



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

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

School Board Regular Meeting Proposed Agenda **Tuesday, October 28, 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 VBTB Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_03ajiQ6lQ3qnL0cN8Wd1iw Call-in (301) 715-8592 ID 891 6327 8315

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 October 27, 2025.

Closed Session.....4:00 p.m.

1. **Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 4:30 p.m. ***
(*Time approximate; will convene after Closed Session)
 - A. School Board Administrative Matters and Reports
 - B. DTAL Core Content Update and Updated Secondary Math Sequence
 - C. School Security
2. **Closed Session (as needed)**
3. **School Board Recess..... 5:30 p.m.**
4. **Formal Meeting (School Administration Building #6 – School Board Room)..... 6:00 p.m.**
5. **Call to Order and Roll Call**
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition**
8. **Adoption of the Agenda**
9. **Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**
10. **Approval of Meeting Minutes**
 - A. October 14, 2025 Regular School Board Meeting



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

The School Board will hear public comments at the October 28, 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 October 28, 2025. 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. October 28, 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.

12. Information

- A. Interim Financial Statements – September 2025
- B. Modified Course Proposal: Algebra II Honors
- C. Middle School Dual Language Immersion (DLI) Considerations
- D. Division Literacy Plan (DLP)
- E. VSBA Delegate Assembly Proposal
- F. Behavioral and Mental Health Supports for Students: Year 2 Outcome Evaluation

13. Return to public comments if needed

14. Consent Agenda

- A. Policy Review Committee (PRC) Recommendations:
 - 1. Policy 3-27/Borrowing
 - 2. Policy 6-28/Driver Education
 - 3. Policy 7-2/Notification of School Board Meetings
 - 4. Policy 7-13/Appeals of School Board Decisions
 - 5. Policy 7-21/Citizens' Advisory Committees
 - 6. Policy 7-58/Relations with Governmental Agencies
- B. 2024-2025 Annual Field Trip Report
- C. Alanton Elementary School RTU Replacement
- D. Bayside Middle School RTU Replacement
- E. School Administration Building #6 Primary Data Center & Einstein Lab HVAC Replacement
- F. Gifted Citizens' Advisory Committee Appointment Recommendations

15. Action

- A. Personnel Report / Administrative Appointments **Updated 10/31/2025**
- B. Budget Resolution Regarding FY 2024-25 Reversion and Revenue Sharing Formula Reconciliation

16. Committee, Organization or Board Reports

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

18. Adjournment



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

Section: Closed Session **Date:** October 28, 2025

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Kathleen J. Brown, School Board Chair; and 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 1, 7, and 8, as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student and the student involved in the matter is present, provided that the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.
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. Personnel matters – School Board Attorney’s contract.
- B. Status of pending litigation or administrative cases.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



Subject: DTAL Core Content and Secondary Math Sequence Update **Item Number:** 1B

Section: Workshop **Date:** October 28, 2025

Senior Staff: Danielle E. Colucci, Ed.D., Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning

Dr. Lorena Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

Dr. Katherine Ryan Goldberg, Ph.D., Director of Instructional Technology

Presenter(s): Thomas W. Quinn, Executive Director of Secondary Teaching and Learning

Dr. Lorena Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

Dr. Katherine Ryan Goldberg, Ph.D., Director of Instructional Technology

Recommendation:

That the School Board will receive updates regarding DTAL core content and an updated secondary math sequence.

Background Summary:

The board will receive information regarding a 4-12 vertically aligned assessment approach in social studies, VDOE updates for secondary science and computer science, and an updated secondary math sequence.

Source:

N/A.

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



DTAL Core Content and Secondary Math Sequence Update

October 28, 2025
School Board Meeting
Information

Department of Teaching and Learning

The Department of Teaching and Learning (DTAL)

- Office of Elementary Teaching and Learning
 - Office of Title I/PreK
- Office of Secondary Teaching and Learning
 - Office of Career and Technical Education
- Office of Programs for Exceptional Children
- Office of Student Support Services
- Office of K-12 and Gifted Programs
- Office of Instructional Technology



Employment

AND



Enlistment

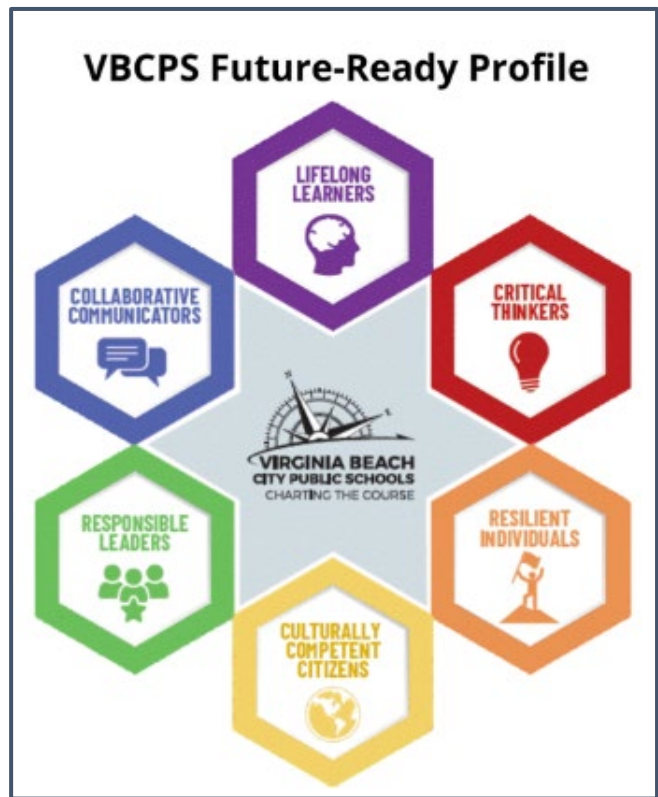
AND



Enrollment

New History and Social Science Standards

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Social Studies Vision for VBCPS K-12

The highest quality social studies experience in the Commonwealth with alignment between instructional pedagogy, aspirational curriculum and authentic assessment

Students will achieve through:

- Adjustment of the Grade 5 SOL test, utilizing Locally Awarded Credit (LAC) performed based learning tasks in Grades 4 and 5
- Continuing Alternative Assessments in Grade 6 and 7
- Full implementation of Locally Awarded Verified Credit 2 (LAVC 2) across High School Courses
- Future plans to implement LAC performance-based learning tasks in Grade 8 to strengthen vertical alignment (HB1957)

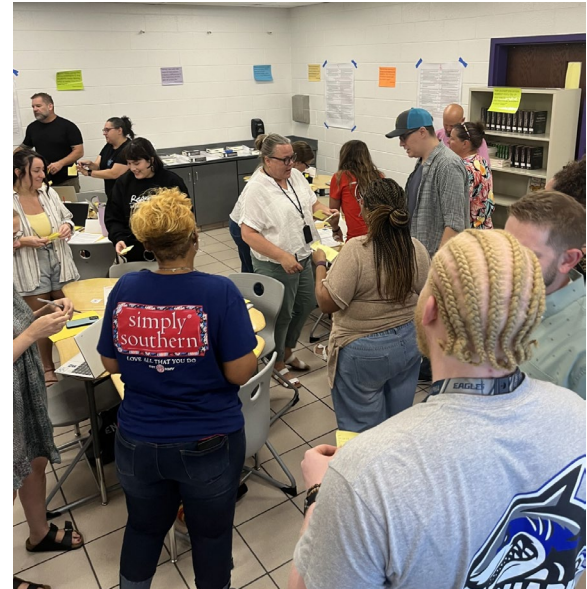
Social Studies Vision for VBCPS K-12

DRAFT COPY SUBJECT TO CHANGE

The highest quality social studies experience in the Commonwealth with alignment between instructional pedagogy, aspirational curriculum and authentic assessment

Staff will receive support through:

- Essential Professional Learning Sessions
- Site based support including data analysis and review
- Curriculum developed to reflect the new 2023 Standards
- Resource developed and refined to support implementation of 2023 standards



VBCPS Social Studies Sequence

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Grade Level	Course
Kindergarten	Community: Civics, History, Geography, and Economics
1st Grade	Commonwealth of Virginia: Civics, History, Geography, and Economics
2nd Grade	US History: Civics, History, Geography, and Economics
3rd Grade	World History: Civics, History, Geography, and Economics
4th and 5th Grade	Virginia Studies
6th Grade	US History I: Foundations to 1865
7th Grade	US History II: 1865 to the Present
8th Grade	Civics and Economics
High School	World Geography, World History I, World History II, VA/US History, US Gov't

Virginia Studies- Elementary

Transition from the traditional Standards of Learning (SOL) assessment to a performance-based series

- Two tasks will be reported during the grade 4 portion of the course and two will be reported during the grade 5 portion of the course
- 25-26 SY: Grade 4 begins with two tasks; Grade 5 will pilot tasks and processes and will take VA Studies SOL test
- 26-27 SY: Grade 4 will continue two tasks; Grade 5 will complete two tasks and no VA Studies SOL test

Secondary History - LAVC 2 Data

Course	Earned Verified Credit	Students Needing Verified Credit	% Earned VC
World Geo	456	505	90.30
World His I	827	893	92.61
VA/US His	521	582	89.52
All Courses	1,804	1,980	91.11

- Totals for SWD - 253 out of 290 (87%) Earned Verified Credit
- Totals for ELL - 115 out of 133 (86%) Earned Verified Credit

LAVC 2 Sample Task

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Compelling Question: To what extent did Manifest Destiny benefit the United States, and at what cost?		
Supporting Question 1	Supporting Question 2	Supporting Question 3
What factors influenced westward expansion?	What new technologies influenced westward expansion?	What conflicts arose from westward expansion?
Formative Performance 1	Formative Performance 2	Formative Performance 3
List the factors that influenced westward expansion. (e.g.t-chart, Google Slides)	Create an annotated illustration (e.g. comic strip, timeline) that depicts the impact of technologies on westward expansion.	Use a web organizer to record evidence about the conflicts that arose from westward expansion.
Featured Sources	Featured Sources	Featured Sources
Source A: Graph 19th-century population Source B: Excerpts from “The Great Nation of Futurity Source C: Map of United States territorial acquisitions Source D: Excerpts from James K. Polk’s Fourth Annual Message Source E: Image of California gold rush Source F: Excerpt from the Homestead Act of 1862	Source A: Maps of the Erie Canal routes Source B: Chart comparing travel by dirt road and canal Source C: Excerpts from Digging Clinton’s Ditch Source D: Image bank: Technologies of the mid-19th century Source E: Maps showing changing rates of travel in the United States, 1800–1857	Source A: Timeline of European and US conflicts with Native Americans Source B: Map showing military engagements in the Mexican-American War Source C: News article regarding the slavery debate and western statehood
Summative Task (“Response”)	To what extent did Manifest Destiny benefit the United States, and at what cost? Construct a response that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.	

Secondary Science

2025 Expanded High School Science Standards of Learning

- The proposed standards underwent first review by the Virginia Board of Education on July 31, 2025
- Currently awaiting the Board's next actions regarding adoption and implementation

New SOL Test Blueprints for EOC Earth Science and Chemistry

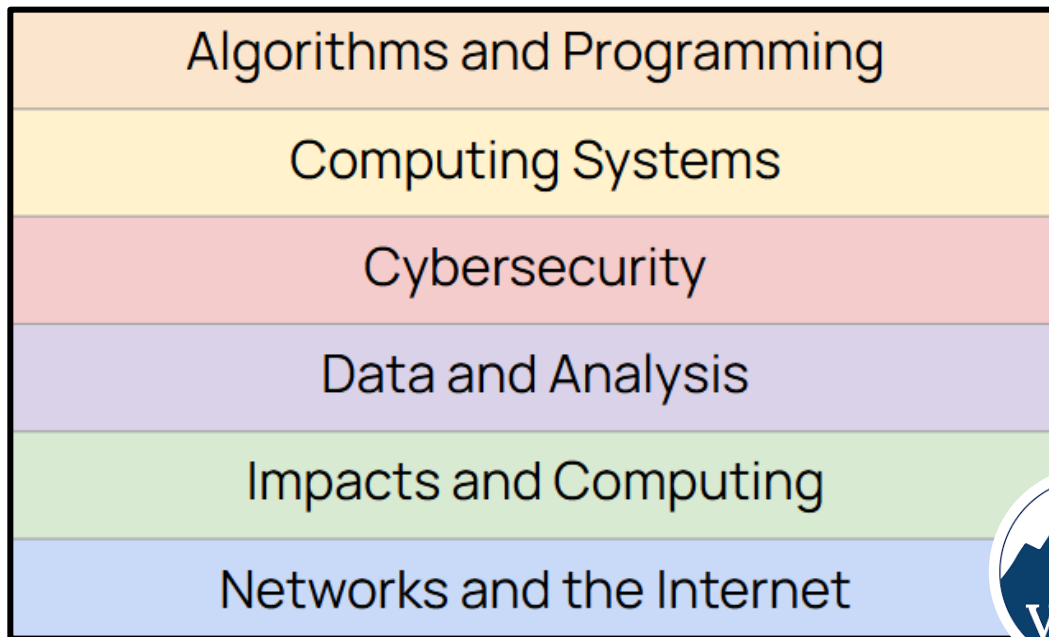
- First administration expected in Spring 2026
- Based on 2018 Science Standards of Learning
- Practice items expected to be released in Late Fall 2025



Computer Science

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VDOE approved 2024 Computer Science *Standards of Learning* in June 2024 with full implementation by 2025-2026 school year.



Computer Science

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VDOE approved 2024 Computer Science *Standards of Learning* in June 2024 with full implementation by 2025-2026 school year.

2024-2025 School Year

- Advancing Computational Thinking through Mathematics and Analyzing Data 2024 (Advancing Computer Science Education Grant 2024)
- 'Works of Application' Grant (Spring 2025)
- Advancing Computer Science Education AP Computer Science Expansion Grant

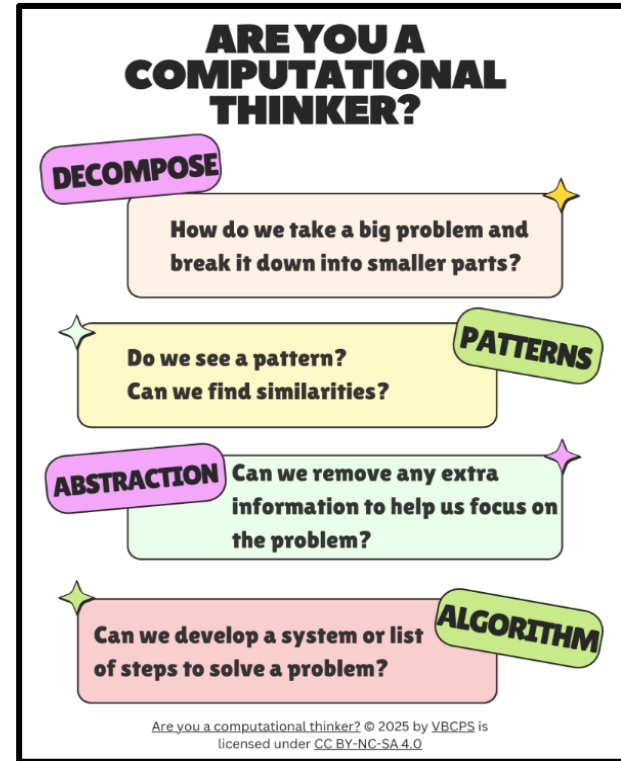
Computer Science

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2025-2026 School Year

**Pending Grant Approval*

- K-5 Advancing Computer Science Education Grant 2025
- Advancing Computer Science Integration in Middle School Science



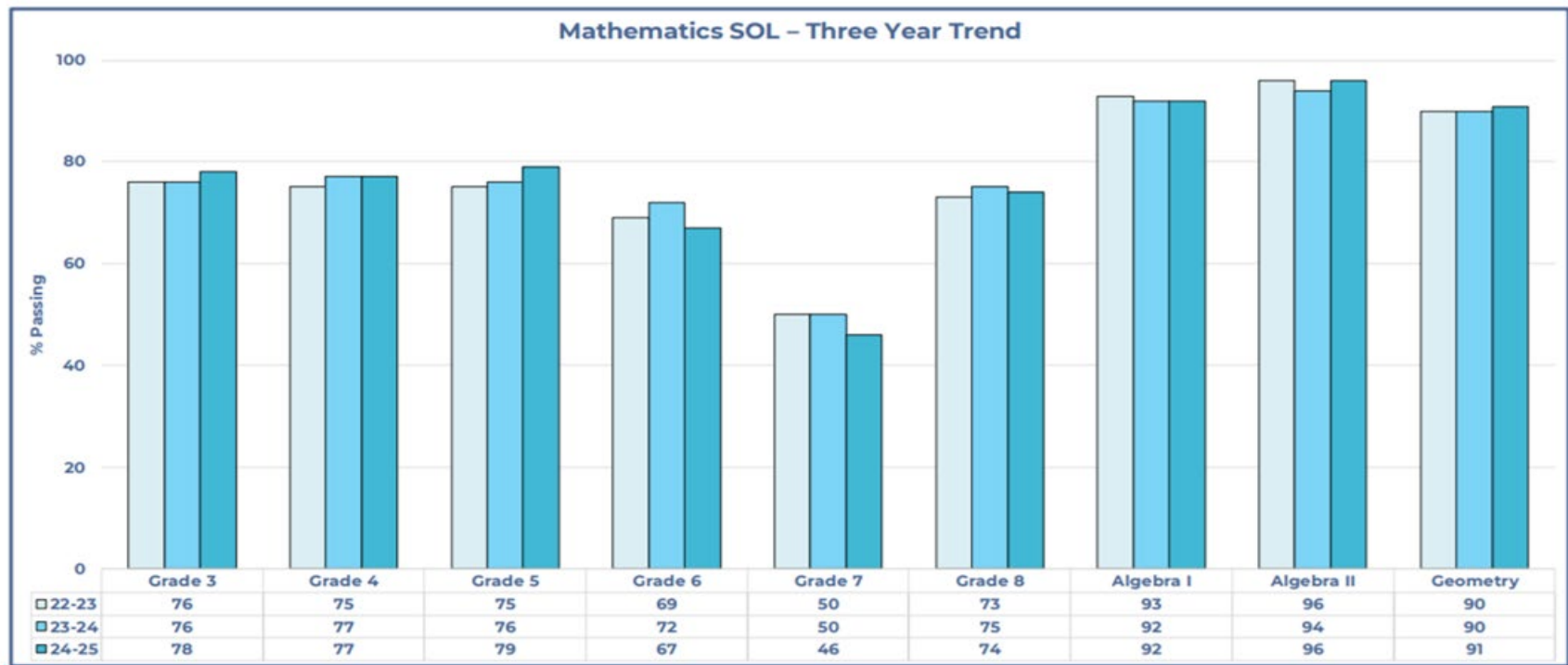
NWEA MAP Mathematics

Math - Achievement Comparison

Number of Students with Test Results in Both Sessions	Grade in SY 2024-25	Median	Fall 2024-2025						Grade in SY 2025-26	Median	Fall 2025-2026				
4219	2	58th	14%	17%	22%	27%	20%	→	3	63rd	12%	15%	21%	26%	26%
4417	3	67th	9%	13%	20%	29%	29%	→	4	67th	10%	12%	21%	29%	28%
4298	4	67th	9%	12%	22%	32%	25%	→	5	61st	10%	13%	24%	31%	22%
4321	5	66th	10%	13%	20%	32%	25%	→	6	61st	12%	16%	21%	24%	27%
3157	6	59th	11%	16%	25%	31%	17%	→	7	58th	11%	17%	28%	29%	15%
1759	7	38th	27%	29%	26%	16%	2%	→	8	42nd	23%	27%	31%	16%	3%
6	8	12th	67%	33%				→	9	26th	50%	17%	33%		

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

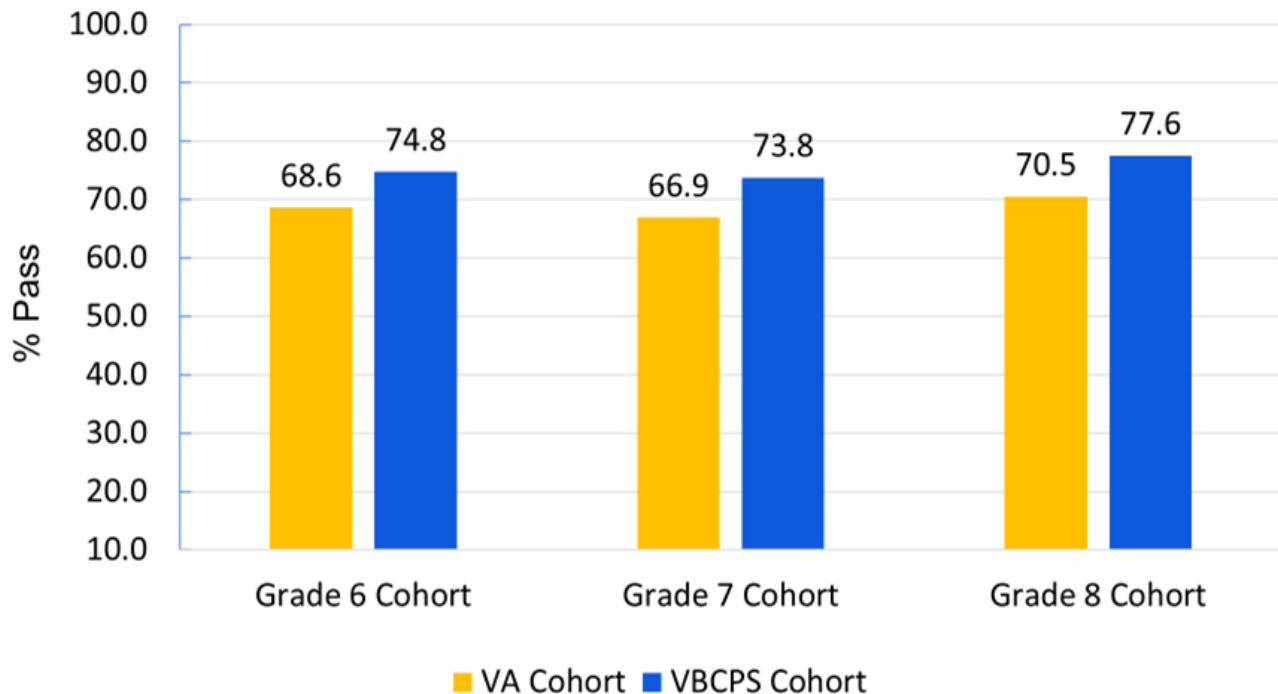
Middle School Math Update



MS Corresponding SOL Assessments

SOL Assessment Administered	6th Graders	7th Graders	8th Graders
Grade 6 SOL Assessment	- Math 6 - Advanced Math 6		
Grade 7 SOL Assessment		Math 7	
Grade 8 SOL Assessment	Pre-Algebra	Advanced Math 7	Math 8
Algebra 1 EOCT		Algebra 1 Honors	Algebra 1 Honors
Geometry EOCT			Geometry Honors

VA/VBCPS Combined Pass % by Grade Level Cohort

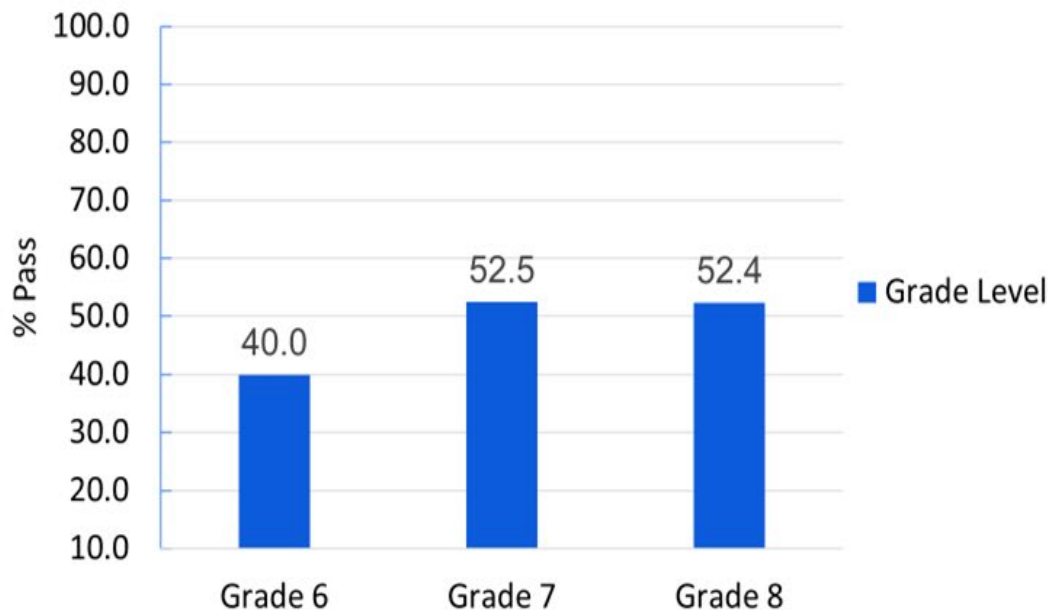
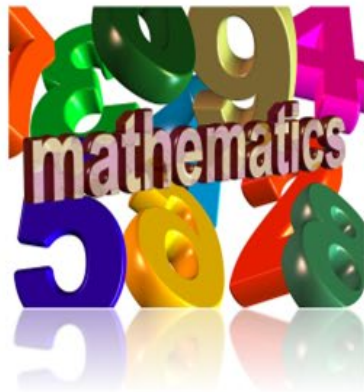


Grade 5 Cohort from 2021-2022 SY

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Grade Level Math Only

Core Math Only



Middle School Math Sequence

Mathematics Course Progressions			
Grade 5	Grade 6	Grade 7	Grade 8
Grade 5 Mathematics Grade 5 SOL	Mathematics 6 Grade 6 SOL	Mathematics 7 Grade 7 SOL	Mathematics 8 Grade 8 SOL
	Mathematics 6 Grade 6 SOL	Advanced Mathematics 7* Grade 8 SOL	Algebra 1 Honors Algebra 1 SOL
	Advanced Mathematics 6 Grade 6 SOL	Advanced Mathematics 7 Grade 8 SOL	Algebra 1 Honors Algebra 1 SOL
	Advanced Mathematics 6 Grade 6 SOL	Advanced Mathematics 7 Grade 8 SOL	Mathematics 8 Grade 8 SOL
	Advanced Mathematics 6 Grade 6 SOL	Mathematics 7 Grade 7 SOL	Mathematics 8 Grade 8 SOL
	Pre-Algebra 6 Grade 8 SOL	Algebra 1 Honors Algebra 1 SOL	Geometry Honors Geometry SOL
	Pre-Algebra 6 Grade 8 SOL	Advanced Mathematics 7 Grade 8 SOL	Algebra 1 Honors Algebra 1 SOL
Elementary Courses Middle School Courses Foundational HS Courses			

*Students progressing from Mathematics 6 to Advanced Mathematics 7 would not receive instruction in select Grade 7 Standards of Learning. Schools would need to determine how students would receive instruction in these additional standards.

High School Mathematics Sequence

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Typical Mathematics Course Progressions*

1 st HS Credit Math Course	2 nd HS Credit Math Course	3 rd HS Credit Math Course	4 th HS Credit Math Course	5 th HS Credit Math Course	6 th HS Credit Math Course
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	AP Precalculus	AP Calculus AB	AP Calculus BC
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	AP Precalculus	AP Calculus AB	AP Statistics
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	AP Precalculus	Data Science	AP Statistics
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	Probability & Statistics (1.0)	Data Science	AP Statistics
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	Probability & Statistics (1.0)	Data Science	AP Computer Science A
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	Data Science	AP Statistics	AP Computer Science A
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	Data Science	Probability & Statistics (1.0)	AP Statistics
Algebra 1 with Lab ¹	Geometry or Geometry Honors	Algebra, Functions, and Data Analysis (AFDA)	Algebra 2 or Algebra 2 Honors	Probability & Statistics (1.0)	Data Science
Algebra 1	Geometry with Lab ¹	Algebra, Functions, and Data Analysis (AFDA)	Algebra 2 or Algebra 2 Honors	Probability & Statistics (1.0)	Data Science

Foundational Courses

Subsequent Courses

Higher Level Mathematics Courses

Student course placement should follow the color-coded progression toward higher levels.

High School Mathematics Sequence-Summary of Revisions

- Sunset Computer Programming (MA 3172) and “Tandem” Courses
 - 0.5 credit Discrete Math and 0.5 credit Probability and Statistics (MA 3200)
 - 0.5 credit Trigonometry and 0.5 credit Probability and Statistics (MA 3238)
- Establish Algebra 2 Honors by streamlining Algebra 2 with Trigonometry (MA 3137)
 - Increase rigor on Algebra 2 SOL and covers 5 of 9 Trigonometry SOL
 - Responds to change from Math Analysis to AP Precalculus
- Expand Probability and Statistics to a year-long course
- Promote Data Science

Middle School Math - DTAL Action Steps

- 2025-2026 Curriculum Refinements
 - Curriculum Revision Committee
 - Assessment Revision Committee
- Essential Session(s)
 - Professional Learning Communities
 - Focus on Content and Rigor
 - Data Analysis
- Targeted Academic Support Resources
- Middle School League Professional Development
 - Transition Rubrics
- Professional Learning: Building Thinking Classrooms Cohort
 - Math 6-8
 - Algebra I (HS)



Questions



Employment

AND



Enlistment

AND



Enrollment

Educators Serving Educators and Students



Subject: School Security **Item Number:** 1C

Section: Workshop **Date:** October 28, 2025

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

Prepared by: Thomas C. Shattuck, Director of Security and Emergency Management
Robert B. Jamison, Executive Director of Student Support Services

Presenter(s): Thomas C. Shattuck, Director of Security and Emergency Management
Robert B. Jamison, Executive Director of Student Support Services

Recommendation:

That the School Board receive an update of the current programs and best practices regarding school safety and student wellness.

Background Summary:

The School Board received an update regarding physical and cyber security at the July 23, 2024, Workshop from the Departments of Technology and School Division Services. The Offices of Security and Emergency Management and Student Support Services continue to enact the school security and student wellness initiatives based on recommendations from the Blue-Ribbon Panel and other stakeholders such as the Virginia Beach School Safety Task Force.

Source:

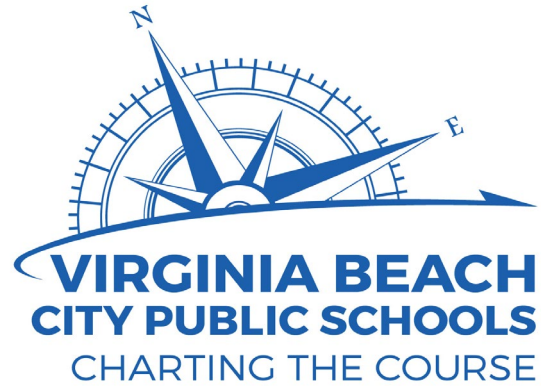
School Board Policy 3-64

Budget Impact:

No budget impact.

Next Steps:

TBD



School Security

School Board Workshop

Office of Security and Emergency Management

Office of Student Support Services

October 28, 2025

Preparedness

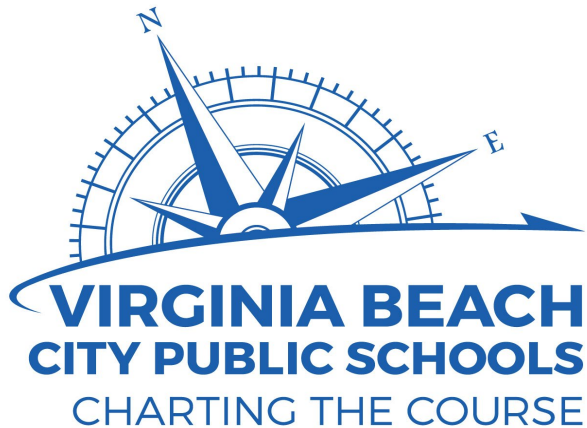
- Develop and practice emergency response plans
- Conduct regular drills and training
- Ensure staff readiness for any situation

Prevention

- Identify and address risks early
- Promote a culture of safety and awareness
- Implement proactive security measures

Partnerships

- Engage staff, students, and families in safety efforts
- Engage and collaborate with various City of Virginia Beach stakeholders
- Build partnerships with law enforcement and the community



Blue Ribbon Panel on School Safety and Security

Convened on **April 10, 2018**

Released recommendations on **July 10, 2018**



Safety Protocols + Emergency Preparedness

- Refine and expand training exercises with regards to emergency procedures
- Implement a robust system of preventative security
- Conduct more frequent and unannounced safety audits
- Strengthen procedures for controlling access into and within the school facility

Safety Infrastructure + Security Personnel

- Reevaluate the security personnel program
- Strengthen infrastructure for controlling access to school sites
- Evaluate and increase the use and location of cameras and sensors
- Strengthen infrastructure for securing classrooms

Behavior and Mental Health

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- Increase behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs
- Increase mental health awareness through training for all staff and stakeholders
- Increase community engagement and collaboration with partner agencies



Recommendation: *Refine and Expand Training Exercises with Regards to Emergency Procedures*

- ✓ Tabletop training exercises for VBCPS executive leadership, school administrators, and staff
- ✓ Annual VBCPS Security Officer DCJS Initial Certification and in-service training
- ✓ Annual Summer OSEM School Safety Administration training
- ✓ Crisis Mitigation Best Practices training divisionwide
- ✓ Run, Hide, Protect training
- ✓ CPI Nonviolent Crisis Intervention training
- ✓ Division level emergency response training
- ✓ Crisis Response Team implementation and management training
- ✓ Local and off-site Reunification training
- ✓ Creation and distribution of a comprehensive Emergency Procedures Guidebook. These EPGs are placed in every classroom.

Recommendation: *Implement a Robust System of Preventative Security*

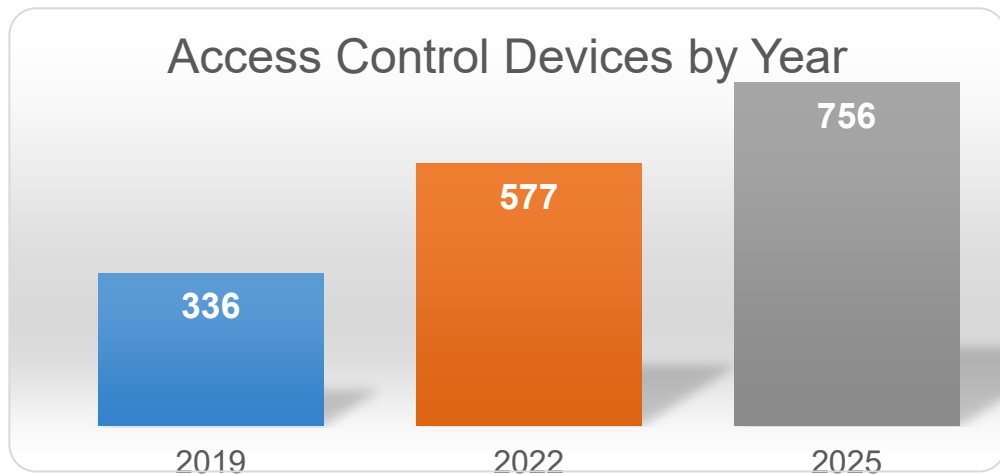
- ✓ Deployment of the RAVE Emergency Notification and Mass Communication System
- ✓ Installation of Public Address Interface Consoles and Mass Notification Devices
- ✓ Installation of LED digital messaging boards in every school to facilitate emergency communications
- ✓ Installation of camera-equipped entry or “buzz in” systems at every campus
- ✓ Purchase and distribution of hand-held wand metal detectors to support school administrators and VBCPS security personnel during searches
- ✓ Completion of perimeter fencing upgrades at school campuses

Recommendation: *Conduct More Frequent and Unannounced Safety Audits*

- ✓ OSEM conducts comprehensive school safety audits annually
- ✓ OSEM staff conduct unannounced reviews of front desk entry procedures
- ✓ OSEM conducts audits of the Crisis Response Team Handbooks submitted by all building leaders
- ✓ OSEM conducts audits of the Raptor Drill Management to ensure adherence to state code requirements regarding drills

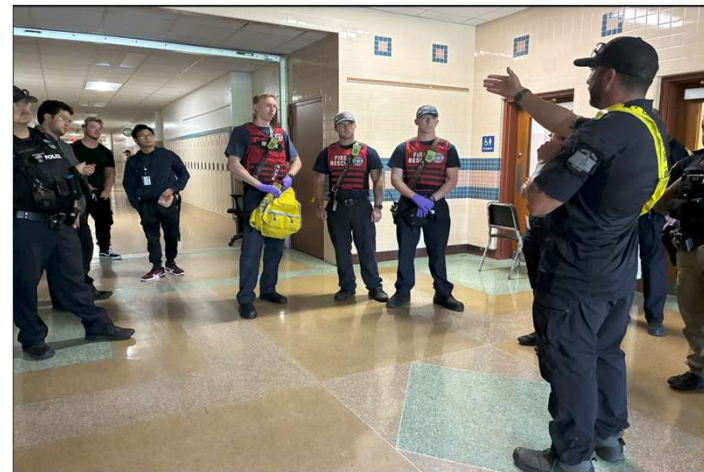
Recommendation: *Strengthen Procedures for Controlling Access Into and Within the School Facility*

- ✓ Implemented divisionwide key accountability and management system
- ✓ 125% increase in the number of access control devices



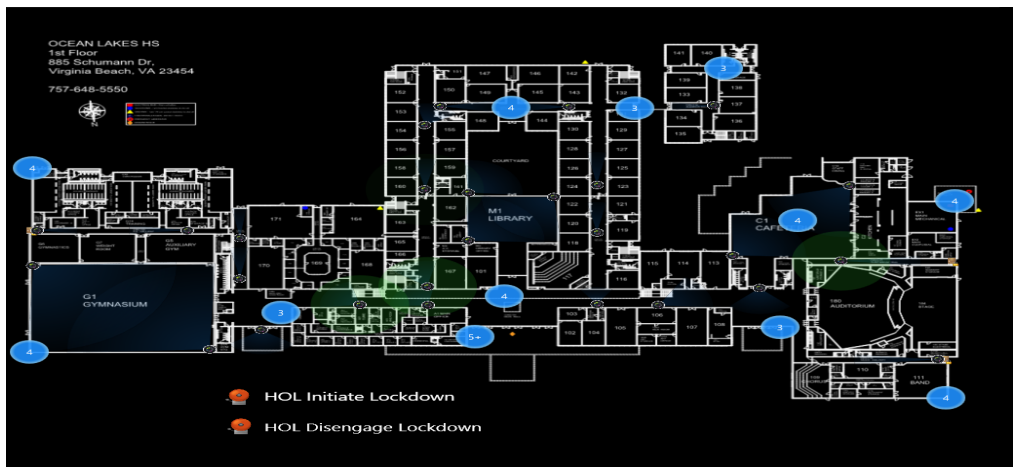
Recommendation: *Reevaluate the Security Personnel Program*

- ✓ All VBCPS security officers are state certified
- ✓ The addition of a second school security officer at every VBCPS elementary school
- ✓ The establishment of the armed school security officer II program
- ✓ Provided CPI Nonviolent Crisis Intervention Training



Recommendation: *Evaluate and Increase the Use of Cameras and Sensors*

- ✓ 14% increase in the number of high-definition cameras
- ✓ Upgraded computer desktops utilized exclusively for security operations. OSEM distributed 24 new computers to schools in 2024.



Recommendation: *Strengthen Infrastructure for Securing Classrooms and School Sites*

- ✓ All classrooms have a means to cover door-windows during lockdown procedures.
- ✓ Classroom door lock functionality is assessed by the OSEM audit process and by building managers.
- ✓ Classroom analysis is done to ensure that desks or other large items do not prevent students from gathering in the safest portion of the room.
- ✓ Classrooms have proper blinds or curtains for external windows.
- ✓ OSEM school security officers conduct routine inspection of first story classroom windows and external doors.

Collaboration with Virginia Beach Police Department

- SRO Program
- Joint Scenario Based Training
- VBPD Juvenile Justice Committee
- VBPD Student Advisory Committee
- VBPD Gun Violence Committee
- SRO and VBPD Inservice Instruction
- Virginia Beach School Safety Task Force



Virginia Beach School Safety Task Force

- Virginia Beach City Public Schools
- Virginia Beach Police Department
- Virginia Beach Sheriff's Office
- Virginia Beach Fire Department
- Virginia Beach Emergency Management
- Virginia Beach Parks and Recreation
- Virginia Beach City Attorney's Office
- United States Navy



Recommendation: *Increase Behavior and Mental Health Staff Available to Students to Aid in Early Identification & Support of Students Exhibiting Mental Health Needs*

Office of Student Support Services received additional allocations for the 2019-2020 school year

- ✓ 5 new full-time School Psychologist positions
 - ❖ Increased from 38 to 43 positions and 42 are filled for 25-26 SY
- ✓ 8 new full-time Behavior Intervention Specialist positions
 - ❖ Increased from 25 to 33 positions and 33 are filled for the 25-26 SY
- ✓ 15.5 new full-time Elementary School Counselor positions
 - ❖ Increased from 202 to 238 positions and 237 positions are filled for the 25-26 SY
 - VBCPS has increased the number of elementary school counselor positions along with the number of high school counselor positions over the past six years



Recommendation: *Increase Mental Health Awareness Through Training for All Staff and Stakeholders*

- ✓ School counselors and instructional staff led classroom lessons to address bullying prevention and awareness, building positive relationships and reviewing social media ethics.
 - ❖ School counselors and HPE teachers lead co-facilitated bullying prevention and mental health lessons in grades 3-10.
- ✓ All VBCPS instructional staff completed a Mental Health training module as part of annual mandatory training.
 - ❖ This is an ongoing initiative that has expanded to include specific training for those receiving pupil personnel licensure.
- ✓ The Office of Student Leadership provided site-based reviews of threat assessment procedures and guidelines for students in crisis.
 - ❖ This is an annual effort with support from Student Support Services and Security and Emergency Management.

Recommendation: *Increase Mental Health Awareness Through Training for All Staff and Stakeholders*

- ✓ Applied Suicide Intervention Skills Training
- ✓ Crisis Prevention Institute training
- ✓ Crisis Response Team (mental health crises) professional learning activities
- ✓ Grief-Sensitive Schools training
- ✓ Mental Health Diagnosis-specific training (anxiety, depression, etc.)
- ✓ Ongoing professional learning from behavior intervention specialists
- ✓ Positive Behavior Principles training
- ✓ Youth Mental Health First Aid



Recommendation: *Increase Community Engagement and Collaboration with Partner Agencies*

- ✓ School Counseling Services strengthened community partnerships with several agencies to expand support for students

- ❖ Barry Robinson Center
- ❖ Care Solace
- ❖ Child and Youth Behavioral Health
- ❖ Children's Hospital of the King's Daughters
- ❖ Kempsville Center for Behavioral Health
- ❖ National Alliance on Mental Illness
- ❖ Sentara Health
- ❖ Virginia Beach Department of Human Services
- ❖ Virginia Beach Department of Public Health
- ❖ Virginia Beach Police Department



Recommendation: *Increase Community Engagement and Collaboration with Partner Agencies*

- ✓ Developed follow-up protocols that more clearly define the responsibilities of Schools, Police, Emergency Services, Human Services, and Juvenile Court Services
 - ❖ Law Enforcement Against Drugs and Violence (LEAD)
 - ❖ Handle With Care
 - ❖ Virginia Beach Courts Improvement Plan
- ✓ Provided additional training for staff in recognizing when a mental health crisis is occurring versus criminal behavior
 - ❖ 988 and related resources shared with staff



Questions?



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

Section: Approval of Meeting Minutes **Date:** October 28, 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. October 14, 2025 Regular School Board Meeting

Background Summary:

N/A

Source:

Bylaw 1-40

Bylaw 1-43

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Services

Kathleen J. Brown, Chair
District 10

Carolyn D. Weems, Vice Chair
District 9

Mark Bohenstiel
District 3

Michael Callan
District 6

David Culpepper
District 8

Matt W. Cummings
District 7

Rose M. Dwyer
District 1

Sharon R. Felton
At-Large

Dr. Alveta J. Green
District 4

Kimberly A. Melnyk
District 2

Melinda J. Rogers
District 5

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

School Board Regular Meeting MINUTES

Tuesday, October 14, 2025

School Administration Building #6, Municipal Center

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

1. **Administrative, Informal, and Workshop:** Chair Brown convened the Administrative, Informal, and Workshop session at 3:30 p.m. on the 14th day of October 2025. In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer (arrived at 3:46 p.m.), Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.
 - A. School Board Administrative Matters and Reports: Ms. Rogers mentioned commemorative celebrations for the month of October.
 - B. Mercer Update: Crystal Pate, chief financial officer, Linda Matkins, director, Office of Consolidated Benefits, and David Keough, Mercer Representative, provided the School Board updated information from Mercer. The presentation outlined plan year and fiscal year projections for 2025–2027, focusing on projected medical and pharmacy costs for active employees and retirees. The analysis used recent claims and enrollment data, assumed a 9% annual trend for medical and pharmacy, and reflected significant increases in employer and employee contributions with health fund reserves projected to fall below recommended levels.

Mercer emphasized that all projections were estimates based on available data and subject to variability. The presentation reviewed detailed tables summarizing projected costs, contributions, health fund impacts, and reserve variances for each scenario, including \$5M and \$10M increases to employer funding. At the conclusion of the presentation, resources were shared for managing healthcare costs, such as right place of service, comparing costs for providers and pharmacies, preferred healthcare providers and retail pharmacies, Health Savings Account (HSA), and BEWell (Beach Employee Wellness).

After the presentation, a discussion followed with questions and comments regarding employer and employee contribution amounts; increases of 5 million and 10 million from the operating budget to the health care fund; impact to the healthcare fund; costs for health care compared to the City; use of the health fund reserve; current challenges with the health care fund; administrative fees; and overall health fund.



School Board of the City of Virginia Beach
School Administration Building #6, Municipal Center
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Tuesday, October 14, 2025
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- C. Middle School Dual Language Immersion (DLI) Considerations: Crystal Lewis-Wilkerson, Ed.D., director, Office of K-12 and Gifted Programs, provided the School Board information on the Middle School Dual Language Immersion (DLI) considerations. The presentation reviewed proposed options and considerations for the Middle School Spanish Dual Language Immersion (DLI) program and reviewed challenges with the existing middle school DLI model, notably staffing difficulties and maintaining program fidelity.

Two main options for the future of the middle school DLI program were proposed. Option One consolidated middle school DLI programs into a single site at Virginia Beach Middle School, continuing immersion Spanish and at least one core class in Spanish. Option Two phased out the middle school DLI program, instead offering high school credit Immersion Spanish at feeder middle schools.

The presentation summarized feeder patterns, implementation details, and a timeline for phasing out existing programs. Benefits and costs of each option were compared, and additional considerations such as transportation and staffing were discussed. Parent survey results and answers to frequently asked questions from board members were also shared.

After the presentation, a discussion followed with questions and comments regarding feeder schools; extracurricular activities and transportation; qualified teachers for program; two options presented; staffing challenges; current costs and cost of program options; visit to DLI classrooms; parental concerns; survey results; student engagement, global studies; availability of DLI program; and upcoming recommendation for School Board consideration and vote.

2. **Closed Session:** At 5:17 p.m., Vice Chair Weems made the following motion, seconded by Ms. Dwyer, 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 2, 7, 8, and 19, as amended, to deliberate on the following matters:
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.
 7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
 8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.



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19. Discussion of plans to protect public safety as it relates to terrorist activity or specific cybersecurity threats or vulnerabilities and briefings by staff members, legal counsel, or law-enforcement or emergency service officials concerning actions taken to respond to such matters or a related threat to public safety; discussion of information subject to the exclusion in subdivision 2 or 14 of § 2.2-3705.2, where discussion in an open meeting would jeopardize the safety of any person or the security of any facility, building, structure, information technology system, or software program; or discussion of reports or plans related to the security of any governmental facility, building or structure, or the safety of persons using such facility, building or structure.

Namely to discuss:

- A. Personnel matters - reimbursement of attorney's fees for an employee.
- B. Discussion regarding security matters at certain administrative buildings.
- C. Status of pending litigation or administrative cases.
- D. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to recess into Closed Session. The motion passed unanimously, 11-0-0.

The School Board recessed into Closed Session at 5:20 p.m.

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

- A. Personnel matters - reimbursement of attorney's fees for an employee: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Dannielle Hall-McIvor, senior school board attorney; Simone S. Boothe, associate school board attorney; Jack Freeman, chief operations officer; Thomas Shattuck, director, Office of Security and Emergency Management; and Regina M. Toneatto, school board clerk.

The School Board reconvened at 5:27 p.m.

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

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

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

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



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Ms. Dwyer made the motion, seconded by Mr. Callan. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion for Certification of Closed Session. The motion passed unanimously, 11-0-0.

Vice Chair Weems read the following resolution:

**RESOLUTION
REGARDING PAYMENT OF EMPLOYEE LEGAL FEES**

WHEREAS, on January 21, 2025, a VBCPS teacher was charged with assault and battery of a student; and

WHEREAS, the charge against the teacher was dismissed by the Virginia Beach General District Court on April 15, 2025, and the teacher has chosen not to have the charge expunged from his record; and

WHEREAS, the teacher is seeking payment of legal fees in accordance with Policy 2-59 in the amount of \$3,400.00 in fees and costs incurred in defending this charge; and

WHEREAS, School Board Policy 2-59 allows the School Board to pay an employee's legal fees incurred as a result of a lawsuit filed against the employee in the employee's official capacity and provided that the lawsuit is later dismissed against the employee.

