differences did not continue in year-two. Therefore, data were not presented in this format.
[21] Students who attended SECEP and Juvenile Detention Center are not included in the analysis. The data warehouse maintains some data points on these students including demographic information, but it does not include discipline data.
[22] This analysis was conducted with student attendance of 7 days, 30 days, and 45 days. All percentages remained constant at 25% at all three attendance numbers.
[23] The on-time graduation (OTG) cohort includes students who earned a Board of Education approved diploma within four years of entering high school for the first time. The cohort includes special education and English Learner (EL) students who took additional years to graduate on time based on the formula approved by the Virginia Board of Education.
[24] C. Armstrong, personal communication, January 25, 2024.

Donald E. Robertson Jr., Ph.D., Superintendent
Virginia Beach City Public Schools
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January 2025

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY
Office of Research and Evaluation

Renaissance Academy Alternative Education Program: Year-Two Implementation Evaluation

The table below indicates the proposed recommendations resulting from the **Renaissance Academy Alternative Education Program: Year-Two Implementation Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Program Evaluation	Administration's Recommendations
Information January 14, 2025 Consent January 28, 2025	Renaissance Academy Alternative Education Program: Year-Two Implementation Evaluation	1. Recommendation #1: Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 4. (*Responsible Group: Renaissance Academy*) 2. Recommendation #2: Continue working on the recommendation from the year-one evaluation focused on implementing strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills along with strategies for anger management and self-regulation at Renaissance Academy. (*Responsible Group: Renaissance Academy*) 3. Recommendation #3: Continue working on the recommendation from the year-one evaluation to strengthen the transition process from Renaissance Academy to the students' home school including incorporating communication strategies between Renaissance Academy and the home schools to support student success. (*Responsible Groups: Department of School Leadership, Office of Student Leadership, and Renaissance Academy*)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Program Evaluation	Administration's Recommendations
Information January 14, 2025 Consent January 28, 2025	Renaissance Academy Alternative Education Program: Year-Two Implementation Evaluation	4. Recommendation #4: Continue working on the recommendation from the year-one evaluation to enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school. (*Responsible Groups: Renaissance Academy and Department of Teaching and Learning*)	The administration concurs with the recommendations from the program evaluation.

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CITY PUBLIC SCHOOLS
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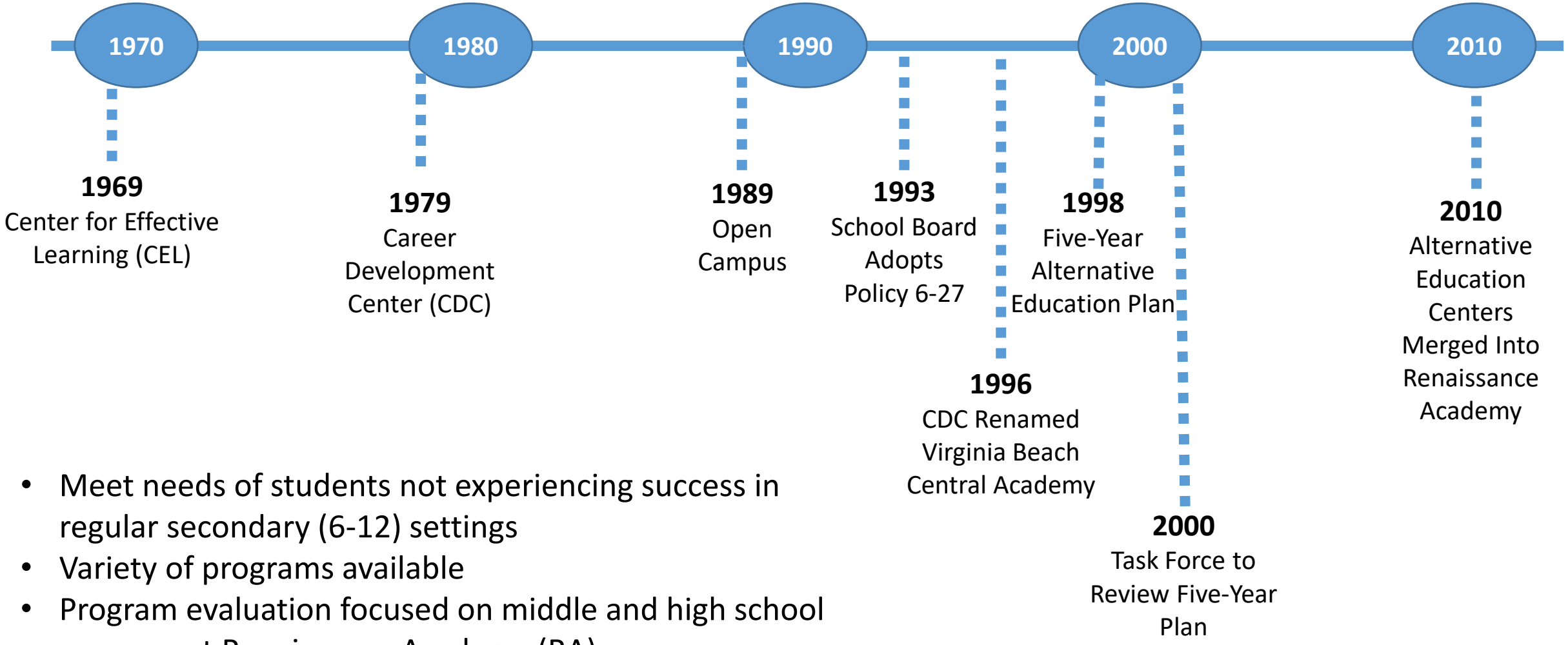
Renaissance Academy Alternative Education Program: Year-Two Implementation Evaluation

School Board Information

January 14, 2025

Planning, Innovation, and Accountability
Office of Research and Evaluation

Background: History of Alternative Education in VBCPS



- Meet needs of students not experiencing success in regular secondary (6-12) settings
- Variety of programs available
- Program evaluation focused on middle and high school program at Renaissance Academy (RA)

Evaluation Process and Method

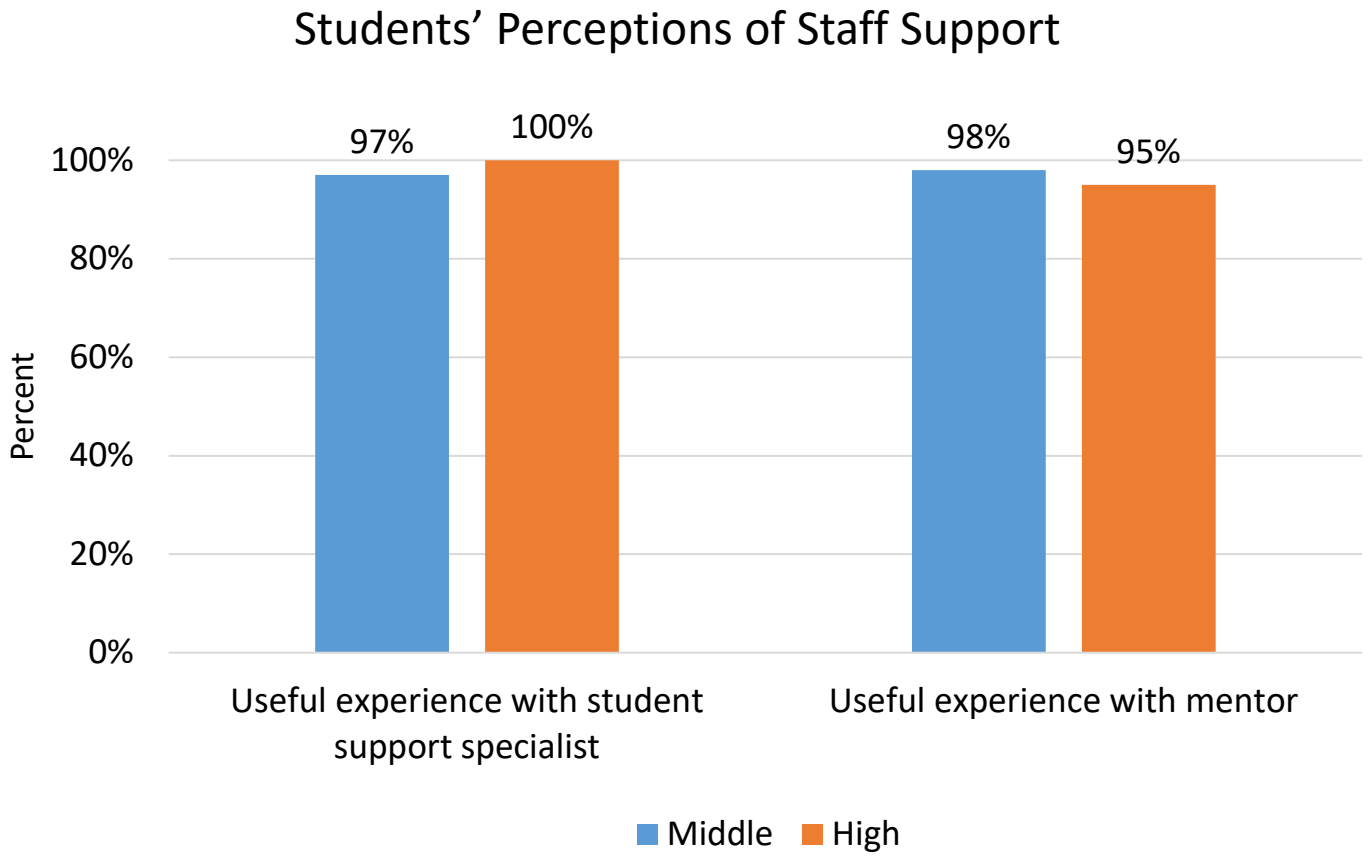
- Three-year evaluation plan approved by School Board in 2022
- Year-two implementation evaluation in 2023-2024
  - Program components
  - Student characteristics
  - Referral and transition process
  - Staff characteristics and professional learning
  - Family involvement
  - Student outcome data
  - Stakeholders' perceptions
  - Actions toward recommendation areas
  - Cost
- Data Collection
  - Surveys
  - Document review
  - Data warehouse
  - Interviews
  - Site visit
  - Budget documents

Survey Group	Respondents	Response Rates
Renaissance Academy (RA) Staff	45	45%
Comprehensive Secondary Staff*	86	32%
Students	316	41%
Parents	54	7%

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

Renaissance Academy Middle and High School Alternative Education Program

- Offers general curriculum courses
- Addresses social-emotional learning
- Open forums for staff
- Components to meet students' needs
  - Staff support from school counselors, student support specialists, and mentors
  - Flexible schedule
  - Basic needs



Renaissance Academy Middle and High School Alternative Education Program (cont.)

- Career development and credentialing

School Level	Number of CTE Courses Offered	Number of CTE Enrollments
Middle	5	165
High	13	301

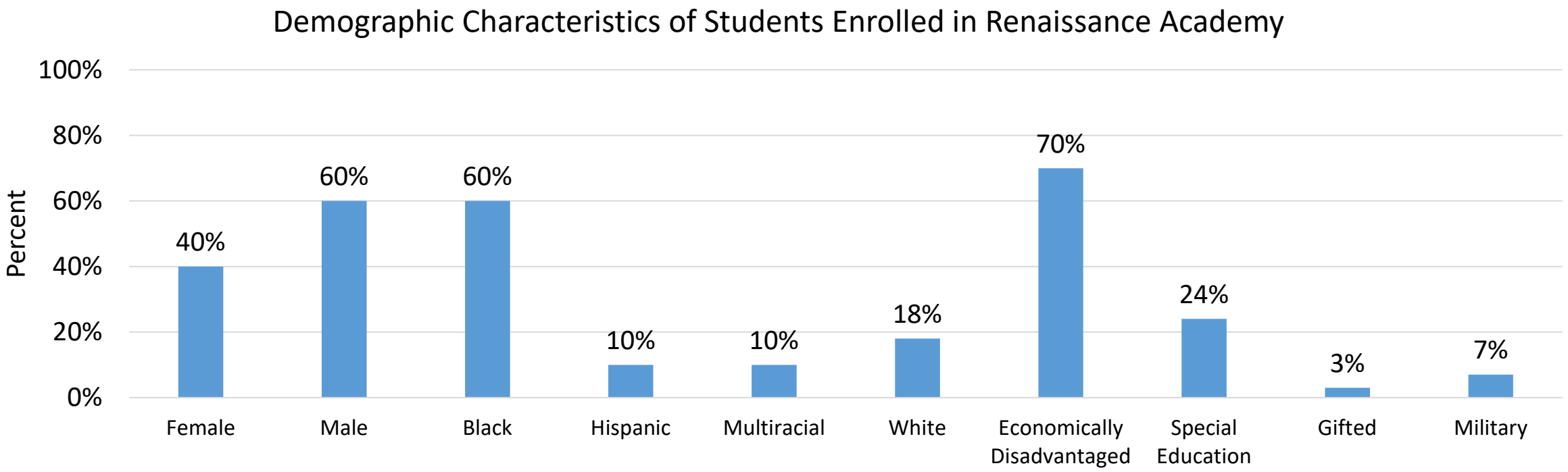
  - 88 students in grades 10-12 attempted certification
  - 41% earned a certification