NOW THEREFORE, be it:

RESOLVED: That the School Board authorizes payment of the employee's legal fees and costs in the amount of \$3,400.00; and

FURTHER RESOLVED: That the Clerk is directed to send a copy of this Resolution to the teacher, the teacher's attorney, the School Board Attorney, the Chief Financial Officer, the Director of Business Services, and the Chief Human Resources Officer who is directed to place a copy of this Resolution in the employee's personnel file.

Adopted by the School Board of the City of Virginia Beach, Virginia, this 14th day of October 2025.

Mr. Culpepper made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the resolution read by Vice Chair Weems. The motion passed unanimously, 11-0-0.

3. **School Board Recess:** Chair Brown adjourned the Administrative, Informal, and Workshop session at 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:** Chair Brown convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:00 p.m. on the 14th day of October 2025. In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohlenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer (arrived at 3:46 p.m.), Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition:** There were no awards presented at the meeting.



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8. **Adoption of the Agenda:** Chair Brown called for a motion to approve the agenda as presented. Ms. Dwyer made the motion, seconded by Mr. Callan. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the agenda as presented. The motion passed unanimously, 11-0-0.
9. **Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**
Administrative Recognition: Superintended Robertson introduced the following appointment, which was approved at the September 23, 2025 School Board Meeting: **Aaron F. Arnold**, work-based learning specialist, as coordinator, work-based learning in the Office of Technical and Career Education.
10. **Approval of Meeting Minutes**
 - A. September 23, 2025 Regular School Board Meeting: Chair Brown called for any modifications to the September 23, 2025, regular School Board Meeting minutes as presented. Hearing none, Chair Brown called for a motion to approve the September 23, 2025, minutes as presented. Ms. Dwyer made the motion, seconded by Mr. Callan. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the September 23, 2025 minutes as presented. The motion passed unanimously, 11-0-0.
11. **Public Comments (until 8:00 p.m.)**

There were four (4) in-person speakers. The topics included DEI policies; DLI (Dual Language Immersion) program, parent input, staffing; DLI survey; insurance premiums; cost of living; and distance learning.

The Public Comments concluded at 6:16 p.m.
12. **Information**
 - A. Policy Review Committee (PRC) Recommendations: Recommended that the School Board review recommendations regarding the amendment of certain policies by the Policy Review Committee at its September 24, 2025 meeting. Kamala Lannetti, school board attorney, reviewed the following:
 1. Policy 3-27/Borrowing: There are no recommended changes to this policy; it is being reviewed in accordance with the 5-year review requirement.
 2. Policy 6-28/Driver Education: The PRC recommends adding language directly from the Virginia Code to clarify the intent of the policy and to update the legal references.
 3. Policy 7-2/Notification of School Board Meetings: The PRC recommends adding language to align with the Virginia Code and to update the legal reference.
 4. Policy 7-13/Appeals of School Board Decisions: There are no recommended changes to this policy; it is being reviewed in accordance with the 5-year review requirement.
 5. Policy 7-21/Citizens' Advisory Committees: The PRC recommends minor scrivener's changes.
 6. Policy 7-58/Relations with Governmental Agencies: The PRC recommends minor scrivener's changes.
 - B. FY 2024-25 Reversion and Revenue Sharing Formula Reconciliation: Crystal Pate, chief financial officer, provided the School Board a review of the fiscal year 2024-25 reversion funds and the reconciliation of the revenue sharing formula. The City and Schools finance teams closed the fiscal year with total reversion funds of approximately \$38.1 million, sourced from operating, debt service, and over-budget revenues. The revenue sharing formula true-up added approximately \$7.5 million, resulting in approximately \$45.5 million available for reappropriation.

Two proposed spending plans were presented: both prioritized capital improvement projects, including PAYGO funding for the Princess Anne High School and payroll system replacements, as well as allocations for the school reserve fund, Jericho Road demolition, and the health insurance fund. The plans differed in the distribution of funds among these priorities.



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The presentation concluded with a timeline for next steps, including School Board action on October 28, followed by presentations and public hearings with the City Council in November, leading up to final City Council action on November 25.

After the presentation, a discussion followed with questions and comments regarding proposed plans; funding to the Health Fund; date of the Five-Year Forecast presentation (November 18); uses for reversion funds; recommendations for the School Board; Jericho Road; concerns regarding the health fund balance; revenue sharing policy; and amount of reserves for the health fund.

- C. CIP Update: Jack Freeman, chief operations officer, provided the School Board information regarding the Capital Improvement Program (CIP). The presentation reviewed actions taken since the September 9 workshop, including joint meetings with City staff to discuss the Princess Anne High School (PAHS) construction project and its impact on CIP. These meetings addressed current funding, procurement options, debt service, policy implications, and identified uncertainties.

The presentation outlined formal processes for advertising construction projects, provided estimated timelines for PAHS, and compared costs and space needs with Maury High School. The next steps included developing and advertising an RFQ (Request for Qualifications) for PAHS and reviewing student enrollment and building capacity.

After the presentation, a discussion followed with questions and comments regarding comparison to other high school; site work done at Princess Anne High School; swing space (Holland Road Annex), preparing the swing space; appropriations, inflation; RFQ; and input on specifications.

- D. Gifted Citizen's Advisory Committee Appointment Recommendations: The Division issued a Call to Action on seeking applications to fill voting member vacancies for GCAC openings at Salem and Ocean Lakes. Representatives from the gifted committee were invited to review applications and provide input for consideration in the School Board's selection process. The following recommendations were shared with the School Board: Judonne Baxter – Salem and Fouad Moussa – Ocean Lakes. The School Board is scheduled to vote on the recommendations at the October 28, 2025 School Board meeting.

13. ***Return to public comments if needed:*** As noted under Agenda Item #11, the Public Comments concluded at 6:16 p.m.

14. ***Consent Agenda:*** Chair Brown read the following item on the Consent Agenda:

- A. Religious Exemption(s): Recommended that the School Board approve RE-26-08 and RE-26.09.

After reading the items on the Consent Agenda, Chair Brown asked if there were any objections to voting on the Consent Agenda as presented. Hearing none, Chair Brown called for a motion to approve the Consent Agenda as presented. Mr. Cummings made the motion, seconded by Ms. Dwyer. Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Consent Agenda as presented. The motion passed unanimously, 11-0-0.

15. ***Action***

- A. Personnel Report / Administrative Appointments: Chair Brown called for a motion to approve the October 14, 2025 personnel report and administrative appointments. Ms. Rogers made the motion, seconded by Mr. Cummings, that the School Board approve the appointments, and the acceptance of the resignations, retirements and other employment actions as listed on the October 14, 2025, personnel report along with the administrative appointment as recommended by the Superintendent.

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Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the October 14, 2025, personnel report and administrative appointments. The motion passed unanimously, 11-0-0.

Superintendent Robertson mentioned the following appointments: **Jaclyn A. Kenney**, administrative assistant, Corporate Landing and Kempsville Elementary Schools, as assistant principal of Landstown Elementary School; and **Casey R. Morrison**, transportation area supervisor, as coordinator, transportation, Office of Transportation and Fleet Management Services.

- 16. Committee, Organization or Board Reports:** Mr. Cummings mentioned as part of the Human Rights Commission taking Commissioners Ron Taylor and Mark Stevens to the Renaissance Academy for a tour. He also mentioned a non-profit in his district, student pledge against gun violence. Dr. Green mentioned a change in the Legislative Committee meeting schedule. The committee will be meeting on October 31 at 9:30 a.m. instead of meeting in November. Vice Chair Weems mentioned attending the Gifted Advisory Committee Meeting, discussing school visits and voting on the two member recommendations that were presented to the School Board. Mr. Callan visited the Harbor Hope Center on October 1 and attended the STEM Fest on October 4 at the Joint Use Library. Dr. Green also mentioned visiting the Harbor Hope Center.
- 17. Return to Administrative, Informal, Workshop or Closed Session matters:** At 7:28 p.m., Vice Chair Weems made the following motion, seconded by Ms. Dwyer, 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 2, 7, 8, and 19, as amended, to deliberate on the following matters:
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.
 7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
 8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
 19. Discussion of plans to protect public safety as it relates to terrorist activity or specific cybersecurity threats or vulnerabilities and briefings by staff members, legal counsel, or law-enforcement or emergency service officials concerning actions taken to respond to such matters or a related threat to public safety; discussion of information subject to the exclusion in subdivision 2 or 14 of § 2.2-3705.2, where discussion in an open meeting would jeopardize the safety of any person or the security of any facility, building, structure, information technology system, or software program; or discussion of reports or plans related to the security of any governmental facility, building or structure, or the safety of persons using such facility, building or structure.
- Namely to discuss:



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- A. Discussion regarding security matters at certain administrative buildings.
- B. Status of pending litigation or administrative cases.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to recess into Closed Session. The motion passed unanimously, 11-0-0. The School Board recessed into Closed Session at 7:32 p.m.

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

- A. Discussion regarding security matters at certain administrative buildings: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Dannielle Hall-Mclvor, senior school board attorney; Simone S. Boothe, associate school board attorney; Jack Freeman, chief operations officer; Thomas Shattuck, director, Office of Security and Emergency Management; and Regina M. Toneatto, school board clerk.

The School Board reconvened at 8:05 p.m.

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

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

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

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

Ms. Melnyk made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion for Certification of Closed Session. The motion passed unanimously, 11-0-0.

- 18. Adjournment:** Chair Brown adjourned the meeting at 8:06 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Kathleen J. Brown, School Board Chair



Subject: Interim Financial Statements – September 2025 **Item Number:** 12A

Section: Information **Date:** October 28, 2025

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Daniel G. Hopkins, Director of Business

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

Recommendation:

That the School Board receive information regarding the attached financial statements.

Background Summary:

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

Source:

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

Budget Impact:

No budgetary implications.



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2025-2026
SEPTEMBER 2025

The financial statements include the following:

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

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

School Operating Fund

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

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

Revenues realized this month totaled **\$87.1 million**. Of the amount realized for the month, **\$45.2 million** was realized from the City, **\$8.1 million** was received in state sales tax, and **\$31.3 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. A payment from the Federal Government was received this month for **\$1,920,622** for Impact Aid.

School Operating Fund Expenditures (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **17.47%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2025 was **18.21%**, and FY 2024 was **19.51%**. Please note that **\$5,675,727** of the current year budget is funded by the prior year fund balance for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. This fund has realized **\$272,036** (includes **\$104,888** in football receipts, **\$17,584** in volleyball receipts, **\$21,108** in Middle School, and **\$96,661** in other income) this month or **92.4%** of the estimated revenue for the current fiscal year compared to **94.4%** of FY 25 actual. Expenditures totaled **\$504,601** for this month. This fund has incurred expenditures and encumbrances of **20.3%** of the current fiscal year budget compared to **20.4%** of the FY 25 actual. Please note that **\$22,935** of the current year budget is funded by the prior year fund balance for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$1,046,100** (includes **\$979,557** for service charges). Expenditures totaled **\$4,006,104** for this month. This fund has incurred expenditures and encumbrances of **13.1%** of the current fiscal year budget compared to **15.3%** of the FY 25 actual. Please note that **\$7,387,949** of the current year budget is funded by the prior year fund balance (**\$4,848,547**) and prior year fund balance for encumbrances (**\$2,539,402**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$545,611** (includes **\$488,956** from the Department of Education) this month or **27.3%** of the estimated revenue for the current fiscal year compared to the **26.2%** of the FY 25 actual. Expenditures totaled **\$1,359,593** for this month. This fund has incurred expenditures and encumbrances of **34.9%** of the budget for the current fiscal year compared to **39.3%** of the FY 25 actual. Please note that **\$3,967,358** of the current year budget is funded by the prior year fund balance (**\$3,583,720**) and prior year fund balance for encumbrances (**\$383,638**).

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$143,727** in revenue (includes **\$136,899** in interest) this month. Expenses for this month totaled **\$234,978** (includes **\$177,057** in Worker's Compensation payments).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$51,803** in revenue (includes **\$39,302** in interest, **\$3,882** in tower rent-Cox High, **\$7,150** in tower rent-Tech Center, and **\$1,469** in tower rent-Woodstock Elementary) this month or **58.3%** of the estimated revenue for the current fiscal year compared to **66.1%** of FY 25 actual. Expenditures totaled **\$339,777** for this month. This fund has incurred expenditures and encumbrances of **33.8%** of the budget for the current fiscal year. Please note that **\$2,325,127** of the current year budget is funded by the prior year fund balance.

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$5,835,457** in expenditures was incurred for various grants this month.

Schools Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the School Board employees. Revenues for this month totaled **\$10,606,957** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$11,267,569**. This includes medical and prescription drug claim payments for School Board employees.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$7,259** in revenue (interest) has been realized this month or **14.8%** of the estimated revenue for the current fiscal year compared to **35.4%** of FY 25 actual.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$173,593** in revenue (interest) this month. Expenditures totaled **\$32,716** for this month. This fund has incurred expenditures and encumbrances of **12.9%** of current fiscal year budget. Please note that **\$1,122,591** of the current year budget is funded by the prior year fund balance (**\$1,000,000**) and prior year fund balance for encumbrances (**\$122,591**).

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$1,627** in revenue (interest) this month. Expenditures for the month totaled **\$2,198**. Please note that **\$494,978** of the current year budget is funded by the prior year fund balance (**\$400,000**) and prior year fund balance for encumbrances (**\$94,978**).

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$4,630,932** in expenditures was incurred for various school capital projects this month. This includes **\$2,026,669** for Renovation and Replacement HVAC Phase III projects, **\$735,149** for Reroofing Renovation and Replacement Phase III projects, and **\$507,467** for various Renovation and Replacement Phase III projects,).

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$4,987,041** in revenue for the current fiscal year (from School Operating Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **13.3%** of the current fiscal year budget compared to **12.6%** of FY 25.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
September 1, 2025 through September 30, 2025

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Batch Entry Name	Description		Account From		Account To	Transfer Amount
26-09-01	To cover the Educentric contract for Renaissance Academy.	FROM	Student Activities Instructional Supplies	TO	Student Leadership Other Purchased Services	\$ 60,000
26-09-06	To cover the reimbursement of project supply costs.	FROM	School Division Services Technology Supplies	TO	Facilities and Maintenance Services Repair & Maintenance Supplies	\$ 2,525

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

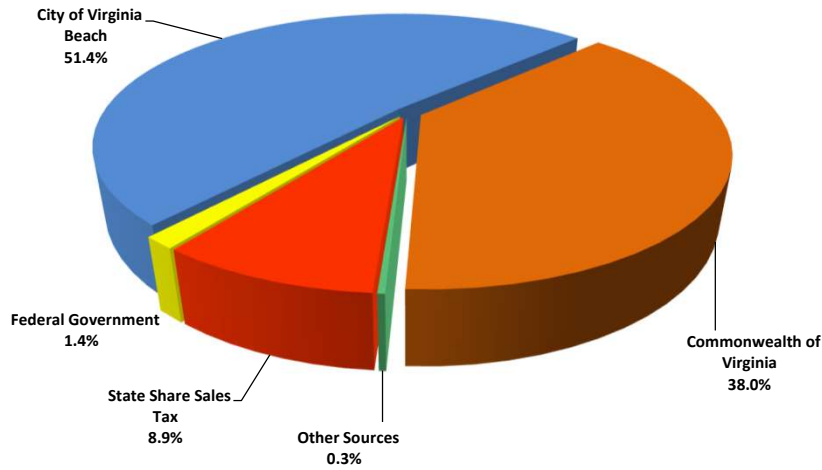
REVENUES

SEPTEMBER 2025

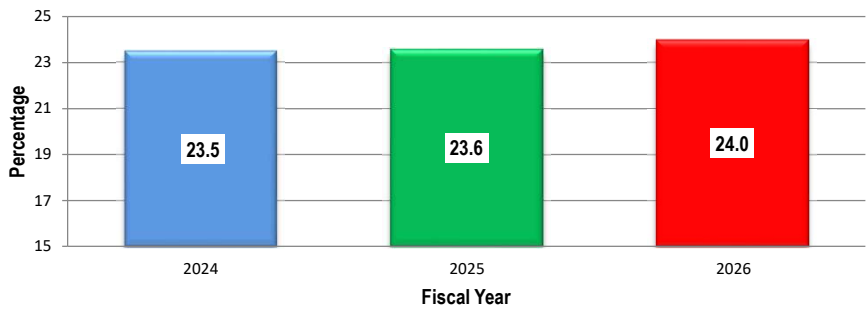
BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
COMMONWEALTH OF VIRGINIA	2026	401,073,914	<-----	91,847,518	22.90%	A
	2025	383,220,849	387,937,735	87,188,020	22.75%	
	2024	359,824,438	363,155,427	80,616,812	22.40%	
STATE SALES TAX	2026	94,290,730	<-----	16,124,583	17.10%	A
	2025	88,878,833	91,643,485	15,134,506	17.03%	
	2024	95,578,220	90,678,103	14,494,041	15.16%	
FEDERAL GOVERNMENT	2026	14,744,107	<-----	8,232,702	55.84%	A
	2025	14,744,107	17,501,446	5,256,844	35.65%	
	2024	13,500,000	22,171,589	7,413,776	54.92%	
CITY OF VIRGINIA BEACH	2026	542,761,066	<-----	136,241,920	25.10%	A
	2025	524,298,845	524,298,845	130,890,827	24.96%	
	2024	512,019,244	512,019,244	127,820,926	24.96%	
OTHER SOURCES	2026	3,722,000	<-----	1,041,622	27.99%	A
	2025	3,722,000	4,136,945	1,363,220	36.63%	
	2024	3,232,803	5,851,100	1,097,352	33.94%	
SCHOOL OPERATING FUND TOTAL	2026	1,056,591,817	<-----	253,488,345	23.99%	A
	2025	1,014,864,634	1,025,518,456	239,833,417	23.63%	
	2024	984,154,705	993,875,463	231,442,907	23.52%	

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

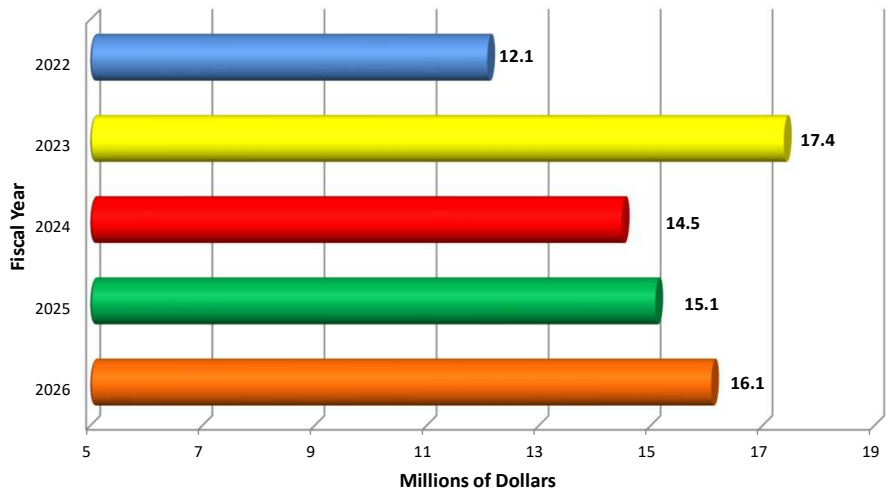
Fiscal Year 2026 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of September 30, 2025



State Sales Tax Revenue through September 30, 2025



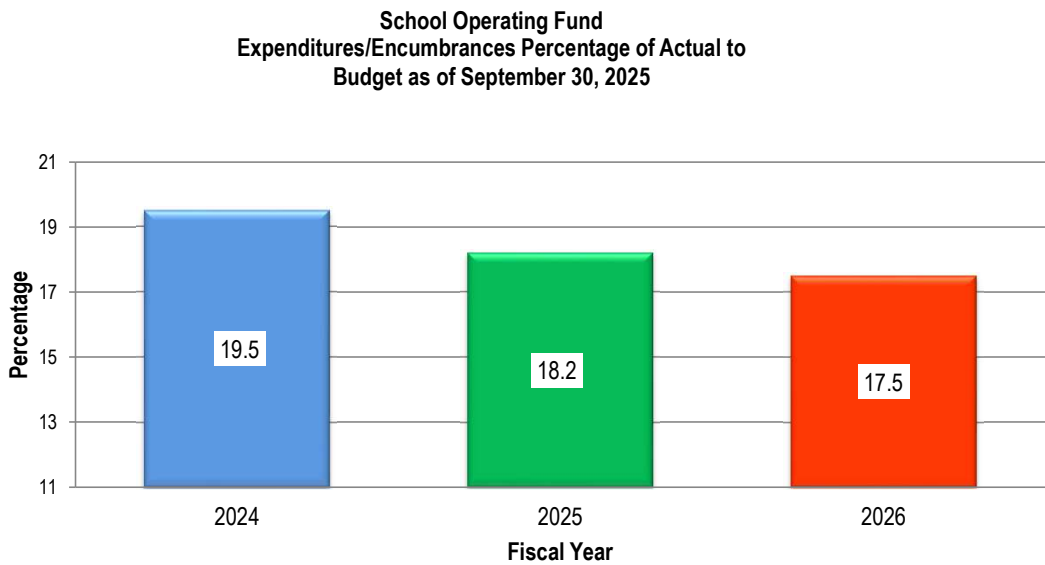
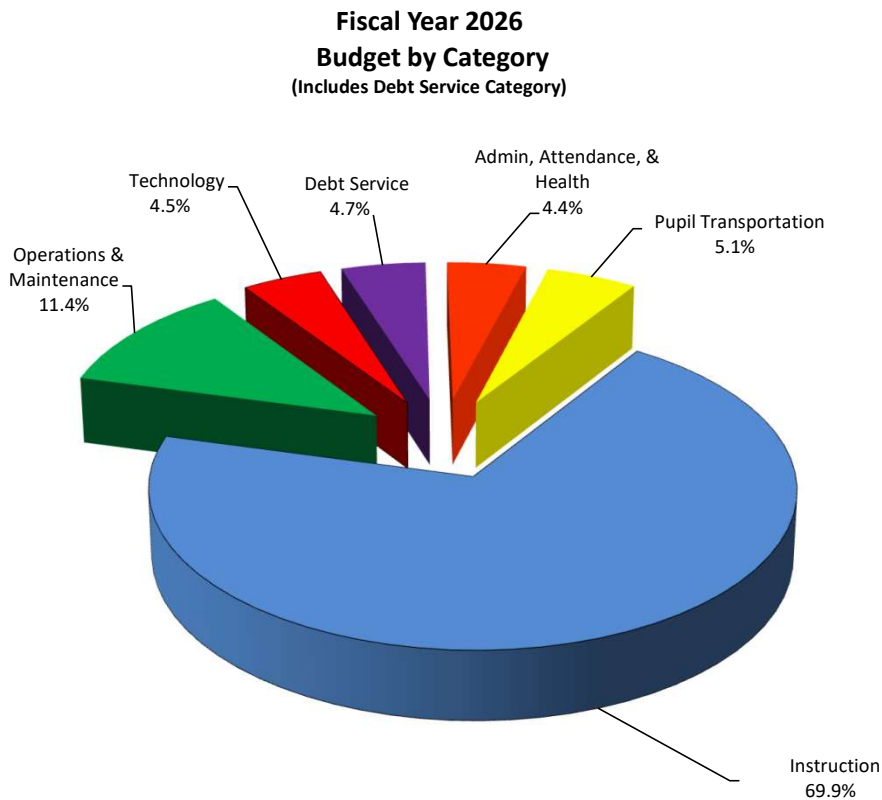
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

SEPTEMBER 2025

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION CATEGORY	2026	742,215,404	<-----	104,882,603	14.13%	A
	2025	706,252,484	694,224,689	103,642,804	14.68%	
	2024	685,673,810	677,889,427	111,181,884	16.21%	
ADMINISTRATION, ATTENDANCE & HEALTH CATEGORY	2026	47,106,178	<-----	9,015,882	19.14%	A
	2025	46,051,648	46,051,648	9,610,421	20.87%	
	2024	44,973,417	42,014,458	9,237,086	20.54%	
PUPIL TRANSPORTATION CATEGORY	2026	53,844,390	<-----	11,988,945	22.27%	A
	2025	54,929,190	52,522,147	14,108,587	25.69%	
	2024	56,249,853	54,487,742	13,732,804	24.41%	
OPERATIONS AND MAINTENANCE CATEGORY	2026	121,247,021	<-----	31,088,698	25.64%	A
	2025	119,155,094	115,476,456	30,449,218	25.55%	
	2024	119,576,999	116,283,856	33,367,183	27.90%	
TECHNOLOGY CATEGORY	2026	47,782,940	<-----	19,827,229	41.49%	A
	2025	47,711,319	45,810,282	19,569,446	41.02%	
	2024	43,564,721	42,420,231	17,815,355	40.89%	
SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)	2026	1,012,195,933	<-----	176,803,357	17.47%	A
	2025	974,099,735	954,085,222	177,380,476	18.21%	
	2024	950,038,800	933,095,714	185,334,312	19.51%	
DEBT SERVICE CATEGORY	2026	50,071,611	<-----	19,254,319	38.45%	A
	2025	50,071,611	44,443,018	20,804,277	41.55%	
	2024	50,071,611	44,744,589	21,475,167	42.89%	

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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	FY 2026	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
INSTRUCTION CATEGORY:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
ELEMENTARY CLASSROOM	209,257,052	19,285,484	25,643,394	105,659	183,507,999	12.3%
MIDDLE CLASSROOM	74,330,622	6,947,134	7,285,855	14,238	67,030,529	9.8%
HIGH CLASSROOM	99,753,029	9,403,590	10,077,789	59,553	89,615,687	10.2%
SPECIAL ED CLASSROOM	120,313,511	6,132,160	7,285,958	462,503	112,565,050	6.4%
TECH AND CAREER ED CLASSROOM	23,871,345	2,239,650	2,862,197	72,316	20,936,832	12.3%
GIFTED CLASSROOM	19,432,782	1,804,175	1,897,224	9,203	17,526,355	9.8%
ACADEMY CLASSROOM	580,691	30,347	50,494	533	529,664	8.8%
ALTERNATIVE EDUCATION CLASSROOM	7,702,155	679,450	713,941	(468)	6,988,682	9.3%
REMEDIAL ED CLASSROOM	13,946,902	1,199,208	1,810,855		12,136,047	13.0%
SUMMER SCHOOL CC	1,600,057	3,079	1,094,034		506,023	68.4%
SUMMER SLIDE	268,626	1,852	1,852		266,774	0.7%
ADULT ED	2,614,878	210,575	496,936	(257)	2,118,199	19.0%
GUIDANCE	26,353,953	2,369,777	4,191,683		22,162,270	15.9%
STUDENT SERVICES	946,284	76,460	220,098		726,186	23.3%
SOCIAL WORKERS SCHOOL	6,101,222	419,106	864,451	1,674,497	3,562,274	41.6%
HOMEBOUND	289,594	6,563	16,363		273,231	5.7%
TEACHING AND LEARNING	21,762,174	1,058,708	10,788,801	455,487	10,517,886	51.7%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,584,762	93,988	361,696		1,223,066	22.8%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	612,137	53,646	142,773		469,364	23.3%
STUDENT LEADERSHIP	2,248,760	104,037	286,375	(311)	1,962,696	12.7%
SCHOOL LEADERSHIP	2,222,953	165,606	498,960	60,000	1,663,993	25.1%
STUDENT ACTIVITIES	11,344,726	378,649	6,808,349	12,499	4,523,878	60.1%
SPECIAL ED SUPPORT	5,447,960	383,251	1,047,446	11	4,400,503	19.2%
TECH AND CAREER ED SUPPORT	1,493,961	112,639	308,986		1,184,975	20.7%
GIFTED ED SUPPORT	1,649,958	147,495	334,826	44,640	1,270,492	23.0%
ACADEMY SUPPORT	1,471,106	102,731	276,537		1,194,569	18.8%
ALTERNATIVE ED SUPPORT	4,141,177	350,443	870,806		3,270,371	21.0%
LIBRARY MEDIA SUPPORT	16,955,301	1,549,030	1,648,400	70,990	15,235,911	10.1%
OFFICE OF PRINCIPAL-ELEMENTARY	33,655,918	2,883,071	7,334,362	5,871	26,315,685	21.8%
OFFICE OF PRINCIPAL-MIDDLE	13,877,434	1,191,866	3,015,743	32,239	10,829,452	22.0%
OFFICE OF PRINCIPAL-HIGH	15,531,152	1,295,257	3,382,087	2,392	12,146,673	21.8%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	853,222	72,943	181,894	(157)	671,485	21.3%
TOTAL INSTRUCTION	742,215,404	60,751,970	101,801,165	3,081,438	637,332,801	14.1%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD AND GOVT SERVICES	503,467	46,436	135,735	72,727	295,005	41.4%
LEGAL SERVICES	1,354,009	83,807	302,149		1,051,860	22.3%
OFFICE OF SUPERINTENDENT	1,474,722	95,365	322,734	(115)	1,152,103	21.9%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	3,004,542	218,765	597,404		2,407,138	19.9%
HUMAN RESOURCES	6,277,413	435,294	1,316,647	2,352	4,958,414	21.0%
PROFESSIONAL GROWTH AND INNOVATION	1,194,240	96,183	263,266		930,974	22.0%
CONSOLIDATED BENEFITS	2,927,339	215,182	647,091	7,953	2,272,295	22.4%
PLANNING INNOVATION AND ACCOUNTABILITY	2,635,466	171,672	538,207	21,057	2,076,202	21.2%
BUDGET AND FINANCE	6,122,056	450,622	1,834,332	10,820	4,276,904	30.1%
INTERNAL AUDIT	603,249	48,810	145,496		457,753	24.1%
PROCUREMENT SERVICES	1,169,524	112,890	299,123		870,401	25.6%
HEALTH SERVICES	10,293,118	890,948	996,432	3,100	9,293,586	9.7%
PSYCHOLOGICAL SERVICES	8,976,793	727,537	1,403,667		7,573,126	15.6%
AUDIOLOGICAL SERVICES	570,240	37,461	95,511	194	474,535	16.8%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	47,106,178	3,630,972	8,897,794	118,088	38,090,296	19.1%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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	FY 2026	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
TRANSPORTATION MANAGEMENT	3,723,240	284,322	859,562	(21)	2,863,699	23.1%
VEHICLE OPERATIONS	30,279,365	2,348,107	6,929,056	36,070	23,314,239	23.0%
VEHICLE OPERATIONS-SPECIAL ED	10,413,192	810,631	1,288,873	1,426,675	7,697,644	26.1%
MONITORING SERVICES-SPECIAL ED	4,496,234	326,592	433,419		4,062,815	9.6%
VEHICLE MAINTENANCE	4,932,359	367,819	1,015,311		3,917,048	20.6%
TOTAL PUPIL TRANSPORTATION	53,844,390	4,137,471	10,526,221	1,462,724	41,855,445	22.3%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	384,833	31,352	92,872		291,961	24.1%
FACILITIES AND MAINTENANCE SERVICES	56,368,026	3,207,890	13,406,341	3,828,309	39,133,376	30.6%
CUSTODIAL SERVICES	38,790,941	2,946,585	7,810,003	518,240	30,462,698	21.5%
GROUNDS SERVICES	5,841,327		1,460,332		4,380,995	25.0%
VEHICLE SERVICES	1,906,732	87,358	581,529	234,073	1,091,130	42.8%
SECURITY AND EMERGENCY MANAGEMENT	14,250,382	1,301,262	1,986,421	1,783	12,262,178	14.0%
DISTRIBUTION SERVICES	2,329,112	170,281	482,775		1,846,337	20.7%
TELECOMMUNICATIONS	1,375,668	78,500	514,461	171,559	689,648	49.9%
TOTAL OPERATIONS AND MAINTENANCE	121,247,021	7,823,228	26,334,734	4,753,964	90,158,323	25.6%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	38,126	3,648	6,149	11,046	20,931	45.1%
MIDDLE CLASSROOM	1,192,329	65,184	81,865	4,845	1,105,619	7.3%
HIGH CLASSROOM	462,296	23,050	50,227	3,803	408,266	11.7%
SPECIAL ED CLASSROOM	274,504	20,120	324,446	25,085	(75,027)	127.3%
TECH AND CAREER ED CLASSROOM	418,448	176,253	242,340	31,961	144,147	65.6%
GIFTED CLASSROOM	6,994	5,833	10,380	293	(3,679)	152.6%
ACADEMY CLASSROOM	102,098	8,957	22,451	9,893	69,754	31.7%
REMEDIAL ED CLASSROOM	68,105	35,365	110,326		(42,221)	162.0%
SUMMER SCHOOL CC	10,527	99,150	123,400		(112,873)	1172.2%
ADULT ED	59,467	4,745	24,028		35,439	40.4%
GUIDANCE	49,095	293	22,179	1,750	25,166	48.7%
STUDENT SERVICES	2,932	473	1,352		1,580	46.1%
SOCIAL WORKERS SCHOOL	8,054				8,054	
HOMEBOUND	108,505	10,164	10,789	65,000	32,716	69.8%
TEACHING AND LEARNING	189,838	2,921	124,703	16,320	48,815	74.3%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	45,500		5,941		39,559	13.1%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	2,615	144	1,333		1,282	51.0%
STUDENT LEADERSHIP	9,116	407	709		8,407	7.8%
SCHOOL LEADERSHIP	25,435	84	238		25,197	0.9%
STUDENT ACTIVITIES	819				819	
SPECIAL ED SUPPORT	9,747	1,729	2,334		7,413	23.9%
TECH AND CAREER ED SUPPORT	3,195	6	10	6,224	(3,039)	195.1%
GIFTED ED SUPPORT	258,109			165,863	92,246	64.3%
ACADEMY SUPPORT	5,550	15	15		5,535	0.3%
ALTERNATIVE ED SUPPORT	167,026		5,232	54,900	106,894	36.0%
LIBRARY MEDIA SUPPORT	1,057,695	146,771	697,040	2,298	358,357	66.1%
OFFICE OF PRINCIPAL-ELEMENTARY	9,815	6,907	12,367	3,319	(5,871)	159.8%
OFFICE OF PRINCIPAL-MIDDLE		5,453	6,363	3,431	(9,794)	
OFFICE OF PRINCIPAL-HIGH		10,275	17,102	4,760	(21,862)	
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501	260	260	625	(384)	176.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
TECHNOLOGY CATEGORY:						
INSTRUCTIONAL TECHNOLOGY SUPPORT	18,203,072	1,822,763	3,969,601	154,234	14,079,237	22.7%
BOARD AND GOVT SERVICES	21,008	59	12,061		8,947	57.4%
LEGAL SERVICES	87,618	63,376	70,710		16,908	80.7%
OFFICE OF SUPERINTENDENT	12,956	116	212		12,744	1.6%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	649,887	702	576,396	1,834	71,657	89.0%
HUMAN RESOURCES	274,141	5,490	258,268	9,253	6,620	97.6%
PROFESSIONAL GROWTH AND INNOVATION	171,988	148,265	148,351		23,637	86.3%
CONSOLIDATED BENEFITS	154,300	205	35,724		118,576	23.2%
PLANNING INNOVATION AND ACCOUNTABILITY	365,113	7,181	110,752	111,249	143,112	60.8%
BUDGET AND FINANCE	1,760,098	12,110	65,509		1,694,589	3.7%
INTERNAL AUDIT	4,035	10	32		4,003	0.8%
PROCUREMENT SERVICES	186,562	37,912	43,175	116,604	26,783	85.6%
OFFICE OF TECHNOLOGY	1,265,276	106,032	296,741		968,535	23.5%
HEALTH SERVICES	2,806	20	264		2,542	9.4%
PSYCHOLOGICAL SERVICES	62,257	342	110,204		(47,947)	177.0%
AUDIOLOGICAL SERVICES		12	23		(23)	
TRANSPORTATION MANAGEMENT	5,947	104	1,257		4,690	21.1%
VEHICLE OPERATIONS	337,529	79,522	238,565	291,678	(192,714)	157.1%
VEHICLE OPERATIONS-SPECIAL ED	106,381	28,442	85,328	103,357	(82,304)	177.4%
VEHICLE MAINTENANCE	28,471				28,471	
SCHOOL DIVISION SERVICES	1,370	2	7	53	1,310	4.4%
FACILITIES AND MAINTENANCE SERVICES	943,645	32,210	426,176	256,046	261,423	72.3%
CUSTODIAL SERVICES	14,379	58	175		14,204	1.2%
VEHICLE SERVICES	92,869	16,965	51,985	98,769	(57,885)	162.3%
SECURITY AND EMERGENCY MANAGEMENT	374,388	67,325	205,631		168,757	54.9%
DISTRIBUTION SERVICES	54,318	86	45,889		8,429	84.5%
TELECOMMUNICATIONS	10,008				10,008	
TECHNOLOGY MAINTENANCE	18,006,077	1,649,652	5,681,021	3,935,100	8,389,956	53.4%
TOTAL TECHNOLOGY	47,782,940	4,707,168	14,337,636	5,489,593	27,955,711	41.5%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	1,012,195,933	81,050,809	161,897,550	14,905,807	835,392,576	17.5%
DEBT SERVICE CATEGORY:	50,071,611	1,109,759	19,254,319		30,817,292	38.5%

Virginia Beach City Public Schools

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Interim Financial Statements

School Operating Fund Summary

For the period July 1, 2025 through September 30, 2025

Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	401,073,914	37.96%	91,847,518	(309,226,396)	22.90%
State Share Sales Tax	94,290,730	8.92%	16,124,583	(78,166,147)	17.10%
Federal Government	14,744,107	1.40%	8,232,702	(6,511,405)	55.84%
City of Virginia Beach	542,761,066	51.37%	136,241,920	(406,519,146)	25.10%
Other Sources	3,722,000	0.35%	1,041,622	(2,680,378)	27.99%
Total Revenues	1,056,591,817	100.000%	253,488,345	(803,103,472)	23.99%
Prior Year Local Contribution*	5,675,727				
	<u>1,062,267,544</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	742,215,404	69.87%	104,882,603	637,332,801	14.13%
Administration, Attendance and Health	47,106,178	4.44%	9,015,882	38,090,296	19.14%
Pupil Transportation	53,844,390	5.07%	11,988,945	41,855,445	22.27%
Operations and Maintenance	121,247,021	11.41%	31,088,698	90,158,323	25.64%
Technology	47,782,940	4.50%	19,827,229	27,955,711	41.49%
Debt Service	50,071,611	4.71%	19,254,319	30,817,292	38.45%
Total Expenditures/Encumbrances	<u>1,062,267,544</u>	100.00%	196,057,676	866,209,868	18.46%

* Fiscal Year 2024-2025 encumbrances brought forward into the current year.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL OPERATING FUND
BALANCE SHEET
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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ASSETS:

LIABILITIES:

CASH	1,174,489	CHECKS PAYABLE	1,033,837
ACCOUNTS RECEIVABLES	25,055	WIRES PAYABLE	1,109,759
DUE FROM GENERAL FUND	85,513,471	ACH PAYABLE	203,787
DUE FROM THE COMMONWEALTH	2,345,795	ACCOUNTS PAYABLE-SCHOOLS	616,223
PREPAID ITEM	346,792	SALARIES PAYABLE-OPTIONS	6,919,909
		FICA PAYABLE-OPTIONS	509,642
		RETAINAGE	10,490
		TOTAL LIABILITIES	<u>10,403,647</u>
		FUND BALANCE	989,752
		ESTIMATED REVENUE	(1,056,591,817)
		APPROPRIATIONS	1,062,267,544
		ENCUMBRANCES	14,905,807
		RESERVE FOR ENCUMBRANCES	(14,905,807)
		EXPENDITURES	(181,151,869)
		REVENUES	<u>253,488,345</u>
		TOTAL FUND EQUITY	<u>79,001,955</u>
TOTAL ASSETS	<u>89,405,602</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>89,405,602</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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	<u>FY 2026 ESTIMATED</u>	<u>MONTH'S REALIZED</u>	<u>YR-TO-DATE REALIZED</u>	<u>UNREALIZED REVENUES</u>	<u>PERCENT REALIZED</u>
COMMONWEALTH VRS RETIREMENT	26,820,238	2,235,020	6,705,060	(20,115,178)	25.0%
SOCIAL SECURITY	12,494,127	1,041,178	3,123,532	(9,370,595)	25.0%
GROUP LIFE	769,433	64,119	192,358	(577,075)	25.0%
BASIC SCHOOL AID	238,481,841	19,873,487	59,620,460	(178,861,381)	25.0%
REMEDIAL SUMMER SCHOOL	187,623			(187,623)	
VOCATIONAL EDUCATION	2,418,218	201,518	604,554	(1,813,664)	25.0%
GIFTED EDUCATION	2,308,299	192,359	577,075	(1,731,224)	25.0%
SPECIAL EDUCATION	25,851,200	2,164,031	6,374,922	(19,476,278)	24.7%
COMPENSATION SUPPLEMENT	18,616,827	1,618,854	4,047,136	(14,569,691)	21.7%
SPECIAL EDUCATION HOMEBOUND	173,188			(173,188)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	14,934,022			(14,934,022)	
FOSTER CARE	311,833			(311,833)	
SPECIAL ED-REGIONAL TUITION	5,258,693			(5,258,693)	
CAREER AND TECH ED-OCCUPATIONAL	360,126			(360,126)	
ENGLISH AS A SECOND LANGUAGE	4,684,602	390,384	1,171,151	(3,513,451)	25.0%
AT-RISK	27,096,366	2,356,205	5,890,514	(21,205,852)	21.7%
K-3 PRIMARY CLASS SIZE REDUCTION	6,144,256			(6,144,256)	
OTHER STATE FUNDS	14,163,022	1,180,252	3,540,756	(10,622,266)	25.0%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>401,073,914</u>	<u>31,317,407</u>	<u>91,847,518</u>	<u>(309,226,396.00)</u>	22.9%
STATE SHARE SALES TAX	<u>94,290,730</u>	<u>8,133,550</u>	<u>16,124,583</u>	<u>(78,166,147)</u>	17.1%
TOTAL FROM STATE SHARE SALES TAX	<u>94,290,730</u>	<u>8,133,550</u>	<u>16,124,583</u>	<u>(78,166,147)</u>	17.1%
IMPACT AID PUBLIC LAW 874	7,489,766			(7,489,766)	
IMPACT AID SPECIAL EDUCATION	837,638			(837,638)	
IMPACT AID DEPT OF DEFENSE	2,247,062		3,046,342	799,280	135.6%
DEPT. OF THE NAVY NJROTC	225,481			(225,481)	
DEPT. OF DEFENSE SPECIAL EDUCATION	1,771,877	1,920,622	1,920,622	148,745	108.4%
MEDICAID REIMB-MEDICAL	1,715,818	229,355	2,874,625	1,158,807	167.5%
MEDICAID REIMB-TRANSPORTATION	212,358	94,363	391,113	178,755	184.2%
FEDERAL REIMBURSEMENT OF INTEREST	244,107			(244,107)	
TOTAL FROM FEDERAL GOVERNMENT	<u>14,744,107</u>	<u>2,244,340</u>	<u>8,232,702</u>	<u>(6,511,405)</u>	55.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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	FY 2026 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	542,025,528	45,168,794	135,506,382	(406,519,146)	25.0%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538		735,538		100.0%
TOTAL TRANSFERS	542,761,066	45,168,794	136,241,920	(406,519,146)	25.1%
RENT OF FACILITIES SCHOOLS	300,000	10,427	26,585	(273,415)	8.9%
REIMB FOIA			149	149	
SETTLEMENTS			1,382	1,382	
SERVICE CHARGES	40,000			(40,000)	
TUITION REGULAR DAY	100,000		147	(99,853)	0.1%
TUITION GEN ADULT ED	50,000			(50,000)	
MISC ADULT LEARNING CHARGES	1,000			(1,000)	
TUITION VOCATIONAL ADULT ED	8,000			(8,000)	
TUITION LPN PROGRAM	12,000	1,099	1,099	(10,901)	9.2%
TUITION SUMMER SCHOOL	500,000		530,167	30,167	106.0%
TUITION DRIVERS ED	150,000	6,017	31,111	(118,889)	20.7%
COLLEGE NIGHT FEES	10,000			(10,000)	
VENDING OPERATING RECEIPTS		169	192	192	
DONATION		24	1,024	1,024	
STOP ARM ENFORCEMENT	1,200,000	52,287	106,127	(1,093,873)	8.8%
SALE OF SALVAGE MATERIALS	75,000	4,755	8,134	(66,866)	10.8%
SALE OF CAPITAL ASSETS AND VEHICLES	300,000		34,250	(265,750)	11.4%
SALE OF SCHOOL BUSES	100,000	3,500	73,660	(26,340)	73.7%
REIMB SYSTEM REPAIRS	25,000	105	105	(24,895)	0.4%
DAMAGED-TECHNOLOGY	150,000		23	(149,977)	0.1%
LOST AND DAMAGED-CALCULATORS	1,000			(1,000)	
MISCELLANEOUS REVENUE	100,000	14,870	19,798	(80,202)	19.8%
INDIRECT COST-GRANTS	600,000	98,975	207,669	(392,331)	34.6%
TOTAL FROM OTHER SOURCES	3,722,000	192,228	1,041,622	(2,680,378)	28.0%
TOTAL SCHOOL OPERATING FUND	1,056,591,817	87,056,319	253,488,345	(803,103,472)	24.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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ASSETS:		LIABILITIES:	
CASH	5,121,284	CHECKS PAYABLE	50,283
		ACH PAYABLE	<u>36,811</u>
		TOTAL LIABILITIES	<u>87,094</u>
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(6,761,688)
		APPROPRIATIONS	6,784,623
		ENCUMBRANCES	137,833
		RESERVE FOR ENCUMBRANCES	(137,833)
		EXPENDITURES	(1,239,669)
		REVENUES	<u>6,250,924</u>
		TOTAL FUND EQUITY	<u>5,034,190</u>
TOTAL ASSETS	<u>5,121,284</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>5,121,284</u>

	FY 2026 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2025 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	28,420	66,802	61,802	1336.0%	1019.8%
BASKETBALL	156,000			(156,000)		
FOOTBALL	325,000	104,888	104,888	(220,112)	32.3%	28.0%
GYMNASTICS	5,200			(5,200)		
LACROSSE	52,000			(52,000)		
SOCCER	78,000			(78,000)		
VOLLEYBALL	45,500	17,584	17,584	(27,916)	38.6%	
WRESTLING	16,900			(16,900)		
MIDDLE SCHOOL	80,000	21,108	21,108	(58,892)	26.4%	10.2%
FIELD HOCKEY		3,375	3,375	3,375		
TRANSFER FROM SCHOOL OPERATING	5,937,588		5,937,588		100.0%	100.0%
OTHER INCOME	<u>60,500</u>	<u>96,661</u>	<u>99,579</u>	<u>39,079</u>	164.6%	163.9%
TOTAL REVENUES	6,761,688	<u>272,036</u>	<u>6,250,924</u>	<u>(510,764)</u>	92.4%	94.4%
PYFB-ENCUMBRANCES	<u>22,935</u>					
TOTAL REVENUES AND PYFB	<u>6,784,623</u>					

	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2025 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,727,689	288,557	457,289		2,270,400	16.8%	15.9%
FICA BENEFITS	208,669	22,103	35,011		173,658	16.8%	15.9%
PURCHASED SERVICES	2,590,289	(25,451)	125,361		2,464,928	4.8%	9.1%
VA HIGH SCHOOL LEAGUE DUES	51,250	599	21,264		29,986	41.5%	40.7%
ATHLETIC INSURANCE	220,000		183,119		36,881	83.2%	85.7%
MATERIALS AND SUPPLIES	797,735	177,964	376,796	109,378	311,561	60.9%	45.0%
CAPITAL OUTLAY	<u>188,991</u>	<u>40,829</u>	<u>40,829</u>	<u>28,455</u>	<u>119,707</u>	36.7%	33.0%
TOTAL	<u>6,784,623</u>	<u>504,601</u>	<u>1,239,669</u>	<u>137,833</u>	<u>5,407,121</u>	20.3%	20.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

B 6

ASSETS:		LIABILITIES:	
CASH	7,791,357	CHECKS PAYABLE	192,778
CASH WITH CAFETERIAS	971,817	ACH PAYABLE	26,521
SUPPLIES INVENTORY	140,528	SALARIES PAYABLE-OPTIONS	164,265
FOOD INVENTORY	386,121	FICA PAYABLE-OPTIONS	12,567
FOOD-USDA INVENTORY	132,834	RETAINAGE	129,500
		UNEARNED REVENUE	632,866
		TOTAL LIABILITIES	<u>1,158,497</u>
		FUND EQUITY:	
		FUND BALANCE	5,348,042
		ESTIMATED REVENUE	(45,305,890)
		APPROPRIATIONS	52,693,839
		ENCUMBRANCES	1,019,697
		RESERVE FOR ENCUMBRANCES	(1,019,697)
		EXPENDITURES	(5,887,766)
		REVENUES	<u>1,415,935</u>
		TOTAL FUND EQUITY	<u>8,264,160</u>
TOTAL ASSETS	<u>9,422,657</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>9,422,657</u>

	FY 2026 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 25 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	300,000	53,610	165,352	(134,648)	55.1%	200.5%
SERVICE CHARGES	13,050,890	979,557	1,172,763	(11,878,127)	9.0%	8.4%
USDA REBATES FROM VENDORS	800,000	12,933	77,820	(722,180)	9.7%	0.1%
TOTAL LOCAL REVENUE	<u>14,150,890</u>	<u>1,046,100</u>	<u>1,415,935</u>	<u>(12,734,955)</u>	10.0%	9.3%
SCHOOL BREAKFAST INITIATIVE	55,000			(55,000)		
SCHOOL LUNCH	350,000			(350,000)		
SCHOOL BREAKFAST	450,000			(450,000)		
TOTAL REVENUE FROM COMMONWEALTH	<u>855,000</u>			<u>(855,000)</u>		
SCHOOL BREAKFAST PROGRAM	7,240,000			(7,240,000)		0.1%
NATIONAL SCHOOL LUNCH PROGRAM	19,910,000			(19,910,000)		0.1%
USDA COMMODITIES	2,500,000			(2,500,000)		
CHILD AND ADULT CARE FOOD PROGRAM	450,000			(450,000)		2.3%
USDA SUMMER FEEDING PROGRAM	200,000			(200,000)		119.1%
TOTAL REVENUE FROM FEDERAL GOV'T	<u>30,300,000</u>			<u>(30,300,000)</u>		0.8%
TOTAL REVENUES	<u>45,305,890</u>	<u>1,046,100</u>	<u>1,415,935</u>	<u>(43,889,955)</u>	3.1%	3.5%
PRIOR YEAR FUND BALANCE (PYFB)	4,848,547					
PYFB-ENCUMBRANCES	2,539,402					
TOTAL REVENUES AND PYFB	<u>52,693,839</u>					

	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 25 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	17,765,250	1,426,274	1,840,116		15,925,134	10.4%	10.0%
FRINGE BENEFITS	7,316,987	576,139	683,515		6,633,472	9.3%	8.5%
PURCHASED SERVICES	2,867,654	77,649	840,970	947,238	1,079,446	62.4%	69.2%
OTHER CHARGES	70,394	1,274	11,641		58,753	16.5%	19.2%
MATERIALS AND SUPPLIES	20,898,611	1,506,562	1,623,940	44,167	19,230,504	8.0%	8.7%
CAPITAL OUTLAY	3,774,943	418,206	887,584	28,292	2,859,067	24.3%	37.0%
TOTAL	<u>52,693,839</u>	<u>4,006,104</u>	<u>5,887,766</u>	<u>1,019,697</u>	<u>45,786,376</u>	13.1%	15.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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ASSETS:		LIABILITIES:	
CASH	10,316,670	CHECKS PAYABLE	883,232
PREPAID ITEMS	3,875	TOTAL LIABILITIES	883,232
		FUND EQUITY:	
		FUND BALANCE	6,937,523
		ESTIMATED REVENUE	(5,949,494)
		APPROPRIATIONS	9,916,852
		ENCUMBRANCES	364,365
		RESERVE FOR ENCUMBRANCES	(364,365)
		EXPENDITURES	(3,094,101)
		REVENUES	1,626,533
		TOTAL FUND EQUITY	9,437,313
TOTAL ASSETS	10,320,545	TOTAL LIABILITIES AND FUND EQUITY	10,320,545

	FY 2026 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2025 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	42,104	56,655	159,664	117,560	379.2%	207.0%
LOST AND DAMAGED	18,121			(18,121)		
TOTAL LOCAL REVENUE	60,225	56,655	159,664	99,439	265.1%	144.7%
DEPT OF EDUCATION	5,889,269	488,956	1,466,869	(4,422,400)	24.9%	25.0%
TOTAL REVENUE-COMMONWEALTH	5,889,269	488,956	1,466,869	(4,422,400)	24.9%	25.0%
TOTAL REVENUES	5,949,494	545,611	1,626,533	(4,322,961)	27.3%	26.2%
PRIOR YEAR FUND BALANCE (PYFB)	3,583,720					
PYFB-ENCUMBRANCES	383,638					
TOTAL REVENUES AND PYFB	9,916,852					

	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2025 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	109,797	9,543	29,176		80,621	26.6%	26.9%
FRINGE BENEFITS	43,755	3,802	8,020		35,735	18.3%	18.6%
OTHER CHARGES		(1,833)					
MATERIALS AND SUPPLIES	9,763,300	1,348,081	3,056,905	364,365	6,342,030	35.0%	39.6%
TOTAL	9,916,852	1,359,593	3,094,101	364,365	6,458,386	34.9%	39.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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ASSETS:		LIABILITIES:	
CASH	24,805,269	ACH PAYABLE	51
PREPAID ITEM	366,096	EST CLAIMS/JUDGMENTS PAYABLE	9,216,935
		TOTAL LIABILITIES	<u>9,216,986</u>
		FUND EQUITY:	
		RETAINED EARNINGS	12,211,943
		ENCUMBRANCES	79,367
		RESERVE FOR ENCUMBRANCES	(79,367)
		EXPENSES	(5,648,582)
		REVENUES	9,391,018
		TOTAL FUND EQUITY	<u>15,954,379</u>
TOTAL ASSETS	<u>25,171,365</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>25,171,365</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	136,899	378,505
RISK MANAGEMENT CHARGES		8,995,919
INSURANCE PROCEEDS	2,693	12,202
MISCELLANEOUS REVENUE	4,135	4,392
TOTAL REVENUES	<u>143,727</u>	<u>9,391,018</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	37,317	111,034	
FRINGE BENEFITS	12,785	30,920	
OTHER PURCHASED SERVICES	4,017	185,271	79,367
FIRE AND PROPERTY INSURANCE		3,757,253	
MOTOR VEHICLE INSURANCE		878,775	
WORKER'S COMPENSATION	177,057	453,135	
GENERAL LIABILITY INSURANCE		217,651	
MISCELLANEOUS	1,295	10,997	
MATERIALS AND SUPPLIES	2,507	3,546	
TOTAL	<u>234,978</u>	<u>5,648,582</u>	<u>79,367</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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ASSETS:		LIABILITIES:	
CASH	6,989,610	DEPOSITS PAYABLE	<u>65,000</u>
		TOTAL LIABILITIES	<u>65,000</u>
		FUND EQUITY:	
		FUND BALANCE	4,615,532
		ESTIMATED REVENUE	(628,000)
		APPROPRIATIONS	2,953,127
		ENCUMBRANCES	617,430
		RESERVE FOR ENCUMBRANCES	(617,430)
		EXPENDITURES	(381,934)
		REVENUES	<u>365,885</u>
		TOTAL FUND EQUITY	<u>6,924,610</u>
TOTAL ASSETS	<u>6,989,610</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>6,989,610</u>

	FY 2026 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2025 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	26,000	39,302	106,247	80,247	408.6%	277.3%
RENT-WIRELESS COMMUNICATION	602,000			(602,000)		
TOWER RENT-BAYSIDE HIGH			30,250	30,250		
TOWER RENT-COX HIGH		3,882	77,893	77,893		
TOWER RENT-FIRST COLONIAL HIGH			39,099	39,099		
TOWER RENT-OCEAN LAKES HIGH			29,282	29,282		
TOWER RENT-TALLWOOD HIGH			57,453	57,453		
TOWER RENT-TECH CENTER		7,150	21,281	21,281		
TOWER RENT-WOODSTOCK ELEM		1,469	4,380	4,380		
TOTAL REVENUES	<u>628,000</u>	<u>51,803</u>	<u>365,885</u>	<u>(262,115)</u>	58.3%	66.1%
PRIOR YEAR FUND BALANCE (PYFB)	<u>2,325,127</u>					
TOTAL REVENUES AND PYFB	<u>2,953,127</u>					

	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2025 PERCENT OBLIGATED
EXPENDITURES:							
MATERIALS AND SUPPLIES	1,000,000				1,000,000		
CAPITAL OUTLAY	<u>1,953,127</u>	<u>339,777</u>	<u>381,934</u>	<u>617,430</u>	<u>953,763</u>	51.2%	
TOTAL	<u>2,953,127</u>	<u>339,777</u>	<u>381,934</u>	<u>617,430</u>	<u>1,953,763</u>	33.8%	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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Revenues :

	FY 2026 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	31,349,941		12,857,322	(18,492,619)	41.0%
Federal Government	61,808,017	107,159	107,159	(61,700,858)	0.2%
Other Sources	4,601,700		1,856,300	(2,745,400)	40.3%
Transfers from School Operating Fund	11,213,813		11,868,413	654,600	105.8%
Total Revenues	108,973,471	107,159	26,689,194	(82,284,277)	24.5%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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	<u>FY 2026</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
2 REVOLUTIONS	17,067				17,067	
ACSE-APCS EXPANSION	20,000				20,000	
ADULT BASIC EDUCATION	349,042	28,121	28,702		320,340	8.2%
ADVANCING COMPUTER SCIENCE EDUCATION	899		899			100.0%
ALGEBRA READINESS	3,922,981	244,768	244,768		3,678,213	6.2%
BAYPORT FOUNDATION	138,606	2,556	8,956	15,607	114,043	17.7%
BLUEFORGE - TCEC WELDING LAB	1,962,589	79,295	79,295	104,390	1,778,904	9.4%
CAREER & TECH ED STATE EQUIP ALLOC	74,199				74,199	
CAREER SWITCHER PROG MENTOR REIMB	12,275				12,275	
CARL PERKINS	1,190,530	130,171	286,036	71,274	833,220	30.0%
COPS SCHOOL VIOLENCE PREVENTION	33,659		33,659			100.0%
CORRECTIONS ED & OTHER INSTITUTIONALIZED	1,098				1,098	
CRITICAL NATIONAL SECURITY LANGUAGE INITIATIVE	37,000	2,863	2,863		34,137	7.7%
CTE SPECIAL STATE EQUIP ALLOC	58,078				58,078	
DODEA SPANISH IMMERSION	237,597	11,112	49,752	12,855	174,990	26.4%
DODEA WLARP	3,343,534	1,577	1,677		3,341,857	0.1%
EARLY READING INTERVENTION	7,273,773	181,800	219,338	17,356	7,037,079	3.3%
FLEXIBLE PER PUPIL FUNDING	6,885,662	183,828	1,816,025	489,584	4,580,053	33.5%
GENERAL ADULT ED	29,877				29,877	
HAMPTON ROADS WORKFORCE COUNCIL - ALC	128,000	6,879	8,232		119,768	6.4%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY)			(47)		47	
HVAC CSLFRF	1,121,471	38	263,922	857,549		100.0%
INDUSTRY CERT EXAMINATIONS	64,690				64,690	
INDUSTRY CERT EXAMINATIONS STEM-H	24,293				24,293	
ISAEP	64,216	4,233	4,233		59,983	6.6%
JAIL EDUCATION PROGRAM	347,279	14,612	38,355		308,924	11.0%
JUUL LABS	1,496,430				1,496,430	
JUVENILE DETENTION HOME	1,646,450	142,369	295,383	152	1,350,915	17.9%
MCKINNEY VENTO	113,937	4,174	4,244		109,693	3.7%
MIDDLE SCHOOL MARITIME EXPLORATION	26,582				26,582	
MYCAA-ALC	2,298				2,298	
MYCAA-LPN	1,000				1,000	
NATIONAL BOARD CERTIFICATION INCENTIVE	342,500				342,500	
NEW TEACHER MENTOR	27,918				27,918	
NJROTC	109,744				109,744	
NO KID HUNGRY	3,083				3,083	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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	<u>FY 2026</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
NYLF GRIEF-SENSITIVE SCHOOLS	18,944				18,944	
POST 9-11 GI BILL	3,650				3,650	
PRESCHOOL - IDEA SECTION 619	1,035,419	48,788	96,213		939,206	9.3%
PROJECT GRADUATION	85,820	8,268	8,268		77,552	9.6%
RACE TO GED	53,039				53,039	
RECOVERY HIGH SCHOOL	623,390	33,723	66,631	4,456	552,303	11.4%
RESERVE FOR CONTINGENCY	2,124,241				2,124,241	
SCHOOL SECURITY EQUIPMENT	154,663				154,663	
SCHOOL SECURITY OFFICER PROGRAM	744,330	59,802	59,802		684,528	8.0%
SCHOOL-BASED HEALTH WORKFORCE	255,000				255,000	
TECHNOLOGY INITIATIVE	5,595,064	24,092	33,797	7,439	5,553,828	0.7%
TITLE I PART A	25,455,894	1,742,551	6,635,614	1,202,686	17,617,594	30.8%
TITLE I PART D SUBPART 1	33,828	2,804	2,804		31,024	8.3%
TITLE I PART D SUBPART 2	392,330	25,405	33,800		358,530	8.6%
TITLE II PART A	3,277,788	174,382	213,608		3,064,180	6.5%
Title III PART A IMMIGRANT & YOUTH	20,108	20,108	20,108			100.0%
TITLE III PART A LANGUAGE ACQUISITION	561,091	16,199	55,470	36,467	469,154	16.4%
TITLE IV PART A	2,911,651	129,872	214,715	272,152	2,424,784	16.7%
TITLE IV PELL	65,130	6,837	6,837		58,293	10.5%
TITLE VI-B IDEA SECTION 611	21,626,482	1,686,546	1,904,009	873	19,721,600	8.8%
UNITED WAY - SUMMER ENRICHMENT	181,563	10,075	165,555	5,114	10,894	94.0%
VA OPIOID ABATEMENT COOPERATIVE	192,510				192,510	
VA PRESCHOOL INITIATIVE	12,432,837	807,283	817,241		11,615,596	6.6%
VFHY FENTANYL ACTIVATION	751	326	751			100.0%
VIRGINIA TIERED SYSTEMS OF SUPPORT	4,595		500		4,095	10.9%
WORKPLACE READINESS	14,996				14,996	
 TOTAL SCHOOL GRANTS FUND	 <u>108,973,471</u>	 <u>5,835,457</u>	 <u>13,722,015</u>	 <u>3,097,954</u>	 <u>92,153,502</u>	 <u>15.4%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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SCHOOLS HEALTH INSURANCE FUND:

ASSETS:

CASH 14,753,034

TOTAL ASSETS 14,753,034

LIABILITIES:

CHECKS PAYABLE 89,767
ACCOUNTS PAYABLE-HSA 37
EST CLAIMS-JUDGMENTS PAYABLE 5,538,000
TOTAL LIABILITIES 5,627,804

FUND EQUITY:

RETAINED EARNINGS 16,855,044
EXPENSES (29,949,663)
REVENUES 22,219,849
TOTAL FUND EQUITY 9,125,230
TOTAL LIABILITIES AND FUND EQUITY 14,753,034

REVENUES:

	MONTH'S REALIZED	YEAR-TO-DATE REALIZED	OUTSTANDING ENCUMBRANCES
INTEREST ON BANK DEPOSITS	82,801	345,082	
EMPLOYEE PREMIUMS-SCHOOLS	935,549	2,009,224	
EMPLOYER PREMIUMS-SCHOOLS	9,588,228	19,864,766	
COBRA ADMINISTRATIVE FEE-SCHOOLS	379	777	
	<u>10,606,957</u>	<u>22,219,849</u>	

EXPENSES:

SALARIES AND BENEFITS	225,735	435,499	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	11,041,834	29,514,164	
	<u>11,267,569</u>	<u>29,949,663</u>	

CITY HEALTH INSURANCE FUND:

ASSETS:

CASH 29,464,378

TOTAL ASSETS 29,464,378

LIABILITIES:

CHECKS PAYABLE 63,130
WIRES PAYABLE 5,437
ACCOUNTS PAYABLE-HSA (5,341)
EST CLAIMS-JUDGMENTS PAYABLE 2,918,000
TOTAL LIABILITIES 2,981,226

FUND EQUITY:

RETAINED EARNINGS 26,748,708
EXPENSES (18,998,494)
REVENUES 18,732,938
TOTAL FUND EQUITY 26,483,152
TOTAL LIABILITIES AND FUND EQUITY 29,464,378

REVENUES:

	MONTH'S REALIZED	YEAR-TO-DATE REALIZED	OUTSTANDING ENCUMBRANCES
INTEREST ON BANK DEPOSITS	168,675	439,767	
EMPLOYEE PREMIUMS-CITY	992,584	3,356,104	
EMPLOYER PREMIUMS-CITY	13,589,291	14,936,172	
COBRA ADMINISTRATIVE FEE-CITY	777	895	
TOTAL REVENUES	<u>14,751,327</u>	<u>18,732,938</u>	

EXPENSES:

SALARIES AND BENEFITS	177,667	579,185	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	7,678,182	18,419,309	
TOTAL EXPENSES	<u>7,855,849</u>	<u>18,998,494</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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ASSETS:		LIABILITIES:	
CASH	422,232	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	400,012
		ESTIMATED REVENUE	(150,000)
		APPROPRIATIONS	150,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	22,220
		TOTAL FUND EQUITY	422,232
TOTAL ASSETS	422,232	TOTAL LIABILITIES AND FUND EQUITY	422,232

	FY 2026	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT	2025
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED	PERCENT
INTEREST ON BANK DEPOSITS		7,259	22,220	22,220		
VENDING OPERATIONS RECEIPTS	150,000			(150,000)		28.3%
TOTAL REVENUES	150,000	7,259	22,220	(127,780)	14.8%	35.4%

	FY 2026	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT	2025
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED	PERCENT
SCHOOL ALLOCATIONS	149,200				149,200	%	%
PURCHASED SERVICES	800				800		
TOTAL	150,000				150,000		

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

B 15

ASSETS:		LIABILITIES:	
CASH	4,435,816	CHECKS PAYABLE	1,222
		TOTAL LIABILITIES	1,222
		FUND EQUITY:	
		FUND BALANCE	2,896,332
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,122,591
		ENCUMBRANCES	80,231
		RESERVE FOR ENCUMBRANCES	(80,231)
		EXPENDITURES	(65,096)
		REVENUES	480,767
		TOTAL FUND EQUITY	4,434,594
TOTAL ASSETS	4,435,816	TOTAL LIABILITIES AND FUND EQUITY	4,435,816

	FY 2026 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS		173,593	480,767	480,767	%
TOTAL REVENUES		173,593	480,767	480,767	
PRIOR YEAR FUND BALANCE (PYFB)	1,000,000				
PYFB-ENCUMBRANCES	122,591				
TOTAL REVENUES AND PYFB	1,122,591				

	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PURCHASED SERVICES	797	325	325	18,518	(18,046)	2364.2%
MATERIALS AND SUPPLIES	1,004,991		1,950	7,731	995,310	1.0%
CAPITAL OUTLAY	116,803	32,391	62,821	53,982		100.0%
	1,122,591	32,716	65,096	80,231	977,264	12.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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ASSETS:		LIABILITIES:	
CASH	295,640	CHECKS PAYABLE	<u>1,014</u>
		TOTAL LIABILITIES	<u>1,014</u>
		FUND EQUITY:	
		FUND BALANCE	(201,393)
		ESTIMATED REVENUE	
		APPROPRIATIONS	494,978
		ENCUMBRANCES	109,995
		RESERVE FOR ENCUMBRANCES	(109,995)
		EXPENDITURES	(3,350)
		REVENUES	<u>4,391</u>
		TOTAL FUND EQUITY	<u>294,626</u>
TOTAL ASSETS	<u>295,640</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>295,640</u>

REVENUES:	FY 2026	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT
INTEREST ON BANK DEPOSITS	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED
TOTAL REVENUES		<u>1,627</u>	<u>4,391</u>	<u>4,391</u>	%
PRIOR YEAR FUND BALANCE (PYFB)	400,000	<u>1,627</u>	<u>4,391</u>	<u>4,391</u>	
PYFB-ENCUMBRANCES	94,978				
TOTAL REVENUES AND PYFB	<u>494,978</u>				

EXPENDITURES:	FY 2026	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
PURCHASED SERVICES	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
MATERIALS AND SUPPLIES	41,508	2,198	3,350	38,158	400,000	100.0%
CAPITAL OUTLAY	443,210			43,210	(18,367)	9.7%
TOTAL	10,260			28,627		279.0%
	<u>494,978</u>	<u>2,198</u>	<u>3,350</u>	<u>109,995</u>	<u>381,633</u>	22.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
601001-RENOV-REPLACENT-ENERGY MGMT II	19,325,000	71,206	175,454	13,425,064	366,766	5,533,170	71.37%
601002-TENNIS COURT RENOVATIONS II	2,410,000	483,238	356,819	1,841,086	250,230	318,684	86.78%
601005-JOHN B DEY ES MODERNIZATION	27,970,076			27,734,645		235,431	99.16%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000			32,467,457		2,543	99.99%
601007-PRINCESS ANNE MS REPLACEMENT	76,938,759			76,915,409		23,350	99.97%
601013-RENOV & REPLACE-REROOFING PHASE II	35,025,639			35,025,361		278	100.00%
601015-PRINCESS ANNE HS REPLACEMENT	197,306,632			6,784,594	207,253	190,314,785	3.54%
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	40,000,000	286,571	1,798,707	36,921,940	264,580	2,813,480	92.97%
601017-RENOV & REPLACE-GROUND PH III	24,337,887		58,762	19,896,181	423,557	4,018,149	83.49%
601018-RENOV & REPLACE-HVAC PH III	120,812,146	2,026,669	13,405,975	69,653,698	16,792,263	34,366,185	71.55%
601019-RENOV & REPLACE-REROOFING PH III	54,084,260	735,149	4,385,654	34,566,066	4,608,490	14,909,704	72.43%
601020-RENOV & REPLACE - VARIOUS PH III	36,225,854	507,467	1,572,865	25,316,716	1,400,281	9,508,857	73.75%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,720,000			13,705,980	9,435	4,585	99.97%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	3,344,737			2,511,126	446,807	386,804	88.44%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001			12,187,001			100.00%
601025-SCHOOL HR-PAYROLL	9,196,000			8,867,573		328,427	96.43%
601026-LYNNHAVEN MIDDLE SCHOOL EXPANSION	14,250,000			13,870,019	44,488	335,493	97.65%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	1,210,000	19,655	19,655	1,016,593	32,126	161,281	86.67%
601028-B F WILLIAMS ES-BAYSIDE 6TH REPLACEMENT	27,650,085	296,355	354,830	2,888,494	1,612,029	23,149,562	16.28%
601029-BAYSIDE HIGH SCHOOL REPLACEMENT	5,936,507			5,509,840	423,457	3,210	99.95%
601030-REPLACEMENT PAYROLL SYSTEM	13,586,909					13,586,909	
601031-SCHOOL BUS & FLEET REPLACEMENT	7,713,000			7,439,441	67,561	205,998	97.33%
601032-PHONE SYSTEM REPLACEMENT	7,266,223			7,265,684		539	99.99%
601033-COMPREHENSIVE LONG RANGE FACILITIES MASTER PLAN	200,000					200,000	
601999-PAYROLL ALLOCATION		204,622	649,633	649,633		(649,633)	
TOTAL CAPITAL PROJECTS	783,166,715	4,630,932	22,778,354	456,459,601	26,949,323	299,757,791	61.72%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2025 THROUGH SEPTEMBER 30, 2025

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ASSETS:		LIABILITIES:	
CASH	4,378,286	SALARIES PAYABLE-OPTIONS	35,722
		FICA PAYABLE-OPTIONS	<u>2,732</u>
		TOTAL LIABILITIES	<u>38,454</u>
		FUND EQUITY:	
		FUND BALANCE	3,076
		ESTIMATED REVENUE	(4,987,041)
		APPROPRIATIONS	4,987,041
		ENCUMBRANCES	13,834
		RESERVE FOR ENCUMBRANCES	(13,834)
		EXPENDITURES	(650,285)
		REVENUES	<u>4,987,041</u>
		TOTAL FUND EQUITY	<u>4,339,832</u>
TOTAL ASSETS	<u>4,378,286</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,378,286</u>

	FY 2026 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2025 PERCENT REALIZED
REVENUES:						
TRANSFER FROM GENERAL FUND	<u>4,987,041</u>	<u></u>	<u>4,987,041</u>	<u>8,718,118</u>	100.0%	97.9%
TOTAL REVENUES	<u>4,987,041</u>	<u></u>	<u>4,987,041</u>	<u>8,718,118</u>	100.0%	97.9%

	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2025 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	3,095,028	277,039	397,541		2,697,487	12.8%	12.3%
FRINGE BENEFITS	1,112,630	100,742	131,102		981,528	11.8%	11.2%
PURCHASED SERVICES	441,422	26,545	64,567		376,855	14.6%	8.7%
OTHER CHARGES	81,574	350	5,389		76,185	6.6%	6.4%
MATERIALS AND SUPPLIES	<u>256,387</u>	<u>19,223</u>	<u>51,686</u>	<u>13,834</u>	<u>190,867</u>	25.6%	32.3%
TOTAL	<u>4,987,041</u>	<u>423,899</u>	<u>650,285</u>	<u>13,834</u>	<u>4,322,922</u>	13.3%	12.6%



Interim Financial Statements

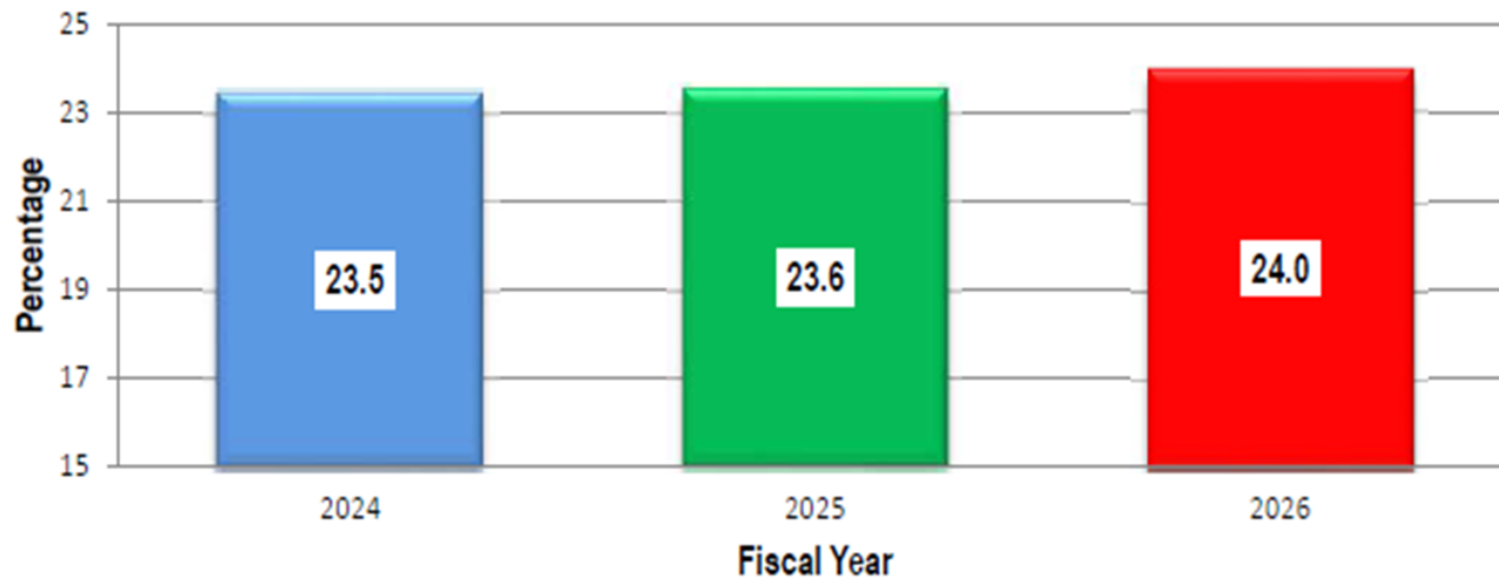
School Board Information

Tuesday, October 28, 2025

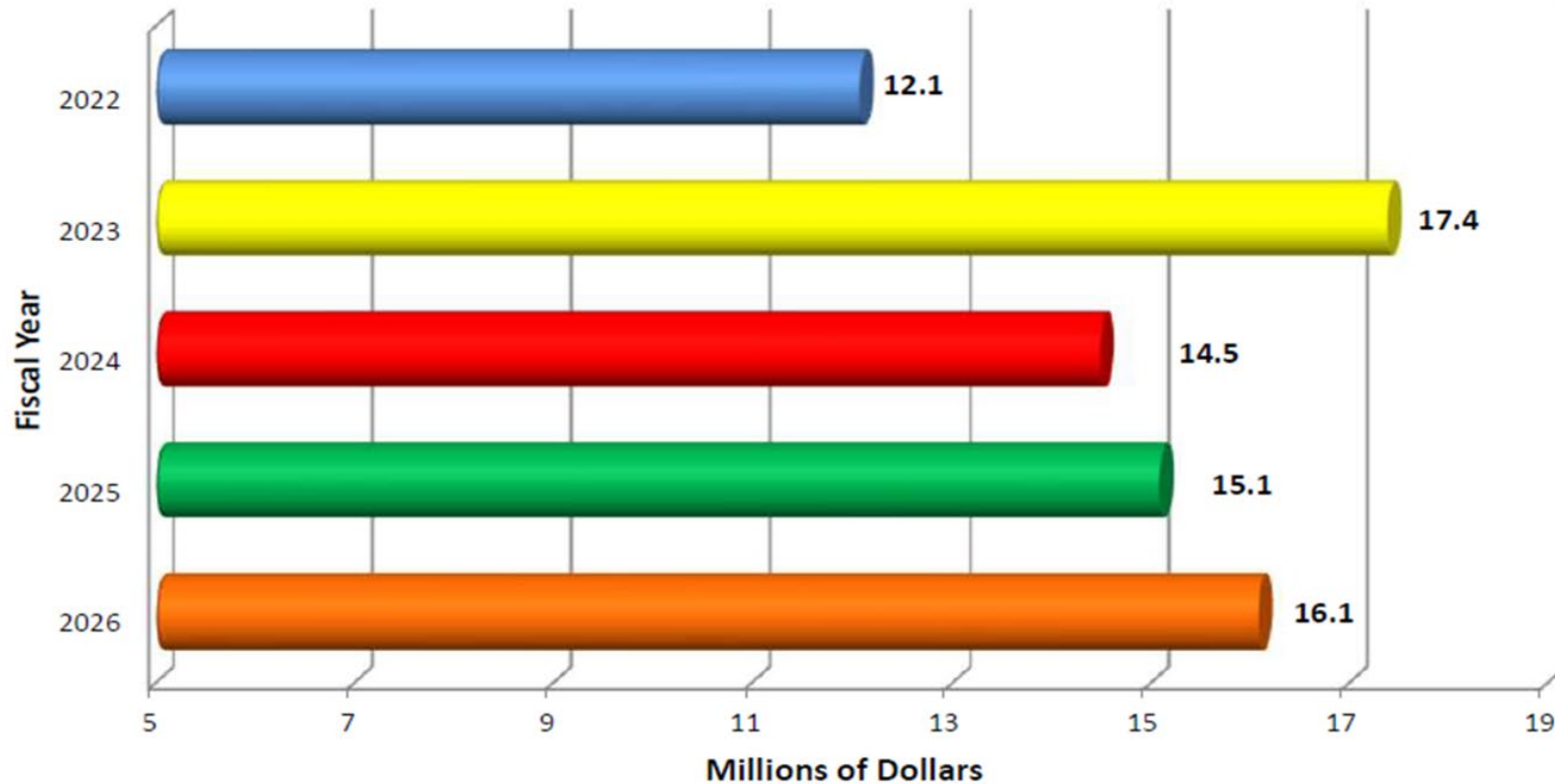
Department of Budget and Finance, Office of Business Services

School Operating Fund Revenue Percentage of Actual to Budget as of September 30, 2025

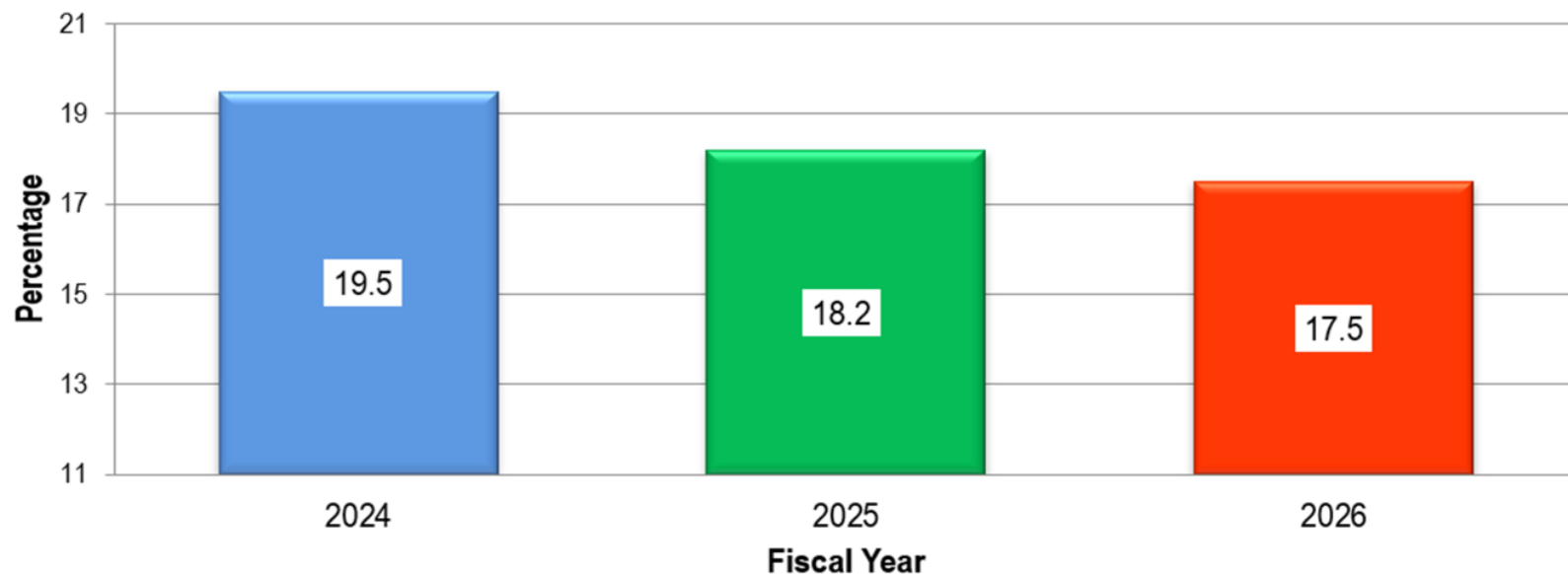
2



State Sales Tax Revenue through September 30, 2025³



School Operating Fund Expenditures/Encumbrances Percentage of Actual to Budget as of September 30, 2025





Subject: Modified Course Proposal: Algebra 2 Honors **Item Number:** 12B

Section: Information **Date:** October 28, 2025

Senior Staff: Danielle E. Colucci, Ed.D., Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning

Presenter(s): Thomas W. Quinn, Executive Director of Secondary Teaching and Learning(s)

Tina Mazzacane, Secondary Math Coordinator

Dena McElligott, Secondary Math Coordinator

Shaylee Ryan, Math Specialist

Recommendation:

That the School Board will receive information on a proposal to modify the current Algebra 2/Trigonometry course to an Algebra 2 Honors course in alignment with the revised math sequence.

Background Summary:

In response to the changing needs, including an increased focus on supporting the post-secondary options of enrollment, enlistment, and employment (3 E's), the Department of Teaching and Learning will develop an Algebra 2 Honors course focused on increased rigor and preparation for higher-level math coursework for all students prior to graduation.

Source:

N/A

Budget Impact:

No budgetary implications.

Next Steps:

We are asking the board to provide consent for the modified course at the November 10, 2025, meeting.



Modified Course Proposal: Algebra 2 Honors

**School Board Meeting
Information**

Tuesday, October 28, 2025

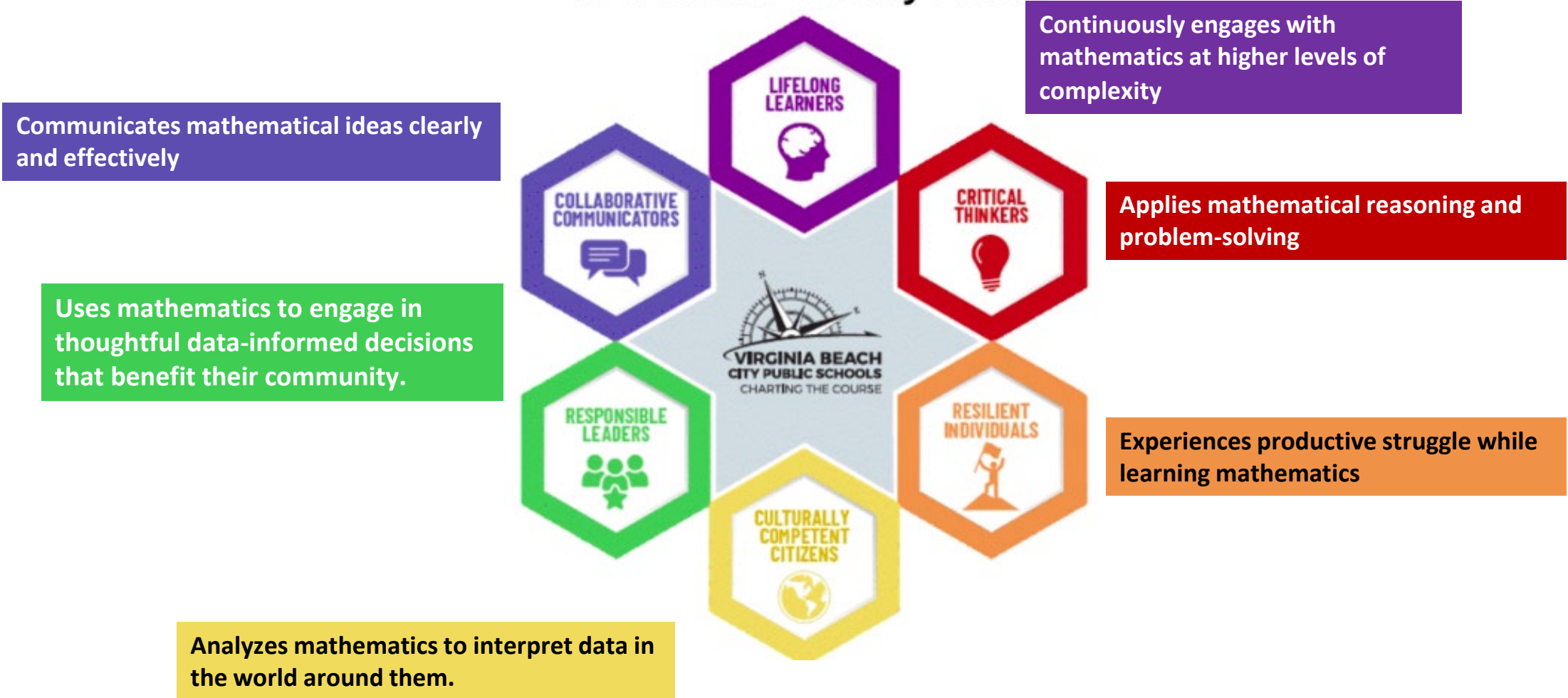
The Department of Teaching and Learning

Modified Course Proposal: Algebra 2 Honors

Information	Algebra 2 Honors
Grade Level(s)	9-12
Format	Yearlong or 4x4
Credit	1
Staffing	Existing Staff

A Future-Ready Mathematics Student:

VBCPS Future-Ready Profile



Mathematics Sequence

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4

Typical Mathematics Course Progressions*					
1 st HS Credit Math Course	2 nd HS Credit Math Course	3 rd HS Credit Math Course	4 th HS Credit Math Course	5 th HS Credit Math Course	6 th HS Credit Math Course
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	AP Precalculus	AP Calculus AB	AP Calculus BC
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	AP Precalculus	AP Calculus AB	AP Statistics
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	AP Precalculus	Data Science	AP Statistics
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	Probability & Statistics (1.0)	Data Science	AP Statistics
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	Probability & Statistics (1.0)	Data Science	AP Computer Science A
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	Data Science	AP Statistics	AP Computer Science A
Algebra 1 or Algebra 1 Honors	Geometry or Geometry Honors	Algebra 2 or Algebra 2 Honors	Data Science	Probability & Statistics (1.0)	AP Statistics
Algebra 1 with Lab ¹	Geometry or Geometry Honors	Algebra, Functions, and Data Analysis (AFDA)	Algebra 2 or Algebra 2 Honors	Probability & Statistics (1.0)	Data Science
Algebra 1	Geometry with Lab ¹	Algebra, Functions, and Data Analysis (AFDA)	Algebra 2 or Algebra 2 Honors	Probability & Statistics (1.0)	Data Science

Foundational Courses

Subsequent Courses

Higher Level Mathematics Courses

Student course placement should follow the color-coded progression toward higher levels.

*Typical sequences are shown. Other options are possible with careful consideration.

Mathematics Sequence

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5

Additional Course Prerequisite Information (Supports Student Placement and Other Course Sequence Options)

High School Mathematics Course	Prerequisite Course
Geometry or Geometry Honors	Algebra 1 or Algebra 1 Honors
Algebra, Functions, and Data Analysis (AFDA)	Geometry or Geometry Honors
Algebra 2 or Algebra 2 Honors	Geometry or Geometry Honors
Probability & Statistics (1.0)	Algebra 2 or Algebra 2 Honors
Data Science	Algebra 2 or Algebra 2 Honors
AP Statistics	Algebra 2 or Algebra 2 Honors
AP Computer Science A	Algebra 2 or Algebra 2 Honors
AP PreCalculus	Algebra 2 or Algebra 2 Honors
AP Calculus AB	AP PreCalculus
AP Calculus BC	AP PreCalculus

Math Sequences - Other Divisions

Fairfax	Algebra 1	Geometry	Algebra 2 or Algebra 2 Honors	AP Precalculus
Henrico			Algebra 2 or Algebra 2 Honors	AP Precalculus
Chesapeake			Algebra 2	Trigonometry
Chesterfield			Algebra 2 or Algebra 2 Honors	AP Precalculus
Loudoun			Algebra 2 or Algebra 2/ Trigonometry	AP Precalculus
Williamsburg-James City County			Algebra 2 or Algebra 2/ Trigonometry	AP Precalculus

AFDA
(Optional Bridge Course)

Rationale for Algebra 2 Honors

Purpose

- Aligns to the Future-Ready Profile
- Responds to the transition from Math Analysis to Advanced Placement (AP) Precalculus
- Provides targeted acceleration via five Trigonometry Standards
- Align course sequences with neighboring states and divisions

Benefits

- Focus on depth and complexity over breadth
- Improve vertical alignment of trigonometry topics within AP Precalculus
- Increase opportunities for academic discourse
- Support students transferring with Algebra 2 to continue their trajectory into advanced coursework

Questions

VBCPS Future-Ready Profile



Employment



Enlistment



Enrollment

AND

AND



Subject: Middle School Dual Language Immersion (DLI) Considerations **Item Number:** 12C

Section: Information **Date:** October 28, 2025

Senior Staff: Danielle E. Colucci, Ed.D, Chief Academic Officer

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

Presenter(s): Crystal Lewis-Wilkerson, Ed.D., Director K-12 & Gifted Program

Recommendation:

That the School Board receive information regarding the Middle School Dual Language Immersion (DLI) Considerations.

Background Summary:

The Department of Teaching and Learning is presenting the School Board with information about the Middle School Dual Language Immersion (DLI) Program, including benefits and challenges with the current program and proposed solutions.

Source:

N/A

Budget Impact:

Transportation and staffing costs vary by recommendation.

Next Steps:

Item will be on the action agenda on November 10, 2025.



Middle School Spanish Dual Language Immersion Program Recommendation

School Board Information

October 28, 2025

Department of Teaching and Learning

Purpose

- Review Middle School Dual Language Immersion (DLI) proposed options
- Share administration's recommendation for the Middle School DLI program



Middle School DLI: Proposed Options

Implementation SY 27-28

Option One

- Consolidate MS DLI programs into a single site at Virginia Beach MS
- Continue to offer Immersion Spanish and at least one core class in Spanish

Option Two

- Phase out the MS DLI program
- Make high school credit Immersion Spanish available in grades 6-8 at feeder MS

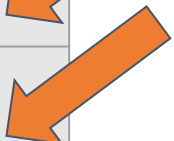
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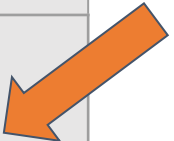
Comprehensive Administrative Review

- Interdepartmental collaboration, analysis, and input
- Parent input survey in multiple languages
- School visits with SB members



Estimated Costs of MS DLI Program Options at Full Implementation

Current Program	Estimated Total Cost	
Current MS DLI program	\$426,500	
MS DLI program if implemented as projected with the two additional MS	\$646,500	

Program Options	Estimated Total Cost	
Option 1: Consolidation of MS DLI program at Virginia Beach MS	\$582,700	
Option 2: Phase out MS DLI program and offer Immersion Spanish	\$328,600	

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Administration Recommendation 1 (SY 26-27)

The administration recommends that current DLI students enrolled in grades 5-8 during the 2025-26 school year complete the existing Dual Language Immersion (DLI) program at Great Neck Middle School and Landstown Middle School.

This cohort will be the final group to complete the middle school DLI program at these locations.

Administration Recommendation 2 (SY 27-28)

The administration recommends discontinuing the current DLI middle school sites at Great Neck and Landstown Middle Schools for incoming 6th grade DLI students starting in the 2027-28 school year.

The previously planned expansion of the DLI middle school model will not move forward.

Administrative Recommendations 3-4

The administration recommends gathering more input and data to assess interest in "Option 1," a potential single-site DLI program at Virginia Beach Middle School, contingent upon available staffing, funding, and student interest, beginning in the 2027–28 school year.

The administration recommends exploring implementation of "Option 2" DLI-related offerings at students' zoned middle schools, beginning in the 2027-28 school year. This will include an examination of possible world language expansion to additional sixth graders, contingent upon available funding and staffing.



Questions



Subject: Division Literacy Plan (DTAL) **Item Number:** 12D

Section: Information **Date:** October 28, 2025

Senior Staff: Danielle E. Colucci, Ed.D., Chief Academic Officer

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

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

Recommendation:

That the School Board receive information regarding an update to the Division Literacy Plan as mandated by the Virginia Literacy Act (VLA).

Background Summary:

The Department of Teaching and Learning updated the Division Literacy Plan in the template and per the guidance of the Virginia Department of Education (VDOE) and the VLA.

Source:

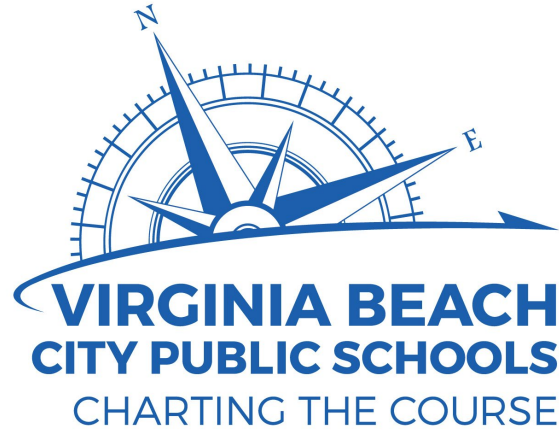
VDOE

Budget Impact:

VBCPS will utilize Virginia All In funding to support the costs of implementation and will utilize local funding for any costs not able to be covered by the All In funding source. As a reminder, the newly adopted K-5 core textbook was fully funded through All In funds, and we have encumbered funding for estimated costs for supplemental and intervention materials to support additional purchases that might be necessary.

Next Steps:

Item will be on the School Board consent agenda on Nov. 10, 2025.



Division Literacy Plan (DLP)

School Board Information
Oct. 28, 2025

Department of Teaching and Learning

DIVISION LITERACY PLAN



Literacy For All



Virginia Beach City Public Schools' Literacy Vision: All students actively engage in evidence-based literacy instruction that inspires learning, growth, and joy. Working in partnership with families and our community, we empower all students to acquire the literacy skills necessary for success in school and life.

School Division Literacy Plan

VDOE Division Literacy Plan

- Section One: Planning for Comprehensive Communication
- Section Two: Selecting High-Quality Instructional Materials (HQIM)
- Section Three: Ensuring Virginia Literacy Act Evidence-Based Reading Research Training
- Section Four: Monitoring Student Assessment and Progress
- Section Five: Assessing Division Level Progress
- Section Six: Engaging Parents, Caregivers, and Community

DIVISION LITERACY PLAN



Section Four: Monitoring Student Assessment and Progress

- Update grades 4-8 administration timeline

SECTION FOUR: Monitoring Student Assessment and Progress

Directions: List below the student assessments, screeners, and diagnostic tools that will be utilized in the division. Include how often these tools will be used. Screeners associated with Board approved materials may be listed as "TBD" until final approvals are complete.

ASSESSMENT	HOW OFTEN	PERSON(S) RESPONSIBLE FOR ADMINISTRATION
Virginia Language & Literacy Screening System (VALLSS): Pre-K-3 and 4-8	K-3 - Three times a year based on the schedule provided by VDOE during the fall, winter, and spring windows. 4-8 - Two times a year based on the schedule provided by VDOE during the fall and winter windows.	Teachers, reading specialists, Early Literacy Coordinator



Questions



Subject: VSBA (Virginia School Boards Association) Delegate Assembly Proposal Item Number: 12E

Section: Information **Date:** October 28, 2025

Senior Staff: N/A

Prepared by: Kathleen J. Brown, School Board Chair

Presenter(s): Kathleen J. Brown, School Board Chair

Recommendation:

That the School Board discuss the information in the Virginia School Boards Association (VSBA) Legislative Positions, as presented in the VSBA Delegate Handbook.