- World languages

Course	Number of Enrollments
Spanish I	22
Spanish II	16
Spanish III	10

Student Characteristics

- 774 students (295 middle and 479 high) enrolled during 2023-2024

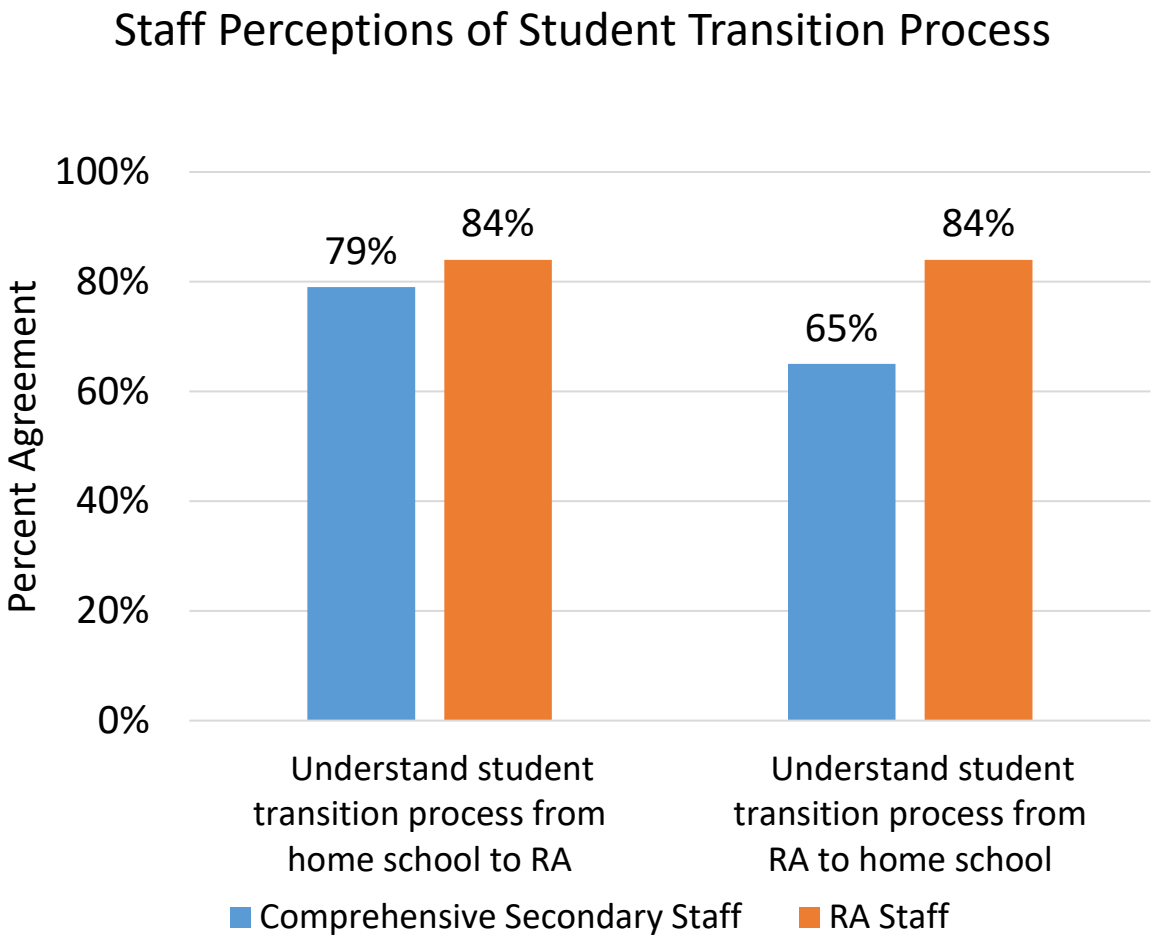


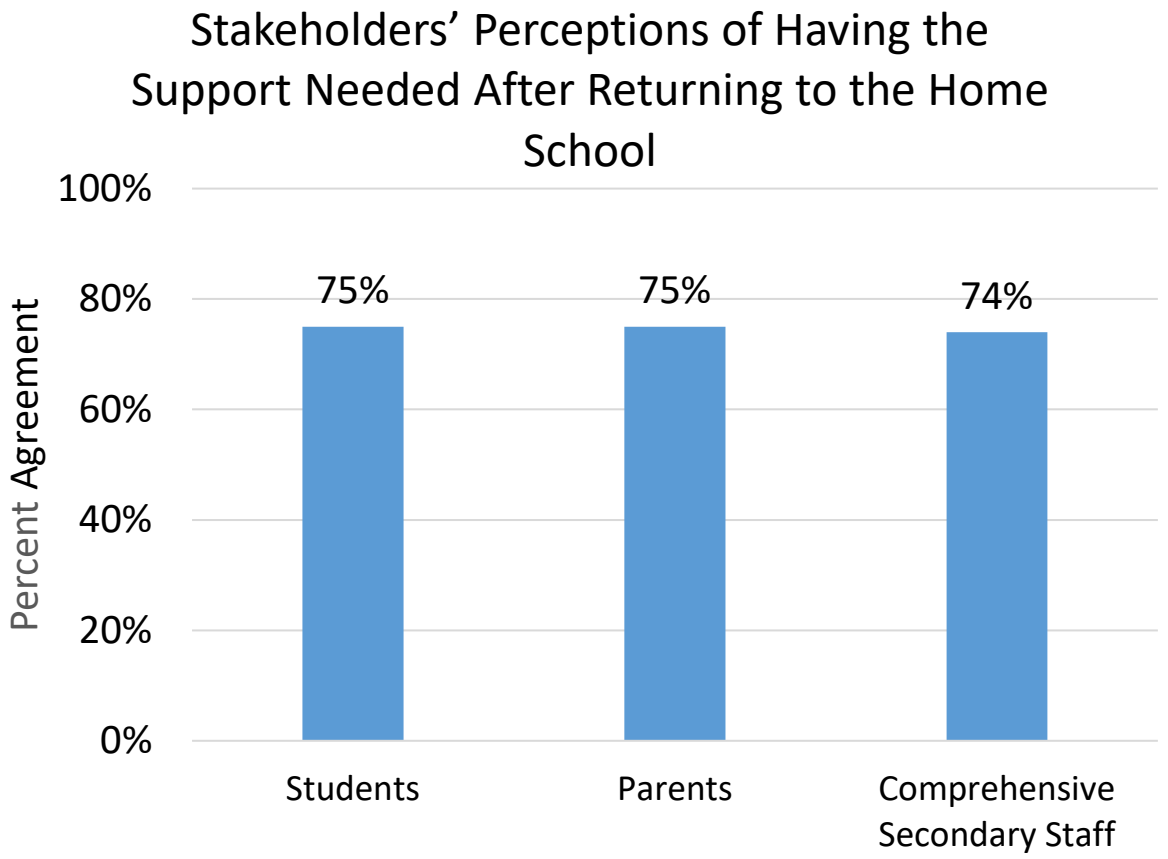
- 50% of students enrolled for first time
- 58% of students enrolled less than half the school year
- 13% enrolled entire 2023-2024 school year

Referral and Transition Processes (Recommendation Area)

- Referral
  - Most enrollment due to student behavior offenses
  - 88% of comprehensive secondary staff understood the criteria for students to be referred
- Transition to Renaissance Academy
  - MS and HS administrators toured Renaissance Academy
  - Concurrent enrollment
  - 36% of RA staff agreed during the students' transition process from their **home school** to Renaissance Academy, communication efforts provided them with needed information to meet students' needs.
- Transition back to home school
  - Three criteria (grades, attendance, behavior)
  - Office of Student Leadership (OSL) communicates with home school
  - Students supported for 9 weeks by student support specialists
  - "Graduate" or continue support
  - 89% of RA staff understood the criteria students must meet to return to their home school.
  - 45% of comprehensive secondary staff agreed during students' transition process from **Renaissance Academy** to their home school, communication efforts provided them with needed information to meet students' needs.

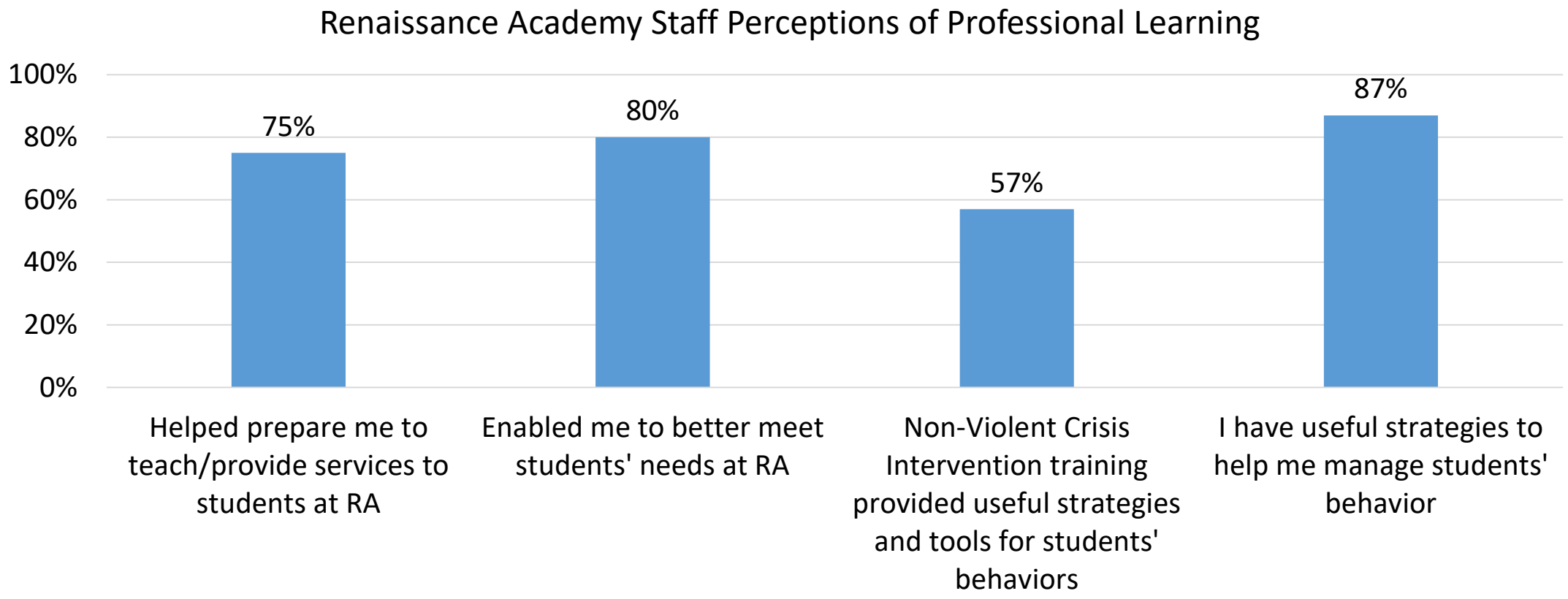
Stakeholders' Perceptions of Transition





Instructional Staff and Professional Learning (Recommendation Area)

- 11 years average teaching experience for middle school and 10 years for high school staff
- Variety of professional learning opportunities through trainings, book studies, and seminars
- 89% reported participating in professional learning in past 3 years

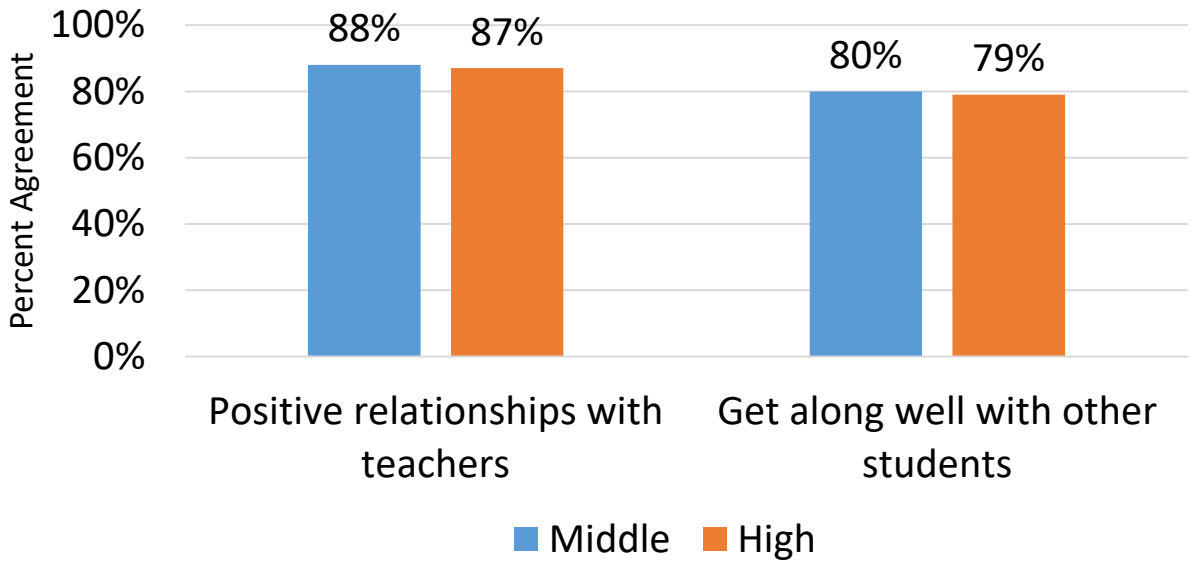


Family Involvement

- Mandatory new student orientation
  - Staff information
  - Policies, procedures, and entry process
  - Dress code
  - Criteria to return to home school
- 92% of parents indicated orientation session was helpful
- Open House
- Quarterly newsletter
- Parent/Guardian Group (new in 2023-2024)

Goal 1: Build Relationships to Demonstrate SEL Competencies (Recommendation Area)

Student Perceptions of Their Relationships With Others at RA

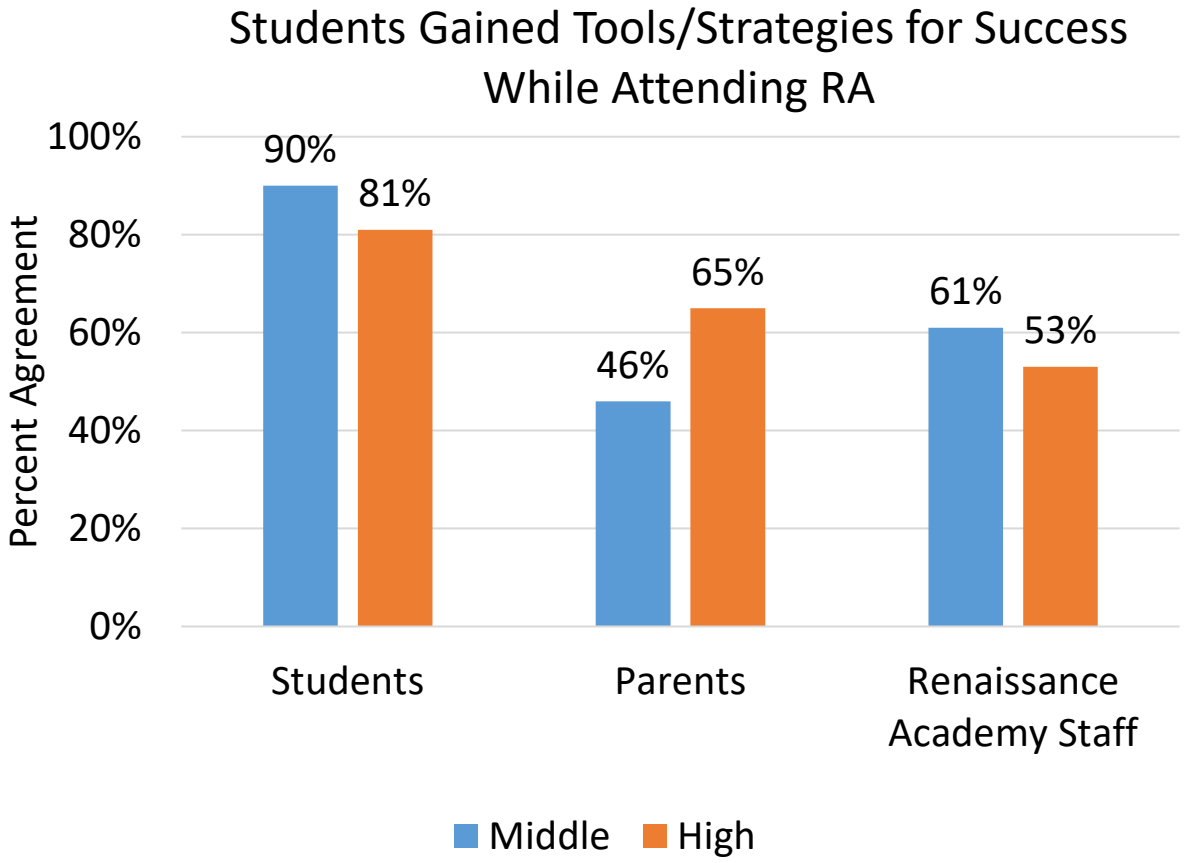


Renaissance Academy Staff Members' Perceptions of Students' SEL Skills

Measure for Students' SEL	Overall
Demonstrate relationship skills	20%
Relationship skills improved	**31%**
Demonstrate self-management skills	20%
Self-management skills improved	**40%**
Demonstrate responsible decision-making skills	22%
Decision-making skills improved	**36%**

- 93% of RA staff agreed they had positive relationships with students.

Goal 2: Demonstrate Success in School While Attending Renaissance Academy (Recommendation Area)

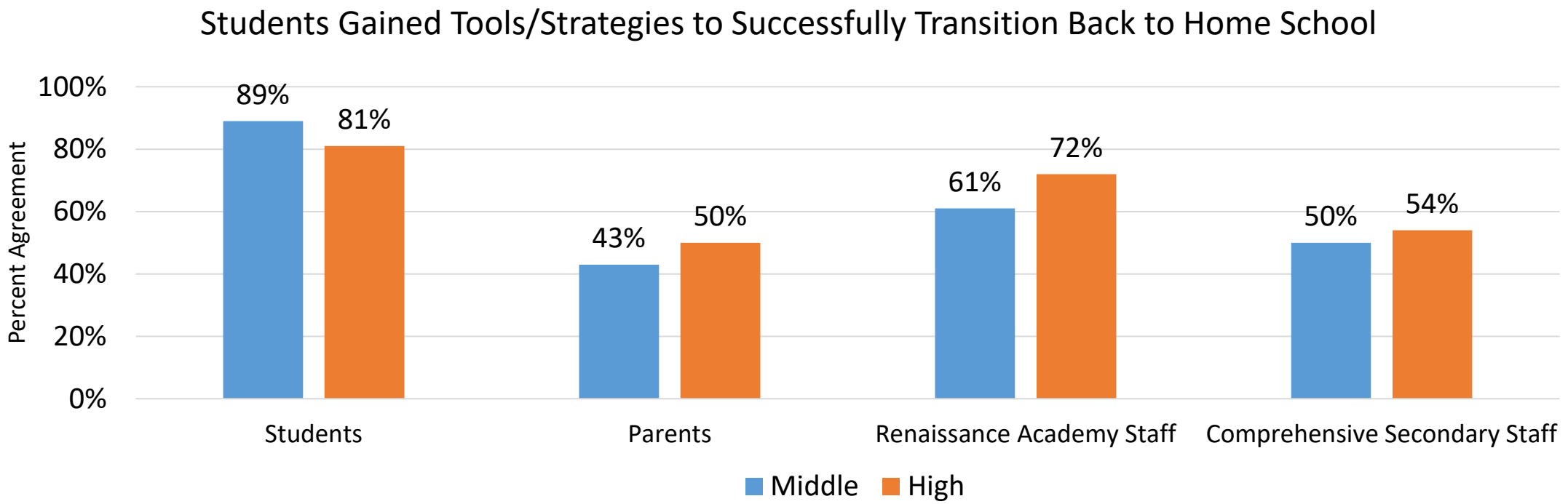


Measure While Attending Renaissance Academy	Overall
Decline in number of referrals*	77%
Decline in number of suspensions*	75%
Attendance rate of 90% or higher**	21%
Students with improvement in core course grade averages*	68%
SOL pass rates	66% passed EOC Writing and 57% passed EOC English

* High school results more positive
**Middle school results more positive

- 35% of RA staff agreed students' behavior improved, 42% agreed attendance improved, and 56% agreed academic performance improved.

Goal 3: Transition Successfully to Home School

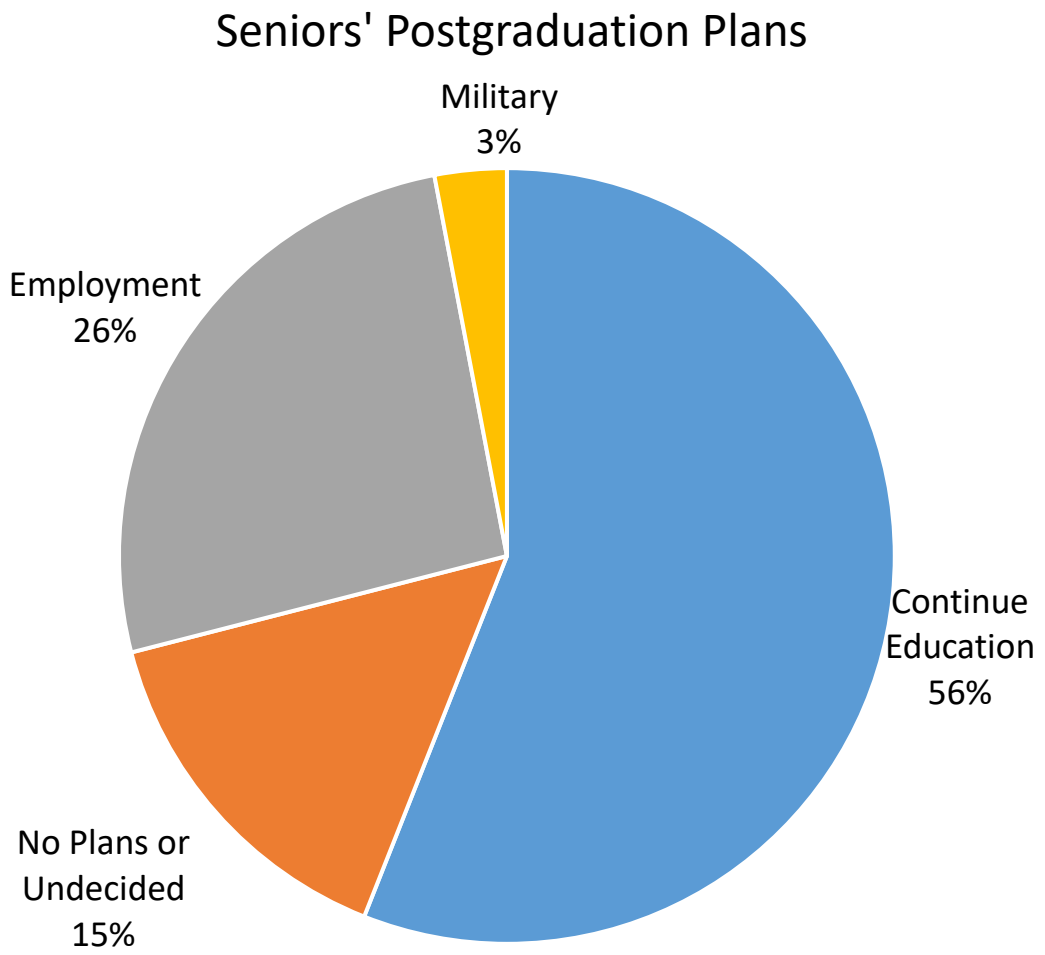


Measure After Returning to Home School	Overall
Demonstrate satisfactory behavior	Referrals higher than home school average
Maintained attendance rate	42%
Maintained course grade average	14%

* Behavior and academic measures more positive at high school

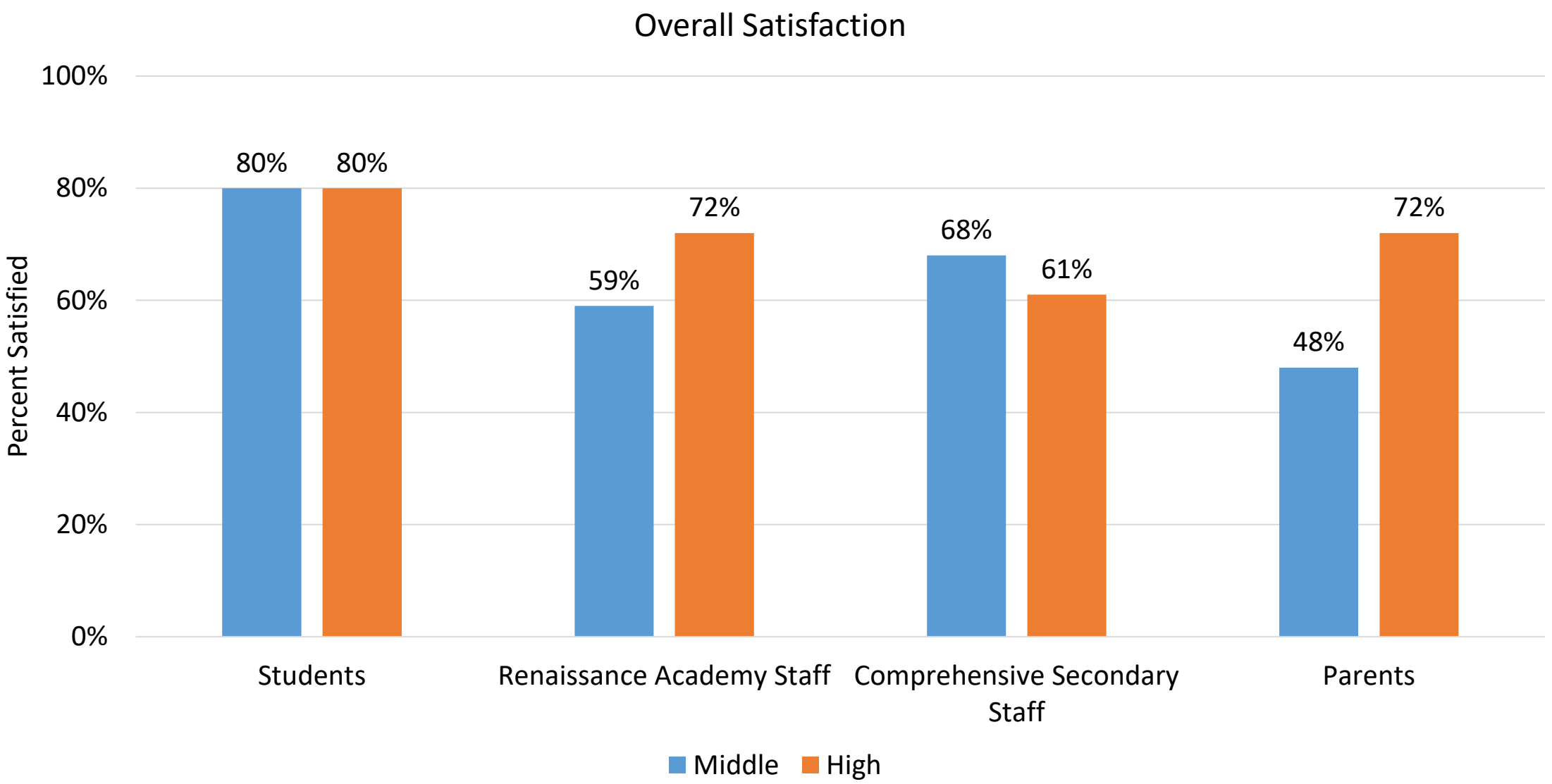
Goal 4: Graduate and Develop Postgraduation Plans

Measure	Overall
Graduated in 4 years	64% of students who were enrolled at RA during MS or HS
Received assistance, resources, and information at RA to make informed decisions about options after graduation	81%
Set goals for learning and future plans	88%



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Stakeholder Perceptions



Cost

- Total cost for 2023-2024 school year: $14,964,958
- Largest expenses included:
  - Staffing costs ($13,800,626)
  - Transportation ($972,971)

Recommendations

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- *Recommendation #1*: Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 4.

- *Recommendation #2*: Continue working on the recommendation from the year-one evaluation focused on implementing strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills along with strategies for anger management and self-regulation at Renaissance Academy.

Recommendations (cont.)

- *Recommendation #3*: Continue working on the recommendation from the year-one evaluation to strengthen the transition process from Renaissance Academy to the students' home school including incorporating communication strategies between Renaissance Academy and the home schools to support student success.

- *Recommendation #4*: Continue working on the recommendation from the year-one evaluation to enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school.

Administration's Response

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- Administration concurs with recommendations from program evaluation.

- *Recommendation #1*: Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 4.

- *Recommendation #2*: Continue working on the recommendation from the year-one evaluation focused on implementing strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills along with strategies for anger management and self-regulation at Renaissance Academy.

Administration's Response (cont.)

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- *Recommendation #3*: Continue working on the recommendation from the year-one evaluation to strengthen the transition process from Renaissance Academy to the students' home school including incorporating communication strategies between Renaissance Academy and the home schools to support student success.

- *Recommendation #4*: Continue working on the recommendation from the year-one evaluation to enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school.

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Questions?

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Region II Recovery School Proposal **Item Number: 13C**

Section: Information **Date: January 14, 2025**

Senior Staff: Danielle E. Colucci, Chief Academic Officer

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

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

Recommendation:

That the School Board receive a presentation for information on the Region II Recovery School program proposal and the work of the Region II Steering Committee. The presentation will include responses to questions posed by School Board members, a timeline of the completed tasks, information from the program proposal, and final details for the proposed regional recovery school.

Background Summary:

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 Public Schools to support the establishment of a school for students residing in Superintendent's Region II.

Source:

2024 Session, Reports to the General Assembly, Budget Amendments – HB30 (Conference Report)

Budget Impact:

To be determined by funding sources (General Assembly, Department of Behavioral Health Developmental Services, Virginia Opioid Abatement Authority, and local funds)

Harbor Hope Center
Region II Recovery School Proposal

School Board Information

January 14, 2025

Office of Student Support Services

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Questions from VBCPS December Board Workshop

- *Students will meet virtually with staff and continue course work and therapeutic services. As needed, students may report to the Harbor Hope Center if the individual student can provide transportation and would benefit from face-to face services.*
- *The academic model accommodates transitions. The academic facilitator will be qualified to provide IEP special education services.*
- *The Clinical salary was scaled by the Executive Director of Chesapeake Integrated Behavioral Health (CIBH).*
- *Term commitments were not a previous consideration. The issue will be placed on the steering committee's agenda for consideration.*
- *No. Students who violate school board policy for possession, use, distribution, or being under the influence while at Harbor Hope Center will face the same disciplinary actions of students in the general education. The program coordinator will collaborate with the home school where discipline and/or removal is deemed appropriate.*
- *Yes. Privacy will be afforded by clinicians completing testing.*

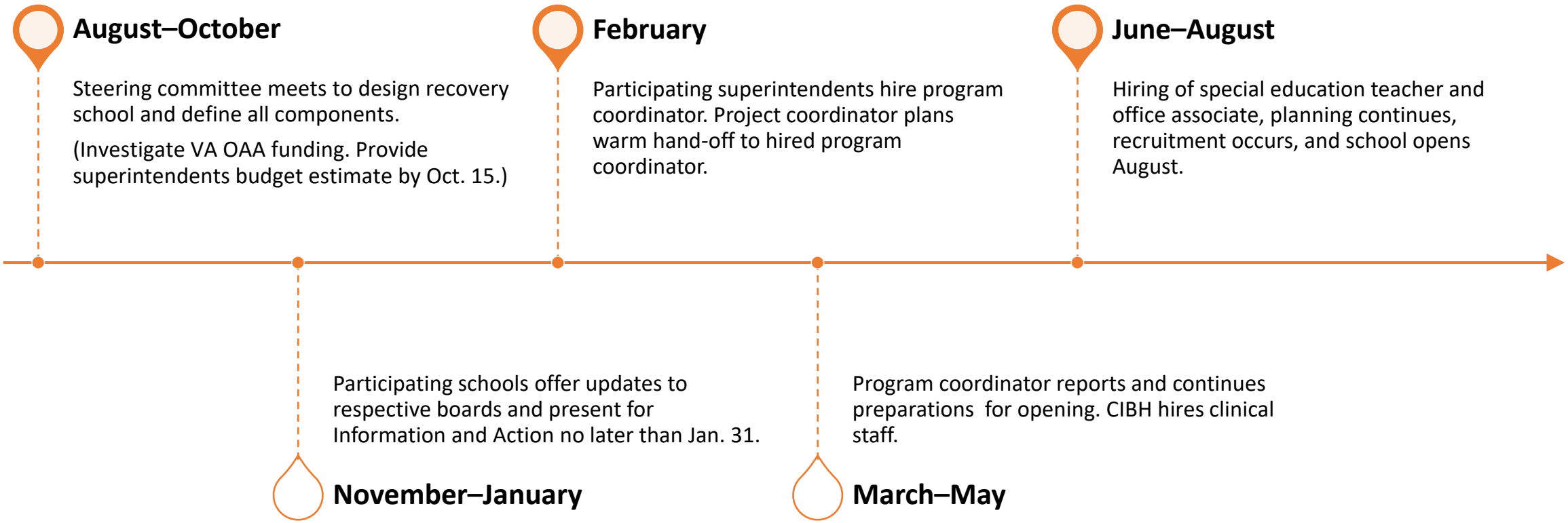
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Questions from VBCPS December Board Workshop