Background Summary:

The VSBA Legislative Positions Handbook is a continuous document that can be amended by the VSBA Delegation Assembly each year at its annual conference.

Source:

2025 VSBA Delegate Assembly Handbook

Budget Impact:

No budgetary implications.

Next Steps:

Item to be under Action at the November 10, 2028 School Board Meeting.



Virginia School Boards Association (VSBA) Legislative Positions

Proposed Legislative Positions Amendments

The following proposals were recommended by the Committee for submission to the VSBA Board of Directors. Once approved by the Board of Directors, the proposals will be brought before the VSBA Delegate Assembly in November. In the items below, the underlined language is new language that is proposed to be added to the VSBA Legislative Positions Handbook. ~~Strike-through language~~ is proposed for removal from the VSBA Legislative Positions Handbook. The title of each proposed legislative position has been marked to identify whether the proposal is an entirely new position (PROPOSED NEW POSITION) or is an amendment to an existing position (PROPOSED AMENDMENT).

LEGISLATIVE PROPOSAL #3

1.7 Assessment Reform and Accountability Reform (Proposed Amendment)

The VSBA supports the establishment of a balanced assessment and accountability system, as defined by local school boards, that utilizes a more complete picture of student learning by providing both measures of achievement (such as the Standards of Learning (SOL) tests) and state-approved, authentic measures of individualized student growth over time. Furthermore, the VSBA supports a reduction in the number of SOL tests to carefully selected grade-levels and content-areas to permit the reallocation of assessment dollars and instructional time. The Virginia School Boards Association also supports a comprehensive review of state content standards, curriculum guidelines, and assessments to ensure state policies promote culturally responsive educational practices free of systemic racism, discrimination, and background knowledge biases.

The VSBA supports maintaining a system of accountability standards which weights growth measures at least as heavily as proficiency/mastery measures in assessing elementary and middle schools. Additionally, VSBA supports evaluating English Learners appropriately, continuing to exempt them from the achievement and growth calculations for 11 semesters. If the Board of Education passes standards that do not do this, VSBA urges the General Assembly to pass legislation that would require those standards to be modified accordingly.

Virginia's public schools are committed to delivering high-quality instruction and ensuring student success. Therefore, VSBA supports legislation to provide school divisions with a minimum of one full academic year to prepare for and implement any major policy changes that affect curriculum, instruction, assessment, or accountability systems.

State SOL content standards, curriculum guidelines, and assessments should strike an appropriate balance between a broad overview of a subject area, in-depth exploration of components within and interrelationships between subject areas, and the acquisition and mastery of literacy, collaboration, critical analysis, creative thinking, problem solving, and communication. Comprehensive reform should refocus the state's assessment system as a tool to help evaluate students' acquisition of subject knowledge and skills; address concerns about the frequency of standardized student testing; and should recognize the interrelationship between assessments, school and school division accountability, and individual student progress and graduation requirements. All End-of-Course Standards of Learning Assessments may be performance-based.

Motion to Recommend Amendment to Current Legislative Position 1.7: Greg Smith

Motion Seconded: Joyce Watkins

LPC Vote: 8-0

Motion Carried



LEGISLATIVE PROPOSAL #6

NEW Chronic Absenteeism (Proposed New Legislative Position)

Remove chronic absenteeism as an indicator in accountability and accreditation models used to rate public schools.

Motion to Approve Proposed New Legislative Position as Amended: Greg Smith

Motion Seconded: Robert Holt

LPC Vote: 8-0

Motion Carried

LEGISLATIVE PROPOSAL #8

3.3 Enrollment Cap for Virtual Virginia (Proposed Amendment to Existing Legislative Position)

Virginia's school divisions continue to face drastic budget cuts at both the state and local levels and are faced with the possibility of eliminating classes, ~~especially Advanced Placement (AP) courses.~~ including Advanced Placement (AP) courses, dual enrollment, and other similar courses.

Technology and online courses such as Virtual Virginia can provide a cost-saving alternative for school divisions. Virtual Virginia (state-run online course offerings) has an overall cap on the number of students in the Commonwealth that can enroll in its online courses at no cost to localities. In addition, there are caps on the number of students that each school division may enroll in each course at no cost to the division. Once the state cap is reached, school divisions must pay for additional students to enroll in courses. The enrollment cap in Virtual Virginia should be increased from its present capacity to accommodate more students to participate, including advanced courses in a cost-effective manner, ~~that may not be offered in school divisions without qualified staffing.~~

Rationale: This legislative budget priority needs to be revised to raise the free enrollment cap that will provide additional flexibility to divisions wishing to alleviate staffing issues by using the state's Virtual Virginia program while expanding opportunities for students.

Motion to Approve Proposed Amendments to Existing Legislative Position 3.3 with

Committee Amendment: Greg Smith

Motion Seconded: Elizabeth Hutchins

LPC Vote: 8-0

Motion Carried



Behavioral and Mental Health Supports for Students:

Subject: Year-Two Outcome Evaluation

Item Number: 12F

Section: Information

Date: October 28, 2025

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

Prepared by: Allison M. Bock, Ph.D., Evaluation Specialist

Noel G. Williams, Ph.D., 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., Evaluation Specialist

Noel G. Williams, Ph.D., Evaluation Specialist

Recommendation:

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

Background Summary:

The outcome evaluation in 2024-2025 focused on the Behavior Intervention Support Team (BIST) professional learning and strategies, Communities in Schools (CIS), and the Behavior and Social Emotional (BASE) Program. The BIST initiative was available at five elementary schools in 2024-2025 and provided professional learning and strategies for teachers with the goal of supporting students in developing skills to reduce disruptive behavior. The CIS initiative was available at ten schools across school levels in 2024-2025 and is led by CIS school coordinators who leverage community partnerships to work towards meeting both schoolwide and individual student goals. The BASE Program is a one-time intervention at Windsor Oaks for general education elementary students with challenging behaviors and is based on a referral process. The program primarily serves students in kindergarten to grade three, and the goal of the program is to teach students coping strategies, problem-solving skills, and social skills needed for school and behavior management.

Based on School Board Policy 6-26, the School Board approves the Program Evaluation Schedule each year. The School Board approved the 2023-2024 Program Evaluation Schedule on September 13, 2023, in which selected behavioral and mental health supports for students were recommended for an implementation evaluation. The year-one implementation evaluation was conducted during 2023-2024, and the recommendation to conduct an outcome evaluation of BIST, CIS, and BASE during 2024-2025 was approved on November 26, 2024. The year-two outcome evaluation focused on progress toward meeting program goals. In addition, the evaluation provided information about program components for each initiative, stakeholders' perceptions, and cost to the school division. Recommendations were also included based on the results of the evaluation.

Source:

School Board Policy 6-26

School Board Minutes September 13, 2023

School Board Minutes November 26, 2024

Budget Impact:

No budgetary implications.



Behavioral and Mental Health Supports for Students: *Year-Two Outcome Evaluation*

October 2025

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



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

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Introduction

Background

Mental and physical health are equally important components of overall health.¹ As defined by the Centers for Disease Control and Prevention (CDC), mental health includes emotional, psychological, and social well-being. It affects how individuals think, feel, and act. It helps determine how individuals handle stress, relate to others, and make healthy choices. The importance of mental health exists at all stages of life from childhood and adolescence through adulthood.² In 2021, the US Department of Education published a document as a resource on social, emotional, and behavioral supports and other mental health services for children and students. According to the document, schools prioritize the three interrelated components of mental health: social (how individuals relate to others), behavior (how individuals act), and emotion (how individuals feel) to promote overall well-being.³ Aligning with federal recommendations, the Virginia Department of Education (VDOE) created the Office of Behavioral Health and Wellness in January 2024 aimed at helping schools address the rise in mental health and behavioral challenges facing Virginia students postpandemic.⁴ Even prior to the pandemic, Virginia Beach City Public Schools (VBCPS) made student well-being a focus in the school division's strategic framework, *Compass to 2025*, with a goal to support the physical and mental health of all students and to strengthen the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible. Working towards that goal, VBCPS created and expanded several initiatives aimed to support students' behavioral and mental health. The new strategic framework, *Compass to 2030*, continues to prioritize student well-being, resilience, and responsibility in Goal 2. Several strategies were identified for VBCPS that work towards this goal including integrating instructional practices that support students to learn about, practice, and develop social-emotional skills; using the division's Integrated Systems of Support to identify and address the diverse academic, behavioral, and social-emotional needs of students and developing a user-friendly resource outlining the supports available; and promoting mental health awareness and implementing procedures to systematically address identified mental health needs by connecting students and their families with appropriate support.

Mental health can change over time and is influenced by many factors. For example, in 2019, the COVID-19 pandemic resulted in drastic changes to the daily life and activities of students. Through the National Alliance on Mental Illness organization, a poll of approximately 1,000 parents was conducted in November 2021, which found 44 percent of parents indicated they were very or somewhat concerned about their child's mental health.⁵ In 2021, the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry, and Children's Hospital Association declared a national state of emergency for child and adolescent mental health.⁶ Since that time, these organizations have continued to emphasize that the youth mental health crisis remains ongoing. In regards to behavior, a survey conducted by the Institute of Education Sciences in May 2022 showed 83 percent of educators surveyed agreed the pandemic negatively impacted the behavioral development of students.⁷ This survey also showed 56 percent of survey respondents indicated classroom disruptions from student misconduct have increased (influenced by the pandemic), and 48 percent indicated rowdiness outside of the classroom (e.g., hallways, lunchroom) and student acts of disrespect have increased. In addition, students appeared less engaged in school with chronic absenteeism increasing (e.g., missing 10% or more of the school year). According to an analysis of national attendance data, approximately 28 percent of the student population was chronically absent in 2022, which was a substantial increase from the prepandemic rate of 15 percent in 2019.⁸

VBCPS was not immune to these mental health and behavioral challenges for students. Similar to nationwide data, the percentage of VBCPS students who were chronically absent increased since the pandemic from 9.4 percent of students who were chronically absent in 2018-2019 to 17.4 percent in 2022-2023.⁹ Behavior concerns for students in VBCPS also appeared to increase. Compared to a prepandemic year, there was an increase in the percent of students receiving a discipline referral at least once (from 16% in 2018-2019 to 18%

in 2022-2023) and suspended at least once (from 9% in 2018-2019 to 11% in 2022-2023).¹⁰ The severity of behaviors also increased as evidenced by an increase in disciplinary hearings, which are held for more severe incidents (i.e., long-term suspension or expulsion requests). There was an increase in disciplinary hearings from 765 during the 2017-2018 school year to 1,505 during the 2022-2023 school year.¹¹

Within this context, VBCPS ensured multiple supports were in place to address students' needs. VBCPS offers behavioral and mental health supports to all students throughout the division. For example, all schools have school counselors who provide services to students on personal and social development, and schools have access to behavior intervention specialists who work with teachers and school staff, as well as students and parents, to address student behavior.¹² Additionally, schools use the Multi-Tiered Systems of Support (MTSS) framework as a decision-making tool to provide students with tiered support in the areas of behavior, academics, social-emotional learning, and mental health. Within this framework, each school also uses the Student Response Team process where staff collaborate and use data to make decisions regarding students in need of additional support.¹³ Care Solace is another service offered at no cost to all students, staff, and families that helps facilitate locating providers and scheduling mental health appointments with community-based providers. VBCPS also provides a list of mental health resources on the [VBSchools website](#).

Along with supports available through the school counseling program and the behavior intervention specialists, VBCPS developed or expanded six initiatives in 2023-2024 that offered additional supports to staff, students, and parents to address students' mental health and behavior challenges: Responsive Practices, Behavior Intervention Support Team (BIST) Professional Learning and Strategies, Communities in Schools (CIS), Behavior and Social Emotional (BASE) Program, Rapid Response, and Bridge Program. These six behavioral and mental health supports were the focus of an implementation evaluation during the 2023-2024 school year. The program evaluation was presented to the School Board November 12, 2024, and recommendations were approved November 26, 2024. Due to a shift in focus areas at schools implementing Responsive Practices in 2024-2025, that initiative was not continued in its current format and therefore, data collection was not continued in 2025-2026. In addition, one of the recommendations from the 2023-2024 evaluation was to continue to maximize the opportunities for students to participate in Wellness Up as part of the Bridge Program. According to the executive director of the Office of Student Support Services, due to budgetary restrictions, VBCPS elected to maximize the outreach of the Bridge Program by expanding it to include highly recommended elementary students to maximize early intervention benefits at elementary school. According to the executive director of the Office of Student Support Services, including highly recommended elementary students in the Bridge Program has had a significantly positive impact, therefore, the plan is to continue with this approach in the 2025-2026 school year. In addition, the Office of Student Support Services will continue to seek opportunities to conduct Wellness Up with secondary students throughout the 2025-2026 school year.

In VBCPS, behavioral and mental health supports generally operate within a tiered system. Tier 1 support includes providing support for all students within a classroom or school and includes strategies such as making connections with students and establishing consistent and predictable routines. Tier 2 support generally provides targeted intervention support in a small group format for students who, based on data, are not responding to Tier 1 supports. Tier 3 support generally includes intensive interventions for students with chronic or intense social, emotional, or behavioral needs. Tier 3 support provides intensive and individualized support.¹⁴ Students likely have needs that are met by supports within and across all tiers, and supports are layered. For example, a student who receives Tier 3 support should also have access to Tier 1 and 2 supports.^{15,16}

The focus of the current outcome evaluation is on the following three initiatives: BIST professional learning and strategies, Communities in Schools (CIS), and the BASE Program. The BIST initiative is available at five select elementary schools only and provides support to students at these schools at multiple tiers. The BIST initiative provides professional learning and strategies to teachers with the goal of supporting students in developing

skills that will reduce disruptive behavior. The Communities in Schools initiative is available at ten select schools across all three school levels and provides support to students at multiple tiers. Communities in Schools is led by CIS school coordinators who leverage community partnerships to work towards meeting both schoolwide and individual student goals. The BASE Program is accessible to elementary school students based on a referral process and provides support to students who participate at the Tier 3 level. It is a one-time intervention at Windsor Oaks for general education students with challenging behaviors. The goal of the program is to teach students coping strategies, problem-solving skills, and social skills needed for school and behavior management.

Purpose of Program Evaluation

Because the selected behavioral and mental health supports for students were primarily new or expanded initiatives and operated with local resources, evaluation of Behavioral and Mental Health Supports for Students was required for at least two years by School Board Policy 6-26. The year-one evaluation of Behavioral and Mental Health Supports during 2023-2024 focused on each initiative's purpose, target audience and participants, program components, goal areas, perceptions of the initiative, and cost to the school division. Additionally, the evaluation included data related to staff members' familiarity with the initiatives and general perceptions of behavioral and mental health supports for students.

The recommendations from the year-one implementation evaluation were approved by the School Board on November 26, 2024 and focused on publicizing the Behavioral and Mental Health supports more widely across the division to all school staff members along with the types of needs the initiatives address; improving the process for providing parents with information and resources about Behavior Intervention Support Team practices as implementation continued in selected schools during the 2024-2025 school year; prioritizing the identification of behavioral supports that can successfully be implemented after students transition from the BASE program back to their home school; and continuing to maximize the opportunities for students to participate in Wellness Up as part of the Bridge Program. The final approved recommendation was to conduct the outcome evaluation in 2024-2025 focused on progress toward meeting program goals for three initiatives where outcome data monitoring was feasible: Behavior Intervention Support Professional Learning and Strategies, Communities in Schools, and the BASE program. In addition, the current evaluation continues to provide information about the implementation of each of these initiatives and reports any actions taken related to the recommendations from the 2023-2024 evaluation. This year-two outcome evaluation provides the School Board, Superintendent, and central office staff overseeing the initiatives with information about implementation with an added focus on the initiatives' effectiveness and progress toward the outcome goals.

Program Goals and Objectives

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

- student behavior and discipline
- social and emotional learning skills
- absenteeism
- empowering teachers to address student needs and manage the classroom learning experience

While the focus of this evaluation is on the behavioral and mental health supports for students, the Office of Research and Evaluation acknowledges the growing field of research focused on the interplay between mental health including behavior and academic outcomes. When students are experiencing mental health challenges, it can interfere with their ability to pay attention in class and participate in a meaningful way.¹⁷ Mental health challenges can negatively impact a student's problem-solving ability, standardized achievement test scores, and end-of-course grades.¹⁸ As previously mentioned, behavior is a component of mental health, and research has also shown that behavioral challenges hinder students' academic achievement. For example, externalizing behaviors, such as defiance or aggression, were related to lower GPA and fewer years of schooling completed.¹⁹ In addition, students who exhibit externalizing behavior experience negative long-term impacts on their academic performance.²⁰ Further, students in classrooms with higher rates of disruptive behavior may also experience lost instructional time or reduced engagement, which may lower achievement for all students.²¹

Furthermore, if mental health and behavioral challenges are not addressed, there is an increased potential for students to drop out of school.²² While not supporting students' mental health can have negative academic outcomes, the inverse is also possible; supporting students' mental health and behavior has positive academic outcomes. For example, early detection of mental health concerns leads to improved academic achievement and reduced disruptions at school.²³ Outside of a student's home, schools are the most likely place where mental health concerns will be detected.²⁴ Students spend a substantial amount of their day at school providing the opportunity to identify when help may be needed and to connect students and families with supports to help meet their needs.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions. Quantitative data were gathered through closed-ended survey questions and from the VBCPS data warehouse. Qualitative data were collected through interviews with program managers, document reviews, observations during site visits, and open-ended survey questions. Open-ended survey questions were analyzed using a Constant Comparative Method (CCM) based on grounded theory. CCM uses a systematic approach for coding that allows for patterns and themes to emerge through multiple coding iterations.²⁵

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

- Interviewed central office staff who oversee implementation of each initiative to gather information related to implementation and outcome goal areas. Staff were from the departments of Teaching and Learning and School Leadership, as well as the office of Student Support Services.
- Reviewed programmatic documents to gather implementation-related information.
- Conducted site visits at schools during the 2023-2024 and 2024-2025 school years to observe implementation of applicable initiatives (i.e., BASE Program and BIST).
- Administered surveys to teachers and teacher assistants, administrators, other instructional staff, student support staff, and other staff who were potentially involved in the behavioral and mental health supports for students, such as nurses and security personnel.
- Administered survey items to parents of students who participated in applicable initiatives (i.e., BASE Program, BIST, Communities in Schools).
- Obtained information regarding the students participating in the initiatives, which depending on the program, included either student demographic information or the total number of students participating in the program along with summary information.

- Collected data from the VBCPS data warehouse related to student demographic characteristics and discipline and referral information (i.e., BASE Program).
- Collected K-3 data from the VBCPS data warehouse related to student demographic characteristics and discipline and referral information to create a comparison group for analysis to investigate the effectiveness of the BASE Program.
- Collected school-specific data from the VBCPS data warehouse related to schoolwide goal areas, such as discipline referral and suspension information, attendance, and parent survey data (i.e., BIST, Communities in Schools).
- Collected school-specific information related to goal areas and implementation-related information from central office staff who oversee the initiatives (i.e., Behavior Intervention Support Team, Communities in Schools).
- Gathered divisionwide information from the educational data specialist regarding the number of suicide risk assessments conducted.
- Gathered divisionwide attendance data from the School Quality Profile information on the Virginia Department of Education website.
- Gathered divisionwide discipline referral and suspension data from the VBCPS data warehouse.
- Gathered cost data from the departments of Teaching and Learning, School Leadership, and Human Resources, as well as the office of Transportation and Fleet Management.

Within the Communities in Schools Memorandum of Understanding (MOU) with VBCPS, it was the expectation that “students and parents have the right to expect that all volunteers and CIS staff will keep information about them confidential.” Therefore, no student-identifiable information was collected for students who participated in the CIS initiative. For this program, only summary data were collected from program staff regarding students who participated, and survey efforts ensured confidentiality was maintained.

Document Data Collection

To gather implementation-related information, documentation was collected and reviewed for relevant information from each initiative. Documentation included: MOUs or Service Agreements, handbooks or playbooks, program or organization-specific websites, and additional programmatic information created or provided by staff (e.g., data monitoring files). Data from the September 30 enrollment file was also reviewed.

Surveys

Staff Surveys

The Office of Research and Evaluation invited teachers and teacher assistants, administrators, other instructional staff (e.g., reading specialists, instructional technology specialists), student support staff (e.g., psychologists, school counselors, student support specialists), and other related staff who could have been involved in the initiatives (e.g., nurses, security personnel) to complete a survey regarding their perceptions of the behavioral and mental health supports for students. Staff received an email invitation with a link to participate in the online survey in March 2025. Of the staff invited to complete the survey, 31 percent of staff responded to the first substantive item following the initial demographic items (i.e., position and school level). Approximated response rates by staff group and overall number of respondents are shown in Table 1.²⁶ Response rates by staff group ranged from 25 percent for other related staff to 45 percent for student support staff.

Table 1: Staff Survey Response Rates by Staff Group

Group	Overall Number of Invitations Sent	Overall Number of Respondents	Overall Response Rate
Teachers and Teacher Assistants	5,224	1,556	30%
Administrators	264	116	44%
Other Instructional Staff	741	240	32%
Student Support Staff	383	174	45%
Other Related Staff	445	112	25%
All Staff	7,057	2,198	31%

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

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

Group	Elementary	Middle	High	Total
Teachers and Teacher Assistants	655	362	550	1,556
Administrators	59	23	36	116
Other Instructional Staff	157	34	52	240
Student Support Staff	88	46	60	174
Other Related Staff	54	30	30	112
All Staff	1,013	495	728	2,198

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

On the survey, staff were asked to indicate which of the five behavioral and mental health supports they were familiar with in the school division.²⁷ Familiarity was defined on the survey as ranging from hearing or knowing about an initiative to being actively involved in implementing the initiative. Due to some initiatives being available to students or staff at certain school levels, only the initiatives that were relevant to the staff member's selected school level(s) were shown as options to choose from in the survey. In addition, some initiatives only operated at select schools (i.e., BIST, Communities in Schools), whereas the other initiatives were available to students throughout the division at the specified school level (i.e., BASE Program, Rapid Response, Bridge Program). For the initiatives that only operated at select schools, these school names were listed on the survey within the descriptions of the initiatives; therefore, staff could determine whether they worked at a school where these initiatives were operating.

If staff indicated they were familiar with an initiative, they received additional questions about their level of involvement with the initiative and their perceptions of the initiative. Within survey sections about initiatives that operated at select schools only, staff were asked to indicate whether they worked at one of the schools where the initiative was operating. After answering initiative-specific questions, staff were directed to questions about general behavioral and mental health supports at their school. If staff indicated they were not familiar with any of the initiatives that are the focus of this evaluation, they were directed to the general questions about behavioral and mental health supports at their school.

Parent Surveys

In April 2025, parents of students who participated in the BASE Program during the 2024-2025 school year as of April 2025 received an email invitation to participate in the survey about the BASE Program. The overall response rate for parents of students who participated in the BASE Program was 22 percent (see Table 3).

For the Communities in Schools initiative, to align with the MOU and preserve confidentiality to the greatest extent possible, parents of all students at any of the ten schools implementing the initiative were invited to participate in the survey. The response rate for parents of students at the schools implementing Communities in Schools was 3 percent (see Table 3). A total of 34 parents who responded to the survey indicated their child worked directly with a Communities in Schools site coordinator. With a total of 552 students working with a CIS coordinator throughout the 2024-2025 school year, approximately 6 percent of parents whose child worked with a CIS coordinator responded to the survey.

For the BIST initiative, parents of students at any of the five schools implementing the initiative were provided one survey item related to BIST concepts on the 2025 VBCPS Annual Spring Survey. Parents received an email invitation with a link to participate in the VBCPS Annual Spring survey in April 2025. Of the parents at the five schools implementing the initiative who were invited to complete the survey, 5 percent of parents responded to the BIST-related item (see Table 3).

Table 3: Parent Survey Response Rates by Initiative

Initiative	Overall Number of Invitations Sent	Overall Number of Respondents	Overall Response Rate
BASE Program	37	8	22%
BIST	2,775	144	5.2%
Communities in Schools	8,732	304	3.5%

For all stakeholders, survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages).

Interviews

Central office staff who oversee the three behavioral and mental health supports for students were invited to participate in meetings regarding the initiatives in February and March 2025. Separate interviews were held for each initiative, and outcome goals and analysis plans were reviewed and discussed. In addition, updated information about implementation of each of the initiatives was gathered and discussed throughout 2024-2025. Central office staff were from the departments of Teaching and Learning and School Leadership, as well as the office of Student Support Services.

Site Visits

During the first year of the evaluation in 2023-2024, the Office of Research and Evaluation program evaluators conducted site visits at selected schools between March and May 2024 to observe the BIST and BASE initiatives. In addition, during March 2025, site visits were conducted at the remaining schools implementing the BIST initiative that were not visited during the first year of the evaluation. The purpose of these visits was to enable program evaluators to see the programs in operation to provide context for reviewing other documentation and data.

Student Information From Data Warehouse

Quantitative data collected from the VBCPS data warehouse varied by program. For the BIST and Communities in Schools initiatives, data were gathered at the school level. For the BIST initiative, schoolwide discipline data were gathered for the five schools implementing the initiative, such as referral and suspension rates. For Communities in Schools, schoolwide data focused on the school-identified goal areas for the ten schools implementing the initiative, which included attendance and discipline data for 2024-2025. In addition, several schools had a goal related to family engagement; therefore, parent agreement percentages for survey items

from the 2025 VBCPS Annual Spring Survey that focused on parent awareness of events and satisfaction of events were gathered.

For BASE, data were collected at the individual student level. A comparison group analysis was conducted to compare discipline outcomes for students enrolled in the BASE program to K-3 students who had similar discipline patterns.

Evaluation Questions

Evaluation questions were created by the program evaluators after discussions with the central office implementation teams for the three initiatives during the first year of the evaluation. These evaluation questions were used for each of the three initiatives included in this outcome evaluation report.

The evaluation report has three primary sections noted below along with applicable evaluation questions.

1. Familiarity with Behavioral and Mental Health Supports for Students

- To what extent were staff aware of the divisionwide behavioral and mental health supports for students?

2. Selected Behavioral and Mental Health Support for Students

- What was the purpose and overview of the initiative, including the initiative location, implementation history, and oversight of the initiative?
- Who was the target audience and/or participants for the initiative?
- What were the components of the initiative, including how the initiative operates, professional learning related to the initiative, and family engagement efforts?
- What were the initiative's goals and objectives and what results were available related to the goals and objectives?
- What were the general perceptions of the initiative, including areas of strengths and challenges?
- What were the costs to the school division for the initiative?

3. Overall Perceptions and Divisionwide Trends in Student Behavioral and Mental Health

- What were the perceptions of staff regarding supports for student behavior and mental health available in the school division more generally?
- What are the divisionwide trends in data related to student behavioral and mental health before and after the initiatives were developed or expanded?

Evaluation Results and Discussion

Familiarity with Behavioral and Mental Health Supports for Students

This section of the evaluation report discusses a recommendation from the year-one evaluation which was to publicize the behavioral and mental health supports more widely across the division to all staff members. This was based on data from 2023-2024 that showed overall, 43 percent of elementary school staff indicated they were familiar with the BASE Program, while 28 percent were familiar with the Rapid Response Program. A lower percentage of secondary staff indicated they were familiar with the Bridge Program (16%). It is important that staff throughout the division have awareness of various initiatives to ensure that students are provided these supports when needed.

According to the executive director of student support services, actions taken regarding the recommendation during 2024-2025 included providing various professional development opportunities. Professional development opportunities included: Mental Health Crisis Protocols professional development, which helped

staff understand the signs of a mental health crisis and outlined the steps to follow; Youth Mental Health First Aid (YMHFA), which was expanded to nine sessions throughout the year and provided staff information about supporting students experiencing mental health challenges or crises; Applied Suicide Intervention Skills Training (ASIST), which was adjusted to a “train the trainer” model that allowed for 15 sessions during the school year and provided staff with life-saving intervention skills; and various sessions related to mental health offered at the Summer Leadership and Department of Teaching and Learning conferences with the goal of ensuring leaders and staff were well-informed and equipped to handle mental health challenges. In addition, the Mental Health Task Force (MHTF) continued to meet regularly to review data and evaluate the effectiveness of current mental health initiatives; discussed available resources for students, families, and staff; and monitored the progress of work teams. The Mental Health Task Force is an ongoing dedicated group of professionals working to enhance the VBCPS mental health support systems. According to the executive director of student support services, additional steps included continued promotion of mental health awareness and resources through participation in various divisionwide events. There were also various family connections and outreach opportunities, including a Family Connection Webinar. This webinar was presented by school psychologists and answered the question “What is mental health?” as well as described typical mental health fluctuations and mental illness, and offered advice on promoting good mental health in children and adolescents. Additionally, a Celebrating Children Event was held in collaboration with GrowSmart to highlight child abuse prevention month, the month of the military child, and mental health awareness month. The Mental Health Task force members also participated in Together through Inclusion, Diversity, and Equity (TIDE) Coalition at every high school by providing students with mental health resources. In addition, each month throughout 2024-2025, the VBCPS newsletter featured a dedicated Mental Health Corner, which offered families a curated selection of resources and expert tips designed to cultivate and support the emotional well-being of children and adolescents. Lastly, in preparation for the 2025-2026 school year, the executive director of student support services created a video available to all new staff during the New Educator Orientation that provided a brief overview of the mental health supports available for students in VBCPS, including the Bridge and Rapid Response programs.

In addition, resources are available for staff regarding various behavioral supports on the VBCPS intranet site. For example, there is a link to a VBCPS Behavior Intervention Services website that provides various tools, guides, resources, and checklists that help teachers support students with behavioral concerns.²⁸ Additionally, Office of Student Support Services staff have provided a list of VBCPS Tiered Resources for social-emotional and behavior support that details various types of supports across all three tiers. The file also includes the division contact person to connect with regarding each support.²⁹

In 2024-2025, staff were asked on the survey to select the divisionwide initiatives that were familiar to them. Familiarity was defined as ranging from hearing or knowing about an initiative to being actively involved in implementing the initiative. Because the BASE and Rapid Response programs were available to students throughout the division at the elementary school level, survey data for elementary school staff were analyzed. Because the Bridge Program was available to students throughout the division at the secondary level, survey data for secondary staff was analyzed. The percentages of elementary school and secondary staff who indicated they were familiar with the three divisionwide initiatives for 2024-2025 are shown in Table 4. Overall, in 2024-2025, 45 percent of elementary school staff indicated they were familiar with the BASE Program, and 31 percent were familiar with Rapid Response. In comparison to 2023-2024, there were slight increases in these percentages (increases of between 2 and 3 percentage points). At the secondary level, in 2024-2025, 19 percent of secondary staff indicated they were familiar with the Bridge Program, which was also a slight increase from 2023-2024 when 16 percent of staff indicated familiarity.

Consistent with results from 2023-2024, when further examining familiarity with the initiatives by staff group, results continued to show most elementary school administrators (88%-90%) and student support staff (70%-85%) indicated they were familiar with the BASE and Rapid Response programs (see Table 4). In

comparison to 2023-2024 survey data, there was a notable increase in the percentage of elementary school administrators who indicated they were familiar with BASE (from 78% in 2023-2024 to 90% in 2024-2025). Although lower percentages of elementary school teachers/teacher assistants (22%-37%), other instructional staff (20%-39%), and other related staff (41%-50%) indicated they were familiar with these elementary school programs, there were improvements for each group regarding familiarity with both programs (increases of between 1 and 10 percentage points). The most notable increases were the percentages of other instructional staff familiar with the BASE program (from 29% to 39%) and other related staff familiar with Rapid Response (from 31% to 41%). Similarly, most student support staff at the secondary level (78%) and more than half of secondary administrators (60%) were familiar with the Bridge program. Again, lower percentages of secondary teachers/teacher assistants (11%), other instructional staff (13%), and other related staff (24%) were familiar with the program, although there were improvements in familiarity for secondary teachers and teacher assistants and other instructional staff. There were increases in familiarity with Bridge for administrators and other instructional staff (increases of 6 percentage points each) and teachers and teacher assistants (2 percentage point increase). It is important to note that completing the referrals for some of the programs is designated to certain staff groups, but it is important for all staff to be aware of the resources available for students through these initiatives because other staff members can play a role in initiating early steps.

Table 4: Percentages of Staff Familiar With Divisionwide Initiatives by Staff Group in 2024-2025

Group	Administrators	Student Support Staff	Teachers and Teacher Assistants	Other Instructional Staff	Other Related Staff	Total Group
Elementary						
BASE Program	90%	85%	37%	39%	50%	45%
Rapid Response	88%	70%	22%	20%	41%	31%
Secondary						
Bridge Program	60%	78%	11%	13%	24%	19%

In 2024-2025, staff were also asked their agreement regarding learning about behavioral and mental health supports for students during the school year. Overall, 70 percent of staff agreed they learned about available behavioral supports and 60 percent agreed they learned about available mental health supports. Higher percentages of elementary school staff agreed they learned about these resources, while lower percentages of middle school staff agreed (see Table 5).

Table 5: Staff Perceptions of Learning About Behavioral and Mental Health Supports for Students

Survey Items	Elementary	Middle	High	Total
I have learned about behavioral supports available for students this year.	76%	64%	66%	70%
I have learned about mental health supports available for students this year.	62%	57%	61%	60%

Comparisons by position showed higher percentages of administrators (90%-92%) and student support staff (87%-88%) agreed they learned about available behavioral and mental health supports during 2024-2025. In addition, 70 percent of other instructional staff agreed they learned about behavioral supports, while 67 percent of teachers and teacher assistants and 63 percent of other related staff agreed (see Table 6). Regarding mental health supports, 66 percent of other related staff agreed they learned about mental health supports this year, while lower percentages of teachers and teacher assistants (54%) and other instructional staff (57%) agreed.

Table 6: Staff Perceptions of Learning About Behavioral and Mental Health Supports for Students by Position

Survey Items	Administrators	Student Support Staff	Teachers and Teacher Assistants	Other Instructional Staff	Other Related Staff
I have learned about behavioral supports available for students this year.	92%	87%	67%	70%	63%
I have learned about mental health supports available for students this year.	90%	88%	54%	57%	66%

In summary, relatively high percentages of student support staff at all school levels (70%-85%) and elementary school administrators (88%-90%) were familiar with the divisionwide behavioral and mental health supports initiatives at their respective levels. Although notably lower percentages of teachers at all levels (11%-37%) and secondary administrators (60%) indicated they were familiar with initiatives, there were improvements in familiarity for these staff groups during 2024-2025 (increases of between 1 and 6 percentage points). As previously noted, the new strategic framework, *Compass to 2030*, prioritizes student well-being, resilience, and responsibility in Goal 2. The division will continue to work toward this recommendation area regarding familiarity with these initiatives through the strategic planning strategies created for this goal, which include integrating instructional practices that support students to learn about, practice, and develop social-emotional skills; using the division's Integrated Systems of Support to identify and address the diverse academic, behavioral, and social-emotional needs of students and developing a user-friendly resource outlining the supports available; and promoting mental health awareness and implementing procedures to systematically address identified mental health needs by connecting students and their families with appropriate support.

Selected Behavioral and Mental Health Supports for Students

This section of the evaluation report focused on three behavioral and mental health supports for students that were part of this outcome evaluation including BIST professional learning and strategies, Communities in Schools, and BASE. For each initiative, information is provided about the initiative's purpose, target audience and participants, program components, progress toward outcome goal areas, perceptions of the initiative, and cost to the school division.

Behavior Intervention Support Team Professional Learning and Strategies

Purpose and Overview

The Behavior Intervention Support Team Professional Learning and Strategies in VBCPS provides staff with professional learning and strategies that are grounded in the concepts of Behavior Intervention Support Team (BIST). BIST was created by the Cornerstones of Care organization and is based on the idea that students' challenging or disruptive behaviors are rooted in traumatic experiences.³⁰ According to the Cornerstones of Care BIST website, BIST empowers educators to partner with students to develop emotional awareness and positive coping skills, which includes holding students accountable for their actions and teaching them skills.³¹ As part of BIST, students can learn replacement or missing skills to reduce disruptive behaviors. The BIST initiative offers a continuum of intervention strategies for teachers to use, which include a safe seat in the students' classroom, a seat in a buddy room, and the focus room, which is a room separate from the students' classroom. VBCPS began piloting the BIST initiative by providing professional learning to staff at five elementary schools during the 2023-2024 school year: Diamond Springs, Newtown, Parkway, Thalia, and Bettie F. Williams. These schools were selected by Department of School Leadership (DOSL) staff after reviewing academic and behavioral data and discussion with the school principals.³² The purpose of adopting the BIST initiative in VBCPS schools was to reduce the number of negative behaviors that impact instruction and

academic performance, as well as provide an additional layer of support for the schools implementing the initiative.³³ During 2023-2024, the primary focus of the initiative was professional learning for staff. The implementation during the first year was flexible, and building principals determined the level and timelines of professional learning their staff participated in and concepts of BIST that would be implemented at their schools. During 2024-2025, schools continued to progress with implementation by offering additional professional learning opportunities for staff and staff across the schools using more BIST-related concepts with students. In 2024-2025, when administrators were surveyed about the extent to which their staff participated in BIST-related professional learning, all administrators who responded to the item (N=5) estimated that most of their teachers and staff (between 76% to 100%) participated in BIST-related professional learning. In addition, when administrators were surveyed about the extent to which their staff were implementing various aspects of the initiative, four administrators estimated most of their teachers and staff (between 76% to 100%) were actively using BIST strategies with students, while one administrator estimated the majority of their teachers and staff but not all (between 51% to 75%) were actively using BIST strategies with students. Therefore, schools were continuing to show progress with implementation of BIST during 2024-2025.

The BIST initiative in VBCPS is primarily overseen by staff in DOSL with support from the Department of Teaching and Learning, including the Office of Student Support Services. The coordinator of behavior intervention, who works in the Office of Student Support Services, provides oversight of the behavior intervention specialists (BISs) who work at the five elementary schools implementing BIST (along with other schools across the division). Together, the coordinator and BISs at these schools internally monitor aspects of BIST being implemented across the five schools. The BISs also work closely with the building administrators to lead the BIST implementation at each individual school. In planning for the 2023-2024 school year, the school principals could select staff to be part of their school's Vision Team, which included school staff members who led the implementation of the BIST initiative at the schools in addition to the BIS. According to data monitored internally by the coordinator of behavior intervention and BISs, all five schools implementing the BIST initiative established a Vision Team as of June 2025, which was an improvement from the previous year in which 60 percent of schools had a Vision Team as of June 2024. While VBCPS has historically had BIS positions, one additional position was established exclusively for the BIST initiative by converting existing allocations for a behavior intervention support team teacher assistant (BIST TA). With guidance and assistance from the BIS, the BIST TAs oversaw the focus room, which is a room separate from the classroom where students can go to practice replacement skills, calm down, prepare an apology, or create a plan to make better choices.³⁴ During 2024-2025, all five schools employed a BIST TA to assist with implementation, and all schools provided training and oversight of the BIST TA according to data monitored internally by the coordinator of behavior intervention and BISs.

Target Audience/Participants

The participants of the BIST initiative during 2024-2025 were the teachers and staff at the following elementary schools: Diamond Springs, Newtown, Parkway, Thalia, and Williams. Professional learning opportunities were offered to teachers and staff prior to and during the 2023-2024 and 2024-2025 school years, although building principals could determine the professional learning opportunities in which their staff participated. In addition, all five schools had a BIST TA who worked exclusively to implement the BIST initiative. As noted, these BIST TAs oversaw the focus room within each school and were classified as general assistants. According to DOSL staff, a stipend was created for the BIST TA position as an incentive received at the end of the school year due to potential difficulties of the job related to the extensive training and working with students with disruptive behavior. According to data monitored internally by the coordinator of behavior intervention and BISs, four of the five BIST TAs (80%) employed during 2023-2024 returned for the 2024-2025 school year. In addition, four of the five BIST TAs (80%) employed during 2024-2025 were expected to return for the 2025-2026 school year.

The various supports provided through the BIST initiative were also available to students at these schools at multiple tiers, including Tiers 1, 2, and 3. Therefore, during the 2024-2025 school year, all students throughout the five schools could have participated in the Tier 1 aspects of this initiative, which were common language and class/morning meetings. Students at these schools who needed additional support for behavior could have been provided supports at the Tier 2 and 3 levels. These supports included several options for intervention strategies to help reduce disruptive behaviors and teach students replacement skills (i.e., safe seat, buddy room, focus room, processing, and behavior/think sheets). Schools monitored data related to the use of the focus room, which is considered a Tier 3 support.

According to the coordinator of behavior intervention, across the five schools during the 2024-2025 school year, students were referred to the focus room an average of 28 to 141 times per month per school, with a combined monthly total of about 464 referrals across the five schools. This represents a slight increase compared with 2023-2024, when the combined monthly total was about 435 referrals across all schools. While the overall total increased, at least one school may have continued to show a relatively low average number of referrals (with schools ranging from 37 to 133 referrals per month in 2023-2024), indicating that the change may not have been uniform across all schools.

Survey Respondents

On the Behavioral and Mental Health Supports for Students survey, a total of 398 staff members indicated they were familiar with the Behavior Intervention Support Team professional learning and strategies initiative. There were 109 respondents who indicated they worked at one of the five schools implementing the BIST initiative. This was an increase in the number of survey respondents from 2023-2024 when 67 respondents indicated they were familiar with BIST and worked at one of the five schools implementing the initiative. The remaining respondents indicated they worked at schools that were not implementing this specific initiative and were excluded from further analyses for this section of the report.

Of the 109 respondents in 2024-2025, 106 staff members (97%) indicated they were involved with the initiative to some extent, which included participation in professional learning, using the common language aspects of BIST, implementing a component of BIST (e.g., safe seat), or having a student who participated in a component of BIST (see Table 7). Only three staff members at the schools (3%) implementing BIST indicated they were aware of the initiative but had limited involvement (i.e., did not indicate being involved in any of these ways). When surveyed about how they were involved with BIST, 87 percent of staff indicated they participated in professional learning, 83 percent used the common language rooted in BIST, 80 percent implemented a component of BIST, and 71 percent had a student who participated in a BIST component (see Table 7). Overall, in comparison to survey data from 2023-2024, there were increases in the percentages of staff who indicated they were involved with BIST in each of these ways with notable increases in staff who implemented a component of BIST (from 60% to 80%) and had a student who participated in a BIST component (from 57% to 71%). This data further suggests that schools continued to make progress with implementing more components of BIST. The perceptions of the 106 staff members who indicated they were involved to some extent were included in this section of the evaluation report.

Table 7: Type of BIST Involvement Reported by Staff

Types of Involvement	2023-2024	2024-2025
Some involvement	93%	97%
Participated in professional learning	79%	87%
Used common language	82%	83%
Implemented a component of BIST	60%	80%
Had a student who participated in a BIST component	57%	71%
Limited involvement only	7%	3%

More than half of the 106 respondents involved in the BIST initiative were classroom teachers or teacher assistants (61%), whereas 19 percent were other instructional staff, and 11 percent were student support staff. Lower percentages of staff members indicated they were administrators (5%) or in another related position (4%).

To gather parent perceptions related to the BIST initiative, parents of students at any of the five schools implementing the initiative were provided one item related to BIST concepts on the 2025 VBCPS Annual Spring Survey. The response rate for parents of students at the schools implementing BIST who responded to the BIST-related item on the survey was 5 percent.

Initiative Components

Professional Learning and Support

Prior to the 2023-2024 school year, VBCPS prepared for the implementation of the BIST initiative by central office staff and school administrators visiting Kansas City to meet with Cornerstones of Care consultants and observe operations of BIST in schools. Throughout the spring and summer of 2023, to prepare school staff for implementation, multiple professional learning sessions were offered to the school principals and school staff at the five BIST schools (see Table 8 for a review of professional learning and support offered). Ongoing professional learning opportunities and support were provided to school staff throughout the 2023-2024 school year.

In preparation for the 2024-2025 school year, BIST Basics I, BIST Basics II, and Vision Team trainings were completed by Cornerstones of Care staff across three days at the end of June 2024 for staff at the schools implementing this initiative. A total of 43 participants attended the BIST Basics I training on the first day, 40 participants attended the BIST Basics II training on the second day, and 54 participants attended the BIST Vision Team training on the third day. Similar to previous years, in January 2025, 12 staff members attended the 2025 annual in-person Vision Team conference with the Cornerstones of Care organization in Kansas City. In addition, at four points throughout the year (September, December, February, and April), the BIST Cornerstones of Care consultant visited the five schools and delivered professional development throughout the day, with one school being visited per day. When staff were surveyed about resources and support, 87 percent of staff involved with BIST agreed the BIST or Cornerstones of Care staff provided them with helpful resources and support for implementation.

Similar to the previous summers, in preparation for the 2025-2026 school year, BIST-related trainings were provided in June 2025 by Cornerstones of Care over a three-day period for staff at the schools implementing the initiative. There was a total of 189 participants who took part in this training.

In addition, according to the coordinator of behavior intervention, the BISs at four of the five schools implementing this initiative also provided ongoing professional learning opportunities to school staff regarding BIST-related topics throughout the 2023-2024 and 2024-2025 school years; however, the extent and content of these professional learning sessions varied by school.

Table 8: Behavior Intervention Support Team Professional Learning Opportunities

Professional Learning and Support	Target Audience
Meeting with Cornerstones of Care Consultant (March 2023)	Select administrative staff members
Two principal professional learning sessions (Spring and Summer 2023)	Building principals
5-day virtual professional learning session (July 2023)	Teachers and other staff depending on school (optional session)
BIST Basics I training (August 2023)	Teachers and other staff depending on school
Additional training time specific to team (August 2023)	Administrators/Vision team
Additional training time specific to position (August 2023)	BIST TAs (in charge of focus room)
BIST Overview (August 2023)	Other teacher assistants
BIST Basics II training (October 2023)	Teachers and other staff depending on school
BIST Basics III training (March 2024)	Teachers and other staff depending on school
Vision Team Conference (January 2024)	Administrators/Vision teams
Ongoing BIST-related professional learning from BISs	Teachers and other staff depending on school
Ongoing professional learning and support from BISs	BIST TAs (in charge of focus room)
Cornerstones of Care assistance during PLC meetings	School staff
BIST Basics I training (June 2024)	Teachers and other staff depending on school
BIST Basics II training (June 2024)	Teachers and other staff depending on school
Vision Team Training (June 2024)	Administrators/Vision team
Site Visits with Consultant (September 2024)	Teachers and other staff depending on school
Site Visits with Consultant (December 2024)	Teachers and other staff depending on school
Vision Team Conference (January 2025)	Administrators/Vision teams
Site Visits with Consultant (February 2025)	Teachers and other staff depending on school
Site Visits with Consultant (April 2025)	Teachers and other staff depending on school
BIST Basics I training (June 2025)	Teachers and other staff depending on school
BIST Basics II training (June 2025)	Teachers and other staff depending on school
Vision Team Training (June 2025)	Administrators/Vision team

When staff were surveyed about the effectiveness of the BIST professional learning they were offered, 81 percent of staff agreed the BIST professional learning provided them the necessary knowledge and tools to manage student behavior, which increased from 72 percent the previous year (see Table 9). In addition, 86 percent of staff involved with BIST agreed the BIST professional learning and strategies helped empower them with the language, systems, and structures to help support students with behavior concerns, which also increased from the previous year when 75 percent agreed with a similar item focused specifically on professional learning.

Table 9: Staff Perceptions of BIST Professional Learning

Survey Items	2023-2024	2024-2025
The BIST professional learning provided me the necessary knowledge and tools to manage student behavior.	72%	81%
The BIST professional learning and strategies helped empower me with the language, systems, and structures to help support students with behavior concerns.*	75%	86%

Note: *In 2023-2024, this item was phrased: The BIST professional learning helped empower me with the language, systems, and structures to help support students with behavior concerns.

To assist school staff with monitoring the implementation of various aspects of BIST, the coordinator of behavior intervention and BISs created a BIST reflection tool. The BIST reflection tool is a high-level tool that

lists various objectives related to BIST. Example objectives include providing professional learning, acquiring materials, awareness and use of common language and expectations, and using various components of BIST with fidelity. Staff can use this tool to gauge their level of implementation of each objective on a scale of “Level 1” (Not Implemented) to “Level 3” (Implemented). In addition, the Cornerstones of Care organization provided central office staff overseeing the initiative with a BIST implementation guide. The BIST implementation guide is a more detailed tool that allows staff to assess themselves on a scale of “Successful” to “Concern” for various aspects of BIST. The implementation guide covers various aspects of BIST within the following areas: philosophical, training and staff buy-in, logistics, data collection, prevention, Vision Team, and parent information. During the 2024-2025 school year, school staff had the option to use these implementation monitoring tools to guide their implementation, although they were not required.