- *No. Transportation costs do not factor for the expenditure incurred from transporting students to their home school. Yes. The cost for several special programs are similar and or exceed the cost for transportation to the recovery school.*
- *A comprehensive application process for students in recovery will be developed by the program coordinator and clinical staff. Students may enter at any time during the school year. A student who was previously enrolled may reapply with the established application process and screening.*
- *Yes. Faith-based organizations were included in the recruitment plan but excluded from the abbreviated information on the slide. The formal program proposal includes this.*
- *As appropriate, students will reintegrate into the home school setting or remain at Harbor Hope Center through graduation. A decision to return to the home school setting will be approached collaboratively with student, family, Harbor Hope Center staff, and where appropriate, outside professionals who are supporting the student/family. The final decision rests with the program coordinator.*
- *The project coordinator reached out to Chesterfield to seek information on state funding. This trusted information will be shared with the Chief of Staff who will communicate separately to the Board.*

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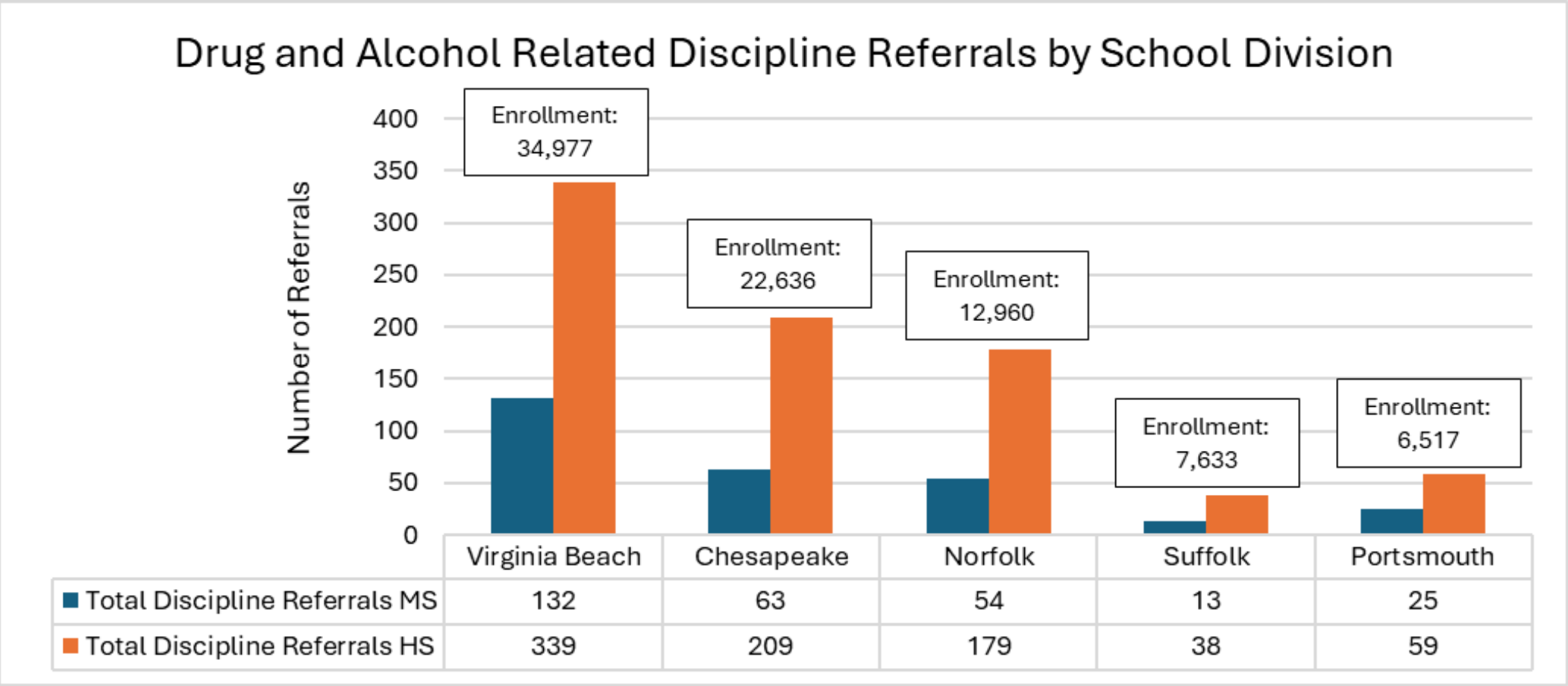
Harbor Hope Center Region II Recovery School Steering Committee Timeline



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Rationale for Harbor Hope Center

Regional Statistics:



	Virginia Beach	Chesapeake	Norfolk	Suffolk	Portsmouth
Total Discipline Referrals MS	132	63	54	13	25
Total Discipline Referrals HS	339	209	179	38	59

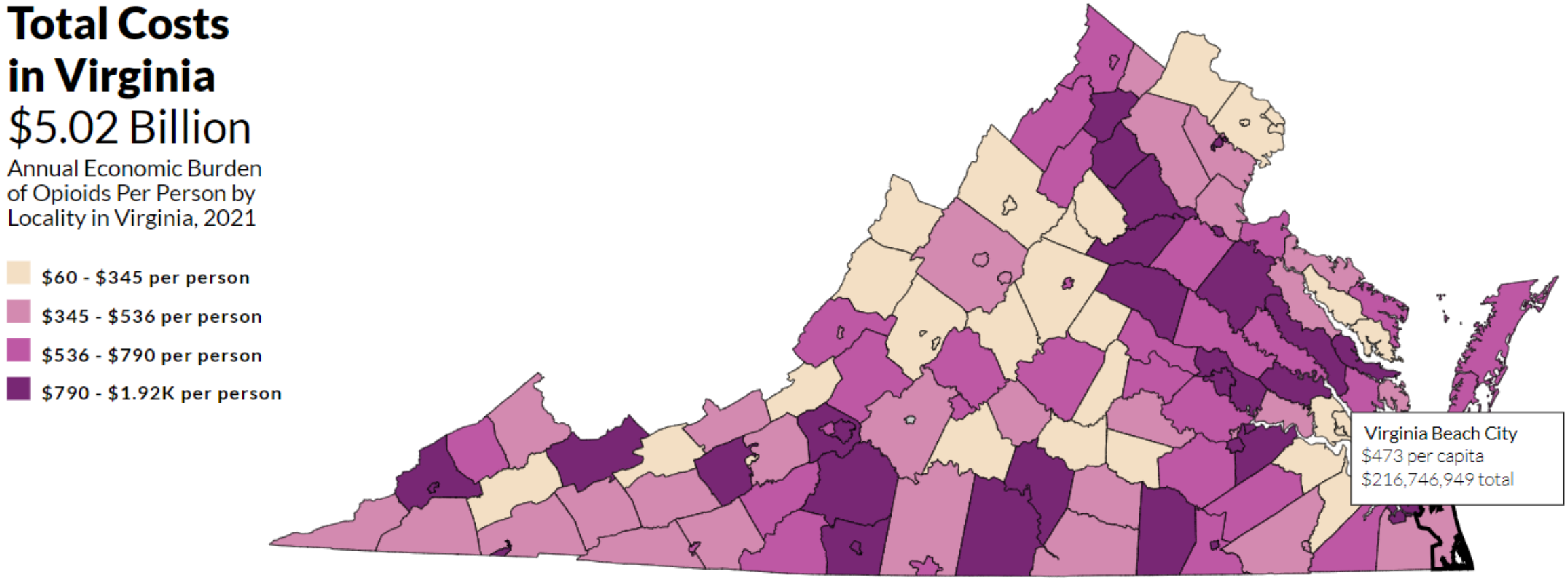
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Regional Statistics (cont.)

Total Costs in Virginia

$5.02 Billion

Annual Economic Burden of Opioids Per Person by Locality in Virginia, 2021



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Harbor Hope Center Purpose and Mission

The **purpose** of **Harbor Hope Center** is to provide students recovering from substance abuse disorders a range of academic and therapeutic services in a structured environment where individual recovery and progress towards a high school diploma are prioritized. As appropriate, students will reintegrate into the home school setting or remain at **Harbor Hope Center** through graduation.

The **mission** of **Harbor Hope Center** is to provide all our students a safe place to learn and develop healthy coping skills while reflecting on their individual relationships with substance use as we encourage our students to work towards sobriety and recognize that recovery often follows a nonlinear path.

HARBOR HOPE CENTER

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Harbor Hope Center Program Description

Students with substance abuse disorders, committed to recovery, in all Region II school divisions with a targeted population of divisions on the Southside of Virginia including Chesapeake, Norfolk, Portsmouth, Suffolk and Virginia Beach, may voluntarily seek enrollment in the **Harbor Hope Center**, a full-day center geographically located in the city of Chesapeake. Students will complete a comprehensive application and screening process to determine eligibility, and once accepted and enrolled, will work with a program coordinator, teacher, teacher assistant, and licensed clinical staff including a clinical coordinator and peer recovery specialist to receive a range of academic and therapeutic services. Although physically at the **Harbor Hope Center**, students will remain concurrently enrolled in the home school of record which will maintain official academic, disciplinary, 504/ IEP, testing, and attendance records.

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Harbor Hope Center Goals

Harbor Hope Center will:

Goal 1: Educate students in a safe and nurturing environment.

Goal 2: Ensure students in the program receive a rigorous academic curriculum to receive their high school diploma or GED.

Goal 3: Support and strengthen students' mental and social-emotional health while in the program.

Goal 4: Engage students and families in wrap around services throughout the program.

Goal 5: Provide students with the skills to abstain from using substances during and after completing the program.

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Harbor Hope Center Objectives

Goal 2: The Harbor Hope Center will ensure students in the program receive a rigorous academic curriculum to earn their high school diploma or GED. Students will:

- Graduate from the home school as measured by individual diploma attainment.
- Attain a GED where graduation is not a viable option as measured by GED attainment.
- Reintegrate back to the home school with a plan for graduation and a post-secondary plan or graduate with a post-secondary plan.

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Harbor Hope Center Staffing

- Program Coordinator
- Academic Facilitator (Teacher)
- Teacher Assistant
- School Office Associate

- Clinical Coordinator
- Peer Recovery Specialist

HARBOR HOPE CENTER

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Harbor Hope Center Academic Model

- Multi-Division Online Platform (MOP)
- Credit Recovery
- General Education Development (GED)

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Harbor Hope Center Clinical Approach

- Individual and Group: Students will receive therapeutic services daily, both individual and group, provided by clinical staff members to address substance abuse disorder and co-occurring mental health issues.
- Family Wraparound Services: A family support component will be developed by the clinical staff and peer recovery specialist who will oversee case management and coordinate with outside providers.

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Harbor Hope Center Operational Hours and Calendar

Harbor Hope Center will:

- Operate on a modified year-round schedule.
- Follow the academic calendar for Chesapeake Public Schools.
- Operate from 9:15 AM to 3:45 PM with a 45-minute rolling start and stop to accommodate arrival and departure schedules of participating Region II schools.

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Harbor Hope Center Enrollment and Application Framework

A comprehensive application process for students in recovery will be developed by the clinical staff and program coordinator to include:

- Criteria
- Application
- Interviews with student and family
- Review of student records
- Recommendation of a medical provider

*Attendance at Harbor Hope Center is voluntary; students will not be assigned nor compelled to attend.

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Harbor Hope Center Tentative Daily Schedule

Proposed Daily Schedule		
Time	Interval	Activity
8:30-9:15 AM	0	Rolling Arrival/Breakfast/Study Hall/Individual Counseling
9:15-10:10 AM	1	Academic Classroom/Scheduled Individual Counseling
10:15-11:10 AM	2	Academic Classroom/Scheduled Individual Counseling
11:15 AM-12:00 PM	3	Group Counseling/Group Activities
12:05-12:35 PM	4	Lunch
12:40-1:35 PM	5	Academic Classroom/Scheduled Individual Counseling
1:40-2:35 PM	6	Academic Classroom/Scheduled Individual Counseling
2:40-3:45 PM	7	Rolling Departure/Study Hall/Individual Counseling

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Harbor Hope Center Schedule

Tentative Daily Schedule

• **8:30-9:15 AM**	**0**	**Rolling Arrival/Breakfast/Study Hall/Individual Counseling**
• **9:15-10:10 AM**	**1**	**Academic Classroom/Individual Counseling**
• **10:15-11:10 AM**	**2**	**Academic Classroom/Individual Counseling**
• **11:15 AM-12:00 PM**	**3**	**Group Counseling/Group Activities**
• **12:05-12:35 PM**	**4**	**Lunch**
• **12:40-1:35 PM**	**5**	**Academic Classroom/Individual Counseling**
• **1:40-2:35 PM**	**6**	**Academic Classroom/Individual Counseling**
• **2:40-3:45 PM**	**7**	**Rolling Departure/Study Hall/Individual Counseling**

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Harbor Hope Center Mandatory Drug Testing Policy Statement

As a condition of continued enrollment, students at **Harbor Hope Center** will be required to participate in mandatory drug testing. A mandatory drug testing protocol will be developed by the program coordinator and clinical staff. Drug testing will be based on a keystone of the Association of Recovery Schools (ARS) guidance of recovery as nonlinear.

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Harbor Hope Center Recruitment/Marketing Plan

A campaign will be developed collaboratively with participating school division communications departments to include:

- Website, print, and social media promotion.
- Targeted marketing to include local media, PTA's, community service boards, social services, court systems, law enforcement, physicians, emergency rooms, recovery facilities, faith-based organizations, and health departments.
- Face-to-face and electronic information and training provided to school counselors and administrative staff.

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Harbor Hope Center Projected First Year Program Costs*

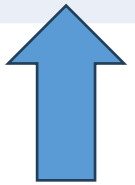
Year One: 2025-26 Projected Expenses				
Category	Description	Amount	Subtotal	Total
Personnel	Program Coordinator	$163,242		
	Academic Facilitator	$95,446		
	Teacher Assistant	$54,193		
	Office Associate	$81,760		
	Clinician	$115,094		
	Peer Recovery Specialist	$63,671	$573,406	$573,406
Professional Development	Conferences/Training/Travel	$15,000	$15,000	$588,406
Academic Programming	MOP (20 students)	$88,000		
	Materials/Supplies	$12,000	$100,000	$688,406
Administrative/Operations	Drug Screening	$5,000		
	Materials/Supplies	$15,000	$20,000	$708,406
Total				$708,406

*Transportation costs for each division to be assumed by the division.

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Harbor Hope Center First Year Program Costs: Transportation Addendum

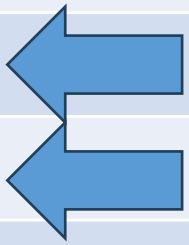
Projected Annual Transportation Costs (paid by each division)		
School Division	Type	Amount
Chesapeake	Bus Hub System	$10,180
Norfolk	Motor Pool (passenger vehicle)	$27,500
Portsmouth	Bus	$20,400
Suffolk	Motor Pool (passenger vehicle)	$30,000
Virginia Beach	Motor Pool (passenger vehicle)	$33,900

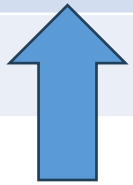


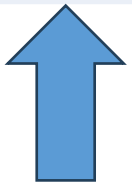
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Harbor Hope Center Year One Projected Revenue (Known-to-Date)

Year One 2025-26 Projected Income				
Category	Description	Amount	Subtotal	Total
General Assembly	Year One Planning Carryover	$300,000		
	Year Two Allocated	$250,000	$550,000	
VOAA	Direct Funding	$160,000	$710,000	
VA DBHDS	ARPA Funding through Sept. 30	$139,326	$849,326	
Total				$849,326







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Harbor Center Revenue: VOAA

- Secured an informal agreement for Multi-Year Local City Allocated VOAA Direct Funding from four participating divisions

- For FY 2025: $20,000 each (NPS, PPS, SPS, VBCPS)

- For FY 2026-FY 2030 $40,000 each (NPS, PPS, SPS, VBCPS)

HARBOR HOPE CENTER

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Harbor Hope Center VOAA Coordinated Partnership Grant

- Competitive
- Requires Matching Funds
- Involves two or more cities within the designated DBHDS Region
- Holds an October 1-April 1 application window
- Reviewed in May 2025
- Offers renewal annually for up to four years

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Harbor Hope Center Foundational Level Shared Funding Formula: Percent of Total

*Total Enrollment/Percent of Total (VDOE Fall Count 2023-24)				
School Division	9-12 Enrollment	Percent of Total	Percent of 30 Seats	# of Seats Rounded +/-
Chesapeake	13,240	27%	8.1	8
Norfolk	7,500	15%	4.5	5
Portsmouth	3,646	7%	2.1	2
Suffolk	4,414	9%	2.7	3
Virginia Beach	20,488	42%	12.6	12
Totals	**49,288**	**100%**	**30**	**30**

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Hypothetical Foundational Level Shared Funding Scenario

- Operating costs remain at **$708,000** (less **VOAA revenue**) equals **$198,000** to be paid by contributing school divisions in Year two.
- Divide the remaining balance by 30 Seats, (hypothetically increased by five from Year one) equals **$6,600** per seat.
- Credit Chesapeake for in-kind contribution and add cost of transportation.
- VBCPS receives 12 seats for a total cost of $120,600 for Year two.

Division	Percent of 30 Seats	# of Seats Rounded +/-	Cost Per Division	Adjusted for In-Kind	Total (without transportation)
VBCPS	12.6	12	$79,200	$7,500	$86,700
CPS	8.1	8	$52,800	-30,000	$22,800
NPS	4.5	5	$33,000	$7,500	$40,500
SPS	2.7	3	$19,800	$7,500	$27,300
PPS	2.1	2	$13,200	$7,500	$20,700

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Next Steps

Present for Action Vote

Approved

- Regional Superintendents Staff Program Coordinator (February/March)
- Warm Handoff from Project Coordinator to Program Coordinator (March)
- Clinical Positions Staffed by CIBH and Program Coordinator (April/May)
- Academic and Office Associate Hired with July 1 Start Date (April/May)
- Marketing and Recruitment Plan Implemented (April)
- Continue Planning for August Opening (February/August)

Not Approved

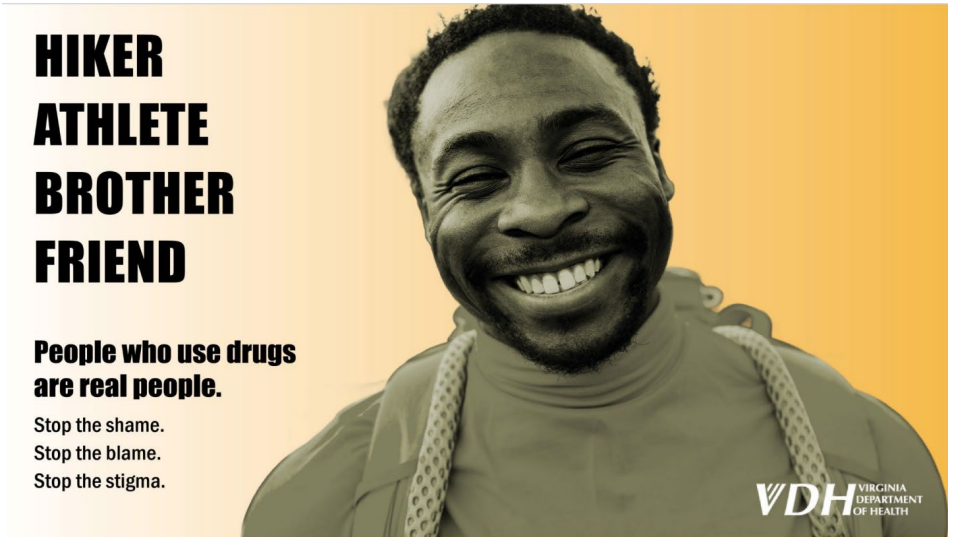
- Return to General Assembly Year One Balance and Reject Additional Year Two Funding

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Questions







HARBOR HOPE CENTER

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: 403(b) Oversight Committee Revised Charter **Item Number:** 13D

Section: Information **Date:** January 14, 2025

Senior Staff: Crystal M. Pate

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

That the School Board receive the information regarding the updated language in the 403(b) Oversight Committee Revised Charter.

Background Summary:

The 403(b) Oversight Committee was established in February 2020. At its inception, the committee included the Chief Financial Officer, Legal Counsel for the School Board, Director of Consolidated Benefits, Director of Business Services, Chief Human Resource Officer, Data Specialist, Human Resource Specialist, teacher, principal, a School Board member, as well as other key employees involved in supporting the welfare of our staff through the benefits office. The original charter did not account for a retired school board employee. However, since one of the members retired, the board decided to amend the charter to allow for the inclusion of a retired member on the committee.

Source:

N/A

Budget Impact:

N/A

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CHARTER OF THE SECTION 403(b) RETIREMENT SAVINGS PLAN OVERSIGHT COMMITTEE

Virginia Beach City Public Schools

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Charter of the 403(b) Plan Oversight Committee

Virginia Beach City Public Schools

I. **Effective Date:** January 28, 2025

II. **Adoption of Charter and Purpose**

The School Board of the City of Virginia (the "Board"), has delegated to the 403(b) Plan Oversight Committee (the "Committee") general responsibility and discretionary authority for the administration, interpretation and operation, and investment of plan assets, of the School Board of the City of Virginia Beach Section 403(b) Retirement Savings Plan (the "Plan"). The Board, upon recommendation by the Committee, has also adopted this Charter. The guidelines used to establish this Charter shall follow the Internal Revenue Code ("IRC"), as applicable and, while not applicable to Plan, the Employee Retirement Income Security Act of 1974 ("ERISA") standards, as best practice, where practicable. The Committee shall perform its duties under the Plan solely in the interests of the participants and their beneficiaries. Any discretion granted to the Committee under any of the provisions of the Plan shall be exercised in accordance with the rules and policies established by the Committee in accordance with the procedures described below. Each individual accepting an appointment as a member of the Committee shall agree to abide by the procedures herein. The Committee shall also adopt this Charter.

III. **Appointment, Removal and Resignation of Members**

The members of the Committee shall be appointed by the Board by formal action to serve at its pleasure. Members shall be current employees, with the option to appoint a School Board Member and/or a retired employee as members to the Committee. The Committee shall be delegated the authority to oversee the financial performance of the Plan, to make decisions regarding investment of the Plan's assets and to have responsibility for the operation and administration of the Plan.

A member shall serve for an indefinite term, ending as of the earliest to occur of his or her termination of employment, retirement, end of term as a School Board member, date of resignation from the Committee, or the termination or replacement of the member by the Board. Employees serving as members of the Committee that retire will terminate as a member of the Committee and will not continue to serve on the Committee as a retiree unless appointed. The Chair or Secretary will notify the Board when any Committee member resigns from the Committee or leaves VBCPS.

IV. **Membership**

No member of the Committee shall be entitled to act on or decide any matter relating to himself or herself or any of his or her rights or benefits under the Plan. Members may not designate alternate persons to attend meetings in their stead. The Committee may invite

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additional persons to be present, advise or observe meetings, but such persons shall not have authority to vote.

The Committee shall consist of at least three (3) and no more than seven (9) voting members. The voting members of the Committee shall be appointed from time to time by the Board. Individuals receive no compensation for serving as members of the Committee.

The officers of the Committee shall be Chair and Secretary. The Chair shall be chosen by the Committee members at its first meeting.

The Chair of the Committee shall be responsible for the order of all Committee meetings and shall have the following authority and duties:

- To appoint, terminate and replace the service of the non-voting Secretary of the Committee
- To call meetings of the Committee (subject to the notice provisions stated herein)
- To set the agenda of each Committee meeting
- To chair and conduct the Committee meetings
- To circulate resolutions to the voting members of the Committee

The Chair shall select one VBCPS employee who may, but need not be, a Committee member to serve as Secretary to the Committee. The Secretary shall be responsible for keeping minutes of all Committee meetings and performing such other ministerial functions as directed from time to time by the Committee. The Secretary shall serve for an indefinite term, ending as of the earliest to occur of his or her date of resignation or the termination or replacement by the Chair.

Apart from any other authority and duties which may be delegated to the Secretary in connection with overseeing the administration of a Plan, the Secretary shall have the following authority and duties with respect to the operation of the Committee:

- For each meeting of the Committee, preparing a meeting notice, agenda and a brief written summary of each agenda item, for approval by the Chair and distribution to members and legal counsel
- Coordination with the recordkeeper, advisors, consultants and legal counsel in the preparation of materials regarding matters of significance to the Plan
- Recording the minutes of each meeting and submitting minutes for approval at the next ensuing meeting
- Preserving accessible records of minutes and written presentations coming before the Committee
- Distributing original and amended copies of Plan documents, charters, policies, minutes, expert presentations and other relevant documentation to members

V. Committee Action

The Committee shall establish its own procedures and the time and place for its meetings. Committee meetings are intended to be held quarterly as called by the Chairperson, but will be held at least annually, or more frequently as determined by the Committee. Meetings may be held in person, by telephone, by videoconference or similar means with

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which all members may participate and hear all others subject to the Virginia Open Meetings Laws. A majority of the members of the Committee must be present to constitute a quorum for the transaction of business at a meeting of the Committee.

Committee action may be by an affirmative vote of a majority of the members at a meeting or as otherwise permitted by Virginia Open Meetings Laws. The Committee may in its discretion also elect or designate any member(s) who shall be authorized to execute any certificate or other written or oral direction on behalf of the Committee.

The Committee is responsible for complying with the VBCPS document management and record retention procedures, as well as all applicable laws and regulations relating to the preservation of documents and records. The Committee is to preserve documents and records that are known to be relevant to pending or reasonably foreseeable litigation, audits or investigations, and as directed by the VBCPS legal counsel.

VI. Authority to Interpret the Plan

All decisions and interpretations of the Committee under the Plan shall be final, binding and conclusive on all interested persons as to participation and benefits eligibility, the amount of benefits, and, as to any other matter of fact or interpretation relating to the Plan. The Committee shall seek guidance for such decisions and interpretations from its counsel or consultants as needed.

VII. Powers and Duties of the Committee

The Plan is governed by the Board. The Board has delegated certain responsibilities to the Committee for Plan oversight and management. Nothing herein shall limit the ability of the Committee to work through the establishment of subcommittees or work groups established by the Committee in its discretion.

a. Investments

Investments under the Plan will be self-directed by the individual participants or beneficiaries in accordance with procedures established by the Committee. The Committee shall have the powers and duties to:

i. Establish and document investment policies and objectives in accordance with applicable state and federal law, which policies and objectives shall be reviewed by the Committee periodically;
ii. Determine and periodically modify at its discretion the menu of investments made available to participants and beneficiaries under the Plan, and ensure that such selection is prudent;
iii. Periodically review the menu of investment options made available under the Plan, including, but not limited to, for investment performance, reasonableness of fees, and conformity with Section 404(c) of ERISA, as a best practice, at least quarterly or more frequently as warranted in the Committee's discretion;
iv. Select a Qualified Default Investment Alternative (QDIA) for participants and beneficiaries who fail to make investment elections;

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v. Appoint the Plan's investment advisor, consultant or any other party needed to provide investment advice for the Plan;
vi. Take appropriate corrective action when an investment manager or a service provider fails to perform against established guidelines and standards.

b. Plan Administration and Operation

The Committee shall have the powers and duties to:

i. Review Plan design and monitor for competitiveness and industry trends
ii. Establish goals and objectives for the Plan regarding participant retirement readiness
iii. Select a recordkeeper for the Plan to maintain participant accounts and transactions
iv. Establish performance standards for the recordkeeper and other administrative service providers
v. Set a policy for the level of outsourcing of Plan administration and recordkeeping functions
vi. Appoint the Plan's accountant, consultant or any other party needed to administer the Plan. The attorney for the Committee will be assigned to it by the Office of the City Attorney and subject to review by the Board.
vii. Periodically review and negotiate fees and service agreements with outside providers
viii. Set a policy to establish the methodology for assessing and allocating Plan expenses
ix. Determine all questions relating to the eligibility of employees to participate or remain participants and to receive benefits under a Plan
x. Compute, certify, and direct the Trustee or Custodian, as applicable, with respect to the amount and kind of benefits to which any participant shall be entitled
xi. Authorize and direct the Trustee or Custodian, as applicable, with respect to all nondiscretionary or otherwise directed disbursements from the Trust or Plan assets
xii. Maintain all necessary records for the administration of the Plan
xiii. Interpret the provisions of the Plan and make and publish such rules for regulation of the Plan that are consistent with their respective terms
xiv. Determine appropriate corrective action when a service provider fails to perform against established guidelines and standards

VIII. Outside Service Providers

Outside service providers for the Plan should generally be selected through an open, competitive bidding process, subject to VBCPS procurement requirements.

The Committee, in its discretion, shall periodically review the performance of any provider with respect to their duties, responsibilities and obligations under the Plan and any applicable agreements. The results of any such review shall be discussed at a Committee meeting. Providers will periodically make presentations at Committee meetings as the Committee determines is advisable.

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The Committee shall have the power and duty to provide appropriate direction to the trustees and other service providers, in accordance with the Plan, trust agreements, custodial agreements and this Charter, including, but not limited to, the selection and modification of the Plan's investments.

IX. Reporting and Review by the Board

The Committee shall from time to time provide the Board with a report summarizing: key results of meetings and action points; results of the Committee's review of the Plan's investments; and any review of the trustee and other service providers. The report will include a copy of the Plan's written investment policies. The Committee shall make and provide such other written or oral reports to the Board as the Board shall direct from time to time.

X. Orientation of Members

Each member of the Committee shall be provided with current copies of the Plan document, trust agreements, custodial agreements, other service provider agreements, amendments to any of the foregoing, summary plan descriptions, and summaries of material modifications applicable to the Plan.

Each person designated to serve as a member of the Committee shall receive orientation training. Such orientation training shall include a description of: the documents governing the Plan; the governance structure of each Plan; the powers and duties of the Committee under this Charter; and the standard of care, skill and prudence applicable in carrying out such powers and duties.