Tier 1 Schoolwide BIST Model

According to the Cornerstones of Care BIST website, BIST involves the following: intervening early and consistently with all students (early intervention – the “when”), using specific, caring language of partnering when intervening (caring confrontation – the “how”), identifying a missing skill and partnering with the students to develop the skill (protective plan – the “what”), and maintaining a relationship and providing restrictions when needed (outlasting the acting out).³⁵ An important aspect of the early intervention component is the expectation that students will only receive one verbal redirection per activity and teachers should take action to intervene if the behavior continues. During caring confrontation, staff are expected to intervene for any disruptive or hurtful behavior with specific, common language, including “I see... (referencing the disruptive behavior),” “Can you... (referencing the desired behavior),” “Even though... (referencing the student’s feeling).”³⁶

The BIST concepts also involve specific goals for life, which are goals students are helped to obtain “so they may have the life they want and deserve.”³⁷ Goals for life are rooted in the following three beliefs: “I can make good choices, even if I am mad; I can be okay, even if others are not okay; and I can do something, even if I don’t want to (or even if it’s hard).”³⁸ Further, within BIST, it is believed that students who are disruptive and have chronic behavior issues are missing skills related to these three goal areas and that these skills can be taught. The three skills that BIST views as potentially missing include “I can’t be mad without getting in trouble,” “I can’t be okay if others are not okay,” and “I can’t do something if I don’t want to.”³⁹ The BIST handbook offers suggestions for adults when working with students who are missing each of these types of skills. BIST also indicates that for students’ behavior to change, they must be met with grace, which includes adults accepting students as well as students accepting responsibility for their actions. When staff were surveyed about understanding the purpose of the BIST initiative at their school, 95 percent of staff who were involved agreed they understood the purpose.

One part of BIST is that staff should use specific language when interacting with students. This specific language is referred to as “common language” and should be used by staff with all students throughout the schools. Common language can include the language used during caring confrontation (i.e., “I see... [referencing the disruptive behavior],” “Can you... [referencing the desired behavior],” “Even though... [referencing the student’s feeling]”). In addition, common language includes the goals for life (e.g., “students can make good choices even if they are mad.”) and the missing skills (e.g., “students can’t be mad without getting in trouble.”). The Cornerstones of Care organization provides language reference cards for staff, which were purchased by VBCPS for staff at schools implementing this initiative. These language reference cards can be used to remind staff of the specific language to use. According to data monitored internally by the coordinator of behavior intervention and BISs, four of the five schools (80%) provided the BIST language reference cards to staff as of June 2025. The remaining school opted for creating language reference cards that adapted the language to be more developmentally appropriate to their students. Of the four schools that provided staff with the BIST language reference cards, two schools

used the reference cards consistently building wide and two schools had staff who used the reference cards although not consistently. When staff involved in the implementation of BIST were surveyed about the extent to which common language helped improve student behavior at their school, 84 percent of staff who responded to the item indicated it helped improve student behavior to a large or moderate extent. In comparison to 2023-2024, there was an increase of 19 percentage points in the percentage of staff who indicated common language helped improve student behavior to a large or moderate extent (from 65% to 84%).

Another component of BIST that could be implemented with all students throughout the school was class/morning meetings. Class/morning meetings are meetings facilitated by the teacher to help students solve problems, plan events, and maintain a positive classroom community. According to data monitored internally by the coordinator of behavior intervention and BISs, as of June 2025, four of the five schools (80%) created lessons related to BIST that were being used in morning meetings, which was an increase from the previous year when two of the five schools (40%) had created BIST-related lessons for morning meetings. When staff involved in the implementation of BIST were surveyed about the extent to which class/morning meetings helped improve student behavior at their school, 82 percent of staff who responded indicated it helped improve student behavior to a large or moderate extent (see Table 10). In comparison to 2023-2024, there was an increase of 9 percentage points in the percentage of staff who indicated class/morning meetings helped improve student behavior to a large or moderate extent (from 73% to 82%).

Table 10: Staff Perceptions of Common Language and Class/Morning Meetings Improving Student Behavior

Please indicate the extent to which each of the following BIST tools has helped improve student behavior if they were used:	Large Extent	Moderate Extent	Small Extent	Not At All
Common language	34%	50%	13%	3%
Class/morning meeting	45%	37%	14%	3%

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

Tiers 2 and 3 Individual Student Support

As noted, BIST is based on the idea that students can learn replacement or missing skills to reduce disruptive behaviors. To help teachers intervene, BIST offers suggestions for a continuum of intervention strategies. These strategies are designed to increase teaching time for all students, facilitate lifelong change in skill sets for students with challenging behaviors, decrease disruptive behavior, and provide relief for adults working directly with students. BIST intervention strategies include a safe seat in the students’ classroom, a seat in a buddy room, and the focus room, which is a room separate from the students’ classroom. All five schools implemented the focus room and the safe seat during 2024-2025. In addition, four of the five schools (80%) implemented the buddy room throughout the school during 2024-2025. This was an increase from the previous year when only one school implemented the buddy room. When staff involved in the initiative were surveyed, overall 93 percent of staff agreed they understood the students who could benefit from the various BIST supports (e.g., safe seat, focus room), which was a slight decrease from 95 percent agreement in 2023-2024 but still high. According to the chief academic officer, school staff continued to follow the Student Code of Conduct, and students were referred to the office as appropriate based on VBCPS discipline guidelines.

As part of the intervention strategies, when students engage in disruptive behavior, teachers encourage students to engage in processing, which are questions the teacher asks the student so they can be held accountable and take ownership for their behavior, practice their replacement skills, and create a plan for better choices. When staff were surveyed about the extent to which processing helped improve student behavior at their school, 78 percent of staff who responded indicated it helped to a large or moderate extent. In comparison to 2023-2024, there was an increase of 13 percentage points in the percentage of staff who

indicated processing helped improve student behavior to a large or moderate extent (from 66% to 78%). Teachers could also use target behavior or think sheets at any point when working with students. These sheets were intended for the student to visualize their goals and problem solve or help them to take ownership of the behavior they engaged in and create a plan for success. When staff were surveyed about the extent to which behavior/think sheets helped improve student behavior at their school, 64 percent of staff who responded indicated it helped to a large or moderate extent (see Table 11). In comparison to 2023-2024, there was an increase of 6 percentage points in the percentage of staff who indicated behavior/think sheets helped improve student behavior to a large or moderate extent (from 58% to 64%).

Table 11: Staff Perceptions of Processing and Behavior/Think Sheets Improving Student Behavior

Please indicate the extent to which each of the following BIST tools has helped improve student behavior if they were used:	Large Extent	Moderate Extent	Small Extent	Not At All
Processing	40%	39%	14%	8%
Behavior/Think Sheet	26%	38%	23%	14%

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

When a student begins to exhibit repeated disruptive behaviors, the first intervention strategy is the safe seat, which is a desk or seat within the classroom. The safe seat is still within the student’s classroom to allow for the student to continue to participate in instruction but is intended to be away from other students to help the student regroup, process with the teacher, then rejoin the class. During site observations, school staff discussed that it was the expectation that students would not move from the safe seat before processing the incident with the teacher. According to data monitored internally by the coordinator of behavior intervention and BISs, all five schools implemented the safe seat as of June 2025. In addition, of those who implemented the safe seat, all schools established a process for using the safe seat, which was an increase from the previous year when four of the five schools had established this process. When staff were surveyed about the extent to which the safe seats helped improve student behavior at their school, 72 percent of staff who responded indicated it helped to a large or moderate extent. In comparison to 2023-2024, there was a decrease of 2 percentage points in the percentage of staff who indicated the safe seat helped improve student behavior to a large or moderate extent (from 74% to 72%).

According to the BIST continuum of intervention strategies, if students continue to have difficulty with disruptive behaviors when in the safe seat, they may be asked to move to a buddy room, which is a safe seat in another classroom. The buddy room is also intended to help a student regroup, complete a think sheet, and process with an adult in the new classroom so they may return to their classroom safe seat. According to data monitored internally by the coordinator of behavior intervention and BISs, four of the five schools implemented the buddy room as of June 2025, while the remaining school had limited implementation and was working on a process for using the buddy room. This was an increase from the previous year when only one school implemented the buddy room. During site observations, school staff discussed that if they implemented a buddy room, they paired classrooms in advance to be buddy classrooms. When staff were surveyed about the extent to which buddy rooms helped improve student behavior at their school, 60 percent of staff who responded indicated it helped to a large or moderate extent. In comparison to 2023-2024, there was an increase of 8 percentage points in the percentage of staff who indicated the buddy room helped improve student behavior to a large or moderate extent (from 52% to 60%).

If students continue to have difficulty with disruptive behavior when in the buddy room or safe seat (for schools that have not implemented the buddy room), then students may be asked to move to the focus room. The focus room is a room that is separate from the classroom where students can go to practice replacement skills, calm down, prepare an apology, or create a plan to make better choices. This room was staffed by the school’s BIST TA with support from the BIS and building administrators. When students were

asked to go to the focus room, they were escorted from their classroom to the focus room by an administrator, security guard, or the BIST TA. While in the focus room, BIST TAs worked with the students to calm down and process the incident. During the site visits, BIST TAs showed several examples of worksheets that were used for students to process and reflect on their missing skill. After the BIST TA determined that the student was ready to return to the classroom, it was the expectation that the student would continue back through the continuum of intervention strategies starting with the buddy room, then safe seat, then regular seat, depending on implementation. It is also important to note that the students were expected to process the incident with their teacher or staff member who referred them to the focus room prior to returning to their regular seat. Additionally, during the site visits, staff at all schools stressed that the focus room was not presented in a negative way, but that students should view it as a tool they could use while they were learning the missing skills. Some staff expressed the importance of this being a shift in mindset from discussing minor disruptions in a negative, punitive way. Staff also noted it was important to communicate with parents that the focus room was not intended to be punitive but an opportunity to learn and practice replacement skills.

According to data monitored internally by the coordinator of behavior intervention and BISs, during the 2024-2025 school year, all five schools physically set up the focus room and were actively using it. In addition, all five schools established a system to collect focus room data. The data collected from the focus room included the student’s information (e.g., name, grade level, teacher) and current types of support the student was receiving (e.g., 504 plan, special education committee, behavior intervention plan), as well as information about what brought them to the focus room (e.g., time of day, the general reason for visit), the skill(s) the student was missing, and whether a think sheet and processing with staff occurred. Throughout the year, BIST TAs collected data through Google sheets. Collecting the data electronically allowed BISs, BIST TAs, and administrators to more easily summarize and monitor the focus room data. During the site visits, school staff discussed the benefit of analyzing which grade levels or teachers were utilizing the focus room to determine patterns, as well as buy-in throughout the school. When staff were surveyed about the extent to which focus rooms helped improve student behavior at their school, 81 percent of staff who responded indicated it helped to a large or moderate extent (see Table 12). In comparison to 2023-2024, there was an increase of 4 percentage points in the percentage of staff who indicated the focus room helped improve student behavior to a large or moderate extent (from 77% to 81%).

Table 12: Staff Perceptions of Safe Seats, Buddy Rooms, and Focus Rooms Improving Student Behavior

Please indicate the extent to which each of the following BIST tools has helped improve student behavior if they were used:	Large Extent	Moderate Extent	Small Extent	Not At All
Safe Seat	42%	29%	19%	9%
Buddy Room	30%	30%	24%	16%
Focus Room	49%	31%	12%	8%

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

One additional aspect of BIST is skill-based coaching or success plans, which may be used if a student is continuing to have difficulty with behavior. According to the Cornerstones of Care BIST handbook, if a student has moved within the continuum of intervention strategies three to five times within a month, they should be considered for a success plan. These success plans involve explicitly listing the skills that are missing for the students and a subsequent plan. According to one school principal implementing success plans, the students with these success plans took part in regular skill-based coaching with an administrator, teacher, or other staff member. According to the Cornerstones of Care BIST handbook, skill-based coaching involves daily adult check ins to practice replacement skills, assess emotions, focus on what it means to have a successful day, and formulate solutions to problems. In 2024-2025, when staff were surveyed about the extent to which skill-based coaching and/or success plans helped improve student behavior at their school, 71 percent of staff

who responded indicated it helped to a large or moderate extent, while 17 percent of staff indicated it helped to a small extent, and 12 percent indicated it did not help at all.

In 2024-2025, staff were also surveyed about which BIST strategies were most useful for helping students improve their self-regulation skills. Staff were provided a list of eight BIST strategies from which they could select; however, there was no limit to the number of strategies they could select. Overall, 94 percent of staff indicated at least one strategy was the most helpful strategy to help students improve their self-regulation skills, while 6 percent of staff indicated none of the strategies were the most helpful strategy. There was some variability in which strategy was selected. As shown in Table 13, the most frequently selected strategies were common language (64%), the safe seat (56%), and the focus room (53%). Lower percentages of staff indicated the following strategies were most useful in improving students' self-regulation skills: processing (41%), class/morning meetings (36%), skill-based coaching and/or success plans (31%), the buddy room (28%), and behavior/think sheets (24%).

Table 13: Staff Selected Most Helpful Strategies to Help Students Improve Self-Regulation Skills

Survey Items	Percent Selected
At least one strategy selected	94%
Common language	64%
Safe seat	56%
Focus room	53%
Processing	41%
Class/morning meeting	36%
Skill-based coaching and/or success plans	31%
Buddy room	28%
Behavior/think sheet	24%
None of the above	6%

Family Engagement

Regarding parent and family engagement, the Cornerstones of Care organization provides general information on their website about BIST concepts and practices as well as recommendations for parents, including the idea that predictability, consistency, communication, and parental support are essential for success. On the website, there is an example of a situation parents might experience when schools implement components of BIST, which is that students may return home with a think sheet. The website provides suggestions for parents moving forward when this occurs, including talking with their child about the incident, talking about the plan, reviewing the goal the child is working on, practicing the behavior, and discussing the plan with the teacher. In addition, there are suggestions to not be angry, punish or take away items, or feel guilty. Through the website, Cornerstones of Care also provides a free three-session virtual learning series about BIST practices for parents twice throughout the year. According to central office staff, these sessions have been leveraged by one school in the past, but based on other reports, these sessions may not currently be leveraged consistently across the five schools implementing the initiative.

One recommendation from the 2023-2024 evaluation focused on improving the process for providing parents with information and resources about Behavior Intervention Support Team practices as implementation continued. In 2023-2024, during site visits, staff implementing the initiative described variability across the schools in the information provided to parents. In addition, in 2023-2024, when staff were surveyed about parents' understanding, overall, 32 percent of staff agreed parents/guardians understood the school's approach to implementing supports and strategies to help students change unproductive behaviors. According to the director of elementary schools, actions taken regarding this recommendation during 2024-2025

included all schools offering a BIST Parent Night with the assistance of the BIST Cornerstones of Care consultant. These events included providing parents with information about the BIST process and philosophy. According to the director of elementary schools, one school hosted the BIST parent night in September, while the remaining schools hosted the BIST parent night in April.⁴⁰ The number of parents attending the events ranged from 20 to 40 parents. On the 2024-2025 survey, all administrators (N=5) who responded to the survey indicated their school provided information and resources to families to build their understanding of BIST support and strategies. This was an increase from the previous year when three of the four administrators who responded to the survey item indicated they did. In addition, in 2024-2025, when administrators were provided the opportunity to describe the information and resources provided to families, of the four administrators who commented, all reported they had a BIST parent night. Other comments from administrators included having discussions with parents about BIST during open house, including BIST-related information in the parent newsletter, and providing parents with a BIST parenting book and BIST parent talk cards.

In 2024-2025, when all staff involved with the initiative were surveyed, 56 percent agreed parents/guardians understood the school's approach to implementing supports and strategies to help students change unproductive behaviors, which was an increase from 32 percent the previous year. Although agreement remained relatively low regarding this item, 78 percent of staff also agreed parents were provided information and resources about BIST practices and strategies at their school. Further, although not directly referencing the BIST initiative, when parents of children at BIST schools were surveyed about understanding the approach their child's school used to help students make good behavior choices, 92 percent of parents who responded to the survey item agreed. Although this agreement was high, this was relatively similar to the agreement of parents at other non-BIST elementary schools who responded to this item (91% agreement).

Initiative Goals

According to an interview with central office staff overseeing the BIST initiative, goals of the BIST initiative were to reduce negative student behaviors and empower teachers. In addition, according to the Cornerstones of Care BIST website, goals of BIST are to increase teaching time for all students, decrease disruptive behavior in the classroom and at home, facilitate lifelong change in skill sets for even the most challenging students, and provide relief for adults who are working directly with youth. To assess the impact of BIST on these goal areas identified by Cornerstones of Care, staff were provided survey items related to BIST impacting these areas. In addition, schoolwide discipline data were examined before and after beginning the implementation of BIST for the five schools.

Survey Data

When staff were provided survey items related to these BIST goal areas (see Table 14), 60 percent of staff involved with the initiative agreed BIST strategies allowed them to increase teaching time for all students and 70 percent agreed BIST strategies allowed them to decrease disruptive behavior in the classroom or other school setting. In addition, 73 percent of staff agreed the BIST strategies allowed them to help students develop missing skills. More generally, 83 percent of staff agreed the BIST initiative provided them with strategies they can use to intervene before behavior escalates, and 88 percent agreed the BIST initiative provided a way to help teachers by offering an option to help support students with behavior concerns.

Table 14: Staff Perceptions of BIST Strategies

Survey Items	Agreement
BIST strategies have allowed me to increase teaching time for all students.	60%
BIST strategies have allowed me to decrease disruptive behavior in the classroom or other school setting.	70%
BIST strategies have allowed me to help students develop missing skills (e.g., make good choices even if they are mad, be okay even if others are not okay).	73%
The BIST initiative has provided me with strategies I can use to intervene before behavior escalates.	83%
The BIST initiative has provided a way to help teachers by offering an option to help support students with behavior concerns.	88%

Note: These survey items were new in 2024-2025.

Schoolwide Discipline Data

To further investigate the impact of BIST on students' disruptive behavior in the classroom, schoolwide discipline data trends for the five BIST schools were examined the year before beginning the initiative (2022-2023) to the most recent school year (2024-2025), which was the second year of implementing the initiative. Schoolwide discipline data included the percentages of students with disciplinary referrals and percentages of students with disciplinary suspensions. Changes in discipline data at the elementary school division level over this time period were also examined, which served as a reference group. In addition, analyses focused on students in kindergarten through fifth grade due to schools potentially varying in how they incorporated students at the prekindergarten grade level in the BIST initiative. Additional analyses were run for specific types of behavior leading to the referrals or suspensions, such as aggression, interfering with the educational setting, and noncompliance, as well as the severity of the infractions, such as referrals resulting in an in-school suspension or out-of-school suspension. However, these analyses did not provide additional insights beyond the overall referral and suspension data presented below. In addition, due to adjustments in divisionwide policies related to cell phone usage during this timeframe, which may have led to increases in referrals, all cell phone policy violations were excluded from the analyses.

To provide a high-level overview of the impact of BIST for the five BIST schools, results are first presented as aggregated data across the five schools along with the division for reference. Second, more detailed analyses focused on change over time for the five individual schools. To ensure individual schools were not identifiable, results were reported in two ways: the range and average change over time across the five schools as well as how many of the five schools showed larger improvement than the division on each measure. These analyses indicated whether schools implementing BIST were improving discipline outcomes at a faster rate than the division overall. It is important to note that decreases in the percentages of students referred and suspended reflected improvements.

The discipline data aggregated across the five BIST schools is shown in figures 1 through 2 along with the overall elementary school division data as reference. Although not surprising given these schools were selected for the BIST initiative in part based on a review of behavioral data, there were higher percentages of students with disciplinary referrals and percentages of students with disciplinary suspensions compared to the division. As shown in figures 1 and 2, from 2022-2023 to 2024-2025 overall, BIST schools had decreases in the percentage of students referred at least once (decrease of 1.8 percentage points) and the percentage of students suspended at least once (decrease of 2.1 percentage points). Comparisons to the division level showed a notably larger decrease for BIST schools than at the division level regarding the percentage of students who were referred at least once (decrease of 1.8 versus 0.2 percentage points) (see Figure 1). There was also a notably larger decrease in the percentage of students who were suspended at least once at the BIST schools compared to the division (decrease of 2.1 versus 0.7 percentage points) (see Figure 2).

Figure 1: Percentage of Students Referred At Least Once at BIST Schools From 2022-2023 to 2024-2025 With Division Reference

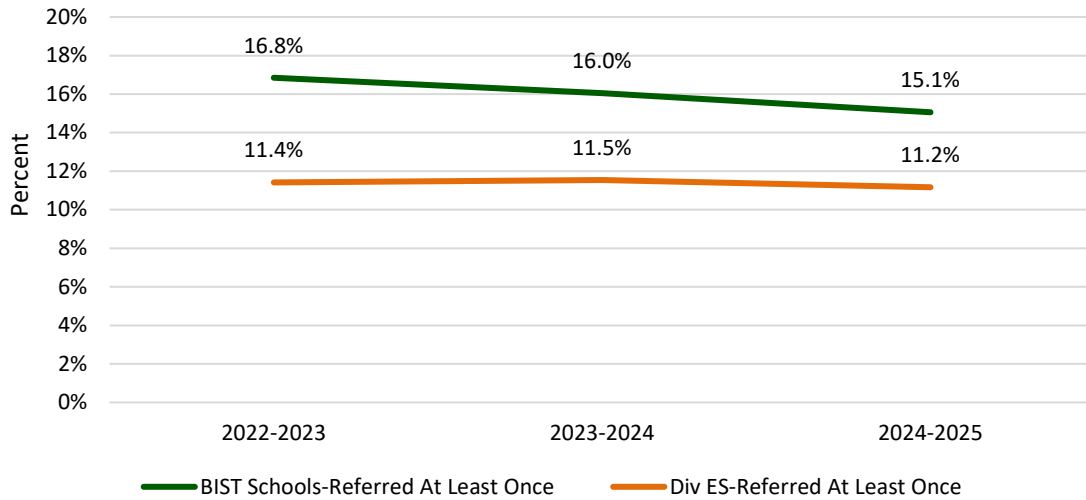
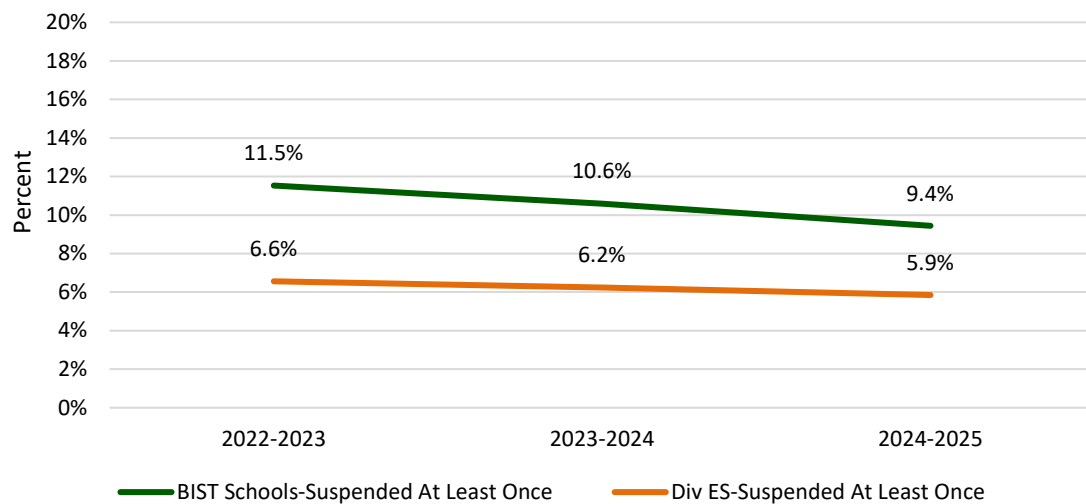


Figure 2: Percentage of Students Suspended At Least Once at BIST Schools From 2022-2023 to 2024-2025 With Division Reference



Beyond looking at the overall referral and suspension rates, data regarding the frequency with which students received disciplinary actions were also analyzed (e.g., students with one referral or suspension as well as students with multiple referrals or suspensions). The additional discipline data aggregated across the five BIST schools is shown in figures 3 through 6 along with the overall elementary school division data as reference.

As shown in figures 3 and 4, from 2022-2023 to 2024-2025 overall, BIST schools had a slight decrease in the percentage of students referred once (decrease of 0.3 percentage points) and a larger decrease in the percentage of students referred multiple times (decrease of 1.5 percentage points). The decrease in the percentage of students referred once was larger the first year of implementation (from 2022-2023 to 2023-2024), while the decrease in the percentage of students referred multiple times was larger the second year of implementation (from 2023-2024 to 2024-2025). Comparisons to the division level showed a slightly larger decrease for BIST schools than at the division level regarding the percentage of

students who were referred once (decrease of 0.3 versus 0.1 percentage points) (see Figure 3). There was a more notable difference in the percentage of students who were referred multiple times at the BIST schools compared to the division (decrease of 1.5 versus 0.2 percentage points) (see Figure 4).

Figure 3: Percentage of Students Referred Once at BIST Schools From 2022-2023 to 2024-2025 With Division Reference

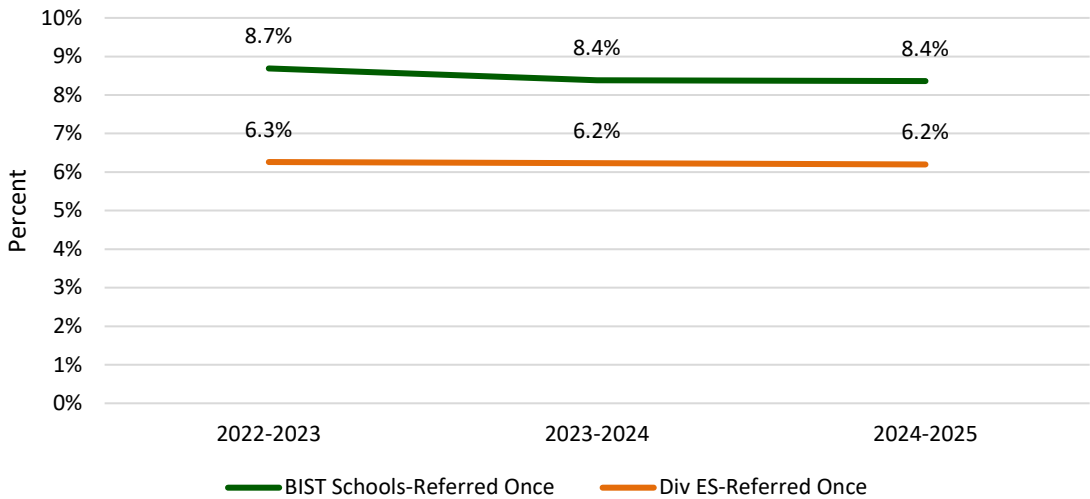
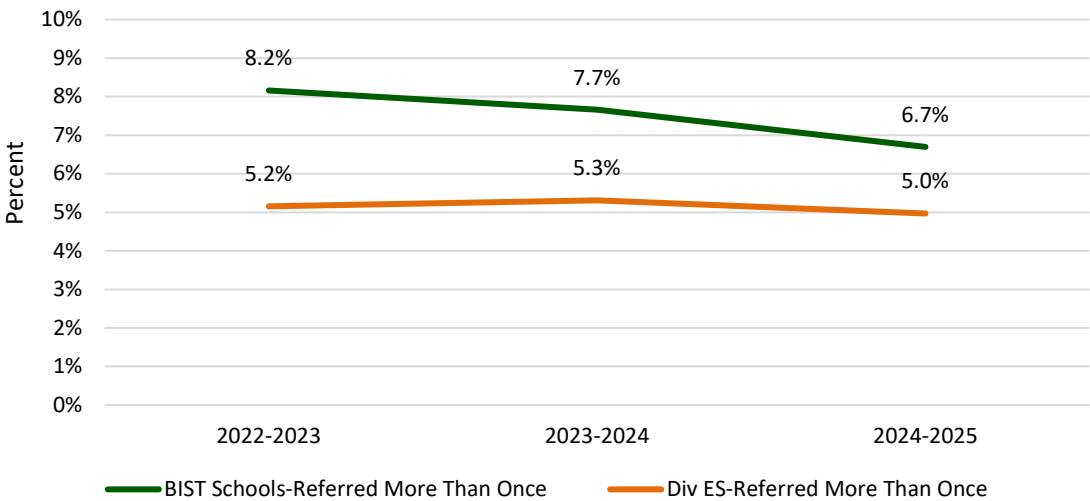


Figure 4: Percentage of Students Referred Multiple Times at BIST Schools From 2022-2023 to 2024-2025 with Division Reference



The aggregated suspension data across the five schools is shown in figures 5 and 6 along with the overall elementary school division data as reference. From 2022-2023 to 2024-2025 overall, BIST schools had decreases in the percentage of students suspended once (decrease of 0.7 percentage points) and the percentage of students suspended multiple times (decrease of 1.4 percentage points). Similar to the referral data, the decrease in the percentage of students suspended once was larger the first year of implementation (from 2022-2023 to 2023-2024), while the decrease in the percentage of students suspended multiple times was larger the second year of implementation (from 2023-2024 to 2024-2025). In addition, comparisons to the division level showed a slightly larger decrease for BIST schools than at the division level regarding the percentage of students who were suspended once (decrease of 0.7 versus 0.3 percentage points)

(see Figure 5), while there was a more notable decrease in the percentage of students who were suspended multiple times at the BIST schools compared to the division (decrease of 1.4 versus 0.3 percentage points) (see Figure 6).

Figure 5: Percentage of Students Suspended Once at BIST Schools From 2022-2023 to 2024-2025 With Division Reference

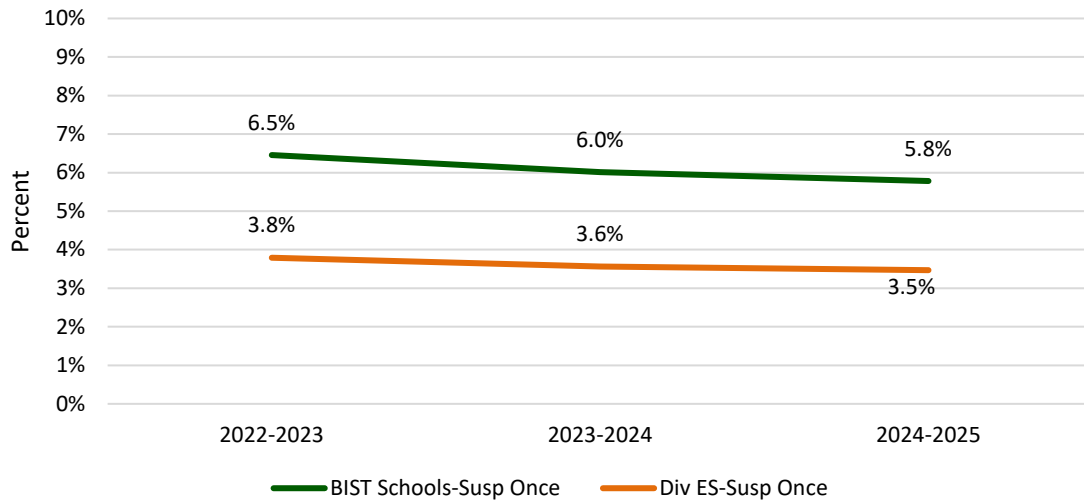
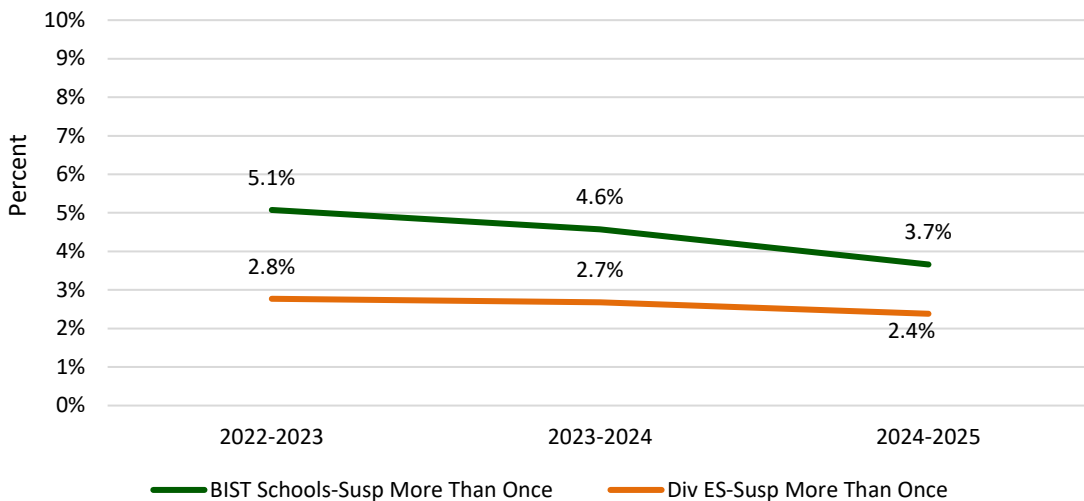


Figure 6: Percentage of Students Suspended Multiple Times at BIST Schools From 2022-2023 to 2024-2025 With Division Reference



While the above analyses focused on the impact on BIST schools overall, aggregates may obscure individual school progress. More detailed analyses provided below show a different lens with additional information about the initiative's effectiveness at the individual school level. These more detailed analyses examined the change over time for the five individual schools. Data were analyzed to determine whether each school showed changes in the percentage of students with at least one referral or at least one suspension, which includes all students who had any disciplinary action. In addition, information about students with one referral or suspension as well as multiple referrals and suspensions were analyzed. It is important to note that all

schools that had improvements (i.e., decreases) in their discipline data exceeded any changes that were found at the elementary school division level.⁴¹

As shown in Table 15, overall, three of the five schools showed improvements from 2022-2023 to 2024-2025 in the percentage of students with at least one referral, while four of the five schools showed improvements in the percentage of students with at least one suspension (with average decreases of approximately 2.2 and 2.3, respectively). Three of the five schools showed improvements from 2022-2023 to 2024-2025 in the percentages of students with one referral and the percentage of students with one suspension, with average decreases of 0.4 and 0.8 percentage points, respectively. Four of the five schools also reduced the percentages of students with more than one referral and more than one suspension, with average decreases of 1.6 and 1.7 percentage points, respectively. Notably, one school had a decrease of 5 percentage points in their students with more than one referral, while another school had a decrease of 4.2 percentage points in their students with more than one suspension. Similar to data presented above, overall data regarding the impact of BIST on the discipline data was stronger for measures of repeat offenses. Across all five measures, one school did not show evidence of improvement and instead experienced increases in the percentages of students with discipline infractions. According to the implementation data provided by the coordinator of behavior intervention and BISTs, this school was at an earlier stage of implementation than the other schools, and information received from school leadership staff indicated that in some cases when the initiative is in early stages, discipline data can increase as a result of holding students accountable.

Table 15: Number of BIST Schools Showing Improvements on Various Behavior Measures

Measure	# of Schools with Improvements from 2022-2023 to 2024-2025	Schools Change Range (Average)
Referral rates		
Percentage of students with at least one referral	3 of 5	-7.8 to 4.5 (-2.2)
Percentage of students with one referral	3 of 5	-2.8 to 1.5 (-0.4)
Percentage of students with multiple referrals	4 of 5	-5.0 to 3.0 (-1.7)
Suspension rates		
Percentage of students with at least one suspension	4 of 5	-5.8 to 4.1 (-2.3)
Percentage of students with one suspension	3 of 5	-2.8 to 1.6 (-0.8)
Percentage of students with multiple suspensions	4 of 5	-4.2 to 2.5 (-1.6)

Note: Decreases in the percentages of students referred and suspended reflect improvements.

In summary, across the five BIST schools, discipline data from 2022-2023 to 2024-2025 showed the initiative appeared to have the largest impact on students with more than one discipline offense. Four of the five schools showed decreases in the percentages of students with more than one referral and more than one suspension (average decreases of 1.6 to 1.7 percentage points). All decreases were larger than elementary school division-level changes. However, progress was less consistent for discipline data regarding students with a single referral or single suspension with three of the five schools seeing decreases in these percentages and the decreases were smaller on average (average decreases of 0.4 to 0.8 percentage points). In addition, one school saw increases in data for the five measures, although this school was at an earlier stage of implementation. According to school leadership staff, discipline data may worsen upon initial implementation due to the emphasis on student accountability with the BIST initiative, which may be an explanation for these results. Together, the data suggests that BIST has begun to show some evidence of impact on behavior, specifically for reducing repeated disruptive behavior.

General Perceptions

To gather general perceptions of the BIST initiative, staff at BIST schools were surveyed about their satisfaction with the initiative. Overall, 75 percent of staff involved with the BIST initiative indicated they were satisfied. In addition, through open-ended survey items, school-based staff who were involved with the BIST initiative at the five schools had the opportunity to provide comments regarding what worked well and what could make it more beneficial. Overall, 66 staff members made a comment related to what worked well, which was 61 percent of staff who responded to the BIST portion of the survey and were involved at one of the schools operating the initiative. Themes from staff regarding what worked well included using common, consistent language (i.e., a Tier 1 BIST strategy); having specific intervention strategies (i.e., focus room, safe seat, buddy room); and the benefits of processing for student reflection. A couple staff members added the caveat in their comments that these strategies are beneficial with consistent implementation throughout a school. Overall, 64 staff members commented about improvement areas, which was 59 percent of staff who responded to the BIST portion of the survey and were involved at one of the schools operating the initiative. The primary themes from staff regarding improvement areas focused on greater accountability for student behavior, which is aligned with BIST's general philosophy of student accountability. In addition, staff commented on lack of consistency, implementation fidelity, or buy-in from teachers throughout the school; and lack of parent information, involvement, and accountability.

Cost

The cost for implementation of the BIST initiative during 2024-2025 was collected from the departments of Teaching and Learning, Human Resources, and School Leadership. Any costs incurred by and paid by the schools implementing the initiative with school allocations that would have been spent even if the initiative had not been in operation were not considered additional expenses and were not included in the analysis. This may have included costs for initiative-related items that were purchased with school funds or the per pupil allocations schools receive.

Costs for the BIST initiative included staffing the BIST TA position. Although the BIST TA positions were converted from existing allocations and the additional staffing allocations were not added to the budget for the initiative, the BIST TA positions exclusively supported the BIST initiative. The total salaries for all BIST TAs overseeing the focus room was \$138,083. In addition, the cost of health insurance per employee was \$9,431 (total of \$47,155) and FICA and fringe benefits totaled \$37,034, which was 26.82% of employee's salary. DOSL also provided a staff stipend for the TAs, which totaled \$7,500. Therefore, the total staffing costs equaled \$229,772 (see Table 16).

According to the 2024-2025 contract with Cornerstones of Care organization, professional learning and support provided by the Cornerstones of Care organization totaled \$58,000 (see Table 16). This included on-site professional learning and training materials to build capacity and implementation of skills offered on site at the five schools during June 24-26, 2024, totaling \$18,000, which was paid during the 2023-2024 fiscal year and included in the 2023-2024 costs below. In addition, implementation support from the consultant was offered for 20 days at BIST schools and took place throughout the year (September, December, February, and April), totaling \$40,000. The registration and travel for the BIST Vision conference in Kansas City in January 2025 totaled approximately \$19,038 for 12 attendees. Title I funding paid for 10 of the 12 attendees, which totaled \$16,300, whereas local funds were used for two attendees, which totaled \$2,738. One final professional learning opportunity provided for staff during June 2025 in preparation for the 2025-2026 school year totaled approximately \$18,000, which was paid during the 2024-2025 fiscal year. Of the professional learning and support costs, \$74,300 were funded by Title I funds.

Overall, the total cost for the BIST initiative was \$306,810. After taking into account the portion of the cost that was funded by Title I grants, the total cost to VBCPS was \$232,510 in 2024-2025. This was relatively similar to the cost during the previous year in 2023-2024.

Table 16: Cost for Behavior Intervention Support Team in 2024-2025

Cost Categories	Costs in 2023-2024	Costs in 2024-2025
Staffing (salary, benefits, stipend)	\$221,868	\$229,772
Professional Learning and Support	\$129,168	\$77,038
Resources or Materials (central office purchases for focus rooms or classrooms)	\$815	N/A
Total Cost	\$351,851	\$306,810
Total ESSER III Grant Funded	\$25,625	N/A
Total Title I Grant Funded	\$103,543	\$74,300
Total Cost to VBCPS	\$222,683	\$232,510

Communities in Schools

Purpose and Overview

Communities in Schools of Virginia is part of a national network delivering integrated student supports to 2 million students throughout the United States.⁴² Founded in 1999, Communities in Schools of Virginia is part of the national Communities in Schools network.⁴³ Within the Communities in Schools of Virginia organization, there are seven affiliate organizations that are localized within communities across Virginia. Virginia Beach is part of the Communities in Schools of Hampton Roads (CIS of HR) affiliate organization. As of the 2024-2025 school year, CIS of HR operates in over 30 schools across 7 cities in Hampton Roads.⁴⁴ The organization began operating in three VBCPS schools during the 2017-2018 school year: Williams Elementary, Bayside 6, and Bayside Middle. The initiative expanded to include three additional schools as of February 2023. During the 2023-2024 school year, the initiative operated in six schools: Newtown Elementary, Williams Elementary, Bayside 6, Bayside Middle, Larkspur Middle, and Bayside High. These schools were selected by DOSL staff after review of academic, attendance, absenteeism, and discipline data and discussion with the school principals.⁴⁵ During the 2024-2025 school year, the CIS initiative was expanded further to four new schools: Diamond Springs Elementary, Point O' View Elementary, Rosemont Elementary, and Green Run High. In addition, there were adjustments to the allocation of some coordinators. In previous years, there was one full-time coordinator allocated to each school operating the initiative. During 2024-2025, there was one full-time CIS coordinator allocated to each of the following six schools: Point O' View Elementary, Rosemont Elementary, Bayside Middle, Larkspur Middle, Bayside High, and Green Run High. There were two coordinators allocated to the remaining four schools (i.e., each coordinator was allocated to two schools): Diamond Springs Elementary and Newtown Elementary, Williams Elementary and Bayside 6. Therefore during 2024-2025, there was a total of eight CIS coordinators across the ten schools. According to the CIS of HR Virginia Beach program director, coordinators who were split across schools adjusted the number of students they supported, but there were no adjustments in the level of support they provided to ensure students received the amount of support based on student and school need.

According to the CIS of HR website, the CIS initiative connects students and families with community resources through a CIS site coordinator.⁴⁶ In addition, the CIS initiative uses a tiered approach to provide various supports to students. The CIS coordinator identifies students who need individualized support, as well as assesses overall resources and supports that are needed throughout the whole school. CIS coordinators then work to address these needs through providing support themselves and partnering with community-based organizations. According to the CIS of Hampton Roads contract with VBCPS, CIS coordinators are responsible for collaborating with school division staff as well as offering annual support planning with school teams. The

primary reason the Communities in Schools initiative was implemented within VBCPS was to leverage the services to help with chronic absenteeism.⁴⁷ However, each school principal may focus on different purposes with the assistance of the CIS site coordinators. When staff were surveyed about their understanding of the purpose of the Communities in Schools initiative, overall, 87 percent of staff familiar with CIS at the CIS schools agreed they understood the purpose, which was an increase from those surveyed in 2023-2024 when 81 percent of staff familiar with the initiative agreed. When focusing exclusively on staff who indicated they had direct involvement in the initiative at the CIS schools, 93 percent of staff agreed they understood the purpose of the initiative, which again improved from 90 percent in 2023-2024.

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

Target Audience/Participants

The CIS initiative supports students at multiple tiers, including Tiers 1, 2, and 3. All students throughout the ten CIS schools (Diamond Springs Elementary, Newtown Elementary, Williams Elementary, Point O' View Elementary, Rosemont Elementary, Bayside 6, Bayside Middle, Larkspur Middle, Bayside High, and Green Run High) had the opportunity to be supported by the Tier 1 aspects of this initiative, which included meeting basic needs and resources or supports related to schoolwide goal areas. According to data provided by CIS, in 2024-2025, across the ten schools, there was a total of 129 events in which CIS provided Tier 1 resources or supports related to their schoolwide goal areas. A total of 5,983 students participated in these 129 events throughout the 2024-2025 school year. In addition, during 2024-2025, there were 22 events in which CIS provided basic needs, supports, or resources to students, which reached a total of 1,557 students overall across all events.

Students at the CIS schools who received individualized support (i.e., were on the CIS site coordinators' caseloads) were provided supports at the Tier 2 and 3 levels, which included meeting in small groups or regular check-ins. According to the CIS of HR Virginia Beach program director, the number of students who were on the CIS coordinators' caseloads throughout the entire 2024-2025 school year ranged from 31 to 66 at the elementary school level, 27 to 71 at the middle school level, and 80 to 98 at the high school level. The coordinators allocated to two schools split the total number of students they supported across the two schools (i.e., worked with half the number of students at one school as schools with a full-time coordinator); therefore, schools with coordinators who were split across two schools in 2024-2025 had a range of 27 to 36 students per school, while schools with coordinators at one school ranged from 44 to 98 students.

Overall, there was a total of 552 students at the ten schools on the caseloads of all eight CIS site coordinators throughout the 2024-2025 school year, which increased from 383 students at the six schools on the caseloads of the six CIS site coordinators schools the previous year.⁴⁸ Students could have been referred to CIS services and have goals in the following areas: academics, attendance, behavior, or social and emotional learning. Students could have had a goal in more than one area during 2024-2025. Data regarding students' goals was available for 538 students. Overall, 52 percent of students (N=280) had a goal in the area of academics, 26 percent of students (N=140) had a goal in the area of attendance, and 24 percent of students (N=127) had a goal in the area of behavior, and less than 1 percent (N=1) had a goal in the area of social and emotional learning.

Survey Respondents

On the Behavioral and Mental Health Supports for Students survey, a total of 591 staff indicated they were familiar with the Communities in Schools initiative. There were 217 respondents who indicated they worked at one of the ten schools currently implementing the CIS initiative during 2024-2025. This was an increase in comparison to 2023-2024 when 96 respondents were familiar with the CIS initiative and indicated they worked at one of the schools implementing the initiative. The remaining respondents indicated they worked at schools that were not implementing this specific initiative and were excluded from these analyses.

Overall, 83 of the 217 staff members (38%) indicated they were involved with the initiative, such as identifying students to receive support through the initiative, collaborating with the CIS coordinator, assisting with a CIS event, or some other kind of involvement. An additional 134 staff members (62%) indicated they had limited involvement with the initiative although they were familiar with the initiative and worked at a school that is currently implementing CIS. The perceptions for these 217 staff members are included in this report as a whole in addition to being provided separately based on level of involvement (i.e., direct CIS involvement and limited involvement only).

As shown in Table 17, the majority of respondents who were familiar with the initiative were classroom teachers (59%). Of those who indicated they had involvement with CIS, half were classroom teachers (51%), 18 percent were administrators, and the remaining staff were either student support staff (24%), other instructional staff (5%), or another related position (e.g., nurse, security) (2%). Of those who indicated they had limited involvement, 65 percent were classroom teachers, 23 percent were other instructional staff, 6 percent worked in another related position (e.g., nurse, security), 5 percent were student support staff, and 1 percent were administrators.

Table 17: Communities in Schools Respondents by Staff Group and Involvement

Staff Group	CIS Involvement		Limited Involvement Only		Total Group	
	23-24	24-25	23-24	24-25	23-24	24-25
Administrator	21%	18%	N/A	1%	9%	7%
Classroom Teacher or Teacher Assistant	50%	51%	69%	65%	60%	59%
Other Instructional Staff	14%	5%	13%	23%	14%	16%
Student Support Staff	14%	24%	7%	5%	10%	12%
Other Related Staff	N/A	2%	11%	6%	6%	5%

When surveyed about the type of involvement, the majority of staff who indicated they were involved with the CIS initiative indicated they collaborated with CIS site coordinators regarding students (76%), identified students for the CIS site coordinator's caseload (46%), and assisted with schoolwide CIS events (41%) (see Table 18). In addition, 5 percent indicated they were involved in another way, such as being on a team with the CIS site coordinator. In comparison to 2023-2024, there was an increase in staff who indicated they collaborated with the CIS site coordinator regarding students (from 62 to 76 percent), although there was a decrease in the percentage of staff who indicated they were involved through identifying students (from 60 to 46 percent) or assisting with schoolwide events (from 50 to 41 percent).

Table 18: Type of Communities in Schools Involvement Reported by Staff

Types of Involvement	2023-2024	2024-2025
Collaborated with CIS site coordinator regarding students	62%	76%
Identified students for CIS site coordinator's caseload	60%	46%
Assisted with schoolwide CIS events	50%	41%
Limited involvement	17%	12%
Other	5%	5%

To gather parent perceptions of the CIS initiative, in 2023-2024, parents of students receiving individualized CIS services were invited to participate in a survey through a survey link distributed directly by the CIS coordinators. Overall, 13 parents responded to the survey in 2023-2024, which was an approximate response rate of 3 percent. In 2024-2025, parents of all students at any of the ten CIS schools were invited to participate in the survey. A total of 304 parents responded to the survey, which was a response rate of 3 percent (8,732 invitations sent). On the survey, parents were asked to indicate whether their child worked directly with a CIS site coordinator. Overall, 11 percent of parents who responded to the survey (N=34) indicated their child worked directly with a CIS site coordinator. Where applicable, summary data are provided for the total group of parents who responded to the survey and for those parents who indicated their child worked with a CIS site coordinator.

Initiative Components

Tier 1 Schoolwide Support

As part of the Communities in Schools tiered support model, site coordinators conduct a needs assessment for their schools in May to prepare for the upcoming school year. In collaboration with the principal, CIS site coordinators determine schoolwide goals for their overall school community. After the needs assessment is conducted, the site coordinator develops a School Support Plan that outlines the goals and planned supports for the school year. According to the 2024-2025 individual School Support Plans for the ten CIS schools, nine schools identified two goals for the 2024-2025 school year and one school identified one goal. Across all ten schools, schoolwide goals focused on the areas of attendance, family engagement, and student behavior. The most commonly identified goal areas were attendance (eight schools) and family engagement (eight schools). According to the executive director of CIS of HR, in February of each year, the site coordinator and principal meet to update the Student Support Plan and ensure they are on track towards meeting their goals.

Resources and supports offered schoolwide generally leverage community partnerships and are aligned with one of their schoolwide goals. For example, during the 2024-2025 school year, aligning with their attendance goal, many schools held attendance initiatives such as 3v3 basketball tournaments that students could participate in if they showed improvement in their attendance. Aligned with their behavior goal, two schools had reward systems that offered students incentives for positive behavior, such as providing video games for students to play. Aligned with family engagement goals, CIS events were held, including parent workshops, such as PTA Bingo Night, SOL Review in the form of Jeopardy, Donuts with Grown Ups, and a Student Expectations Paint Night. Other examples of events held by CIS included one school partnering with Family Connections during the holiday season to ensure that gifts were provided to families in need at their school and another school partnering with Kenneth Dorsey Jr. to provide a STEM night for students and families. In addition, all schools offered students and families resources to ensure basic needs were being met, such as providing hygiene products, clothing and shoe drives, and food banks. According to CIS staff, CIS coordinators attempted to provide any resources or supports that students and families within their community needed. When staff at the CIS schools were surveyed about the CIS community partnerships, 97 percent agreed the community partnerships as part of the Communities in Schools initiative were valuable for their school. In

comparison to 2023-2024, there was a notable increase in the agreement with this item for staff who indicated they had limited involvement with the initiative (from 89 to 97 percent) (see Table 19).

Table 19: Staff Perceptions of Communities in Schools Community Partnerships

Survey Item	CIS Involvement		Limited Involvement Only		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
The community partnerships as part of the Communities in Schools initiative are valuable for my school.*	95%	98%	89%	97%	92%	97%

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

On a monthly basis, CIS coordinators provided school principals with progress reports, which detailed the types of supports the CIS coordinator provided for every schoolwide goal they set and the resources provided for basic needs. Within these reports, coordinators could also include information regarding concerns/challenges and additional needed supports for the future. During the 2023-2024 and 2024-2025 school years, the CIS of HR Virginia Beach program director also met with the site coordinators monthly to monitor data and met with the school principals at the beginning and end of the school year.

Tiers 2 and 3 Individual Student Support

Another part of the Communities in Schools tiered support model is providing individualized supports and resources to a smaller number of students. CIS site coordinators worked with school staff to identify students who could benefit from individualized CIS supports, which generally occurred at the beginning of the school year. According to the CIS site coordinators, students could be referred by any school staff member, such as teachers or administrators, parents, students themselves, or the CIS site coordinator. As noted, students were generally referred for services if they were having difficulty in one or more of the following areas: attendance, behavior, and/or academics. According to the CIS of HR Virginia Beach program director, students could also be referred due to mental health or social-emotional reasons, although there was only one student with a goal in this area during 2024-2025.

Overall, when surveyed, 71 percent of staff familiar with CIS at the ten CIS schools agreed they understood the process for identifying students who may benefit from support through the Communities in Schools initiative, which increased from 66 percent the previous year. As shown in Table 20, consistent with 2023-2024, as may be expected, a higher percentage of staff who had CIS involvement at their school indicated they understood the process for identifying students (90%) compared to staff who had limited involvement only (58%).

Table 20: Staff Perceptions of Student Identification for Communities in Schools

Survey Item	CIS Involvement		Limited Involvement Only		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
I understand the process for identifying students who may benefit from support through the Communities in Schools initiative.*	83%	90%	52%	58%	66%	71%

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

According to the CIS of HR Virginia Beach program director, there is a CIS guide for CIS site coordinators to determine goals for students. The CIS goal guide includes information related to whether students need support and how much support is needed. First, coordinators can determine whether students are low, moderate, or high risk. Data ranges are provided for the areas of attendance, behavior, and academics for each

risk level. For example, if students had an average daily attendance rate of 95 to 100 percent, they would have been considered low risk; whereas if students had an average daily attendance rate of 91 to 94 percent, they would have been considered moderate risk; and if students had an average daily attendance rate of 90 percent or below, they would have been considered high risk. The CIS goal guide also includes information related to establishing criteria or targets. For attendance, it was suggested that the criteria include increasing the average daily attendance percentage to ensure the student is not chronically absent by 2 percentage points.

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

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

After obtaining consent for individualized CIS services, students were then considered to be on the CIS site coordinator’s caseload for the school year. When on their caseload, coordinators worked with students individually and in small groups, conducted regular check-ins, and served as mentors for the students. According to VBCPS CIS site coordinators, they often served as a safe, trusted adult in the building for the students. Coordinators also leveraged community partnerships for individual students on their caseloads. For example, during 2024-2025, two schools worked with the Teen Outreach Program (TOP), which offered students the ability to conduct service-learning projects, while another school partnered with the Boule’ Scholars Program, which assisted students with pursuing dual enrollment opportunities. VBCPS CIS site coordinators also emphasized the importance of providing students and families with a safe space and being external to school staff. In addition, CIS site coordinators may be leveraged as a bridge between the school staff and families. VBCPS CIS site coordinators expressed the importance of having ongoing and open communication with the parents of students on their caseload.

According to central office staff, CIS allows schools to provide a layered approach for meeting students’ needs, including working closely with the school counselors and other support staff, and the coordinators providing support when there are gaps in students’ services. Overall, when surveyed, 93 percent of staff familiar with CIS at the CIS schools agreed the CIS initiative provided assistance to staff by helping support students who may be at risk and in need of support, which increased from 90 percent the previous year. As shown in Table 21, consistent with 2023-2024, a higher percentage of staff who had CIS involvement at their school agreed (97%) compared to staff who had limited involvement only (89%).

Table 21: Staff Perceptions of Communities in Schools Providing Assistance to Staff

Survey Item	CIS Involvement		Limited Involvement Only		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Communities in Schools has provided assistance to staff by helping support students who may be at risk and in need of support.*	93%	97%	86%	89%	90%	93%

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

Family Engagement

As previously noted, CIS coordinators offered schoolwide events for students and families; however, these events may not be advertised directly as CIS-related events. When parents of students at the ten CIS schools were surveyed about the CIS initiative, 35 percent indicated they were familiar with the CIS initiative at their child’s school. Of those who indicated they were familiar with the initiative, 95 percent agreed they understood the purpose of the initiative and 82 percent agreed the resources provided through the initiative were helpful for their family.

At the Tier 2 and 3 levels, according to the VBCPS CIS site coordinators, they communicated with parents of students who were referred to the individualized services, such as calling before or after sending home the information and consent forms to answer any questions. During these conversations, coordinators also discussed any issues the student was having at home and any potential goal areas. According to the CIS site coordinators, parents are viewed as valuable partners who are active in the services offered through this initiative. When parents were surveyed about the consent process, 96 percent of parents who responded to the survey and indicated their child worked with a coordinator agreed the information provided during the consent process was clear and easy to understand. In addition, 91 percent of parents who responded to the survey and indicated their child worked with a coordinator agreed they understood the purpose of the CIS initiative at their child’s school. According to the CIS of HR Virginia Beach program director, students’ ISPs, which included student-specific goals and suggested resources or supports, were created upon looking at students’ baseline data in their areas of concern. Overall, 92 percent of parents who responded to the survey and indicated their child worked with a coordinator agreed they participated in the development of their child’s ISP. When parents were surveyed about the helpfulness of resources provided through the CIS initiative, 97 percent of parents who responded to the survey and indicated their child worked with a coordinator agreed the resources provided had been helpful for their family and that working with the initiative helped meet their child’s needs. In addition, when surveyed about the level of helpfulness, 79 percent of parents indicated the initiative was very helpful for their child and family, while 17 percent indicated the initiative was somewhat helpful and only 3 percent indicated it was not helpful.

When staff were surveyed about providing resources to families, most staff (95%) agreed the CIS initiative provided useful resources and support for families, and agreement increased in 2024-2025. As shown in Table 22, there was a slightly higher agreement percentage for those staff who indicated they were involved in the initiative.

Table 22: Staff Perceptions of Communities in Schools Providing Resources and Support

Survey Items	CIS Involvement		Limited Involvement Only		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
The Communities in Schools initiative has provided useful resources and support for families at this school.*	93%	97%	90%	94%	91%	95%

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

Initiative Goals

Schoolwide Goals

According to the 2024-2025 individual School Support Plans for VBCPS schools, nine of the ten schools identified two schoolwide goals related to Communities in Schools and one school identified one goal. For the 2024-2025 school year, eight schools had a goal related to improving parent engagement, eight schools identified a goal related to attendance, and three schools had a goal related to behavior. In these school

support plans, schools also identified the type of data they would use to measure their goal as well as an established target (e.g., reduce the percentage of chronically absent students by 2 percentage points). Across all schools with an attendance goal, the measurement was the percentage of students who were chronically absent. Across all schools with a behavior goal, the measurement was the total number of suspensions. The schoolwide parent engagement goal was measured by the number of parents who signed into parent engagement events. Some schools also had measures related to the number of events offered. The targets established varied for each school and goal.

According to the CIS of HR Virginia Beach program director, schoolwide goal data were analyzed at the end of the year to determine whether goals were met or progress toward the goals was made. The goals were determined to have been met if the data met the criteria established by the schools, whereas progress toward the goals was determined by whether data improved from baseline but the criteria were not met. If schools stayed at baseline or fell below baseline, the goals were determined to not have been met, and no progress was made. According to the CIS of HR Virginia Beach program director, the CIS site coordinators obtained schoolwide data directly from the VBCPS Student Information System, from the school’s school counselor, or through publicly available data on the Virginia Department of Education website.

When staff directly involved with the initiative were surveyed about the impact of the CIS initiative at the overall school level, 97 percent of staff agreed the Communities in Schools initiative had a positive impact helping their school reach its goals.

Data obtained from the CIS initiative showed that eight of the ten schools met at least one of their schoolwide goals during the 2024-2025 school year. Five of the ten schools met all their goals, while three other schools met only one of their goals (one of these three schools showed progress was made toward the other goal, while the other two schools did not show progress toward the other goal). In addition, two schools did not meet any of their goals and no progress was made. It’s important to note that there were no notable differences in these results based on schools that had full- or part-time site coordinators.⁴⁹

Schoolwide data analyzed by goal area showed similar percentages of schools met their goals across all goal areas (from 63 and 67 percent of the schools met the goal depending on goal area) (see Table 23).

Table 23: Percentages of CIS Schoolwide Goals With Progress Made by Goal Area in 2024-2025

Goal Area	Schools With Goals Met	Schools With Goals Not Met, Progress Made	Schools With Goals Not Met, No Demonstrated Progress	Total Goals
Attendance	63% (N=5)	n/a	38% (N=3)	8
Behavior	67% (N=2)	n/a	33% (N=1)	3
Family Engagement	63% (N=5)	13% (N=1)	25% (N=2)	8
Overall	63% (N=12)	5% (N=1)	32% (N=6)	19

Additional Analyses for Schoolwide Goals

To further investigate the impact of CIS on schoolwide goal areas, schoolwide data trends for the ten schools implementing the CIS initiative were examined. As a reminder, nine of the ten schools identified two schoolwide goals related to Communities in Schools and one school identified one goal. To examine the full impact of the initiative across the two years of implementation during this program evaluation period, goal areas were also examined for the 2023-2024 school year. All six schools who implemented the CIS initiative in 2023-2024 kept at least one of their goals the same from 2023-2024 to 2024-2025 (i.e., five schools kept one goal the same, one school kept both goals the same).⁵⁰

To evaluate the impact of the CIS initiative on the goal areas across all implementation years, baseline data were compared from the year before a school set the goal (i.e., baseline data) to the most recent school year. If schools kept the same goal for the CIS initiative from the previous year (2023-2024), data were examined from 2022-2023 to 2024-2025, whereas if schools had a newly identified CIS goal in a certain area in 2024-2025, data were examined from 2023-2024 to 2024-2025. Analyses presented below are provided for students in grades K through 12 due to the potential for variability in the extent to which schools involved students in prekindergarten.

Attendance Goal

Eight schools created a CIS goal related to attendance for the 2024-2025 school year. Four of these schools also had an attendance CIS goal the previous school year (2023-2024), while attendance was a newly identified CIS goal for the remaining four schools. The measure selected by schools to assess their attendance goal was related to the percentage of students who were chronically absent (i.e., defined as being absent for 10 percent of the school year). To align with this measure, the percentage of students who attended at least 90 percent of the school year was analyzed. To be included in this analysis, students must have been enrolled at least half the school year. Although the CIS school attendance measure primarily focused on chronic absenteeism, data for an additional attendance measure, average school attendance rate, was included for additional information. The average school attendance rate was calculated based on the total number of days each student attended school divided by the total number of days each student was enrolled, which reflects the actual percentage of instructional days attended across the whole school.

To determine whether each school showed evidence of improvement for these measures, data were compared before and after working towards the attendance goal through CIS implementation. In addition, to inform whether improvements were related to work of the CIS initiative, improvements were examined relative to the division for reference. For these analyses, a school was considered to have “exceeded the division trend” when improvement from the baseline year to 2024-2025 was greater than improvement observed for the same grade span at the division level. In contrast, a school was considered to have shown improvement but “did not exceed the division trend” when improvement was smaller than the division’s improvement over the same timeframe. This provides context for whether a school’s improvement reflected progress beyond the division-wide trends. Because these measures may vary by school or grade level, all division comparisons were matched to each school’s specific grade span. Schools that had exclusive grade levels were compared to division level data with these grade levels only (e.g., a school with only students in kindergarten and first grade was compared to division data for kindergarten and first grade students).

From the year before their CIS attendance goal was established (i.e., either 2022-2023 or 2023-2024) to the most recent school year, 2024-2025, all eight schools showed improvements in the percentage of students attending at least 90 percent of the school year and their average school attendance rate. With the additional context of comparing individual school increases to improvements found at the division-level, 63 percent (N=5) of the schools showed improvements over this time period that exceeded improvement at the division-level regarding the percentage of students attending at least 90 percent of the school year, while 38 percent (N=3) showed improvements that did not exceed improvement at the division-level (see Table 24). Additionally, 75 percent (N=6) showed larger improvements in the average school attendance rate, while 25 percent (N=2) showed improvements that did not exceed improvement at the division-level.

Table 24: Percentages of CIS Attendance Schools With Progress Toward Attendance Measures

Measure	Improvement, Exceeded Division Trend	Improvement, Did Not Exceed Division Trend	No Improvement
Percentage of students attending 90 percent of the school year	63% (N=5)	38% (N=3)	n/a
Average School Attendance Rate	75% (N=6)	25% (N=2)	n/a

Note: Division comparisons are matched to each school's grade span.

Additional analyses were conducted to examine whether there were any differences by school level in the percentage of schools that showed evidence of improvement that exceeded the division-level for these measures. It is important to note that there were five elementary schools with an attendance goal, two high schools with an attendance goal, and only one middle school with an attendance goal. As shown in Table 25, all three secondary CIS schools with an attendance goal showed improvements that exceeded the division at their respective levels using both measures, while 40 to 60 percent of the elementary CIS schools, depending on the measure, showed improvements that exceeded the division at the elementary school level.

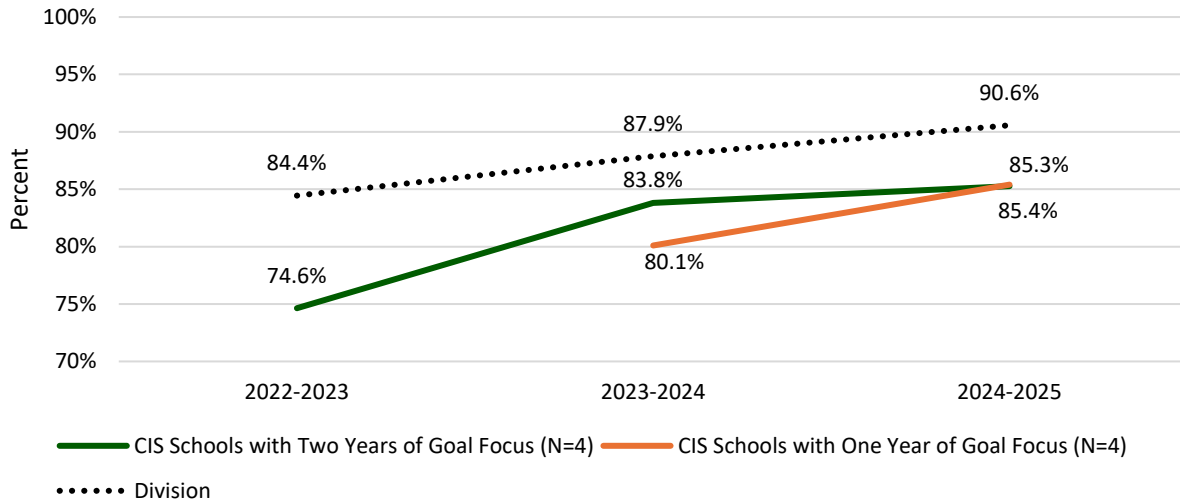
Table 25: Percentages of CIS Attendance Schools Exceeding Division Trends in Attendance Measures by Level

Measure	Elementary School CIS Schools Exceeded Division Trend (N=5)	Middle School CIS Schools Exceeded Division Trend (N=1)	High School CIS Schools Exceeded Division Trend (N=2)
Percentage of students attending 90 percent of the school year	40% (N=2)	100% (N=1)	100% (N=2)
Average School Attendance Rate	60% (N=3)	100% (N=1)	100% (N=2)

Figures 7 and 8 provide additional context regarding the average change over time in these measures for the CIS schools relative to the division overall. Data are provided separately for schools that worked toward their CIS attendance goal for two years versus one year. The division data presented in the graphs represents all grade spans of all CIS schools with an attendance goal.

As shown in Figure 7, regardless of the length of time working towards their CIS attendance goal, on average, CIS schools had increases in the percentage of students who attended at least 90 percent of the school year from baseline (i.e., either 2022-2023 or 2023-2024) to 2024-2025 (increase of 10.6 percentage points for schools focusing on the goal for two years and increase of 5.3 percentage points for schools focusing on the goal for one year). Comparisons to the trend at the overall division-level showed the changes from baseline to 2024-2025 for the CIS schools exceeded improvements at the division-level. Most notably, compared to the division level, there was a large improvement in their first year of working towards the attendance goal (i.e., from 2022-2023 to 2023-2024) for schools focusing on the goal for two years (increase of 9.2 versus 3.4 percentage points).

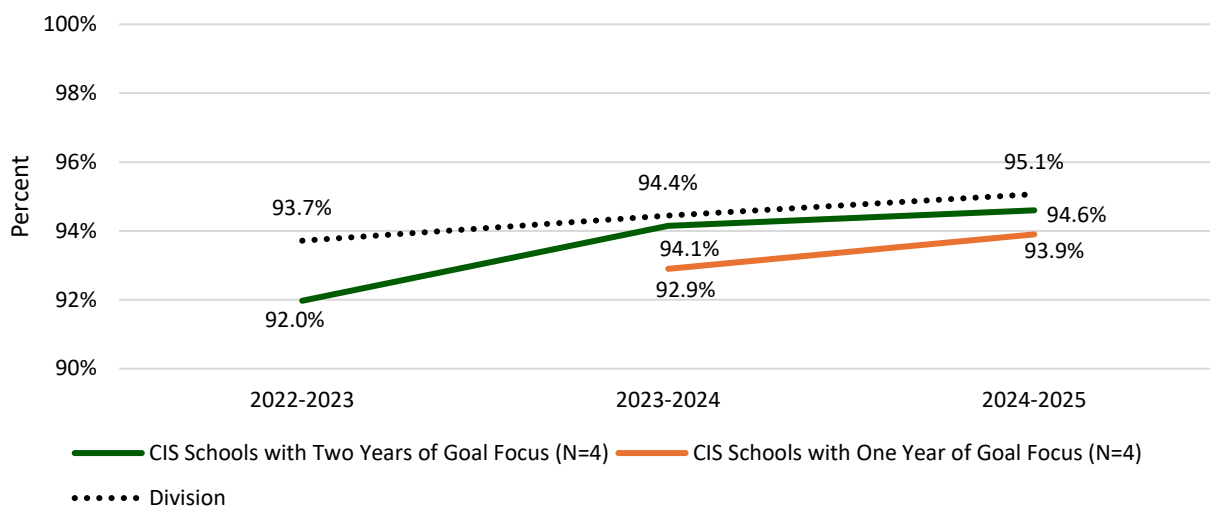
Figure 7: Percentage of Students Attending At Least 90 Percent of School Year at CIS Schools From 2022-2023 to 2024-2025 With Division Reference



Note: Division averages reflect only the grade spans of the CIS schools shown. The line for one-year schools begins at their first year of implementation.

Similarly, regardless of the length of time working towards their CIS attendance goal, on average, CIS schools had increases in their school attendance rate from baseline (i.e., either 2022-2023 or 2023-2024) to the current year (increase of 2.6 percentage points for schools focusing on the goal for two years and increase of 1.0 percentage point for schools focusing on the goal for one year) (see Figure 8). Comparisons to the trends at the overall division-level showed the changes from baseline to the current year for the CIS schools exceeded improvements at the division-level, although improvement for CIS schools focusing on the goal for one year was only slightly larger than the division (increase of 1.0 versus 0.6 percentage points). Similar to the previous attendance results above, compared to the division level, the most notable improvement occurred in the first year of working towards the attendance goal (i.e., from 2022-2023 to 2023-2024) for schools focusing on the goal for two years (increase of 2.2 versus 0.7 percentage points).

Figure 8: School Attendance Rate at CIS Schools From 2022-2023 to 2024-2025 With Division Reference



Note: Division averages reflect only the grade spans of the CIS schools shown. The line for one-year schools begins at their first year of implementation.

Behavior Goal

Three schools created a CIS goal related to behavior for the 2024-2025 school year. Two of the three schools also had a behavior goal for the previous year (2023-2024), while behavior was a newly identified CIS goal for the other school. The measure set by schools to assess their behavior goal was the total number of suspensions. Aligned with this measure, suspension data (i.e., the percentage of students who were suspended) was examined. Although the behavior goals were focused on suspensions, data for additional behavior measures were included for additional information (i.e., the percentage of students who were referred). Due to adjustments in divisionwide policies related to cell phone use during this timeframe, which may have led to increases in related referrals, all cell phone policy violations were excluded from the analyses.

To determine whether each school showed evidence of improvement for these measures, data were compared before and after working towards the behavior goal through CIS implementation. In addition, to inform whether improvements were related to work of the CIS initiative, improvements were examined relative to the division for reference. Similar to analyses for attendance goals, all division comparisons were matched to each school's specific grade span.

As shown in Table 26, when comparing data from the year before their CIS behavior goal was established (i.e., either 2022-2023 or 2023-2024) to the most recent school year, 2024-2025, two of the three schools showed improvement that exceeded the division in the overall percentage of students who were referred at least once and the percentage of students who were suspended at least once. Further analyses of the impact on the frequency of disciplinary infractions (i.e., students with one referral or suspension as well as with multiple referrals or suspensions) was highly variable depending on the behavior goal measure. In particular, all three schools (100%) showed improvement larger than the division with a decrease in the percentage of students with one referral from the year before their CIS behavior goal was established to 2024-2025, while two schools showed improvement larger than the division with a decrease in the percentage of students with multiple suspensions. However, only one school showed improvement larger than the division for the other measures (i.e., percentage of students with more than one referral and percentage of students with one suspension).

Table 26: Percentages of CIS Behavior Schools With Progress Toward Behavior Measures

Measure	Improvement, Exceeded Division Trend	Improvement, Did Not Exceed Division Trend	No Improvement
Referral rates			
Percentage of students with at least one referral	67% (N=2)	n/a	33% (N=1)
Percentage of students with one referral	100% (N=3)	n/a	n/a
Percentage of students with more than one referral	33% (N=1)	n/a	67% (N=2)
Suspension rates			
Percentage of students with at least one suspension	67% (N=2)	n/a	33% (N=1)
Percentage of students with one suspension	33% (N=1)	33% (N=1)	33% (N=1)
Percentage of students with more than one suspension	67% (N=2)	n/a	33% (N=1)

Note: Division comparisons are matched to each school's grade span.

Additional analyses were conducted to examine whether there were any differences by school level with regard to evidence of improvement. It is important to note that there was one elementary school with a behavior goal, and two middle schools with a behavior goal. As shown in Table 27, the elementary school showed evidence of improvement larger than the division for the percentage of students with one referral and the percentage of students with more than one suspension. At the middle school level, both schools showed evidence of improvement larger than the division in the percentage of students with one referral, while one middle school showed evidence of improvement larger than the division for all other measures.

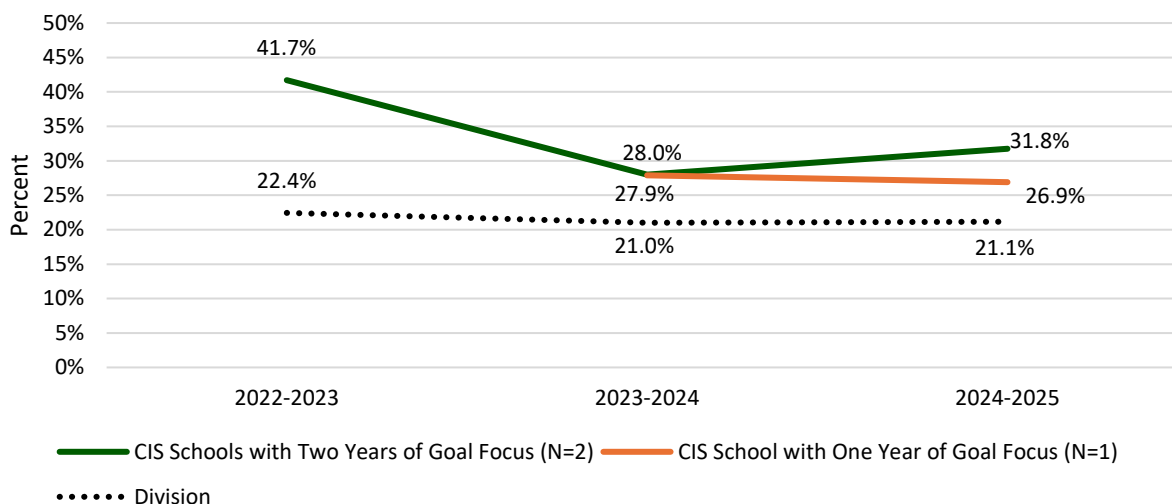
Table 27: Percentages of CIS Behavior Schools Exceeding Division Trends in Behavior Measures by Level

Measure	Elementary School CIS Schools Exceeded Division Trend (N=1)	Middle School CIS Schools Exceeded Division Trend (N=2)
Referral rates		
Percentage of students with at least one referral	100% (N=1)	50% (N=1)
Percentage of students with one referral	100% (N=1)	100% (N=2)
Percentage of students with more than one referral	0% (N=0)	50% (N=1)
Suspension rates		
Percentage of students with at least one suspension	100% (N=1)	50% (N=1)
Percentage of students with one suspension	0% (N=0)	50% (N=1)
Percentage of students with more than one suspension	100% (N=1)	50% (N=1)

Figures 9 through 14 provide additional context regarding the average change in these measures for the CIS schools over time relative to the division overall. Data are provided separately for schools that worked toward their CIS attendance goal for two years versus one year. The division data represents the grade spans of all CIS schools with a behavior goal.

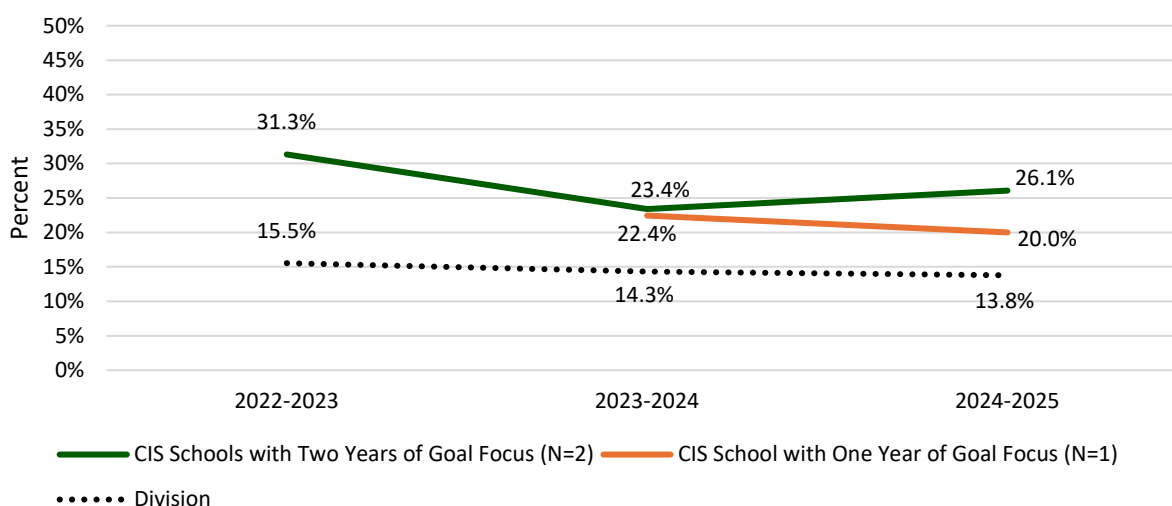
As shown in figures 9 and 10, regardless of the length of time working towards their CIS behavior goal, on average, CIS schools had a decrease from baseline (i.e., either 2022-2023 or 2023-2024) to the current year in the percentage of students who were referred at least once (decrease of 9.9 percentage points for schools focusing on the goal two years and decrease of 1.0 percentage point for schools focusing on the goal one year) as well as the percentage of students who were suspended at least once (decrease of 5.2 percentage points for schools focusing on the goal two years and decrease of 2.4 percentage points for schools focusing on the goal one year). Comparisons to the trend at the overall division level showed the changes from baseline to the current year for the CIS schools exceeded the changes at the division level. A similar pattern emerged as with the attendance data analyses, with a larger decrease in the first year of working towards the attendance goal (i.e., from 2022-2023 to 2023-2024) for schools focusing on the goal two years compared to the division (decrease of 13.7 versus 1.4 percentage points for referrals and decrease of 7.9 versus 1.2 for suspensions).

Figure 9: Percentage of Students Referred At Least Once at CIS Schools From 2022-2023 to 2024-2025 With Division Reference



Note: Division averages reflect only the grade spans of the CIS schools shown. The line for one-year schools begins at their first year of implementation.

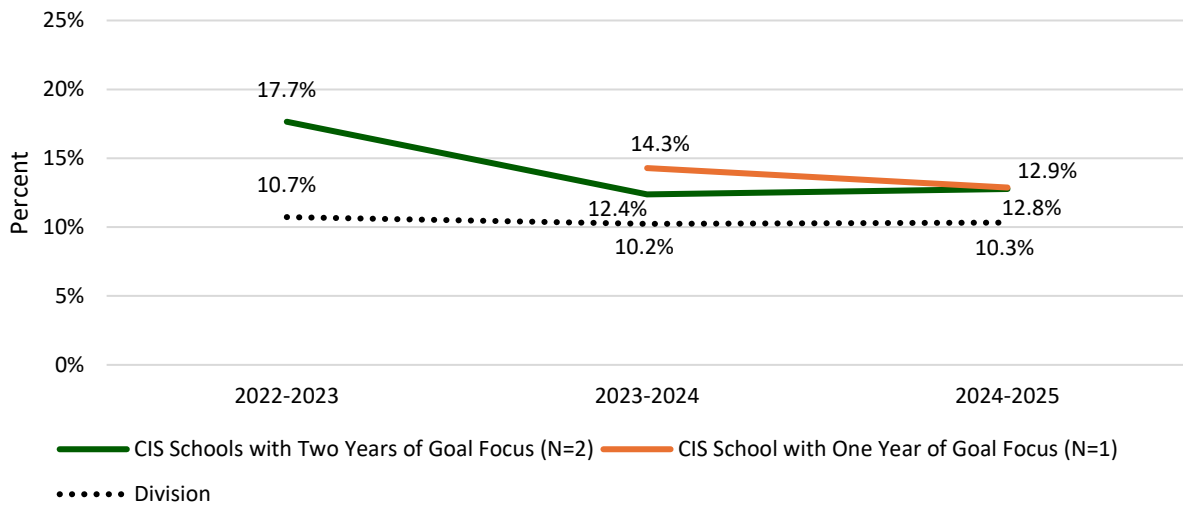
Figure 10: Percentage of Students Suspended At Least Once at CIS Schools From 2022-2023 to 2024-2025 With Division Reference



Note: Division averages reflect only the grade spans of the CIS schools shown. The line for one-year schools begins at their first year of implementation.

As shown in Figure 11, regardless of the length of time working towards their CIS behavior goal, on average, CIS schools had a decrease from baseline (i.e., either 2022-2023 or 2023-2024) to the current year in the percentage of students who were referred once (decrease of 4.9 percentage points for schools focusing on the goal for two years and decrease of 1.4 percentage points for schools focusing on the goal for one year). Comparisons to the trend at the overall division-level showed the changes from baseline to the current year for the CIS schools exceeded the changes at the division-level. A similar pattern emerged as with the attendance data analyses, with a larger decrease in the first year of working towards the attendance goal (i.e., from 2022-2023 to 2023-2024) for schools focusing on the goal for two years compared to the division (decrease of 5.3 versus 0.5 percentage points).

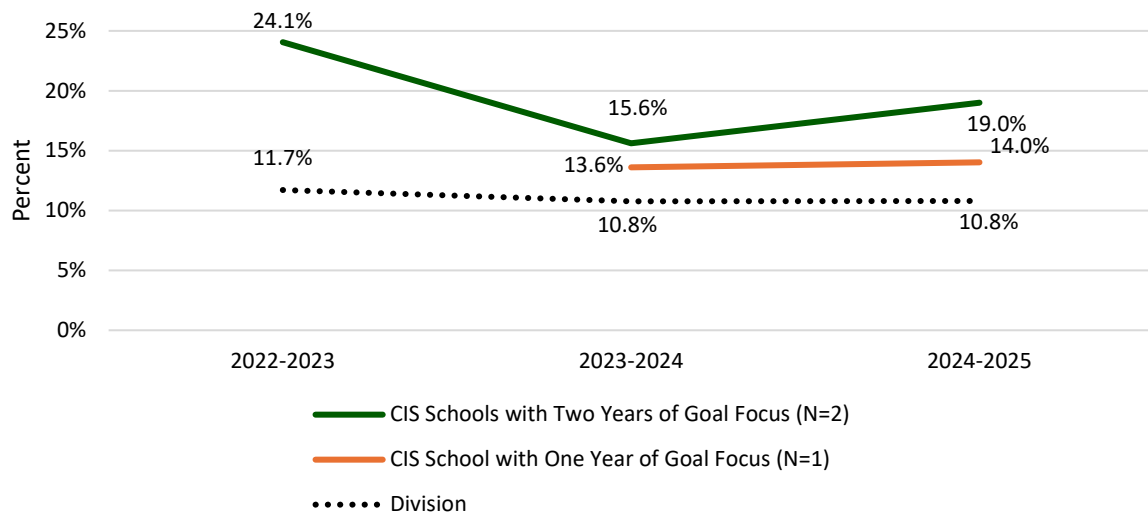
Figure 11: Percentage of Students Referred Once at CIS Schools From 2022-2023 to 2024-2025 With Division Reference



Note: Division averages reflect only the grade spans of the CIS schools shown. The line for one-year schools begins at their first year of implementation.

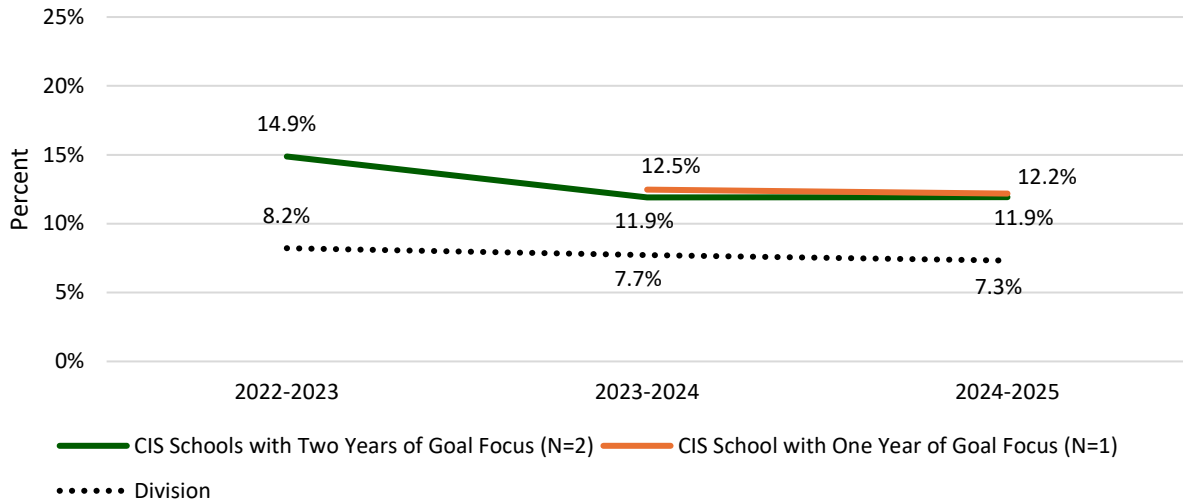
As expected, based on data presented above, the results were more variable for the other three behavior measures, although a similar pattern emerged for the schools focusing on the goal for two years compared to the division (see Figures 12 through 14). Overall, there were notable decreases from 2022-2023 to 2023-2024 in the percentages of students who were referred and suspended multiple times as well as the percentage of students suspended once. Alternatively, there was a notable decrease for the school focusing on the goal for one year compared to the division from 2023-2024 to 2024-2025 in the percentages of students suspended multiple times.

Figure 12: Percentage of Students Referred Multiple Times at CIS Schools From 2022-2023 to 2024-2025 With Division Reference



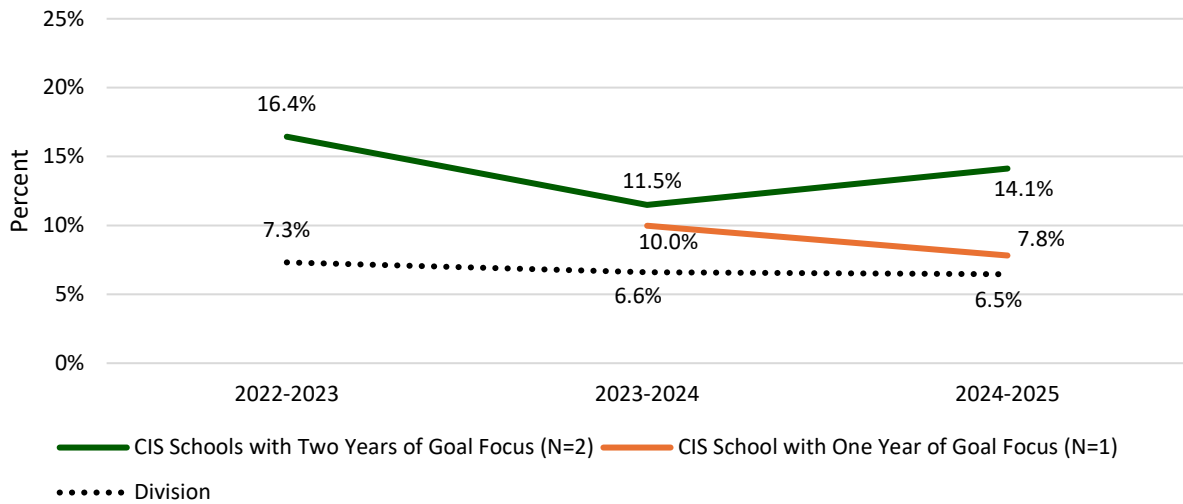
Note: Division averages reflect only the grade spans of the CIS schools shown. The line for one-year schools begins at their first year of implementation.

Figure 13: Percentage of Students Suspended Once at CIS Schools From 2022-2023 to 2024-2025 With Division Reference



Note: Division averages reflect only the grade spans of the CIS schools shown. The line for one-year schools begins at their first year of implementation.

Figure 14: Percentage of Students Suspended Multiple Times at CIS Schools From 2022-2023 to 2024-2025 With Division Reference



Note: Division averages reflect only the grade spans of the CIS schools shown. The line for one-year schools begins at their first year of implementation.

Family Engagement Goal

Eight schools created a goal related to family engagement for the 2024-2025 school year. One of these eight schools also had a CIS-identified family engagement goal during the prior school year (2023-2024), while family engagement was a newly identified CIS goal for the remaining seven schools. The most frequently identified measure set by schools to assess their family engagement goal was the number of parents who signed into family engagement events. To align with this measure, the additional analyses presented here focused on parent perceptions from the 2023, 2024, and 2025 VBCPS Annual Spring Surveys. Parent perception data included the percentage of parents who indicated they were aware of events, programs, and resources that VBCPS provided for parents to support their child's education as well as the percentage of parents who indicated they were satisfied with the events, programs, or resources provided by VBCPS to help them support

their child's education. For the survey item related to satisfaction, parents who indicated they did not attend events were excluded from those analyses.

To determine whether each school showed evidence of improvement in these measures, data were compared before and after working towards the family engagement goal through CIS implementation. In addition, to inform whether improvements were related to work of the CIS initiative, improvements were examined relative to the division for reference. All division comparisons were matched to each school's specific school level. Due to divisionwide parent survey data not being available for individual grade levels, schools with specific grade levels (e.g., kindergarten and first grade) were compared to the division level that most closely aligned (e.g., elementary school).

As shown in Table 28, 63 percent (N=5) of the schools with a family engagement goal showed improvements in the percentage of parents who indicated they were aware of events, programs, and resources, while 75 percent (N=6) showed improvements in the percentage of parents who indicated they were satisfied with events, programs, and resources. All of these schools had improvements that exceeded divisionwide trends at their matched school level. The remaining schools did not show improvements in the percentages of parents aware or satisfied with events, programs, or resources.

Table 28: Percentages of CIS Family Engagement Schools With Progress Toward Family Engagement Measures

Measure	Improvement, Exceeded Division Trend	Improvement, Did Not Exceed Division Trend	No Improvement
Percentage of parents aware of events, programs, and resources	63% (N=5)	n/a	38% (N=3)
Percentage of parents satisfied with these events, programs, or resources	75% (N=6)	n/a	25% (N=2)

Note: Division comparisons are matched to each school's grade span.

Additional analyses were conducted to examine whether there were any differences by school level with regard to evidence of improvement. It is important to note that there were four elementary schools with a family engagement goal, three middle schools with a family engagement goal, and only one high school with a family engagement goal. As shown in Table 29, higher percentages of secondary CIS schools with a family engagement goal showed improvements that exceeded the division at their respective levels (67%-100%), while half of the elementary CIS schools (50%) showed improvements that exceeded the division at the elementary school level.

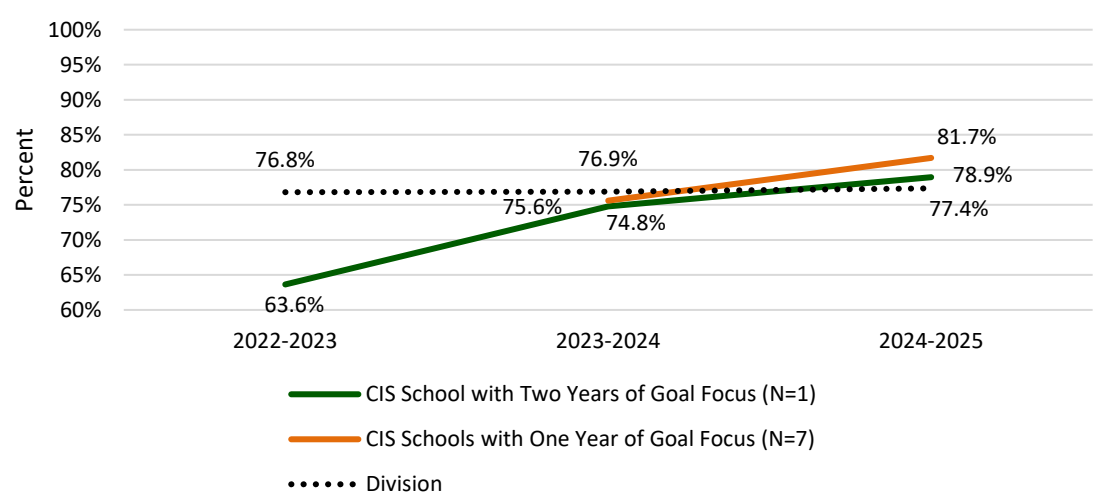
Table 29: Percentages of CIS Family Engagement Schools Exceeding Division Trends in Family Engagement Measures by Level

Measure	Elementary School CIS Schools Exceeded Division Trend (N=4)	Middle School CIS Schools Exceeded Division Trend (N=3)	High School CIS Schools Exceeded Division Trend (N=1)
Percentage of parents aware of events, programs, and resources	50% (N=2)	67% (N=2)	100% (N=1)
Percentage of parents satisfied with these events, programs, or resources	50% (N=2)	100% (N=3)	100% (N=1)

Figures 15 and 16 provide additional context regarding the average change in these measures for the CIS schools over time relative to the division overall. Data were provided separately for schools that worked toward their CIS family engagement goal for two years versus one year. Only one school had a family engagement goal over two years. The division data represents the grade spans of all CIS schools with a family engagement goal.

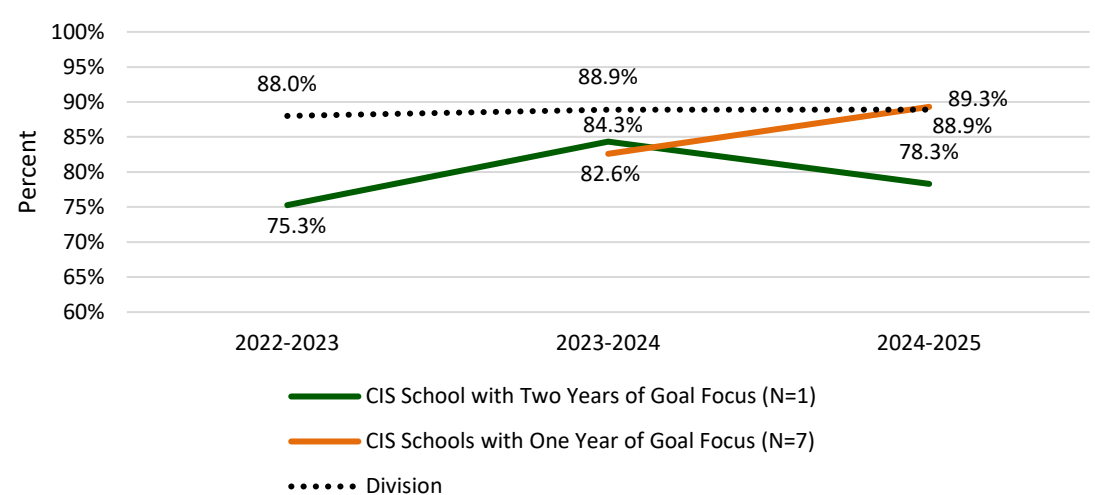
As shown in figures 15 and 16, regardless of the length of time working towards their CIS family engagement goal, on average, CIS schools had increases in the percentages of parents who were aware of events, programs, and resources from baseline (i.e., either 2022-2023 or 2023-2024) to the current year (increase of 15.3 percentage points for schools focusing on the goal for two years and increase of 6.1 percentage points for schools focusing on the goal for one year) as well as increases in the percentages of parents who were satisfied (increase of 3.0 percentage points for schools focusing on the goal for two years and increase of 6.6 percentage points for schools focusing on the goal for one year). Comparisons to the trends at the overall division-level showed the changes from baseline to 2024-2025 for the CIS schools exceeded the changes at the division-level. Again, most notably, compared to the division level, there were large increases in the first year of working towards the family engagement goal (i.e., from 2022-2023 to 2023-2024) for schools focusing on the goal for two years (increase of 11.1 versus 0.1 percentage points in awareness; increase of 9.1 versus 0.9 percentage points in satisfaction).

Figure 15: Parent Awareness of Events, Programs, and Resources at CIS Schools From 2022-2023 to 2024-2025 With Division Reference



Note: Division averages reflect only the grade spans of the CIS schools shown (e.g., elementary only). The line for one-year schools begins at their first year of implementation.

Figure 16: Parent Satisfaction with Events, Programs, and Resources at CIS Schools From 2022-2023 to 2024-2025 With Division Reference



In summary, in 2024–2025, the CIS initiative supported schools in addressing three primary schoolwide goal areas: attendance, behavior, and family engagement. Data provided from CIS showed that most schools (80%) met at least one of their goals. Overall, 63 percent of schoolwide goals were met by schools. Additional data analyses showed CIS schools made gains not only in meeting their formal goals but also for broader measures, especially in the areas of attendance and family engagement. Attendance improvements were evident across all schools with this goal, with the majority (63%-75%) exceeding the divisionwide trends and the majority of schools with a family engagement goal (63%-75%) had increases in parent awareness of and satisfaction with events, resources, and supports. Results from behavior goal analyses were more varied but still showed some improvements in the percentage of students with one referral. Of note, schools with goals over two years saw the largest gains during the first year of focusing on the goal. These findings suggest that CIS is contributing to meaningful improvements across schools, although levels of improvement may vary from year to year.