XI. Qualifications and Continuing Education of Members

By virtue of the positions they hold with VBCPS, the persons eligible to serve on the Committee are presumed to possess the qualifications necessary to perform the duties and responsibilities required of Committee members. However, if any Committee member feels unfit to serve (or to make decisions on a particular matter) he or she must refuse to serve or resign (or remove himself or herself from decision making on such matter). If any member of the Committee believes that any other member of the Committee is unfit to serve, he or she must report this to the Chair of the Committee (or to the Board if involving the Chair), and the Chair (or Board, as applicable) must take appropriate action.

The Committee should ensure that adequate resources and time are made available to the members of the Committee to allow them to continually develop their technical understanding and their understanding of the processes and approaches that ensure the highest level of skill, diligence and prudence in carrying out their duties and responsibilities with respect to the Plan. Committee members should also be aware of the educational resources available to them.

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XII. Reimbursement of Committee Expenses

The members of the Committee shall not receive any special compensation for serving in their capacities as members of the Committee but shall be reimbursed by VBCPS for any reasonable expenses incurred in connection with Committee service.
Members of the Committee should watch for the following:

- Inaccurate financial records, such as overstated expense reports or erroneous invoices;
- Inappropriate expenses charged to the Plan;
- Committee member conflicts of interest; and
- Any circumvention of review and approval procedures.

XIII. Conflicts of Interest

Each member of the Committee should exercise due care to avoid situations that present a potential or actual conflict between his or her personal interests and the interest of the Plan and their participants and beneficiaries. The following are examples of situations which may constitute a conflict of interest:

- Working in any capacity for a service provider to a Plan;
- Accepting gifts of more than nominal value or receiving personal discounts or other benefits from service providers to the Plan or other parties who do business or seek to do business with VBCPS or the Plan (except as permitted by the VBCPS code of conduct and ethics);
- Having a financial interest in a transaction involving the Plan or a service provider to the Plan (other than as an employee or officer of VBCPS and not including ownership of less than one percent of the securities of a publicly traded company); or
- Directing business for the Plan to a company in which a relative, close friend or VBCPS has an interest.

Potential conflict situations should be disclosed promptly to the Chair of the Committee (or the Board if involving the Chair). Each member of the Committee must disclose to the Chair any potential or actual conflicts of interest under which it would be impermissible for the member to act with respect to a Plan or which should cause a member to seek the advice of the Plan's legal counsel or the Board. The Chair (or Board, as applicable) must act in accordance with VBCPS policy for conflicts of interest in reporting and resolving the issue or potential issue.

XIV. Reporting of Illegal or Unethical Behavior

Any member of the Committee who has reason to believe that any fellow member of such Committee has violated, may violate or is acting in a manner that appears to violate any law, regulation, any provision of the VBCPS code of conduct and ethics, or this Charter should promptly report such activity to the Chair of the Committee (or to the Board if involving the Chair).

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XV. Fiduciary Insurance

The Committee in its discretion may obtain a policy or policies of insurance for the Committee (and other fiduciaries of a Plan who are employees of VBCPS) to cover liability or loss occurring by reason of the act or omission of a fiduciary. The policy must permit recourse by the insurer against the fiduciary in the case of a breach of a fiduciary obligation by such fiduciary.

XVI. Amendment of the Charter

This Charter is not intended to alter any applicable legal standards. The Board shall have the authority to amend this Charter. This Charter may be revised to reflect developments in the law, questions of interpretation and application of practical experience, new policies of VBCPS, or other items the Board deems necessary or advisable.

Upon any revision of this Charter, the Board or Committee shall see that all members of the Committee receive full notice of such revision. Any Board amendments to the Charter should also be adopted by the Committee.

Approved:

School Board of the City of Virginia Beach

_____

_____
School Board Chair

_____
January 28, 2025

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Policy Review Committee's Recommendations **Item Number: 15A 1-3**

Section: Consent Agenda **Date: January 14, 2025**

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 approve Policy Review Committee (PRC) recommendations regarding the amendment of certain policies as recommended by the PRC at its November 21, 2024 meeting.

Background Summary

1. **Policy 6-33 Special Education** – the PRC recommends making changes that align with current practices in identifying and evaluating students for special education services, removing the Editor's Notes, and adding referenced documents in the Editor's Notes to the Related Links.

2. **Policy 6-63 Copyrighted Materials** - the PRC recommends minor scrivener's changes and adding language that aligns with recent changes to other policies.

3. **Policy 6-72 Student Evaluation and Grading** – the PRC recommends minor scrivener's changes and removing the reference to the 2017-18 school year.

Source:

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

Policy Review Committee Meeting of November 21, 2024

Budget Impact:

N/A

INSTRUCTION

Special Education

A. Services

The School Board assures that the School Division shall provide the following special education services:

1. A free appropriate public education (FAPE) will be available for each student with disabilities, ages 2 to 21, inclusive, who are enrolled in the School Division ~~including those enrolled in private school within the School Division's jurisdiction~~;
2. All students, ages 2 to 21, inclusive, residing in the School Division who have disabilities and need special education and related services are identified, located, and evaluated, including those enrolled in a private school within the School Division's jurisdiction. ~~and placed in an appropriate educational program~~ (Child Find);
3. Students with disabilities and their parents, legal guardians or surrogates are guaranteed procedural safeguards ~~in~~ during the process of identification, evaluation, and educational placement;
4. To the maximum extent appropriate, students with disabilities will be educated with ~~children~~ students who are non-disabled (Least Restrictive Environment - LRE);
5. Confidential records of students with disabilities shall be properly maintained;
6. Testing and evaluative materials utilized for the purpose of ~~classifying~~ identifying ~~and placing children~~ students with disabilities are selected and administered so as not to be racially or culturally discriminatory;
7. An individualized education program (IEP) for each ~~child~~ student with disabilities will be developed annually and ~~maintained~~implemented each school year;
8. Surrogate parents will be appointed, when appropriate, to serve the educational interest of students, ages 2 to 21, inclusive, who are suspected of having, or are determined to have a disability;
9. A comprehensive system of personnel development, to include the in-service training of general and special education instructional and support personnel, related to the needs of children with disabilities is provided;
10. Program evaluation (i.e., individualized education program) shall be conducted annually;

11. There will be on-going parent/legal guardian or adult student consultation as appropriate;

12. A full educational opportunity ~~goal~~ is provided for all students with disabilities, from birth to age 21, inclusive, including appropriate career education, pre-vocational education, and vocational education; and

13. Students with disabilities are given the right of participating in the state assessment system. Parents/legal guardians or adult students whose IEP provides for an alternate assessment must be informed how participation in such assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma. (34 CFR 300.160(d))

B. Continuum of Services

A continuum of services shall be considered for all ~~children~~ students with disabilities as follows:

1. All instruction in the general education classroom, no special education and related services needed, not eligible for special education;

2. All services and instruction in the general education classroom; (Note: Home-based instruction for preschool ~~children~~ students with disabilities is considered the natural setting and as such, is the least restrictive environment.)

3. Most instruction in the general education classroom with some instruction (i.e., less than 50%) provided by special education staff in a setting outside the general education classroom;

4. Instruction in the general education classroom with most (i.e. 50% or greater) instruction provided by special education staff in a setting outside the general education classroom;

5. Instruction provided by special education staff in a setting fully outside the general education classroom but within the regular public school facility;

6. Instruction in a separate public day school;

7. Instruction in a private day school for students with disabilities;

8. Instruction in a public residential facility;

9. Instruction in a private residential facility;

10. Homebound instruction; and

11. Instruction in a hospital setting.

C. Placement Criteria to Meet the LRE Requirement and Assurance

1. To the maximum extent appropriate, the student is educated with other students without disabilities.

2. Special classes, separate schooling or other removal of the student from the ~~regular~~ general education~~al environment~~ classroom occurs only if the nature or severity of the disability is such that education in ~~regular~~ the general education ~~classes~~ classroom with the use of supplementary aids and services cannot be achieved satisfactorily.

3. The student's placement is as close as possible to the student's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.

4. In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of the services that he/she needs.

5. The student with a disability is not removed from education in age-appropriate ~~regular~~ general education classroom~~s~~ solely because of needed modifications in the general curriculum.

6. The student's placement is determined at least annually, with any proposed change in placement requiring prior written notice that specifically describes why the change in placement was proposed and why each less restrictive placement on the continuum of alternative placements was not selected. (34 CRF 300.115-116 and 503)

~~***Editor's Note***~~

~~*See the School Division's "Local Annual Special Education Plan/Report." This mandated document specifies plans for providing a free appropriate public education and related services to all children with disabilities for the following year and reports on the extent to which the plan for the preceding year has been implemented.*~~

~~*For divisionwide implementation see "Virginia Beach Public Schools Special Education Administrative Guidelines."*~~

~~*See also "Virginia Beach Public Schools Department of Teaching and Learning: Section 504 Administrative Guidelines (revised August 2012)."*~~

~~*For Special Education Advisory Committee (SEAC) see School Board Regulation 7-21.2.*~~

Legal Reference

Code of Virginia § 22.1-213, as amended. Definitions.

Code of Virginia § 22.1-214, as amended. Board to prepare special education program for children with disabilities.

Code of Virginia § 22.1-215, as amended. School divisions to provide special education; plan to be submitted to the Board.

Code of Virginia § 22.1-215.1, as amended. Information regarding procedures and rights relating to special education placement and withdrawal.

Code of Virginia § 22.1-216, as amended. Use of public or private facilities and personnel under contract for special education.

Code of Virginia § 22.1-217, as amended. Visually impaired children.

Code of Virginia § 22.1-218, as amended. Reimbursement for placement in private schools; reimbursement of school boards from state funds.

Code of Virginia § 22.1-218.1, as amended. Duty to process placements through the Interstate Compact on the Placement of Children.

Code of Virginia § 22.1-219, as amended. Use of federal, state or local funds not restricted.

Code of Virginia § 22.1-220, as amended. Power of counties, cities and towns to appropriate and expend funds for education of children with disabilities.

Code of Virginia § 22.1-221, as amended. Transportation of children with disabilities attending public or private special education programs.

Code of Virginia § 22.1-253.13.1, as amended. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

8 VAC 20-80-10, *et seq.*, as amended. Virginia Board of Education Regulations Governing Special Education programs for children with disabilities in Virginia.

Related Links

School Board **Regulation 7-21.2**
Local Annual Special Education Plan/Report
Virginia Beach Public Schools Special Education Administrative Guidelines
Virginia Beach Public Schools Section 504 Administrative Guidelines (revised August 2012)

Adopted by School Board: October 21, 1969
Amended by School Board: June 18, 1974
Amended by School Board: April 20, 1976
Amended by School Board: December 19, 1978
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: June 6, 2006
Scrivener's Amendments: January 8, 2014
Amended by School Board: September 25, 2018

Amended by School Board: 2025

INSTRUCTION

Copyrighted Materials

A. Generally

1. School ~~b~~Board ~~m~~Members, employees, students and citizens who may have access to equipment capable of making copies are to abide-by the copyright law cited as a legal reference to this ~~p~~Policy and any other applicable laws or regulations. The ~~s~~Superintendent or designee shall be responsible for promoting an understanding of the law among those persons concerned.

2. It is the intent of the School Board to adhere to the provisions of the United States Copyright laws, regulations and guidelines. All employees, students and volunteers are responsible for maintaining the highest ethical standards in the use of all copyrighted materials. The School Board does not sanction the illegal use or unauthorized duplication or alteration of copyrighted works in any form. Unlawful copies of copyrighted materials may not be reproduced or used on School Board owned equipment, within School Board facilities, or at official School Board functions. The Superintendent is directed to develop appropriate regulations or guidance on compliance with copyright laws and ensure that staff and students are informed of their obligations regarding copyright law.

B. Notices

The Superintendent or designee will post appropriate copyright infringement warning notices on or near all equipment capable of making copies.

C. Copyright Infringement

Employees, students or volunteers who willfully violate this Policy, applicable regulation or guidance do so at their own risk and may be held personally liable for copyright infringement and may be subject to disciplinary action.

Legal Reference

U. S. Copyright Act of 1909, as amended by Public Law 94-553, Section 107. (1976)

Adopted by School Board: January 11, 1986
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: June 20, 2017
Reviewed by School Board: 2025

INSTRUCTION

Student Evaluation and Grading

A. Evaluation and Grading

1. The most important assessment of student learning is conducted by teachers as they observe and evaluate students in the context of ongoing classroom activities. Classroom teachers have the responsibility for evaluating student progress and providing grades to represent scholastic achievement. Grading is not to be used for discipline purposes.
2. The Superintendent or designee shall be responsible for developing and implementing a uniform procedure for evaluating student progress across the School Division. Each school by grade level, department or specialized course shall develop and submit grading expectations for approval by the Department of School Leadership. The Superintendent or designee will establish regulations describing procedures for such approval that are consistent with this Policy, administrative grading guidelines, and law. Approved grading expectations will be ~~initially be effective for the 2017-18 school year and thereafter~~ reviewed and approved annually.

B. Appeal of student grades

Grades assigned to students will be presumed final and valid unless changed through appeal. The Superintendent or designee will establish criteria and procedures for appealing specific grades. Such appeals will be final as set forth in applicable regulation and there shall be no right of appeal to the Superintendent or the School Board.

Adopted by School Board: October 21, 1969
Amended by School Board: January 18, 1972
Amended by School Board: December 20, 1977
Amended by School Board: August 4, 1983
Amended by School Board: April 17, 1984
Amended by School Board: May 20, 1986
Amended by School Board: June 16, 1987
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: September 7, 2016
Amended by School Board: April 24, 2018

Amended by School Board: 2024

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Cooke Elementary School HVAC Replacement **Item Number:** 15B

Section: Consent Agenda **Date:** January 14, 2025

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 Comfort Systems of Virginia for the Cooke Elementary School HVAC Replacements in the amount of $7,946,555.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	Comfort Systems of Virginia
Contract Amount:	$7,946,555*
Construction Budget:	$7,462,233*
Number of Responsive Bidders:	1
Average Bid Amount:	$7,946,555
High Bid:	$7,946,555

*This represents the negotiated amount inclusive of value engineering. There is enough funds in CIP 1-018 to cover the $484,322 overage of contract amount.

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements – HVAC- Phase III

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Alanton ES Kitchen/Dining HVAC & Scratch Cooking Improvements **Item Number:** 15C

Section: Consent Agenda **Date:** January 14, 2025

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 VIRTEXCO for the Alanton Elementary School Kitchen/Dining HVAC & Scratch Cooking Improvements in the amount of $1,975,000.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	VIRTEXCO
Contract Amount:	$1,975,000
Construction Budget:	$1,984,769
Number of Responsive Bidders:	1
Average Bid Amount:	$1,975,000
High Bid:	$1,975,000

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements – HVAC- Phase III

Cafeterias Fund Equipment Installs

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Princess Anne ES Kitchen HVAC & Scratch Cooking Improvements **Item Number:** 15D

Section: Consent Agenda **Date:** January 14, 2025

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

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

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

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with Spacemakers, Inc for the Princess Anne Elementary School Kitchen HVAC & Scratch Cooking Improvements in the amount of $855,194.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	Spacemakers, Inc
Contract Amount:	$855,194
Construction Budget:	$1,313,816
Number of Responsive Bidders:	2
Average Bid Amount:	$870,597
High Bid:	$886,000

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements – HVAC- Phase III

Cafeterias Fund Equipment Installs

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: 411 Integrity Way/Old Seatack ES Temporary Construction Easement **Item Number:** 15E

Section: Consent Agenda **Date:** January 14, 2025

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 the Chair to grant a temporary construction easement at 411 Integrity Way / old Seatack ES for use by the City of Virginia Beach and it's contractors in order to improve wetland and floodplain conditions of the Lynnhaven River and its tributaries.