Student Goals

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

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

Overall, there was a total of 552 students on the caseloads of all six CIS site coordinators throughout the 2024-2025 school year. A total of 538 students had data regarding their goals and end-of-year performance. Students may have had more than one goal during the 2024-2025 school year. Overall, 52 percent of students (N=280) had a goal in the area of academics, 26 percent of students (N=140) had a goal in the area of attendance, and 24 percent of students (N=127) had a goal in the area of behavior. To ensure student confidentiality consistent with the CIS MOU, individual student data were not collected or analyzed by the program evaluation staff. Summary data regarding goal attainment were gathered from CIS staff.

Data available from the CIS initiative showed the majority of students who had goals in the areas of behavior (80%) and attendance (55%) met their goal (see Table 30). A lower percentage of students who had an academic goal (45%) met their goal during 2024-2025, but an additional 9 percent of students with an academic goal made progress toward their goal. Similar to data presented for the schoolwide goals, there were no notable differences in these results based on schools that had site coordinators across two schools.⁵¹

Table 30: Percentages of CIS Students Meeting Goal(s) by Goal Area in 2024-2025

Goal Area	Percent With Goal Met	Percent With Goal Not Met, Progress Made	Percent With Goal Not Met, No Progress
Academic achievement	45%	9%	46%
Attendance	55%	9%	36%
Behavior	80%	2%	18%

Note: SEL goal data are not provided due to only one student having a goal in this area.

In comparison to similar baseline data from 2023-2024, there were improvements in the percentages of students who met their goals in the areas of academic (from 39% to 45%) and behavior (from 69% to 80%), while there was a decrease in the percentage of students who met their goal in the area of attendance (from 71% to 55%). However, for the three goal areas, there were increases in the percentages of students who did not meet their goal and did not make any progress (16% to 27% in 2023-2024 to 18% to 46% in 2024-2025).

Staff at CIS schools who were directly involved with the initiative were surveyed about CIS helping students who received individualized services improve in related goal areas. Overall, the highest percentages of staff indicated that CIS helped students improve their sense of belonging (76%) and behavior (74%), followed by attendance (72%) and well-being (70%) (see Table 31). A lower percentage of staff indicated CIS helped students improve their academic achievement (61%). In comparison to 2023-2024, there were increases in the percentages of staff who indicated CIS improved students' academic achievement and attendance, while there were decreases in the percentages of staff who indicated CIS improved students' sense of belonging and well-being and the percentage who indicated behavior was improved remained the same (see Table 31).

Table 31: Directly Involved Staff Perceptions of CIS Helping Students in Various Areas

Improvement Areas	2023-2024	2024-2025
Sense of belonging	90%	76%
Behavior	74%	74%
Attendance	64%	72%
Well-being	74%	70%
Academic achievement	56%	61%
Other	8%	2%
None of the above	0%	0%

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

Parents were also surveyed about the areas in which CIS helped their child improve. As shown in Table 32, overall, the majority of parents who responded to the survey and indicated their child worked with a CIS coordinator also indicated that CIS helped improve their child's academic achievement (72%), well-being (62%), sense of belonging (45%), and behavior (41%). Lower percentages of these parents indicated that it helped improve their child's attendance (31%) or another area (10%). There were increases in the percentage of parents who indicated the CIS initiative helped their child in the area of academic achievement (from 69 to 72 percent) and well-being (from 46 to 62 percent).

Table 32: Parent Perceptions of CIS Helping Students in Various Areas

Improvement Areas	2023-2024	2024-2025
Academic achievement	69%	72%
Well-being	46%	62%
Sense of belonging	54%	45%
Behavior	77%	41%
Attendance	31%	31%
Other	15%	10%
None of the above	0%	0%

When staff were surveyed more generally about the impact of the CIS initiative at the individual student and family level, 97 percent of staff agreed the CIS initiative had a positive impact on students and families at their schools. Consistent with other results, a higher percentage of staff who were directly involved with CIS agreed (99%) than staff who had limited involvement although their agreement was also high (96%).

General Perceptions

When staff were asked about their satisfaction with CIS, overall, 92 percent indicated they were satisfied. A higher percentage of staff who were directly involved with CIS indicated they were satisfied (96%) than staff who had limited involvement although their satisfaction was also high (89%). Through open-ended survey items, school-based staff had the opportunity to provide comments regarding what worked well and what could make the CIS initiative more beneficial. Overall, 101 staff members provided comments about what worked well, which was 47 percent of staff who responded to the CIS portion of the survey and was familiar with the initiative at their school. Themes from staff regarding what worked well included developing relationships with students and parents and providing general support for students (e.g., emotional, academic, and social support) as well as resources for families and students (e.g., basic resources, connections to resources). Overall, 85 staff members provided comments related to improvement areas, which was 39 percent of staff who responded to the CIS portion of the survey and were familiar with the initiative at their school. The primary theme from staff regarding improvement areas focused on needing more staff, resources, and support, which included some staff directly referencing the changes in allocations, such as commenting on their school needing a full-time coordinator to make more of an impact, which was mentioned predominately at the elementary school level. Staff also commented on the need for greater awareness of the program (e.g., communicating clear expectations of roles and responsibilities) as well as stronger communication with staff about students on the coordinator's caseload. Although comments regarding communication were prevalent at all levels, the comments were more frequent at the secondary level.

Cost

The cost of implementing Communities in Schools during 2024-2025 was gathered from the CIS MOU and discussions with central office staff overseeing the initiative. The total cost for services related to CIS per school was \$557,857 (see Table 33). For the 2024-2025 school year, the total cost for the initiative at the seven Title I schools was \$390,500. According to the CIS MOU, CIS of HR funded the coordinators for the non-Title I schools, which totaled \$167,357. According to the executive director of student support services, CIS has funding that can assist school divisions similar to VBCPS, who are looking to expand the program. The total cost billed to VBCPS for the 2024-2025 school year was \$390,500. This total cost was covered by the 2024-2025 Title I funds; therefore, there were no costs paid by VBCPS for CIS.

Table 33: Cost for CIS in 2023-2024

Cost Categories	Costs in 2023-2024	Costs in 2024-2025
Total Program Cost	\$398,640	\$557,857
Total Title I Grant Funded	N/A	\$390,500
Total ESSER Grant Funded	\$199,320	N/A
Total CIS of HR Grant Funded	\$199,320	\$167,357
Total Cost to VBCPS	\$0	\$0

Behavior and Social Emotional (BASE) Program

Purpose and Overview

The Behavior and Social Emotional (BASE) Program is a short-term (6-9 weeks) intervention for general education elementary school students who have limited educational experiences or social skills that lead them to engage in challenging behaviors. The program is housed at Windsor Oaks Elementary School and available to all elementary schools throughout the school division based on a referral process. The program was piloted in 2017-2018 at Brookwood Elementary School and the following elementary schools were able to refer students: Christopher Farms, Green Run, Holland, Rosemont, White Oaks, and Windsor Oaks. Brookwood was chosen as the initial host site because it was centrally located and near the office location of Student Support Services. The schools that were selected to refer to the BASE Program at Brookwood Elementary were chosen because they were geographically close to Brookwood Elementary, and those schools' administrations expressed an interest in being involved in the program. In 2018-2019, the program expanded to include access to all 56 elementary schools. The program was moved to Windsor Oaks in 2021-2022 because the building was identified to be better suited for the space the program needed. The BASE Program primarily enrolls students in grades K-3 but students in grades four and five may be enrolled on a case-by-case basis. The program is overseen by the Office of Student Support Services within the Department of Teaching and Learning.

The BASE Program is not an alternative school, change of placement, or discipline placement. The program is an intervention for improving elementary school students' skills when they demonstrate aggressive, disruptive, or defiant behavior or poor social skills across multiple environments.⁵² These behaviors may include but are not limited to being argumentative/talking back, inappropriate gestures/language/comments, disrespect to peers/staff, defiant behavior/refusing to work, challenging authority, leaving classroom without permission, destruction of property, throwing things, verbal threats, or pushing/tripping/kicking peers/staff. The focus of the BASE Program is to teach elementary school students coping strategies, problem solving skills, and social skills needed for school and behavior management.⁵³

According to the Office of Student Support Services, enrollment in the BASE Program has evolved to include students with extenuating circumstances that are not always categorized as excessive behavior concerns. An extenuating circumstance would be students who have experienced intense trauma. Schools will sometimes refer students with extenuating circumstances to the BASE Program because the general education setting is not adequately meeting their needs. Staff at the BASE Program consider these students on a case-by-case basis and make decisions for enrollment based on what the BASE Program can offer these students.

In 2024-2025, overall, 84 percent of staff who were at least aware of the program agreed they understood the purpose of the BASE Program and in 2024-2025, 82 percent of staff agreed the BASE Program provided a way to help teachers by offering an option to help support students with significant behavior concerns. These two survey items had similar agreement patterns in 2023-2024 (see Table 34). In 2024-2025, 100 percent of parents who responded to the survey agreed they understood the purpose of the BASE Program. This was an increase from 2023-2024 when 90 percent of parents agreed they understood the purpose of the BASE Program.

Table 34: Staff Perceptions of the BASE Program Purpose

Survey Items	BASE Staff Member at Windsor Oaks		Referred a student to BASE and worked with student who attended BASE		Worked with student who was in BASE but did not refer		Total	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
I understand the purpose of the BASE Program.	100%	100%	98%	99%	86%	87%	85%*	84%*
The BASE Program provides a way to help teachers by offering an option to help support students with significant behavior concerns.	100%	100%	88%	82%	73%	80%	83%	82%

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

Target Audience/Participants

The BASE Program is a Tier 3 intervention intended for general education students who have had minimal responses to other documented Tier 2 and/or Tier 3 interventions including support from a behavior intervention specialist. Students with 504 Plans are eligible to attend the BASE Program, while students with Individualized Education Programs (IEPs) are not eligible and are provided other supports available to them.⁵⁴ Beginning in the 2023-2024 school year and continuing in the 2024-2025 school year, students referred to the Special Education Committee can be referred to the BASE Program during the 65-day timeline while eligibility for special education services is being determined. If the student is identified with a disability, data collected during their time at BASE may be used to help develop the IEP, and the student will be transitioned back to their home school in a timely manner. In addition, according to the director of student support services, the BASE Program has been working with the Office of Student Leadership (OSL) to better serve students who were given out-of-school suspensions due to behavior difficulties. In some cases, students may benefit from learning coping strategies for behavior management by attending the BASE Program before returning to their home school after completing their out-of-school suspension.

During the 2024-2025 school year, 29 students were enrolled at the BASE Program at some time during the school year. Almost half (48%) of the students enrolled in the BASE Program were in kindergarten with a total of 14 students (see Table 35). The second most represented grade was first grade with 10 students. Four students from second grade were enrolled. In 2024-2025, there was one student in third grade in the program. This is the first student to be enrolled in the program with the expansion of grades 3-5 in 2024. Grade level patterns in 2024-2025 followed similar representation from 2023-2024. According to BASE staff, the preference was to have no more than seven students in each BASE classroom at one time, but the maximum number can vary based on the behavior of the students in the class. The BASE Program consisted of one classroom until February 2024 when more staff were hired and was then reconfigured to two classrooms. In 2024-2025, this two classroom configuration remained.

Table 35: Grade Levels of Students in the BASE Program During 2023-2024 and 2024-2025

Grade Level	Number		Percentage	
	23-24	24-25	23-24	24-25
K	13	14	45%	48%
1	11	10	38%	34%
2	5	4	17%	14%
3	0	1	0%	3%
Total Number of Students	29	29	100%	100%

Table 36 displays demographic characteristics for students enrolled in BASE during the 2024-2025 school year and students in grades K-3 as of September 30 across the division for reference. The majority of students enrolled in the BASE Program were male (86%). Approximately half the students were Black (45%), 38 percent were White, and 10 percent were Hispanic. Forty-eight percent were economically disadvantaged, and 21 percent were military-connected. The BASE Program had a higher percentage of male students (+35 percentage points) and Black students (+23 percentage points) than divisionwide K-3 students. In addition, the BASE Program had a lower percentage of White students (-6 percentage points) and Hispanic students (-5 percentage points) than divisionwide K-3 students. In addition, of the 56 elementary schools in VBCPS, 24 (43%) had a student attend the BASE Program in the 2024-2025 school year, which is the same number of schools that had a student attend the BASE Program in 2023-2024. Twelve of the 24 schools were the same schools that had a student attend the BASE Program in 2023-2024 and half of the schools were different and did not send a student in 2023-2024.

Table 36: Demographic Characteristics of Students in the BASE Program During 2024-2025

Characteristic	Students in the BASE Program N=29		VBCPS Students in K-3 N=18,691	
	N	%	N	%
Sex				
Female	4	14%	9,076	49%
Male	25	86%	9,611	51%
Ethnicity				
American Indian	0	0%	44	<1%
Asian	0	0%	1,032	6%
Black	13	45%	4,170	22%
Hispanic	^	^	2,863	15%
Multiracial	^	^	2,190	12%
Native/Hawaiian/Pacific Islander	0	0%	67	<1%
White	11	38%	8,325	44%
Economically Disadvantaged	14	48%	7,373	40%
Identified Limited English Proficiency	0	0%	1,115	6%
Military Connected	6	21%	4,379	24%

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

Survey Respondents

On the Behavioral and Mental Health Supports for Students Survey, a total of 460 staff indicated they were familiar with the BASE Program in 2024-2025. This was an increase from 2023-2024 when 331 staff indicated they were familiar with the program. The survey results were disaggregated by the level of involvement in the program. In 2024-2025, overall, seven respondents indicated they were BASE staff members at Windsor Oaks, equating to an estimated response rate of 78 percent. In addition, 109 respondents indicated they had referred a student to BASE and worked with a student who attended BASE, 76 indicated they had worked with a student who had been in BASE but had not referred a student, and 257 indicated they were aware of the program but had no direct involvement. Unless otherwise noted, the survey results are presented and disaggregated by the three primary stakeholder groups (N=192): BASE staff members at Windsor Oaks, staff members who referred a student to the BASE Program and worked with a student who attended the BASE Program, and staff members who worked with a student who attended the BASE Program but did not refer a student to the program (see Table 37). As shown in Table 37, the majority of respondents who were involved with the initiative were either classroom teachers or teacher assistants (40%) or student support staff (26%). In

addition, parents of students who were enrolled in the BASE Program anytime during the 2024-2025 school year as of March 17, 2025 were emailed an anonymous survey in March. The parent response rate was 22 percent (N=8).

Table 37: BASE Program Respondents by Staff Group and Involvement

Staff Group	BASE Staff Member at Windsor Oaks		Referred a student to BASE and worked with student who attended BASE		Worked With a Student Who was in BASE But Did Not Refer		Total Involved		Not Involved But Aware	
	23-24 (N=7)	24-25 (N=7)	23-24 (N=90)	24-25 (N=109)	23-24 (N=43)	24-25 (N=76)	23-24 (N=140)	24-25 (N=192)	23-24 (N=176)	24-25 (N=257)
Administrator	0%	0%	38%	34%	0%	7%	24%	22%	1%	4%
Classroom Teacher or Teacher Assistant	29%	29%	30%	33%	42%	50%	34%	40%	67%	62%
Other Instructional Staff	0%	0%	3%	6%	14%	13%	6%	8%	15%	17%
Student Support Staff	71%	71%	28%	27%	40%	21%	34%	26%	10%	9%
Other Related Staff	N/A	N/A	1%	1%	5%	9%	2%	4%	7%	7%

Initiative Components

BASE Program Classroom Staffing

The BASE Program consists of two classrooms. Each classroom included one behavior intervention teacher, one student support specialist, and two teacher assistants (see Table 38). However, one teacher assistant resigned at some point in 2024-2025, leaving the program with three teacher assistants for most of the 2024-2025 school year. Students are placed in a classroom based on academic level, enrollment numbers, and behavior concerns.

Table 38: BASE Classroom Information

Criteria	BASE Classroom Information
Number of Classrooms	2
Grade Level	Based on enrollment/academic level; Fluid
Staff	1 Behavior Intervention Teacher 1 Student Support Specialist 2 Teacher Assistants

Referral Process and Enrollment

Prior to referring a student to the Base Program, the student must have documented Tier 2 and/or Tier 3 interventions in place with little to no documented success. The BASE Program is typically shared as an option to families during a Student Response Team (SRT) meeting. During the SRT meeting, parents/guardians are provided a BASE Program pamphlet that shares information about the program. In order to start the process, parents must give written consent to have a school psychologist from the BASE Program conduct an observation or consultation. In addition to a student observation, the school social worker schedules a time to complete a brief social history with the family, which includes information about students' home life, medical status, educational history, and social and emotional functioning. If a parent/guardian gives consent, then a staff member will complete a BASE referral form, which includes student information (e.g., name, address, school, age, teacher, school counselor, school psychologists, etc.), student history (e.g., relevant disciplinary actions and previous interventions), target behaviors, and administrator authorization. Eighty-one percent of

staff who were involved with the program agreed they understood the process for identifying or referring a student who could benefit from attending the BASE Program. Similar to last year's pattern of results, staff members in the group that had never referred a student reported lower agreement about understanding the process for identifying and referring a student who could benefit from the BASE Program (See Table 39).

Table 39: Staff Perceptions of the BASE Program Referral Process

Survey Items	BASE Staff Member at Windsor Oaks		Referred a student to BASE and worked with student who attended BASE		Worked with student who was in BASE but did not refer		Total	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
I understand the process for identifying or referring a student who could benefit from attending the BASE Program.	100%	86%	90%	91%	51%	66%	78%	81%

A school psychologist or doctoral intern conducts the informal observation. Upon completion, they will schedule a follow-up SRT/Section 504 update meeting with key members including the parent, teacher, administrators, school psychologist, social worker, director of student services, and BASE Program psychologist. If it is determined that the student is a candidate for the BASE Program and the parent agrees to the BASE Program participation, the orientation is scheduled. The student and parent(s) attend orientation, which typically lasts 30 minutes to 1 hour. The family is introduced to Windsor Oaks (i.e., the host site of BASE) school administrators. During the orientation, the student gets acquainted with classmates while the parents are presented with information about the program. Parents are given a Welcome Letter, which includes the names and contact information for the BASE team. In addition, parents are given the Parent Acknowledgement form, which includes parent expectations and student expectations for the program. The BASE team reviews the components of the program including the daily feedback document and explains goal setting, the token economy system, preferred activity time, Zones of Regulation, and social emotional group. In 2024-2025, 100 percent of parents who responded to the survey agreed the BASE Program orientation helped them understand the program and its components, which was an increase from 2023-2024 when 80% of parents agreed.

When students attend the BASE Program at Windsor Oaks, they remain concurrently enrolled at their home school. VBCPS provides transportation for students to attend the program. In 2024-2025, overall, 88 percent of staff members agreed the process for transitioning a student from their home school to the BASE Program was communicated clearly in the SRT/Section 504 meeting (see Table 40). Staff agreement on this survey item was similar to last year's. In 2024-2025, 100 percent of parents agreed the information about the BASE Program shared in the Student Response Team (SRT)/Section 504 meeting was clear and easy to understand, and 100 percent of parents agreed their child's transition from his/her home school to the BASE Program was successful. This was an increase from 2023-2024 when 80 percent of parents agreed their child's transition from his/her home school to the BASE Program was successful.

Table 40: Staff Perceptions of Students' Transition Process

Survey Item	BASE Staff Member at Windsor Oaks		Referred a student to BASE and worked with student who attended BASE		Worked with student who was in BASE but did not refer		Total	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
The process for transitioning a student from their home school to the BASE Program is communicated clearly in the Student Response Team (SRT)/Section 504 meeting.	100%	83%	86%	89%	78%	85%	85%	88%

Daily Schedule

BASE staff are with students the entire school day at Windsor Oaks. BASE students remain together in the classroom throughout the day except during lunch and physical education (P.E.) when they are with other students at Windsor Oaks. In 2024-2025, the structure of the day typically included: Arrival/breakfast/morning work, morning meeting/goal setting, calendar, academic block, social emotional learning, structured movement, academic block, preferred activity time (PAT), lunch, self-regulation/goal review, academic block, P.E., academic block, PAT, debriefing/goal setting/daily feedback sheet, and dismissal. The structure of the day in 2024-2025 was very similar to the structure of the day in 2023-2024 with the addition of an additional academic block that was added based on feedback BASE staff received from schools who have had students attend the BASE Program. According to BASE staff, schools have expressed that students needed more rigorous academic demands while attending BASE. All students are monitored using a daily feedback document. On the document, students identify daily goals and teachers give students feedback on each of the day's activities. The document is sent home for parents to sign every day. The classroom operates using a token economy system, which allows students to "earn" things such as toys, games, books, computer/iPad time to use or play with during morning and afternoon PAT. This is documented using an earning tracking sheet. Each day, students participate in social emotional learning with direct instruction focused on skill deficits such as recognizing emotions, problem-solving, and self-regulation strategies such as positive self-talk and breathing exercises. The curriculum for the social emotional learning lessons is guided by the Zones of Regulation and Promoting Alternative Thinking Strategies (PATHS) curriculum. The Zones of Regulation is a way to help students think and talk about how they are feeling. The Zones of Regulation organize students' feelings, states of alertness, and energy levels into four colored zones—Blue, Green, Yellow, and Red. The Blue Zone consists of feeling sad, bored, tired, or sick. The Green Zone consists of feeling happy, focused, calm, or proud. The Yellow Zone consists of feeling worried, frustrated, silly, or excited. The Red Zone consists of feeling overjoyed/elated, panicked, angry, or terrified.⁵⁵ The PATHS curriculum aims to promote self-control, emotional understanding, positive self-esteem, relationship, and interpersonal problem-solving skills among children aged 4-11 years.⁵⁶ While there are two different academic blocks during the day, the BASE team does not provide report cards, and the students do not receive grades while in the program.

BASE staff members were asked the extent to which the different BASE Program components helped provide the support students needed. As shown in Table 41, about 70 percent of staff members indicated social emotional learning groups, goal setting, self-regulation, and debriefing/goal/daily feedback sheet helped support students' needs to a large extent. Additionally, a little over half of staff indicated the following also helped support students' needs to a large extent: PAT, token economy system, PATHS, behavior tracking sheet, and academic block. Twenty-nine percent of staff indicated structured movement helped support students' needs to a large extent. In 2023-2024 staff expressed somewhat more favorable perceptions of the BASE program components providing the support students needed. For example, in 2023-2024, all staff members (100%) indicated social emotional learning groups helped support students' needs to a large extent.

Additionally, 80 percent of staff indicated the following also helped support students' needs to a large extent: morning meeting, goal setting, PAT, and self-regulation. Parents were asked their perceptions of two program components. Overall, 100 percent of parents agreed the daily feedback sheet was helpful in improving their child's behavior, and 100 percent of parents agreed the token economy was helpful in motivating their child.

Table 41: BASE Staff Member Perceptions of Program Components Providing the Support Students Need

Program Components	Large Extent	Moderate Extent	Small Extent	Not At All
Social Emotional Learning Groups (N=7)	71%	14%	0%	14%
Goal Setting (N=7)	71%	14%	0%	14%
Self-regulation (N=7)	71%	0%	14%	14%
Debriefing/Goal/Daily Feedback Sheet (N=7)	71%	14%	0%	14%
Preferred Activity Time (PAT) (N=7)	57%	29%	0%	14%
Token Economy System (N=7)	57%	29%	0%	14%
Promoting Alternative Thinking (PATHS) (N=7)	57%	29%	0%	14%
Behavior Tracking Sheet (N=7)	57%	29%	0%	14%
Academic Block in the AM and PM (N=7)	57%	29%	0%	14%
Morning Meeting (N=7)	43%	43%	0%	14%
Structured Movement (N=7)	29%	43%	14%	14%

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

At the six to eight week mark, the BASE team begins to share information with the home school about the date the student will transition back to the home school. The director/designee communicates with the student's home school to schedule a follow-up transition SRT or 504 meeting. The BASE team creates a transition plan detailing the program and the progress the student made and any supports the student may need. One recommendation from the 2023-2024 evaluation was to prioritize the identification of behavioral supports that can successfully be implemented after students transition from the BASE Program back to their home school. As part of this recommendation, the BASE team updated their transition report that is shared with the team and the student's home school classroom teacher. As part of this recommendation, the BASE team and the behavior interventionist at the home school met and discussed what was going well and what support home schools needed in the student transition process. As part of this meeting, the BASE team developed a new transition report template. The new report has some of the same components including the student's referral reasons, interventions used, progress observed, and recommendations for continued support when returning to their home school; however, the new report is more focused on specific triggers, strategies, and outcomes for the individual student. For example, the new report emphasizes fine-grained, student-specific applications that are outcome-driven with clear metrics. This was a purposeful shift from the BASE team who wanted to focus on more specific interventions that were purposeful and intentional for the home schools. Staff continue to receive the Daily Feedback sheet as part of the transition process. The Daily Feedback sheet is shared with the teacher to help support the transition. Additionally, the BASE staff supports the student through an on-site transition for a minimum of two days, and BASE staff assists the teacher/teacher assistant. According to the Office of Student Support Services, after the student has transitioned back to the home school from BASE, a behavior intervention specialist can provide necessary support for the student. The BASE Program is a one-time intervention. Therefore, once students return to their home school, they are ineligible to return to the BASE Program.

Overall, 79 percent of staff agreed the process for transitioning a student from the BASE Program back to the home school was communicated clearly in the SRT/504 meeting. In 2024-2025, there was an increase in agreement for this survey item for staff who worked with a student who was in BASE but did not refer and a

decrease among BASE staff and staff members who referred a student to BASE and worked with a student who attended BASE (see Table 42). Two new survey items were added as part of the outcome evaluation of the BASE Program (see Table 42). Overall, 57 percent of staff agreed after students returned to their home school, they have the support they need to be successful, and 55 percent of staff agreed after students return to their home school, the interventions provided by the BASE team to support their success are feasible. BASE staff perceptions were higher on both survey items compared to the other staff groups.

Table 42: Staff Perceptions of the Transition Process From the BASE Program Back to the Students' Home School

Survey Items	BASE Staff Member at Windsor Oaks		Referred a student to BASE and worked with student who attended BASE		Worked with student who was in BASE but did not refer		Total	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
The process for transitioning a student from the BASE Program back to their home school is communicated clearly in the Student Response Team (SRT)/Section 504 meeting.	100%	86%	80%	75%	75%	87%	80%	79%
After students return to their home school, they have the support they need to be successful (e.g., academics, attendance, behavior).*	--	71%	--	55%	--	58%	--	57%
After students return to their home school, the interventions provided by the BASE team to support their success are feasible.*	--	71%	--	56%	--	53%	--	55%

*New survey item added to the 2024-2025 Behavioral and Mental Health Support Survey as part of the outcome evaluation.

In 2024-2025, 88 percent of parents agreed their child's transition from the BASE Program back to his/her home school was successful, and 88 percent of parents agreed their child had the support he/she needed after returning to his/her home school. This was an increase from 2023-2024 when parents had less favorable perceptions of the transition process from the BASE Program back to students' home school. In 2023-2024, 25 percent agreed their child's transition from the BASE Program back to the home school was successful and 25 percent of parents agreed their child had the support he/she needed after returning to his/her home school.

Professional Learning

According to the Office of Student Support Services, nine BASE staff members received Crisis Prevention Institute (CPI) training from the school division's coordinator of behavior intervention. The training included a variety of verbal and nonverbal interventions designed to recognize and respond to defensive behaviors, understand what is behind challenging behavior, and address the needs of the individual student. The coordinator and psychologist conducted training related to de-escalation strategies, data collection, and the Zones of Regulation. Staff members reported their perceptions of the CPI training. In 2024-2025, of those who attended the training, 100 percent agreed the training provided them with the necessary knowledge and tools to recognize and respond to student behavior, which was an increase from 2023-2024 when 75 percent of staff agreed. In 2024-2025, a new survey item was used to assess BASE staff members' perceptions of the in-house professional learning they received, and of those who participated, 80 percent of BASE staff agreed the in-house professional learning centered around scenarios provided them with the necessary knowledge and tools to recognize and respond to student behavior.

In addition, 86 percent of staff members reported feeling prepared to teach or provide support to students as part of the BASE Program. This was also an increase in agreement from 2023-2024 when 60 percent of staff members reported feeling prepared to teach or provide support to students as part of the BASE Program (see Table 43).

Table 43: BASE Staff Perceptions of Training and Preparation to Teach in the Program

Survey Items	Number		Agreement	
	23-24	24-25	23-24	24-25
The Crisis Prevention Institute (CPI) training I received as a BASE staff member provided me with the necessary knowledge and tools to recognize and respond to student behavior.	4	5	75%*	100%*
The in-house professional learning centered around scenarios I received during 2024-2025 as a BASE staff member provided me with the necessary knowledge and tools to recognize and respond to student behavior.**	--	5	--	80%*
Overall, I felt prepared to teach or provide support to students as part of the BASE Program.	5	7	60%	86%

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

** New survey item added to the 2024-2025 Behavioral and Mental Health Support survey as part of the outcome evaluation.

Family Engagement

According to the Office of Student Support Services, parents or guardians are involved in the initial aspects of the program because parent/guardian permission is required for students to attend the BASE Program. Additionally, daily feedback sheets were sent home each day, and parents were expected to sign and return them. According to BASE staff members, there were supplemental, at-home activities that extended the SEL curriculum that were shared with families, and community resources were provided as needed including parent-child interaction therapy. In 2024-2025, 86 percent of BASE staff members at Windsor Oaks agreed the BASE Program provided helpful resources and support for families. This was a decrease from 2023-2024 when all BASE staff members (100%) at Windsor Oaks agreed with this survey item. In 2024-2025, overall, 100 percent of parents who responded to the survey agreed the BASE Program provided helpful information for their family to support their child's behavioral needs. This was an increase from 2023-2024 when 70 percent of parents who responded to the survey agreed the BASE Program provided helpful information for their family to support their child's behavioral needs.

Initiative Goals

Survey Data

According to the BASE Playbook, the goal of the BASE Program is to decrease aggressive/disruptive/defiant behaviors that lead to out-of-school suspensions. Another goal is for students to acquire self-regulation skills that can be generalized to their home school learning environment. Staff perceptions related to the goal areas are shown in Table 44. In 2024-2025, overall, 75 percent of staff agreed the BASE Program provided students with useful strategies to help their emotional regulation and behavior. Additionally, 69 percent of staff agreed the BASE Program helped improve students' emotional regulation, and 61 percent agreed the program helped improve students' overall behavior. Overall, 59 percent of staff agreed the BASE Program helped improve students' aggressive, defiant, or disruptive behavior. There was a pattern of decrease across all survey items in Table 44 from 2023-2024 to 2024-2025, ranging from 1 percentage point to 9 percentage points. Similar to 2023-2024 patterns, across all survey items assessing perceptions of the program's goals, BASE staff members had the highest agreement percentages, followed by staff members who referred a student to BASE and worked with a student who attended BASE, and then staff who worked with a student who was in BASE but did

not refer a student. Overall, 64 percent of staff indicated they were satisfied with the BASE Program. BASE staff members who worked at Windsor Oaks had the highest percentage with all (100%) who responded to the item agreeing they were satisfied. All other staff members involved in the program had similar satisfaction rates ranging from 62 percent to 64 percent. In 2024-2025, of the parents who responded to the survey, 100 percent agreed the BASE Program was helpful for their child and their family. This was an increase from 2023-2024 when 70 percent of parents who responded to the survey agreed the BASE Program was helpful for their child and their family.

Table 44: Staff Perceptions of the BASE Program

Survey Items	BASE Staff Member at Windsor Oaks		Referred a student to BASE and worked with student who attended BASE		Worked with student who was in BASE but did not refer		Total	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
The BASE Program provides students with useful strategies to help their emotional regulation and behavior.	100%	100%	77%	75%	70%	72%	76%	75%
The BASE Program helps improve students' emotional regulation.	100%	100%	74%	70%	72%	66%	74%	69%
The BASE Program helps improve students' behavior overall.	60%	100%	68%	60%	63%	59%	66%	61%
The BASE Program helps improve students' aggressive, defiant, or disruptive behavior.	80%	86%	70%	59%	62%	56%	68%	59%
How satisfied are you with the BASE Program?	--	100%	--	62%	--	64%	--	64%

Behavior Data

Discipline data for students in the BASE program were analyzed at two points in time to determine how the BASE Program influenced students' discipline as it related to the student outcome goal of decreasing aggressive/disruptive/defiant behaviors that leads to out-of-school suspensions. Data from two different cohorts were analyzed including students who participated in the BASE Program at some point in the 2023-2024 school year (Cohort 1) and students who participated in the BASE Program at some point in the 2024-2025 school year (Cohort 2). Because the number of students in the program each year is relatively small, examining two cohorts of students provided a stronger basis for evaluating the outcome of the BASE Program. Students included in this analysis were those who were enrolled at BASE at some point during the 2023-2024 or 2024-2025 school years and had discipline data prior to and after attending the BASE Program. For example, if a student was still enrolled in the BASE Program at the end of the year or did not have any days of enrollment at their home school because they left VBCPS after completing the BASE Program, they were excluded from the analysis. Figure 17 displays the average number of referrals, average number of suspensions, and the average number of out-of-school suspensions for students in 2023-2024 or Cohort 1 prior to attending the BASE Program compared to the average number of referrals, average number of suspensions, and average number of out-of-school suspensions after completing the BASE intervention and going back to their home school. As displayed in Figure 17, prior to attending the BASE Program students in Cohort 1 had an average of 7.96 referrals. After participating in the BASE Program, their average number of referrals decreased to 1.62. Prior to attending the BASE Program, students in Cohort 1 had 5.23 average suspensions. After completing the BASE Program their average number of suspensions decreased to 1.08. Prior to attending the

BASE Program, students in Cohort 1 had 4.27 average out-of-school suspensions. After participation in the BASE Program, their average number of out-of-school suspensions decreased to 1.00. Overall, students had fewer average number of referrals, average number of suspensions, and average number of out-of-school suspensions after returning to their home school after completing the BASE Program.

Figure 17: Discipline Data for BASE Students Before Attending the BASE Program and After Attending the BASE Program (Cohort 1: 2023-2024; N=26)

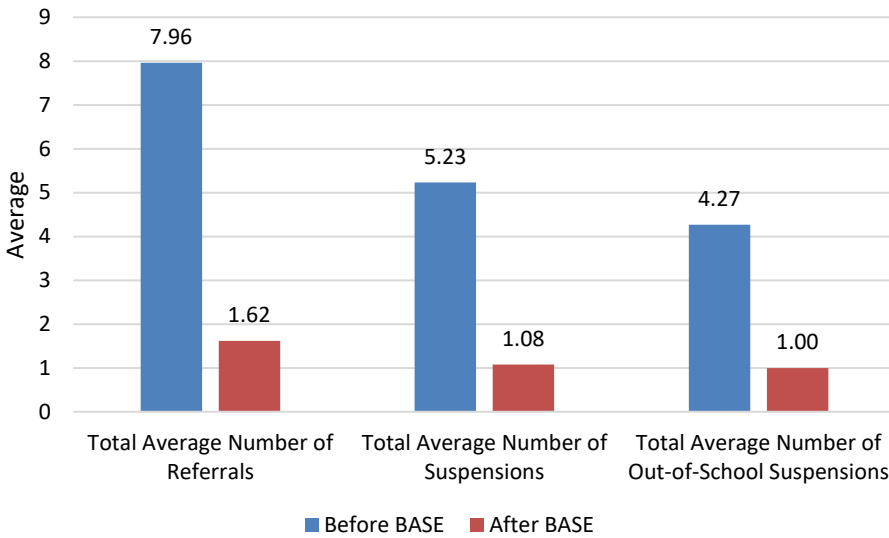
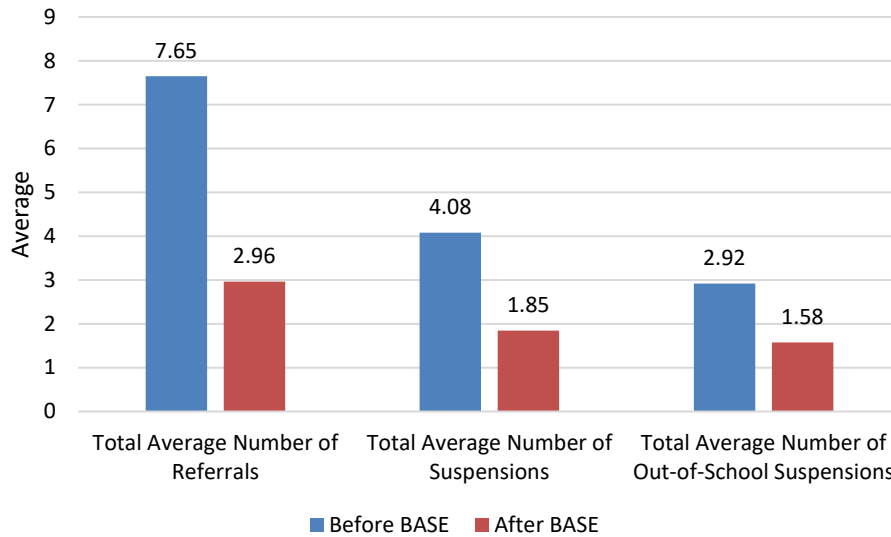


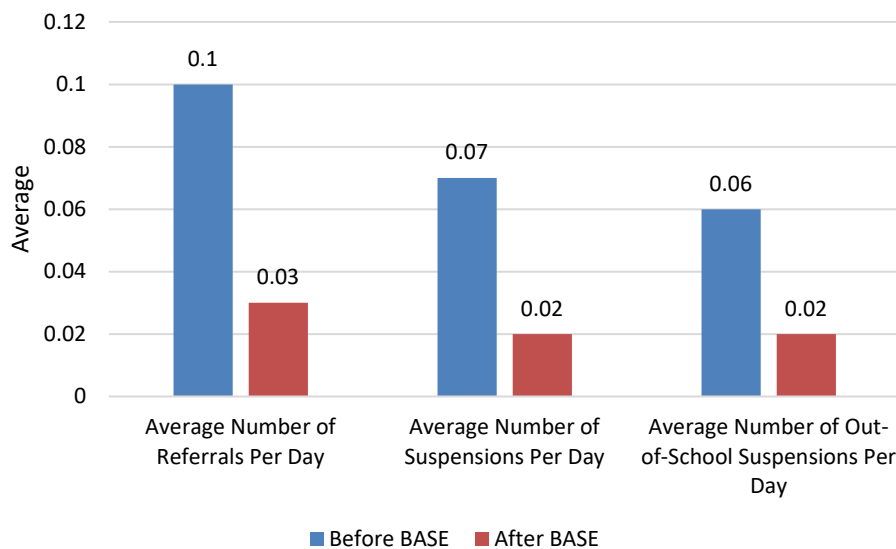
Figure 18 displays the average number of referrals, average number of suspensions, and the average number of out-of-school suspensions for students in 2024-2025 or Cohort 2 prior to attending the BASE Program and after completing the BASE intervention and going back to their home school. This analysis only included students who had discipline data prior to and after enrolling in the BASE Program. As displayed in Figure 18, prior to attending the BASE Program, students in Cohort 2 had an average of 7.65 referrals. After participating in the BASE Program, their total average number of referrals decreased to 2.96. Prior to attending the BASE Program, students in Cohort 2 had 4.08 total average suspensions. After participating in the BASE Program, their total average number of suspensions decreased to 1.85. Prior to attending the BASE Program, students in Cohort 2 had 2.92 total average out-of-school suspensions. After participation in the BASE Program, their total average number of out-of-school suspensions decreased to 1.58. Overall, across both Cohort 1 and Cohort 2, on average, students had fewer referrals, suspensions, and out-of-school suspensions after returning to their home school after completing the BASE Program.

Figure 18: Discipline Data for BASE Students Before Attending the BASE Program and After Attending the BASE Program (Cohort 2: 2024-2025: N=26)



Another approach for analyzing the data was by calculating daily averages for the discipline data. Using this approach accounts for differences in enrollment length before and after BASE. This was done by dividing the total number of referrals, suspensions, or out-of-school suspensions by the total number of student enrollment days. As displayed in Figure 19, when adjusting for enrollment, students in Cohort 1 averaged fewer referrals and suspensions per day after participating in the BASE Program. Referrals decreased from 0.10 to 0.03 per day, suspensions from 0.07 to 0.02, and out-of-school suspensions from 0.06 to 0.02.

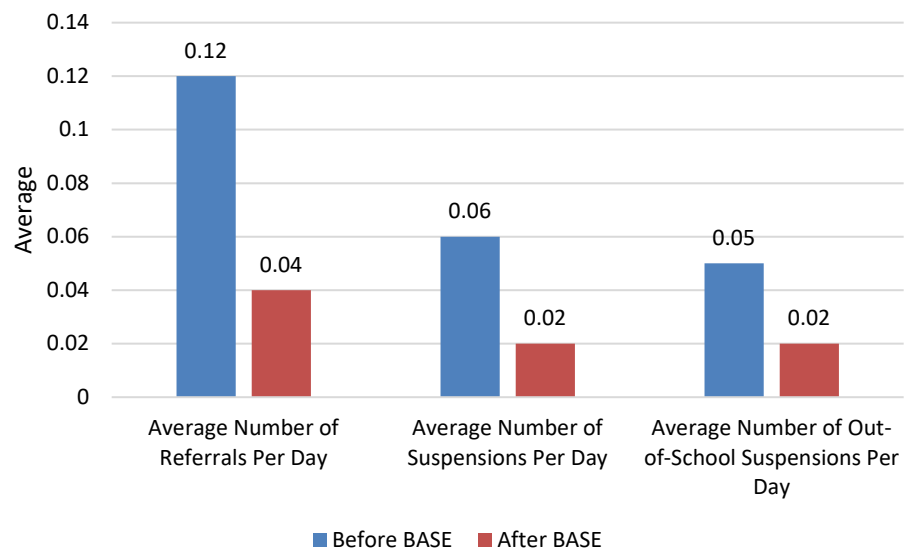
Figure 19: Discipline Data Per Day for BASE Students Before Attending BASE and After Attending the BASE Program (Cohort 1: 2023-2024)



Cohort 2 displayed a similar pattern. As displayed in Figure 20, when adjusting for enrollment length before and after BASE, students in Cohort 2 averaged fewer referrals and suspensions per day after participating in

the BASE Program. Referrals decreased from 0.12 to 0.04 per day, suspensions from 0.06 to 0.02, and out-of-school suspensions from 0.05 to 0.02.

Figure 20: Discipline Data Per Day for BASE Students Before Attending BASE and After Attending the BASE Program (Cohort 2: 2024-2025)



The next analysis determined the percentage of students who had lower rates of referrals, suspensions, and out-of-school suspensions after returning to their home school. Students included in this analysis were those who had discipline data prior to attending BASE and after exiting the BASE Program. Students who had zero referrals or suspensions were excluded from the analysis because they would not have had an opportunity to demonstrate a decrease.

Table 45 summarizes the percentage of students in Cohort 1 who demonstrated reductions in average daily referrals, suspensions, and out-of-school suspensions after returning to their home schools during the 2023-2024 school year, disaggregated by grade level. Overall, 88 percent of students had a lower average rate of referrals per day, while another 88 percent had a reduction in suspensions per day. Similarly, 84 percent of students had a lower average rate of out-of-school suspensions per day. In summary, a high percentage of students had lower average rates of referrals, suspensions, and out-of-school suspensions across all grade levels.

Table 45: Percentage of Students With Lower Referral, Suspension, and Out-of-School Suspension Rates in Cohort 1 (2023-2024)

Description	Kindergarten	Grade 1	Grade 2	Total
Students Who Had Lower Average Rate of Referrals Per Day After Returning to Home School	82% (N=11)	100% (N=10)	80% (N=5)	88% (N=26)
Students Who Had Lower Average Rate of Suspensions Per Day After Returning to Home School	80% (N=10)	90% (N=10)	100% (N=5)	88% (N=25)
Students Who Had Lower Average Rate of Out-Of-School Suspension Per Day After Returning to Home School	70% (N=10)	90% (N=10)	100% (N=5)	84% (N=25)

Note: Does not include students who showed no improvement (0 to 0) or those who were still enrolled at BASE at the end of the school year.

Table 46 summarizes the percentage of Cohort 2 students who demonstrated reductions in average daily referrals, suspensions, and out-of-school suspensions after returning to their home schools, disaggregated by grade level. Overall, 85 percent of students had a lower average rate of referrals, 67 percent had a lower average rate of suspensions, and 63 percent had a lower average rate of out-of-school suspensions. In summary, a majority of students in Cohort 2 displayed a decrease in disciplinary incidents after returning to their home schools, with the largest decline observed in referral rates. A higher percentage of first grade students appeared to display gains compared to kindergarten and second grade students.

Table 46: Percentage of Students With Lower Referral, Suspension, and Out-of-School-Suspension Rates in Cohort 2 (2024-2025)

Description	Kindergarten	Grade 1	Grade 2	Total
Students Who Had Lower Average Rate of Referrals Per Day After Returning to Home School	83% (N=12)	90% (N=10)	75% (N=4)	85% (N=26)
Students Who Had Lower Average Rate of Suspensions Per Day After Returning to Home School	70% (N=10)	70% (N=10)	50% (N=4)	67% (N=24)
Students Who Had Lower Average Rate of Out-Of-School Suspension Per Day After Returning to Home School	60% (N=10)	70% (N=10)	50% (N=4)	63% (N=24)

Comparison Group Analysis

To determine if the BASE Program impacted students’ discipline patterns more than interventions at other schools, a comparison group of non-BASE students was created for both Cohort 1 (2023–2024) and Cohort 2 (2024–2025) students who attended the BASE Program. Students were selected for the comparison group using several criteria. First, each student had to attend a school that sent at least one student to the BASE Program during the respective year. This criterion addressed differences in school-level practices related to referrals and use of the program. Second, students with special education status were excluded, consistent with BASE Program eligibility requirements. Third, students had to be enrolled in the same grade levels represented in the BASE cohort (grades K–2 for Cohort 1 and grades K–3 for Cohort 2). Finally, discipline data were considered: students were selected for the comparison group if they had at least a total number of referrals equal to the BASE cohort’s average for the year (at least eight referrals for Cohort 1 and at least eleven for Cohort 2). Because the BASE Program served students with significant behavioral challenges, including those with high numbers of discipline referrals, the BASE Program total average referrals for the year was used as criteria for identifying the comparison group. Using the average total referrals for the whole year created a comparison group that captured the full scope of discipline events and ensured that BASE students were compared to peers with a similar overall level of discipline challenges across the same time period. The last criterion ensured that both groups exhibited comparable behavioral patterns, which is the primary focus of the BASE Program. Students in this analysis group included students who were enrolled in VBCPS from at least September to May.⁵⁷

Demographic characteristics were not used to identify comparison group students due to the relatively small numbers of students who had high numbers of discipline events. As a result, the groups differed demographically, and these differences could influence how students experience discipline. This limitation should be considered when interpreting results. Even with this caveat, the selection approach provides evidence of program impact on discipline outcomes by aligning the comparison group closely with the behavioral profiles of BASE participants.

Appendix A includes the complete demographic characteristics for Cohort 1 BASE students in 2023-2024 and the comparison group. The most notable differences appeared for sex and ethnicity. Cohort 1 was predominantly male (87%) whereas the comparison group was evenly split 50 percent female and 50 percent

male. In Cohort 1, 61 percent of the students were White compared to the comparison group where 7 percent of the students were White (54 percentage point difference). Appendix B includes the complete demographic characteristics for Cohort 2 BASE students in 2024-2025 and the comparison group. Demographic characteristics for both groups differed. The most notable differences appeared with ethnicity and economic status. Of the Cohort 2 BASE students, 42 percent were Black whereas 69 percent of students in the comparison group were Black (27 percentage point difference). White students accounted for 38 percent of Cohort 2 BASE students compared to 15 percent of the comparison group (23 percentage point difference). In Cohort 2, 54 percent of the BASE students were economically disadvantaged, and in the comparison group 69 percent were economically disadvantaged (15 percentage point difference).