Background Summary:

The City of Virginia Beach is executing CIP 1-263 Lynnhaven River Ecosystem Restoration Project. The proposed temporary construction easement is needed for access to construction areas as part of this project. The City of Virginia Beach has agreed to pay VBCPS $44,235 for the temporary easement.

Source:

School Board Policy 3-23

Budget Impact:

N/A

AGREEMENT TO GRANT
Temporary Construction Easement

Parcel: 110

Project: Lynnhaven Rover Ecosystem Restoration Project, CIP 100263

Route/Street: 411 Integrity Way

City of Virginia Beach, Virginia

THIS AGREEMENT TO GRANT TEMPORARY CONSTRUCTION EASEMENT, made as of this _____ day of _____, 20__, by **THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, VIRGINIA**, a body politic as set forth in Article VIII, Section 7, of the Constitution of Virginia, hereinafter referred to as "Landowner", and the City of Virginia Beach, a municipal corporation of the Commonwealth of Virginia, hereinafter referred to as "City."

RECITALS:

WHEREAS, the City has partnered with the United States Army Corps of Engineers ("USACE") for the restoration of vegetated wetlands as a part of the Lynnhaven River Ecosystem Restoration Project (the "Project"), as authorized by the Act of Congress Section 7002 of the Water Resources Reform Development Act of 2014; and

WHEREAS, the Project is intended to restore existing wetlands in the Project area, which encompasses properties along Wilkins Creek, a tributary of the Lynnhaven River.

WHEREAS, healthy wetlands serve several important purposes including filtering runoff to prevent pollution in the waterways; moderating water flow and wave action in storm events; storing stormwater in storm events; protecting against bank erosion; absorbing carbon; and creating multiple ecological benefits to provide habitat, food and refuge for birds, fish and shellfish, mammals, amphibians and plants, all of which will help protect the Lynnhaven River basin's water supply and allow the surrounding drainage systems to better function.

WITNESSETH: That for and in consideration of one dollar ($1.00) and other valuable consideration, receipt and sufficiency of which are hereby acknowledged, the City agrees to buy and the Landowner agrees to grant all its rights and interests in the following described easement, together with all improvements thereon, to the City by Temporary Construction Easement Agreement or by Deed of Easement with General Warranty, properly executed, acknowledged, and delivered with usual English Covenants of title and free from all encumbrances.

GPIN: 2417-57-0096

The easement and improvements subject to this Agreement (hereinafter referred to as the "Easement") across the lands of the Landowner (hereinafter referred to as the "Land") are described as follows:

> ALL THAT certain temporary right and easement to use the area, together with the improvements thereon, lying, situate and being in the City of Virginia Beach, designated and described as: "PROPOSED TEMPORARY CONSTRUCTION EASEMENT TO BE ACQUIRED AREA = 16,731 SQ. FT OR 0.384 ACRES" and further described as "PROPOSED TEMPORARY CONSTRUCTION EASEMENT TO BE ACQUIRED 16,731 SQ. FT. 0.384 ACRES," as shown on that certain plat: "PLAT SHOWING PROPOSED EASEMENT TO BE ACQUIRED FROM THE SCHOOL BOARD OF THE CITY OF THE VIRGINIA BEACH BY THE CITY OF VIRGINIA BEACH FOR LYNNHAVEN RIVER ECOSYSTEM RESTORATION PROJECT CIP # 100263 VIRGINIA BEACH, VIRGINIA," Scale: 1" = 60', dated October 12, 2023 and revised through February 2, 2024, prepared by Precision Measurements, Inc., to which reference is made for a more particular description. Said temporary easement is for a period not to exceed Five (5) Years entitled and is necessary for the construction of cut and/or fill slopes and other actions needed as required for the proper execution and maintenance of work, including the right to move, store and remove equipment and supplies, and erect and remove temporary structures on the land and to perform any other work necessary and incident to the construction of the Project, together with the right to trim, cut, fell and remove therefrom all trees, underbrush, obstructions and other vegetation, structures, or obstacles with the limits of the easement; reserving, however, to the landowners, their heirs and assign, all such rights and privileges as may be used without interfering with or abridging the rights and easement hereby acquired subject, however, to existing easements for public roads and highways, public utilities, railroads and pipelines. Said temporary right and easement will terminate when there no longer exists the necessity for maintenance or at such time as all construction has terminated and the Grantee accepts the work as being completed.

The total consideration is as follows: FORTY-FOUR THOUSAND TWO HUNDRED THIRTY-FIVE AND NO/100 DOLLARS ($44,235.00) in full for the Easement, all appurtenances and improvements thereon and damages to the Landowner's remaining lands.

CLAUSE NO. 1

The Landowner will compensate the tenant of said Land upon which the Easement is located, if applicable, for any damages said tenant may suffer and sustain by reason of the conveyance agreed to hereunder and by reason of the said proposed construction, and will save the City harmless from any and all claims that may be made by said tenant by reason of such conveyance and/or construction.

CLAUSE NO. 2

The City, or its agents, may exercise the right to enter upon the Land for such purposes as may be necessary for the construction of this project without further notice to the Landowner.

CLAUSE NO. 3

The Landowner will grant unto [Virginia Electric and Power Company, a Virginia public service corporation (D/B/A Dominion Virginia Power); Verizon Virginia, Inc., a Virginia corporation; Cox Communications, Inc.], a deed of easement for its facilities across Landowner's lands and adjacent to the right of way under construction similar in all respects to that which it now enjoys. Upon the acceptance of this Agreement by the City, the utility company, its employees, agents, and contractors have the right to enter upon the lands of the Landowner in order to proceed with the relocation of its facilities.

NOT APPLICABLE

CLAUSE NO. 4

The consideration recited herein represents the value of all estates or interests in such Easement, and the damages to remaining lands of the Landowner that may result by reason of the City's use of the Easement. The Landowner agrees to accept the Landowner's legally proportionate share of such total consideration for the Landowner's interest and rights in the Easement.

CLAUSE NO. 5

If the Landowner is unable to convey marketable title to the City as herein provided, and the City should elect to institute condemnation proceedings to acquire the Easement, the Landowner agrees that this Agreement may be introduced in such proceedings as evidence of the value of the Easement and damages, if any, to the remaining property of the Landowner. Landowner, if requested, shall supply affidavits and other documents required by the City's title insurance company for the issuance of policy of insurance.

CLAUSE NO. 6

The Landowner hereby covenants and agrees for itself, its heirs and assigns and successors, that the consideration is in lieu of any and all claims to compensation and damages by reason of the location, construction and maintenance of the project by the City, and the City and representatives of the utility companies referenced in Clause No. 3 will have the right to enter upon and begin work within the area subject to the Easement prior to the execution and delivery of the documents formally conveying the Easement to the City.

CLAUSE NO. 7

The Landowner acknowledges that the plans for the aforesaid project as it affects the area subject to the Easements and the Landowner’s remaining property have been fully explained to the Landowner.

CLAUSE NO. 8

The Landowner covenants, represents and warrants that, to the best of its knowledge and belief, there are no wetlands, hazardous wastes, or endangered species that would prevent the City's allowed use of the Easement. It shall, however, be the responsibility of the City of Virginia Beach, Virginia, to determine whether or not there are any adverse conditions, including, but not limited to, environmental conditions, hazardous waste conditions, status as protected wetlands or endangered species which would prevent the City's proposed use of the Easement. If any such conditions are determined to exist, the City may declare this Agreement null, void and of no further legal effect**.**

CLAUSE NO. 9

Settlement will be on or about ninety (90) days from the date this Agreement was fully executed, or soon thereafter, allowing a reasonable time to correct any title defects reported by the title examiner and the preparation and signing of the necessary documents to enable the City of Virginia Beach to take proper title.

CLAUSE NO. 10

There have been no other promises, considerations or representations made which are not set forth in this Agreement.

CLAUSE NO. 11

THE COVENANTS, AGREEMENTS, REPRESENTATIONS, WARRANTIES AND INDEMNITIES OF LANDOWNER CONTAINED IN THESE PARAGRAPHS WILL SURVIVE FINAL CLOSING AND DELIVERY OF THE TEMPORARY CONSTRUCTION EASEMENT AGREEMENT OR DEED OF EASEMENT, WHICHEVER IS APPLICABLE.

CLAUSE NO. 12

In accordance with instructions by the Department of the Treasury, Internal Revenue Service, for Form 1099-S, Landowner is required by law to provide the City Attorney's Office, Municipal Center, Virginia Beach, VA 23456 with its correct taxpayer identification number. If Landowner does not provide the City Attorney's Office with its correct taxpayer identification number, Landowner may be subject to civil or criminal penalties imposed by law. Landowner will also provide the City Attorney's Office with other documents necessary for City to comply with Commonwealth reporting requirements.

CLAUSE NO. 13

Under the penalties of perjury, I certify that the number shown on this Agreement is Landowner's correct taxpayer identification number.

WITNESS THE FOLLOWING SIGNATURES AND SEALS:

CITY:

CITY OF VIRGINIA BEACH

By:_____(SEAL)
City Manager/Authorized Designee of City Manager

Date: _____

Attest:

_____
Amanda Barnes, MMC, City Clerk

LANDOWNER:

THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, VIRGINIA, a body politic as set forth in Article VIII, Section 7, of the Constitution of Virginia

By: _____(SEAL)
School Board Chair

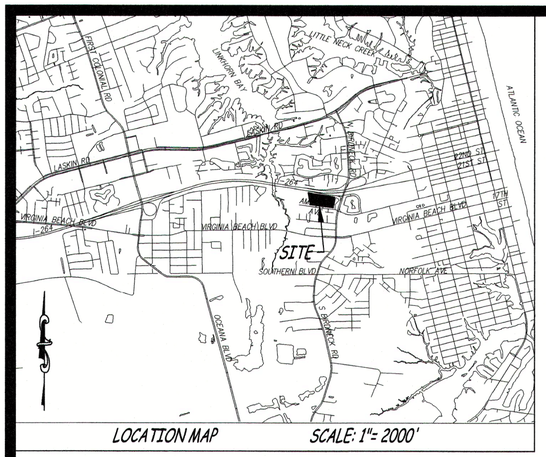
ATTEST:

_____
Clerk of School Board

MAILING ADDRESS: 2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456

TELEPHONE NUMBERS - OFFICE: (757) 263-1016

Certified as to Availability of Funds	Content Approved	Form Approved
_____	_____	_____
Director of Finance	Real Estate Agent	City Attorney
Content Approved:	Content Approved:	
_____	_____	
Virginia Beach City Public Schools / Facilities, Planning & Construction	Virginia Beach School Board Attorney as Legal Counsel for School Board	



LOCATION MAP SCALE: 1"= 2000'

AREA TABLE

EXISTING PARCEL AREA	348,330 SQ. FT. OR 7.997 ACRES
PROPOSED TEMPORARY CONSTRUCTION EASEMENT TO BE ACQUIRED	16,731 SQ. FT. OR 0.384 ACRES
RESIDUAL PARCEL	348,330 SQ. FT. OR 7.997 ACRES

MONUMENT LEGEND

PIN(F) IRON PIN FOUND (UNLESS OTHERWISE NOTED)
VDOT(F) VDOT CONCRETE MONUMENT FOUND

HATCH LEGEND

PROPOSED TEMPORARY CONSTRUCTION EASEMENT TO BE ACQUIRED

PROPERTY OF: *SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH*
REFERENCES: D.B. 777, PG. 141 M.B. 58, PG. 15
GPIN: 2417-57-0096

I-264 (VARIABLE WIDTH RIGHT-OF-WAY)(S.H.P.B. 3, PG. 316 & 316A)

MORGAN'S LANE
(16' RIGHT-OF-WAY)(M.B. 58, PG. 30)

N=3,477,282.982
E=12,214,539.424

VDOT(F)

S 81°21'27" E 193.18'

N 79°37'11" W 248.37'

N 03°39'34" E 5.20'

EXISTING R/W & LIMITED ACCESS R/W

S 81°07'35" E 819.84'

EXISTING R/W

N 81°04'59" W 745.00'

VDOT(F)

PROPOSED TEMPORARY CONSTRUCTION EASEMENT TO BE ACQUIRED AREA = 16,731 SQ. FT. OR 0.384 ACRES

S 05°29'05" W 228.68'

N 05°29'05" E 224.87'

S 38°30'39" E 11.87'

S 38°30'39" E 20.06'

S 46°53'13" W 20.06'

BIRDNECK CIRCLE
(30' RIGHT-OF-WAY)(M.B. 58 PG. 15)
(FORMERLY CHATHAM ROAD)

N 38°30'39" W 21.57'
N 46°53'13" E 7.46'
PIN(F) UNDER PAVEMENT

N=3,476,876.847
E=12,215,511.326

104

NOW OR FORMERLY
CITY OF VIRGINIA BEACH
GPIN #2417-37-9260
D.B. 784, PG. 4
M.B. 58, PG. 30

110

NOW OR FORMERLY
SCHOOL BOARD OF THE
CITY OF VIRGINIA BEACH
(FORMERLY COUNTY SCHOOL BOARD
OF PRINCESS ANNE COUNTY, VIRGINIA)
GPIN #2417-57-0096
D.B. 279, PG. 151
D.B. 777, PG. 141
M.B. 58, PG. 15

NOTES:

1. THIS PLAT IS BASED ON VIRGINIA STATE PLANE COORDINATE SYSTEM, SOUTH ZONE, NAD 1983/1993(HARN). COORDINATE VALUES SHOWN ARE EXPRESSED IN U.S. SURVEY FEET. THE CITY OF VIRGINIA BEACH CONTROL REFERENCE POINT USED TO ESTABLISH THE COORDINATE VALUES SHOWN HEREON IS STATION 721903.

2. PROPERTY LINE AND RIGHT-OF-WAY INFORMATION IS BASED ON PLATS AND DEEDS OF RECORD AND ACTUAL FIELD MEASUREMENTS.

3. THIS PLAT IS INTENDED FOR ACQUISITION PURPOSES ONLY AND DOES NOT CONSTITUTE A BOUNDARY SURVEY OR SUBDIVISION OF LAND.

4. EASEMENT TO BE ACQUIRED BY DEED.

5. THIS PLAT WAS PREPARED BASED ON A TITLE REPORT PROVIDED BY BRIDGE TRUST TITLE GROUP FILE NUMBER VAT001334 ISSUE DATE SEPTEMBER 13, 2023.

6. PARCEL AREA IS TAKEN FROM REAL ESTATE TAX ASSESSOR RECORDS.

7. RIGHT-OF-WAY AND PROPERTY MONUMENTATION SHALL BE INSTALLED WITHIN THE PROJECT CONSTRUCTION CONTRACT. ALL MONUMENTS SHALL BE INSTALLED BY A LAND SURVEYOR LICENSED WITHIN THE COMMONWEALTH OF VIRGINIA AND WILL NOT BE INSTALLED BY THIS SURVEYOR. ALL EXISTING PROPERTY AND RIGHTS-OF-WAY MONUMENTS SHOWN HEREON ARE TO BE PROTECTED FROM DAMAGE OR DISPLACED DURING CONSTRUCTION. ANY MONUMENT DAMAGED OR DISPLACED SHALL BE REPLACED AT THE FINAL STAGES OF CONSTRUCTION BY A LAND SURVEYOR LICENSED IN THE COMMONWEALTH OF VIRGINIA. THE COST FOR REPLACEMENT WILL BE AT THE CONTRACTOR'S EXPENSE, UNLESS OTHERWISE NOTED. THE LAND SURVEYOR SHALL CERTIFY TO THE OWNER, IN WRITING, THAT THE MONUMENTS ARE IN PLACE.

VIRGINIA STATE PLANE COORDINATE SYSTEM, SOUTH ZONE.
NORTH AMERICAN DATUM OF 1983/1993(HARN)

BY APPROVAL, THE UNDERSIGNED DOES NOT CERTIFY AS TO THE CORRECTNESS OF THE BOUNDARY, STREETS OR OTHER LINES SHOWN ON THIS PLAT. EXISTING PUBLIC RIGHTS-OF-WAY, EASEMENTS, OR OTHER PUBLIC INTERESTS NOT SHOWN ON THIS PLAT REMAIN INTACT AND ARE NOT TERMINATED OR EXTINGUISHED BY OMISSION FROM THIS PLAT.

_____ DATE:
DIRECTOR OF PUBLIC WORKS, CITY OF VIRGINIA BEACH, VIRGINIA

COMMONWEALTH OF VIRGINIA
IVAN R. LINEBERRY
Lic. No. 003230
2/21/2024
LAND SURVEYOR

110

PLAT SHOWING PROPOSED EASEMENT TO BE ACQUIRED FROM THE
SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH
BY THE
CITY OF VIRGINIA BEACH
FOR
LYNNHAVEN RIVER ECOSYSTEM RESTORATION PROJECT
CIP # 100263
VIRGINIA BEACH, VIRGINIA
SCALE: 1" = 60' DATE: OCTOBER 12, 2023

PRECISION MEASUREMENTS, INC.
WWW.PRECISIONMEASUREMENTS.COM
SURVEYORS • UAS • HYDROGRAPHIC
770 LYNNHAVEN PARKWAY, SUITE 240
VIRGINIA BEACH, VIRGINIA 23452
(757) 368-0945

0 60 120 180 240 FEET
GRAPHIC SCALE

PMI PROJECT #23164 REVISED PER CITY COMMENTS 2-2-2024



US Army Corps of Engineers Norfolk District

Lynnhaven River Ecosystem Restoration Wetland Phase 2, Virginia Beach, Virginia

Estate Type
- Perpetual Access Easement
- Perpetual Easement
- Proposed Temporary Work Area Easement

Construction Area
Parcel Boundary

0 12,500 25,000 Feet

Developed By: Tammy Younkins
Date of Map: 1/24/2023

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Canvas: Year-Two Comprehensive Evaluation Recommendations **Item Number:** 15F

Section: Consent **Date:** January 14, 2025

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

Prepared by: Allison M. Bock, Ph.D., Program Evaluation Specialist
Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): Allison M. Bock, Ph.D., Program Evaluation Specialist
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board approve the administration's recommendations that were proposed in response to the Canvas: Year-Two Comprehensive Evaluation.

Background Summary:

Canvas is a Learning Management System (LMS) adopted by the Virginia Department of Education (VDOE) in 2020-2021 to deliver educational content to students online. The VDOE offered Canvas to school divisions at no cost. In addition, Mastery Connect is an application that is integrated within Canvas to assess student learning in a variety of ways. Following a pilot of Canvas with seven schools in Virginia Beach during the 2021-2022 school year, all schools were expected to use Canvas during the 2022-2023 and 2023-2024 school years with students in grades 3 through 12.

According to School Board Policy 6-26, new programs or initiatives will be evaluated for a minimum of two years. The year-one implementation evaluation of Canvas during 2022-2023 was presented to the School Board and recommendations were approved on November 14, 2023. The School Board approved the 2023-2024 Program Evaluation Schedule on September 12, 2023 that included a year-two evaluation of Canvas. In accordance with School Board Regulation 6-24.2, the year-two comprehensive evaluation during 2023-2024 focused on the outcomes, progress made toward meeting goals and objectives, and program effectiveness. In addition, continued implementation of Canvas was assessed including instructional and assessment components of the LMS, data management and integration processes, professional learning opportunities, parent access and communication, stakeholder perceptions, and the cost and savings of Canvas to the school division. Recommendations were included based on the results of the evaluation.

Source:

School Board Policy 6-26
School Board Regulation 6-24.2
School Board Minutes September 12, 2023
School Board Minutes November 14, 2023

Budget Impact:

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY
Office of Research and Evaluation

Canvas: Year-Two Comprehensive Evaluation

The table below indicates the proposed recommendations resulting from the **Canvas: Year-Two Comprehensive Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2024 Program Evaluation	Administration's Recommendations
Information December 10, 2024 Consent January 14, 2025	Canvas: Year-Two Comprehensive Evaluation	1. Recommendation #1: Continue Canvas with modifications noted in recommendations 2 through 4. (*Responsible Group: Department of Teaching and Learning*) 2. Recommendation #2: Continue to encourage fourth- and fifth-grade teachers to expose students to Canvas to prepare for more regular use as they progress to higher grade levels. (*Responsible Group: Department of Teaching and Learning*) 3. Recommendation #3: Continue to encourage teachers to use Canvas for collaboration by providing examples of how other teachers across the division are successfully collaborating using Canvas. (*Responsible Group: Department of Teaching and Learning*) 4. Recommendation #4: Continue to provide support to secondary classroom teachers and ITSs for issues related to the grade passback process between Canvas and Synergy to ensure the process is efficient and accurate for teachers. (*Responsible Group: Department of Teaching and Learning*)	The administration concurs with the recommendations from the program evaluation.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Personnel Report **Item Number: 16A**

Section: Action **Date: January 14, 2025**

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 January 14, 2025, 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
January 14, 2025
2024-2025

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	12/4/2024	Corshaun Coe	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Centerville	12/19/2024	Dylan Klepk	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	12/4/2024	Laura Martinez	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	12/18/2024	Amanda N Kalyandjian	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	12/11/2024	Zhamia Shivers	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	12/4/2024	Aisha R Barnes	Clinic Assistant, .500	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	12/11/2024	Justine B Griffith	Special Education Assistant	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	12/4/2024	Maurice D Jones	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	12/4/2024	Lillian R Burns	Special Education Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	12/4/2024	Benjamin L McCabe	Technology Support Technician	ECPI College of Tech, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	1/6/2025	Shannel Barnes	Physical Education Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	12/11/2024	Ashley Kanzenbach	Special Education Assistant	Capella University, MN	The New A3, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	1/6/2025	Chloe M Pettee	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	12/18/2024	Angelia Brooks	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	1/6/2025	Christopher M Greene	Custodian II Head Night	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	12/5/2024	Diane Byard	Cafeteria Assistant, 4.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	1/6/2025	Jacqueline Birt	Baker/Cook	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	12/11/2024	Tashana Clark	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	12/16/2024	Katherine L Duckworth	Library/Media Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	12/18/2024	Raquel Perez Avila	Cafeteria Assistant, 6.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	1/6/2025	Danielle D Davis	Cafeteria Manager II	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	12/18/2024	Anna M Calle Villena de Delgado	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Cox	12/11/2024	Keileigh E Griffin	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Cox	12/18/2024	Kendric Donaldson	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	1/6/2025	Sheldon Moss	Technology Support Technician	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	1/6/2025	Mozella Dunson	Baker/Cook	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	1/6/2025	Dempsey K Griffin	Technology Support Technician	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	12/18/2024	Madeleine Many	Administrative Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	12/2/2024	Matthew A Circelli	Network Technician II	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial Services	12/18/2024	Brittany N Munson	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	1/6/2025	Julia R Harriman	Assistant Cafeteria Manager	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	1/6/2025	Veronica F King	Assistant Cafeteria Manager	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	1/6/2025	Pamela D Pacheco	Assistant Cafeteria Manager	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	1/6/2025	Kimberly A Simons-Burgess	Assistant Cafeteria Manager	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	1/6/2025	Annmarie J Locker	Admin Office Associate 1	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	1/6/2025	Bobby L Muntz	General Maintenance Craftsman II	not applicable	C.L.Pincus Jr. & Co., VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	1/6/2025	Eric Osborne	Construction Inspector	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	1/6/2025	Gabriel Staicer	HVAC Craftsman I	not applicable	One Hour Heating & AC, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Purchasing Services	12/9/2024	Haley A Maciejewski	Coordinator Purchasing	Old Dominion University, VA	IMIA, LLC, AL
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/3/2024	Rodney E Kilmon	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/3/2024	Danielle Phillips	Bus Assistant, 6.5 Hours	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/3/2024	Joan Shine	Bus Driver, 6.5 Hours	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/3/2024	Sharifa Smith	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/3/2024	Diana Thompson	Bus Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/10/2024	Llana Faye Frial	Bus Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/10/2024	Kevin A Heinsman	Bus Driver - Special Ed, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/17/2024	Mark R Mayo	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	12/17/2024	Mary E Munson	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/6/2025	Nicole L Reynolds	Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	2/27/2025	Dayana P Cameron	General Assistant (continuing education)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	12/20/2024	Beth I Withers	Special Education Assistant (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Creeds	12/10/2024	Jesse Mallery	Baker/Cook (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	12/20/2024	Hannah E Martin	Kindergarten Assistant (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	1/17/2025	Colbie E Burley	Pre-Kindergarten Teacher Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Malibu	1/6/2025	Susana Diaz	School Office Associate II (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	New Castle	12/31/2024	David B Roseberry	Custodian I (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Newtown	12/20/2024	Carlene A Lee	Cafeteria Assistant, 6.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	12/4/2024	Nafeesha L Funderburk	Cafeteria Assistant, 6.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	12/20/2024	Allie Nisbet	Physical Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thalia	12/20/2024	Armani Milian	Special Education Assistant (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Woodstock	12/6/2024	Diane Byard	Cafeteria Assistant, 4.0 Hours (personal reasons)	not applicable	not applicable

Personnel Report
Virginia Beach City Public Schools
January 14, 2025
2024-2025

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Resignations - Elementary School	Woodstock	12/10/2024	Mario D Upshur	Custodian I (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	12/10/2024	Assiya Baiz	Cafeteria Assistant, 5.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Independence	12/20/2024	Demetria L Segovia	Cafeteria Assistant, 5.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	12/10/2024	Erin Lambriola	School Nurse (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	First Colonial	12/20/2024	Kiana Hassell	Special Education Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	1/25/2025	Sarah J Morrow	Baker/Cook (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	12/18/2024	Dustin M Roehling	Carpentry Craftsman II (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	12/14/2024	Lori A Webber	Occupational Therapy Asst (death)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	1/17/2025	Julie A Rosario-Kenas	School Counseling Department Chair (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/3/2024	Nathaniel Krae	Bus Driver, 6.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/3/2024	Paul Schill	Bus Driver, 6.5 Hours (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/18/2024	Jennifer McKinney	Bus Assistant, 6.5 Hours (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/20/2024	Janielle Y Francois	Bus Assistant Plan Bee, 7.5 Hours (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/20/2024	Lanyia Francois	Bus Assistant, 6.5 Hours (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	King's Grant	1/6/2025	Renee S Stronach	Technology Support Technician	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Lynnhaven	12/20/2024	Lori E Tassone	Cafeteria Assistant, 5.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Windsor Woods	12/20/2024	Patricia J Waters	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Teaching and Learning	12/31/2024	Monica O Robinson	Coordinator Academic Support Programs K-12	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Maintenance Services	1/31/2025	Anthony J Ringo	Construction Inspector	not applicable	not applicable
Assigned to Unified Salary Scale	Other Employment Actions - Miscellaneous	Office of Maintenance Services	1/6/2025	Robert W Jenkins Jr	Assistant Director Maintenance Services	not applicable	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	12/16/2024	McKinley C Wheeler	Special Education Teacher	Virginia Wesleyan University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Glenwood	12/11/2024	Elizabeth N Weidner	Instructional Technology Specialist, .500	Univ of Colorado Boulder, CO	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	12/19/2024	Kathleen Hoover	First Grade Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	1/6/2025	Fallon N Blanco	Fourth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Lynnhaven	12/9/2024	Michelle A Schutz	Fourth Grade Teacher	Northwest Christian College, OR	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Ocean Lakes	12/16/2024	Alicia S Knehr	Kindergarten Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke Meadows	12/16/2024	Alexis Dantzler	First Grade Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Princess Anne	12/19/2024	Lisa F Whitney	Kindergarten Teacher	Florida State University, FL	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	12/16/2024	Laura E Tierney	Special Education Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Strawbridge	12/16/2024	Christie A Cook	Special Education Teacher	Liberty University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	12/16/2024	Helen M Hunter	Fourth Grade Teacher	Norfolk State University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	12/4/2024	Sondra G Crandell	Second Grade Teacher	Regent University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	12/16/2024	Kayla N Dean	Third Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	1/6/2025	Marisaura M Aguilar-East	Special Education Teacher	Northeastern Illinois Universi, IL	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	12/11/2024	Darius J Covington	Eighth Grade Teacher	Virginia Military Institute, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	12/11/2024	Tianna Tillis	Sixth Grade Teacher	Virginia Commonwealth Univ, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	12/11/2024	Preston L Cramer	Seventh Grade Teacher	Embry-Riddle Aeronautical Univ, FL	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	12/11/2024	Michael J Ferrara	English Teacher	Thomas Edison State College, NJ	Military Service
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	1/6/2025	Shane J Barfield	Marketing Education Teacher	Concordia University, OR	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	12/11/2024	Matt Mazzoni	Special Education Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	1/24/2025	Shannon V Bartel	French Teacher	Randolph-Macon Womans College, VA	Norfolk Collegiate School, VA
Assigned to Instructional Salary Scale	Appointments - High School	Salem	1/6/2025	Hope Costanza	Marketing Education Teacher	James Madison University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	1/25/2025	Mariah L Lutz	Mathematics Teacher	North Georgia College, GA	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Fairfield	12/6/2024	Misty C DeVleeschower	Special Education Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Landstown	12/20/2024	Kenzie Lloyd	Fifth Grade Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Lynnhaven	1/31/2025	Katherine F Scott	First Grade Teacher (transfer of spouse)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Newtown	12/20/2024	Mary L Shelly	Title I Resource Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Princess Anne	12/20/2024	Michelle Dula	Kindergarten Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Seatack	12/20/2024	Angelina Jakuboski	Fifth Grade Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Seatack	1/6/2025	Hannah L St Clair	Fourth Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Brandon	12/13/2024	Lisa R Caruso	Seventh Grade Teacher (job abandonment)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	12/5/2024	Pamela A DiNunzio	Seventh Grade Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Princess Anne	1/7/2025	Jessica D Gengler	Sixth Grade Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kellam	1/7/2025	Alexandra B Martinez	English Teacher (transfer of spouse)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	1/7/2025	Kimberly J Rowe	Social Studies Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	12/31/2024	Julie M Dunaway	Speech/Language Pathologist, .600 (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Linkhorn Park	1/27/2025	Alison R Zdelar	Special Education Teacher	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - High School	Kempsville	12/31/2024	Phillip L Strickland	Social Studies Teacher	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - High School	Landstown	12/31/2024	Steven M Roenker	Mathematics Teacher	not applicable	not applicable

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Closed Session **Item Number: 18**

Section: Closed session **Date: January 14, 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, Paragraphs 7 and 8 as amended, to deliberate on the following matters:

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

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

   Namely to discuss:

   A. Status of pending litigation or administrative cases.
   B. 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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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.