Figure 21 displays the average referrals for quarter 1 and quarter 4 for BASE Cohort 1 students compared to their comparison group in 2023-2024. Because the timing of the BASE intervention varied and students could enter BASE at various points during the year such as in quarter 2 or 3, the focus for this analysis was the trends from quarter 1 to quarter 4. In quarter 1, BASE students averaged more referrals than the comparison group (3.04 versus 1.64). In quarter 4, BASE students experienced a sharp decline in referrals, dropping to 0.87 which is the lowest point across the year and the comparison group’s referrals increased from 1.64 to 2.64.⁵⁸

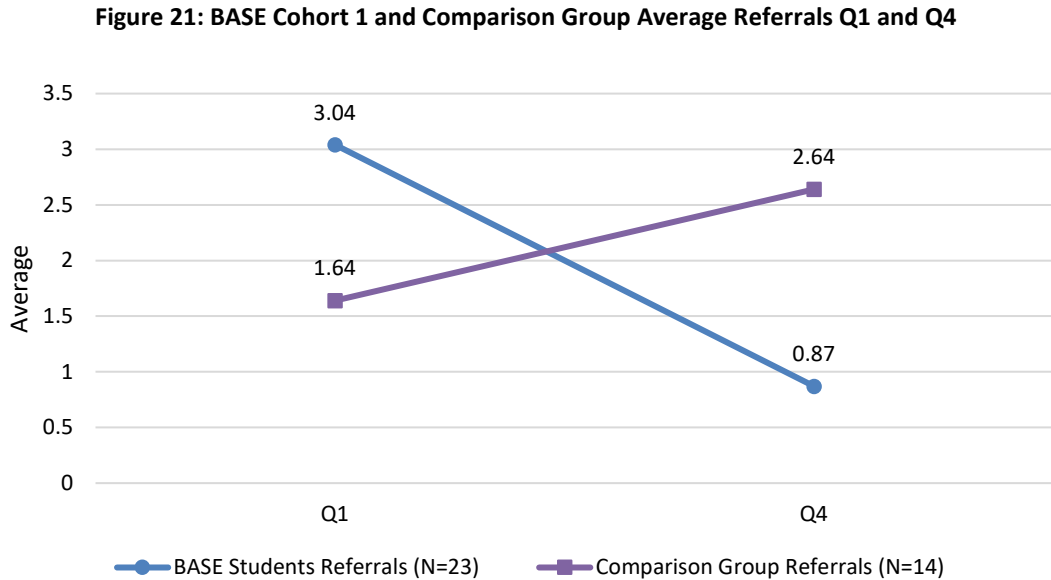


Figure 22 displays BASE Cohort 2 and the comparison group average total referrals in quarter 1 and quarter 4. At quarter 1, BASE students reported higher total average referrals than the comparison group (4.33 versus 3.46). Referrals fell sharply in quarter 4 to an average of 1.46 for students in the BASE Cohort 2. However, the comparison group increased to 4.00 in quarter 4.

Figure 22: BASE Cohort 2 and Comparison Group Average Referrals Q1 and Q4

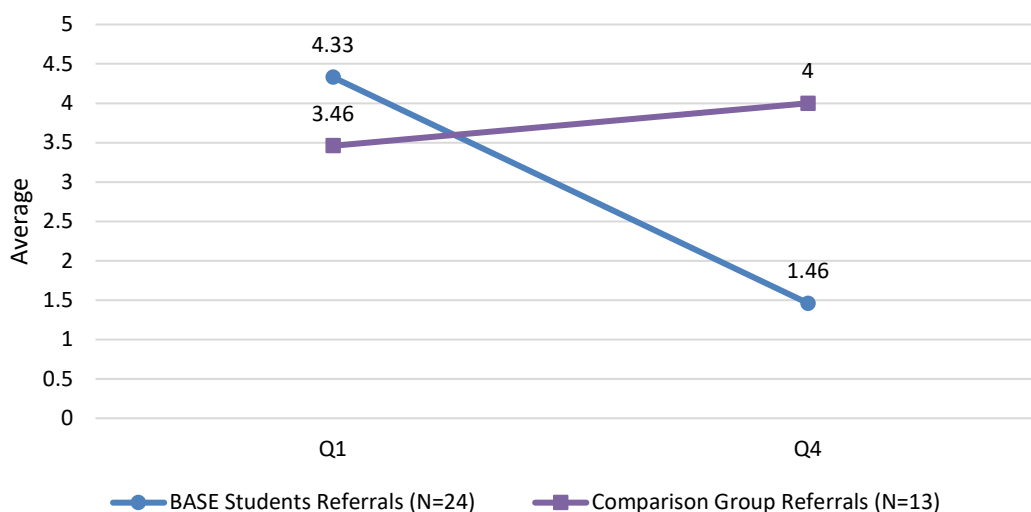


Figure 23 displays average suspensions in quarter 1 and quarter 4 for BASE cohort 1 students and the comparison group. In quarter 1, BASE students in Cohort 1 had a higher suspension rate than the comparison group (1.87 versus 0.43). Average suspensions for students in BASE Cohort 1 dropped sharply to 0.61 in quarter 4. By contrast, the comparison group saw an increase in their average suspensions in quarter 4.

Figure 23: BASE Cohort 1 and Comparison Group Average Suspensions Q1 and Q4

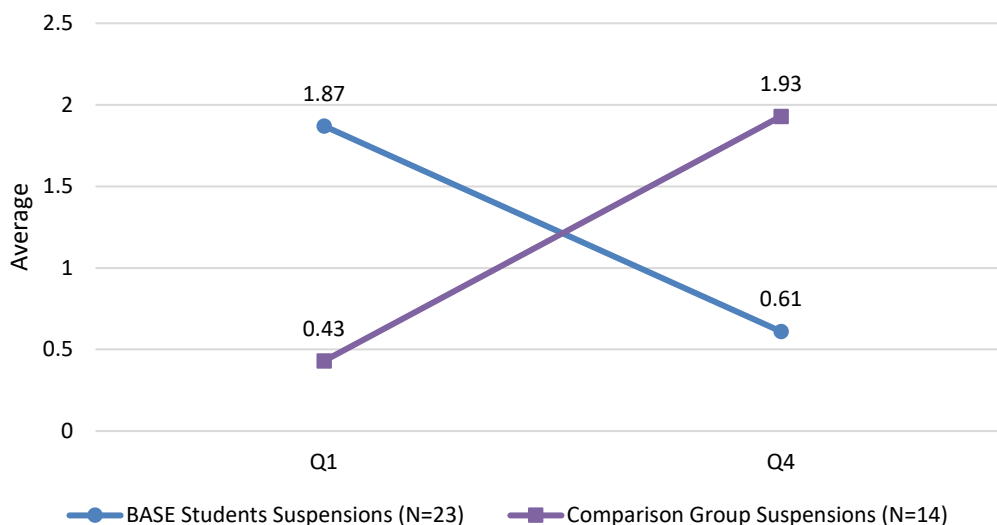


Figure 24 displays the average total suspensions in quarter 1 and quarter 4 for BASE Cohort 2 students compared to students in the comparison group. For BASE students, suspensions began relatively high (1.96), then dropped sharply in quarter 4 to 1.17. By contrast, the comparison group shows a consistent upward trajectory. Average suspensions began lower than BASE students in quarter 1 (1.23) but increased to 2.77 average suspensions in quarter 4.

Figure 24: BASE Cohort 2 and Comparison Group Average Suspensions Q1 and Q4

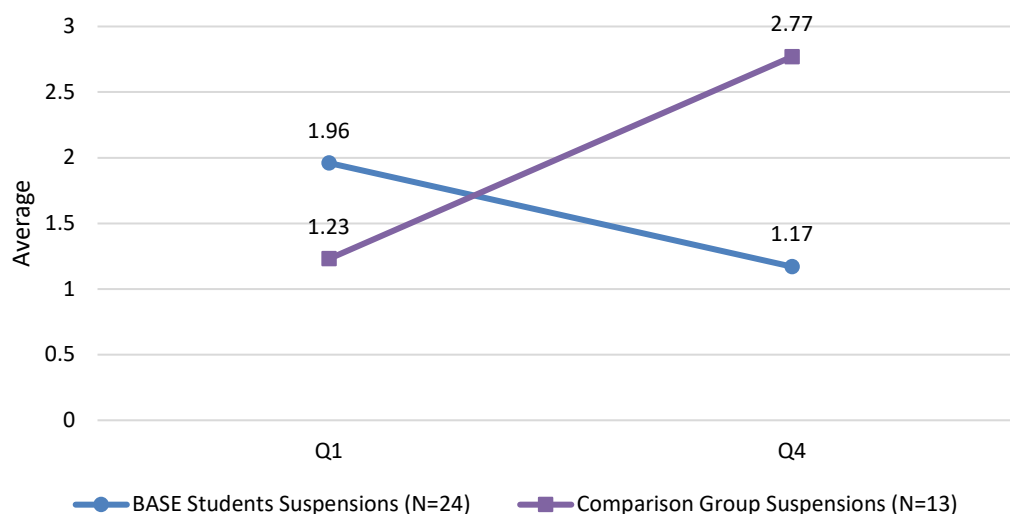


Figure 25 presents the average total out-of-school suspensions in quarter 1 and quarter 4 for BASE Cohort 1 students compared to students in the comparison group. For BASE students, out-of-school suspensions began at 1.48 and in quarter 4, suspensions drop sharply to 0.52. The comparison group displayed somewhat of a different trend. The comparison group had lower quarter 1 average out-of-school suspensions compared to BASE (0.29), however, by quarter 4, their average out-of-school suspensions rose to 1.21.

Figure 25: BASE Cohort 1 and Comparison Group Average Out-of-School Suspensions Q1 and Q4

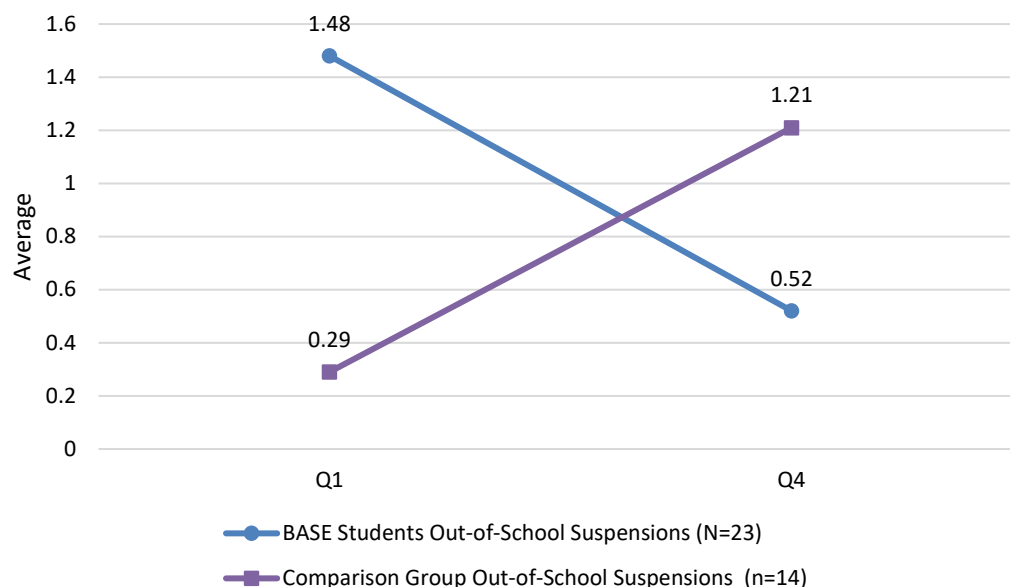
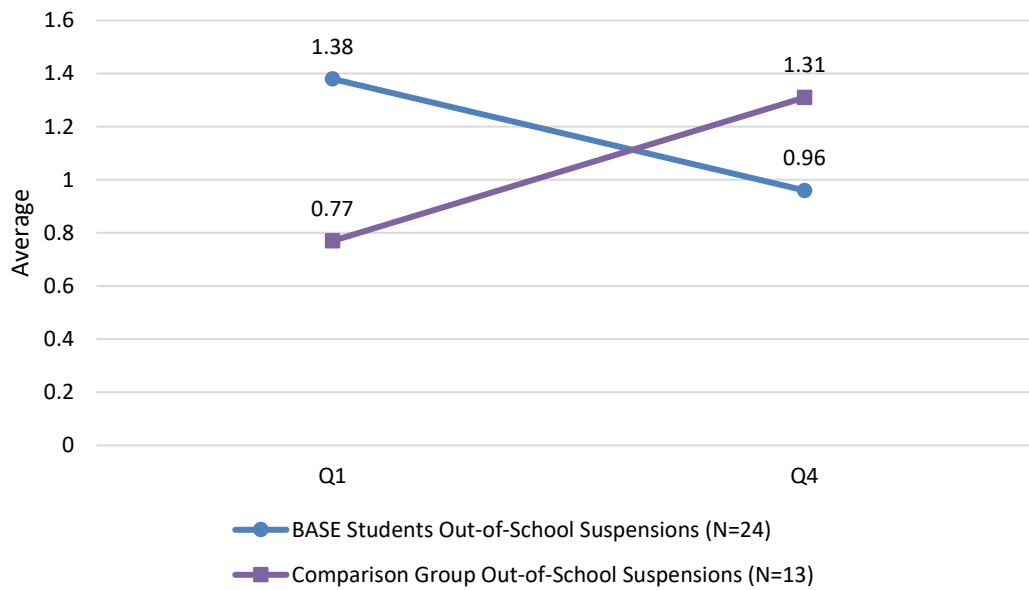


Figure 26 displays the average total out-of-school suspensions in quarter 1 and quarter 4 for BASE Cohort 2 students compared to the comparison group. For BASE students, out-of-school suspensions began higher in quarter 1 (1.38) than the comparison group (0.77) but declined to 0.96 in quarter 4. In contrast, the comparison group increased to 1.31 average out-of-school suspensions in quarter 4.

Figure 26: BASE Cohort 2 and Comparison Group Average Out-of-School Suspensions Q1 and Q4



Across BASE Cohorts 1 and 2, students began the year (quarter 1) with higher levels of referrals, suspensions, and out-of-school suspensions than both comparison groups. However, consistent patterns emerged showing that BASE students improved over time while comparison group students' discipline patterns trended upward or remained elevated.

Longitudinal Analysis

A longitudinal analysis for BASE students in Cohort 1 from 2023-2024 and the comparison group was conducted to examine longer term trends in discipline events through the school year following their BASE participation. Students included in this analysis were those who were enrolled in the division for the entire year in 2023-2024 and 2024-2025. This included 17 BASE students and 11 students in the comparison group. With this smaller group of students, the Year 1 data varied slightly from the larger group, but the pattern remained the same with a decrease in the referral data in quarter 4.

Figure 27 displays the average total referrals for BASE students in Cohort 1 and students in the comparison group in quarter 1 and quarter 4 across two academic years. As discussed earlier in the report, Year 1 (2023-2024) highlights a reduction in BASE Cohort 1 students' referrals by the end of the year compared to the comparison group. In Year 2, BASE students in Cohort 1 began the year with 1.76 referrals, which a substantial increase from the low of quarter 4 the previous year. By contrast, the comparison group started the year lower than they ended the previous year. Of note, both groups see a decline in average referrals in quarter 4.

Figure 27: Cohort 1 BASE Students and Comparison Group Average Referrals for Year 1 and Year 2

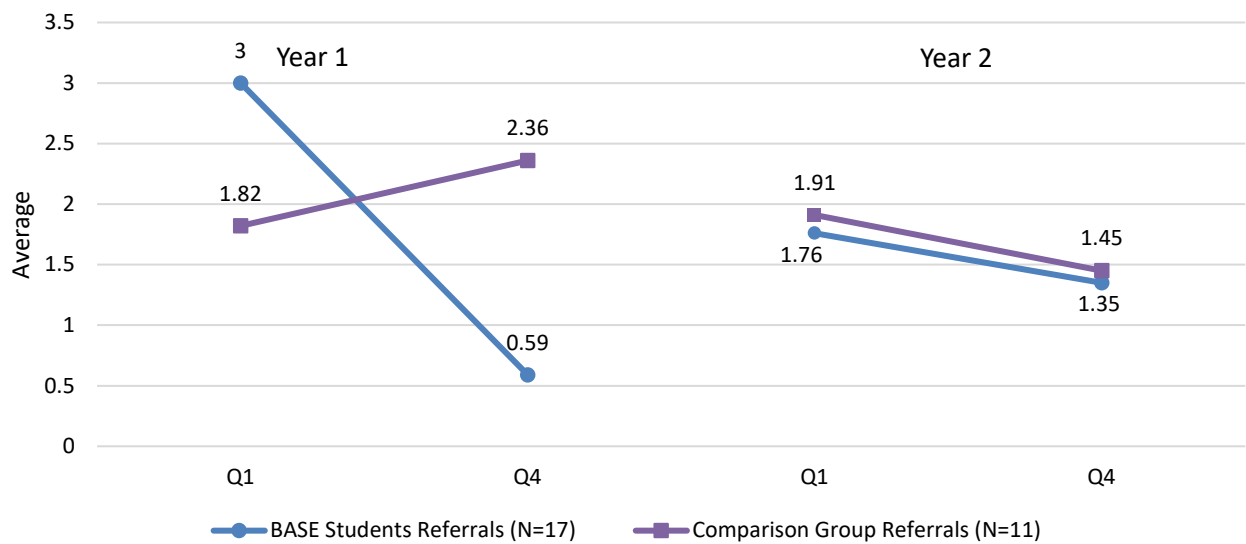


Figure 28 displays the average total suspensions for students in BASE Cohort 1 and the comparison group in quarter 1 and quarter 4 across two academic years. BASE students end quarter 4 with a sharp decline in the average number of suspensions while students in the comparison group show a moderate increase. In Year 2, quarter 1, BASE students in Cohort 1 begin the year with higher average suspensions than the comparison group (1.18 verse 0.55). By quarter 4, BASE students in Cohort 1 demonstrated a decline in suspensions while students in the comparison group demonstrated a slight increase in suspensions.

Figure 28: Cohort 1 BASE Students and Comparison Group Total Average Suspensions for Year 1 and Year 2

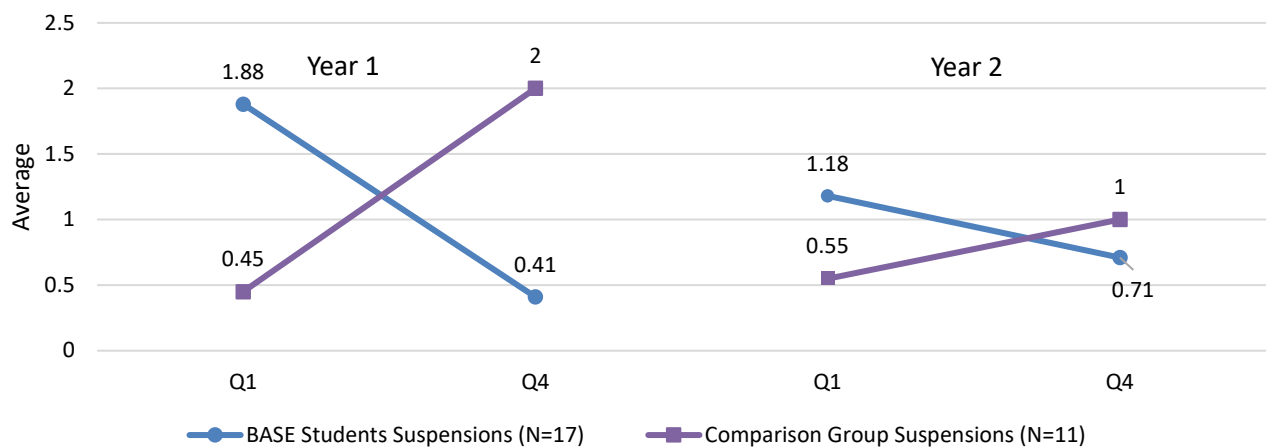
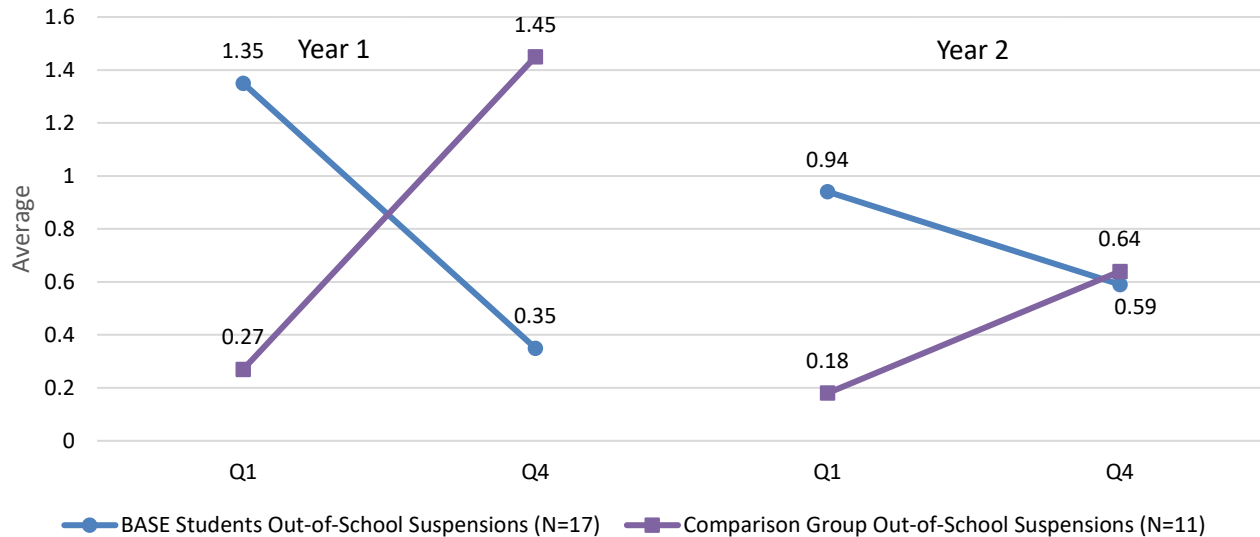


Figure 29 displays average total out-of-school suspensions for students in BASE Cohort 1 and the comparison group in quarter 1 and quarter 4 across two academic years. In Year 2, BASE students in Cohort 1 began with higher out-of-school suspension rates (0.94) compared with the comparison group (0.18). In quarter 4, BASE students in Cohort 1 demonstrate a decline in out-of-school suspensions while the comparison group demonstrates an increase.

Figure 29: Year 1 and Year 2 of Cohort 1 BASE Students and Comparison Group Total Average Out-of-School Suspensions



Across the three disciplinary measures, after discipline events improved in quarter 4 of the year students enrolled in BASE relative to the comparison group, BASE students began Year 2 (2024-2025) with higher levels of disciplinary events, particularly in suspensions and out-of-school suspensions. In addition to beginning the year with higher averages than the comparison groups, BASE students often began the year with large increases from the positive gains they made the year before. For example, Cohort 1 BASE students' average number of referrals demonstrated a sharp increase from 0.59 in quarter 4 of Year 1 to 1.76 in quarter 1 of Year 2. By quarter 4, BASE students in Cohort 1 were generally equal to or below the comparison group on each measure. This suggests that while students showed a sharp year-end decrease in the average number of referrals, adjusting to a new school year poses challenges to these students.

Summary

Analysis of discipline outcomes for students in the BASE Program showed consistent improvements across two consecutive cohorts. For the 2023–2024 school year (Cohort 1), students' average referrals decreased from 7.96 to 1.62 after completing the program. Suspensions dropped from 5.23 to 1.08, and out-of-school suspensions declined from 4.27 to 1.00. When daily averages were considered to account for different enrollment lengths, referrals fell from 0.10 to 0.03 per day, suspensions from 0.07 to 0.02, and out-of-school suspensions from 0.06 to 0.02. Cohort 2, which attended the program in 2024-2025, showed the same positive pattern of results. Average referrals declined from 7.65 to 2.96, suspensions from 4.08 to 1.85, and out-of-school suspensions from 2.92 to 1.58. Their daily rates also decreased, with referrals dropping from 0.12 to 0.04 per day, suspensions from 0.06 to 0.02, and out-of-school suspensions from 0.05 to 0.02.

On an individual student level, progress was also demonstrated. In Cohort 1, 88 percent of students had lower daily referral rates after returning to their home schools, 88 percent had fewer suspensions, and 84 percent had fewer out-of-school suspensions. Cohort 2 demonstrated a similar, though slightly more modest, pattern. Eighty-five percent of students had a reduction in their daily referrals, 67 percent had a reduction in suspensions, and 63 percent had a reduction in out-of-school suspensions.

Two comparison groups were created to further analyze the program's impact. Although BASE students started the school year with higher levels of referrals and suspensions than their closest peers in terms of

discipline events, their rates declined by the end of the year, while the comparison groups' rates generally remained steady or increased. For example, among Cohort 2 students, average suspensions fell from 1.96 in quarter 1 to 1.17 in quarter 4, whereas the comparison group's suspensions more than doubled over the same period.

A longitudinal follow-up of a subset of Cohort 1 students who remained enrolled in VBCPS one year after completing BASE showed that students appeared to have had difficulty transitioning at the start of the school year. Their Year 2 discipline data was higher than the comparison group data, but by the end of the second year, their referral, suspension, and out-of-school suspension rates were equal to or lower than those of their comparison group peers.

General Perceptions

Through open-ended survey items, school-based staff had the opportunity to provide comments regarding what worked well and what could make the BASE Program more beneficial. Overall, 115 staff members provided a comment about what worked well with the program, which was 25 percent of those staff members who indicated they were familiar with the BASE Program. Themes from staff regarding what worked well included the following: the advantages of a small-group setting, the program targets student-specific behavior, and having the program as an option for students.

Overall, 116 staff members provided a comment about what could make the program more beneficial, which was 25 percent of those staff members who indicated they were familiar with the BASE Program. The primary themes from staff regarding improvement areas focused on the difficulty with the transition back to the traditional classroom setting. Staff members reported students had a difficult time with the academic demands, and some of the support systems or strategies used in the BASE Program were not feasible in the traditional classroom. Other areas for improvement included the referral process, such as more clarity about how students qualified for the program. In addition, staff members reported wanting more parent involvement to better support parents in their capacity to support their students. Finally, some staff suggested expanding the program to include more openings and, when appropriate, allow students to attend for longer periods of time.

Parents of BASE students also had the opportunity to provide comments about the BASE Program in an open-ended survey item. A total of four parents provided a comment about the BASE Program, which was 50 percent of those who responded to the survey. The majority of parents expressed very positive experiences with the BASE Program and commented positively about their experience with the staff. Parents reported the interventions at the BASE Program were effective and staff were uniquely qualified to meet their students' needs. The next most common theme focused on challenges with the students' transition back to the home school with some parents noting their student had a difficult time transitioning back to the home school.

Cost

This section focuses on the cost to the school division to implement the BASE Program. Cost data were collected from the Office of Student Support Services, Office of Transportation and Fleet Services, Human Resources, Budget and Finance, and Benefits. Costs were totaled from the following areas: staff costs, transportation, instructional materials, token economy system, and professional learning. The total cost for the 2024-2025 school year was estimated to be \$542,408 (see Table 47). The largest expense in 2024-2025 was staffing costs, which totaled \$460,451. This included salaries and benefits costs for two behavior intervention teachers, two student support specialists, and three teacher assistants. Staffing costs were higher in 2024-2025 due to full year costs for student support specialists, but were somewhat offset by three teacher assistants in 2024-2025 rather than four who worked with the program during 2023-2024 due to the resignation of one teacher assistant. Staff costs did not include the psychologist or doctoral intern who were assigned to the

program because their responsibilities were not exclusive to the program and extended to other schools and/or programs in the division. A \$1,500 stipend from DOSL was also provided for each of the three teaching assistants totaling \$4,500. The second largest cost was for transportation, which increased in 2024-2025. Transportation costs included \$46,503 in driver costs and \$33,120 for operational costs such as fuel, maintenance, and vehicle depreciation at \$2.50 per mile. The third largest expense included instructional materials, which totaled \$1,548.

Table 47: Cost for the BASE Program

Cost Categories	Costs in 2023-2024	Costs in 2024-2025
BASE Staff Costs	\$423,158*	\$460,541
Transportation	\$68,056	\$79,623
Instructional Materials	\$2,080	\$1,548
Token Economy System (e.g., incentives purchased for students)	\$912	\$696
Professional Learning	\$315	\$0
Total Cost to VBCPS	\$494,521	\$542,408

*In 2023-2024, student support specialists' salaries were prorated to include the months spent in the BASE Program (February-June).

Overall Perceptions and Divisionwide Trends in Student Behavioral and Mental Health

The last evaluation question focused on staff perceptions and divisionwide data related to behavioral and mental health supports for students more generally. This section includes perceptions of behavioral and mental health supports for students from all staff at all schools who responded to the survey. In addition, divisionwide data related to behavioral and mental health were examined, including the total number of suicide risk assessments completed, attendance, and discipline data. As the initiatives included in this evaluation were developed or expanded during the 2023-2024 school year, data were reviewed before and after implementation, which may provide insight into potential impacts of the initiatives at the division level. However, because the data reflect divisionwide trends and are influenced by multiple factors, they cannot be used to directly attribute changes to the specific initiatives included in this evaluation.

Perceptions

On the survey, staff were provided general questions about behavioral and mental health supports for students at their school, which could include staff, programs, or services to assist students. As noted previously, although not the focus of this evaluation, VBCPS offers other behavioral and mental health supports to all students throughout the division, such as through school counselors, behavior intervention specialists, MTSS framework, Student Response Team (SRT) process, and Care Solace.

When surveyed about their general perceptions of supports for student behavior at their school, 79 percent of staff agreed there were supports at their school to help students who misbehaved demonstrate positive behavior, which increased from the previous year when 76 percent of staff agreed (see Table 48). Analyses by school level showed there were larger increases at the elementary school and middle school levels with improvements of 3 to 5 percentage points compared to the high school level, which had a slight decrease. Overall, lower percentages of staff indicated they were satisfied with the supports at their school to help students demonstrate positive behavior (66%), although there were improvements from the previous year (from 61% to 66%). There were improvements in satisfaction with the supports at all school levels (between 5 and 7 percentage point increases). In addition, in 2024-2025, 82 percent of staff agreed they felt like they knew what to do when a student needed behavioral supports, with little variability by school level.

Table 48: General Staff Perceptions of Behavioral Supports for Students by Level

Survey Items	Elementary		Middle		High		Total	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
There are supports at my school to help students who misbehave demonstrate positive behavior.	74%	79%	77%	80%	78%	77%	76%	79%
How satisfied are you with the supports at your school to help students demonstrate positive behavior?	60%	67%	59%	64%	62%	67%	61%	66%
I feel like I know what to do when a student needs behavioral supports.	--	82%	--	82%	--	83%	--	82%

General perceptions of behavior supports for students were analyzed by staff group (see Table 49). Overall, administrators had the most positive perceptions of the supports for students who misbehaved (90%-94%), followed by student support staff (79%-88%), and other instructional staff (68%-83%). Staff in other related positions (65%-80%) and teachers and teacher assistants (63%-76%) had lower agreement and satisfaction percentages. Nearly all staff groups showed improvements in their agreement and satisfaction compared to the previous year with the exception of administrators (see Table 49). When surveyed about feeling like they knew what to do when a student needed behavioral support, nearly all administrators (98%) and student support staff (90%) agreed and from 80 to 81 percent of staff in the other staff groups agreed.

Table 49: General Staff Perceptions of Behavioral Supports for Students by Position

Survey Items	Admin		Teacher or Teacher Asst		Other Inst		Other Related		Stud Supp	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
There are supports at my school to help students who misbehave demonstrate positive behavior.	97%	94%	74%	76%	76%	83%	80%	80%	86%	88%
How satisfied are you with the supports at your school to help students demonstrate positive behavior?	90%	90%	57%	63%	60%	68%	64%	65%	71%	79%
I feel like I know what to do when a student needs behavioral supports.	--	98%	--	80%	--	80%	--	81%	--	90%

When surveyed about their general perceptions of mental health supports at their school, 80 percent of staff agreed there were supports at their school to help students access mental health services, which was an increase from 75 percent the previous year (see Table 50). Analyses by school level showed higher percentages of secondary staff (80%-83%) agreed with this item than elementary school staff (78%), although there was a larger increase in agreement from the previous year at the elementary level (increase of 10 percentage points). Overall, lower percentages of staff indicated they were satisfied with the supports at their school to help students who may have mental health needs (68%). Agreement by level ranged from 66 percent at the elementary school level to 72 percent at the high school level. Again, there was a larger increase in satisfaction at the elementary school level with an increase of 7 percentage points. In 2024-2025, overall, 77 percent of

staff agreed they knew what to do when a student needed mental health supports with higher agreement at the secondary levels (79%-81%) than the elementary school level (74%).

Table 50: General Staff Perceptions of Mental Health Supports for Students by Level

Survey Items	Elementary		Middle		High		Total	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
There are supports at my school to help students access mental health services.	68%	78%	75%	80%	83%	83%	75%	80%
How satisfied are you with the supports at your school to help students who may have mental health needs?	59%	66%	63%	67%	70%	72%	64%	68%
I feel like I know what to do when a student needs mental health supports.	--	74%	--	79%	--	81%	--	77%

Table 51 displays general perceptions of mental health supports for students analyzed by staff group. Overall, administrators had the most positive perceptions (81%-91%), followed by student support staff (85%-93%), and other related staff (70%-89%). Instructional staff, including teachers and teacher assistants, had the lowest agreement and satisfaction percentages (63%-78%). Similar to the findings for behavioral supports, nearly all groups showed improvements in their agreement and satisfaction compared to the previous year (see Table 52). In addition, when surveyed about feeling like they knew what to do when a student needed mental health support, nearly all administrators (97%) and student support staff (93%) agreed, while from 74 to 78 percent of other staff groups agreed.

Table 51: General Staff Perceptions of Mental Health Supports for Students by Position

Survey Items	Admin		Teacher or Teacher Asst		Other Inst		Other Related		Stud Supp	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
There are supports at my school to help students access mental health services.	92%	91%	73%	78%	76%	77%	81%	89%	80%	93%
How satisfied are you with the supports at your school to help students who may have mental health needs?	79%	81%	62%	66%	62%	63%	71%	70%	69%	85%
I feel like I know what to do when a student needs mental health supports.	--	97%	--	74%	--	74%	--	78%	--	93%

In 2024-2025, staff also responded to a survey item asking them to select the resources that would be most helpful for their school to address students' behavioral and mental health needs. Staff could select three of the ten response options provided or an "other" option with an opportunity to provide a comment. The response options provided were based on comments provided from an open-ended survey item from the previous year's evaluation, which asked staff to provide any thoughts they had about the behavioral supports offered to students and provide any thoughts they had about the mental health supports offered to students.

Overall, the top three resources selected by staff that would be most helpful to address students' behavioral and mental health needs were more behavior intervention specialists (39%), more school counselors (34%), and more student support specialists (28%) (see Table 52). Analyses by school level showed the top two most selected options remained the same across all levels: more school counselors and behavior intervention specialists. However, there were slight variations in the third most selected option. At the elementary school level, the third most selected option was more student support specialists and specialized programs. At the

middle school level, the third most selected option was more student support specialists, and at the high school level, the third most selected option was more awareness of existing mental health supports. When analyzing data by position, the top two most selected options remained more school counselors and behavior intervention specialists for nearly all staff groups.

Comments provided by the respondents who selected the “other” response option were analyzed for themes. Overall, respondents who selected this option most frequently provided comments that reiterated areas from the other response options. Other comments focused on clearer disciplinary expectations/more consistent implementation (including administrative follow-up and holding students accountable as well as increased partnership with outside mental health agencies).

Table 52: Percentages of Staff by Level Who Selected Various Strategies Would Be Most Helpful for Behavioral and Mental Supports for Students

Survey Item: Please select which of the following would be most helpful for your school to address students' behavioral and mental health needs. <i>Top three selected</i>	Elem	Middle	High	Total
More school counselors	38%	35%	29%	34%
More behavior intervention specialists	42%	43%	32%	39%
More psychologists	12%	21%	28%	19%
More student support specialists	30%	30%	24%	28%
Specialized programs	30%	21%	17%	23%
More communication or involvement with parents	28%	22%	22%	25%
More staff training/professional learning related to mental health	18%	17%	19%	18%
More awareness of existing mental health supports	19%	25%	31%	24%
More staff training/professional learning related to behavioral supports	19%	16%	13%	16%
More awareness of existing behavioral supports	19%	20%	26%	22%
None	2%	3%	4%	3%
Other	11%	8%	8%	9%

Divisionwide Trends in Student Behavioral and Mental Health

Divisionwide data related to behavioral and mental health were examined, including the total number of suicide risk assessments completed, attendance, and discipline data. To provide insight into potential impacts of the initiatives at the division level, data were reviewed the year before (2022-2023) and the two years after the initiatives were developed or expanded (2023-2024 and 2024-2025). However, because the data reflects divisionwide trends and are influenced by multiple factors, they cannot be used to directly attribute changes to the specific initiatives included in this evaluation.

Mental Health

There was a total of 1,378 suicide risk assessments conducted for VBPCS students during the 2022-2023 school year. In comparison, there were 1,149 suicide risk assessments conducted during the 2023-2024 school year and 908 suicide risk assessments in 2024-2025. Over the three-year period, there has been a decline in the number of students who have needed to be assessed for suicide risk, which was a 34 percent reduction.

Attendance

The percentage of VBCPS students who were chronically absent (i.e., missing at least 10 percent of the school year) was 17.4 percent in 2022-2023.⁵⁹ More recent data suggest there have been declines in the percentage of students who were chronically absent with 11.7 percent of students in VBCPS being chronically absent in 2023-2024 and 10.1 percent in 2024-2025.⁶⁰ An additional attendance measure, average school attendance rate, is calculated based on the total number of days each student attended school divided by the total number of days each student was enrolled, which reflects the actual percentage of instructional days attended across the schools. Across the division, there was an average school attendance rate of 93.6 percent in 2022-2023. This increased to 94.3 percent in 2023-2024 and 95.0 percent in 2024-2025.

Behavior

Due to adjustments in divisionwide policies related to cell phone use during this timeframe, which may have led to increases in related referrals, all cell phone policy violations were excluded from the analysis. The percentage of students who received at least one discipline referral remained relatively consistent from 2022-2023 to 2024-2025 with approximately 18 percent of students receiving at least one discipline referral. In addition, from 2022-2023 to 2024-2025 approximately 9 percent of students received a discipline referral only once and 9 percent of students received multiple referrals. Suspension data showed the percentage of students suspended at least once showed a slight decrease from 11 percent in 2022-2023 to 10 percent in 2023-2024, which remained the same at 10 percent in 2024-2025. While the percentage of students suspended once remained the same at 6 percent of students from 2022-2023 to 2024-2025, the percentage of students suspended multiple times remained relatively consistent from 2022-2023 to 2023-2024 with approximately 5 percent of students receiving multiple suspensions, then had a slight decrease in 2024-2025 to 4 percent. The severity of behavior has appeared to decrease since 2022-2023 as evidenced by the number of disciplinary hearings, which are held for more severe incidents (i.e., long-term suspension or expulsion requests). There have been decreases each year in disciplinary hearings from 1,505 during the 2022-2023 school year to 1,149 in 2023-2024 and 1,088 in 2024-2025.⁶¹

In summary, although not assessing the direct impact of the initiatives included in this evaluation, overall, divisionwide data suggest positive trends in student behavioral and mental health measures, with decreases in suicide risk assessments, chronic absenteeism, and disciplinary severity, alongside improvements in average attendance. While these trends are encouraging, they reflect multiple influencing factors and cannot be directly attributed to any single initiative, rather, this suggests that the school division has been taking steps towards addressing these areas.

Summary

As the country entered the “postpandemic” era, schools across the country witnessed an unprecedented rise in mental health and behavioral challenges. In 2021, the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry, and Children’s Hospital Association declared a national state of emergency for child and adolescent mental health.⁶² Mental health influences how an individual thinks, feels, behaves, and interacts with others.⁶³ VBCPS recently created or expanded several initiatives aimed to support students’ behavioral and mental health with this current evaluation focused on assessing outcomes of three of them including Behavior Intervention Support Team, Communities in Schools, and the BASE Program. These initiatives offered supports within a tiered system as part of the VBCPS Integrated Systems of Support framework. Across the initiatives, the following areas were identified as themes of goal areas: student behavior and discipline, social and emotional learning skills, absenteeism, and empowering teachers to address student needs and manage the classroom learning experience. The initiatives are summarized in Table 53.

Table 53: Overview of Three Behavioral and Mental Health Supports Initiatives

Initiative	Tier	Participants	Purpose
Behavior Intervention Support Team	Tiers 1, 2, and 3	Five elementary schools	Reduce negative behaviors that impact instruction and academic performance, provide layer of support for schools
Communities in Schools	Tiers 1, 2, and 3	Ten elementary, middle, and high schools	Leverage community resources to reduce chronic absenteeism, although each school has a specific focus
Behavior and Social Emotional (BASE) Program	Tier 3	General education elementary students, primarily K-3	Teach coping strategies, problem solving skills, and social skills needed for school and behavior management

Behavior Intervention Support Team

The BIST initiative in VBCPS provides staff with professional learning and strategies that are grounded in the concepts of BIST. During the 2023-2024 and 2024-2025 school year, the BIST initiative was implemented with staff at five elementary schools: Diamond Springs, Newtown, Parkway, Thalia, and Bettie F. Williams. The initiative involved multiple professional learning opportunities and support through the Cornerstones of Care organization. In 2024-2025, when administrators were surveyed about the extent to which their staff were implementing various aspects of the initiative, four administrators estimated most of their teachers and staff (between 76% to 100%) were actively using BIST strategies with students, while one administrator estimated that the majority of their teachers and staff (between 51% to 75%) were actively using BIST strategies with students. The various supports provided through the BIST initiative were also available to students at these schools at multiple tiers, including Tiers 1, 2, and 3. One component of BIST involves staff using common language when working with students. For example, staff should use specific language when talking about the goals for life (e.g., “students can make good choices even if they are mad”) and the missing skills (“students can’t be mad without getting in trouble.”). Students who needed additional support due to disruptive behavior were provided opportunities to learn replacement or missing skills. BIST offers intervention strategies for students who engage in disruptive behavior, which can include the safe seat (a separate seat within the classroom), the buddy room (a seat within a partner classroom), and the focus room (a room separate from the classroom). All schools (N=5) implemented the focus room and safe seat, while four schools implemented a buddy room. When using these strategies, students are supported in learning appropriate skills and held accountable for their behavior by processing the situation with staff. When staff who were involved with the initiative were surveyed, overall 81 percent of staff indicated the focus rooms helped improve student behavior to a large or moderate extent and 72 percent indicated safe seats helped improve student behavior to a large or moderate extent. In addition, when surveyed about which BIST strategies were most useful for helping students improve their self-regulation skills, the most frequently selected strategies were common language (64%), the safe seat (56%), and the focus room (53%). One recommendation related to BIST from the 2023-2024 evaluation focused on improving the process for providing parents information and resources about Behavior Intervention Support Team practices. During 2024-2025, all schools offered a BIST Parent Night with the assistance of the BIST Cornerstones of Care consultant. When staff were surveyed, 78 percent of staff involved with BIST agreed parents were provided information and resources about BIST practices and strategies at their school.

To assess the impact of BIST on the goal areas, staff were provided related survey items and schoolwide discipline data were examined for the five schools implementing BIST. Overall, 60 percent of staff involved with the initiative agreed the BIST strategies allowed them to increase teaching time for all students, while from 70 to 73 percent agreed BIST strategies allowed them to decrease disruptive behavior and allowed them to help students develop missing skills. More generally, 83 to 88 percent of staff agreed the BIST initiative provided them strategies they can use to intervene before behavior escalates and provided a way to help teachers by offering an option to help support students with behavior concerns. Examinations of schoolwide

referral and suspension data showed the initiative appeared to have the largest impact on students with multiple referrals. Four of the five schools showed decreases in the percentages of students with more than one referral and more than one suspension (average decreases of 1.6 to 1.7 percentage points). All decreases were larger than elementary school division-level changes. However, progress was less consistent for discipline data regarding students with a single referral or single suspension with three of the five schools seeing decreases in these percentages and the decreases were smaller on average (average decreases of 0.4 to 0.8 percentage points).

Overall, 75 percent of staff involved with the BIST initiative indicated they were satisfied with the initiative. Themes from staff regarding what worked well included using common, consistent language; having the specific intervention strategies (i.e., focus room, safe seat, buddy room); and the benefits of processing for student reflection. The primary themes from staff regarding improvement areas focused on greater accountability for student behavior; lack of consistency, implementation fidelity, or buy-in from teachers throughout the school; and lack of parent information, involvement, and accountability. The total cost of the BIST initiative for the 2024-2025 school year was \$306,810. With Title I Grant funding included, the total cost to the school division was \$232,510.

Communities in Schools

During 2024-2025, the Communities in Schools (CIS) initiative operated in ten VBPCS schools: Diamond Springs Elementary, Newtown Elementary, Point O' View Elementary, Rosemont Elementary, Williams Elementary, Bayside 6, Bayside Middle, Larkspur Middle, Bayside High, and Green Run High. The CIS initiative uses a tiered approach to provide various supports to students, including connecting students and families with community resources through a CIS site coordinator. There were eight CIS site coordinators allocated to the schools with six schools having one coordinator at their school, and four schools having coordinators split across two schools. CIS site coordinators worked with school administrators to identify two schoolwide goal areas for the school year, such as attendance, student behavior and discipline, or parent engagement. Resources and supports offered schoolwide generally leveraged community partnerships to work towards these goal areas. At this schoolwide level, a total of 5,983 students participated in 129 events across the ten schools throughout the 2024-2025 school year. When staff were surveyed about the impact of the CIS initiative at the overall school level, 95 percent of staff familiar with the initiative agreed the Communities in Schools initiative had a positive impact helping their school reach its goals. Data obtained from the CIS initiative related to schoolwide goals showed that eight of the ten schools met at least one of their schoolwide goals during the 2024-2025 school year. Five of these ten schools met all their goals, while the other three schools met only one of their goals (one of the three schools showed progress was made toward that goal). In addition, two schools did not meet either of their two goals and did not demonstrate progress towards meeting them based on CIS monitoring of goals. Additional data analyses showed CIS schools made gains not only in meeting their formal goals but also in broader measures, especially in the areas of attendance and family engagement. Attendance improvements were evident across all participating schools, with the majority (63%-75%) exceeding the divisionwide trends. The majority of schools with a family engagement goal (63%-75%) had increases in parent awareness of and satisfaction with events and supports that exceeded the division trends. Behavior goal analyses were more varied but still showed some improvements in the percentage of students with one referral. Of note, schools with goals over two years saw larger gains in some years than others. However, the findings suggested that CIS is contributing to meaningful improvements across schools.

Another part of the Communities in Schools tiered support model is providing individualized supports and resources to a smaller number of individual students who are considered to be on the CIS site coordinators' caseloads. There was a total of 552 students on the caseloads of all eight CIS site coordinators throughout the 2024-2025 school year. Students were referred for CIS services and had goals in the areas of academics, attendance, behavior, or social and emotional learning. When on the CIS site coordinators' caseloads, CIS site

coordinators worked with students individually and in small groups, as well as conducted regular check-ins and served as mentors or as a safe space for the students. When staff were surveyed about the impact of the CIS initiative at the individual student and family level, 97 percent of staff familiar with CIS agreed the initiative had a positive impact on students and families at their schools. Data available from the CIS initiative showed the majority of students who had goals in the areas of behavior (80%) and attendance (55%) met their goal. A lower percentage of students who had an academic goal (45%) met their goal during 2024-2025, although an additional 9 percent focusing on academics made progress toward their goal.

Overall, 92 percent of staff familiar with the CIS initiative indicated they were satisfied with the initiative. Themes from staff survey responses regarding what worked well included developing relationships with students and parents and providing general support for students (e.g., emotional, academic, and social support) as well as resources for families and students (e.g., basic resources, connections to resources). The primary themes from staff regarding improvement areas focused on more staff, resources, and support, which included some staff directly referencing the changes in allocations, such as commenting on their school needing a full-time coordinator to make more of an impact, as well as comments related to more awareness of the program. The cost of the CIS initiative for the 2024-2025 school year was \$557,857, all of which was funded by Title I Grant funds and the CIS of HR funds. Therefore, there was no cost to the school division for the CIS initiative during 2024-2025.

Behavior and Social Emotional (BASE) Program

The Behavior and Social Emotional (BASE) Program is a Tier 3, short-term (6-9 weeks) intervention designed to help elementary students who exhibit aggressive, disruptive, defiant behavior, or poor social skills across multiple environments. The program is housed at Windsor Oaks Elementary School and available to all 56 elementary schools in Virginia Beach City Public Schools. It is not a disciplinary placement or alternative school; rather, it focuses on teaching coping strategies, problem solving, and self-regulation. It was piloted in 2017-2018 for grades K-2 and expanded in 2024 to serve grades 3-5. However, the program primarily serves K-3 students.

During the 2024-2025 school year, 29 students participated, and about half were in kindergarten. The group was 86 percent male, 45 percent Black, 38 percent White, and 10 percent Hispanic. Almost half were economically disadvantaged and about one-fifth were military-connected. Students remain enrolled at their home schools while attending BASE and are referred only after other Tier 2 or Tier 3 interventions have failed and parents have consented. Orientation for families includes detailed expectations and an introduction to daily feedback forms and the program's token-economy system. Each school day features a consistent routine with academic blocks, social-emotional learning guided by the Zones of Regulation and PATHS curricula, and positive-reinforcement activities. Parents of students who attended the BASE Program express high levels of satisfaction and staff reported that the program gives schools a helpful tool for their most challenging cases.

In 2024-2025, 84 percent of school staff familiar with BASE said they understood its purpose and 82 percent agreed it provided a valuable option for students with significant behavior concerns. Among parents, 100 percent said they understood the program and found it helpful for their child and family, up from 70 percent the previous year. Staff identified social-emotional learning, goal setting, and daily feedback sheets as particularly effective program elements. However, only 57 percent of staff believed that students consistently received the supports they needed once they returned to their home schools, underscoring the continuing challenge of post-program transitions.

Discipline data indicated short-term declines in discipline outcomes for students in the BASE Program. For students in the 2023-2024 cohort, average referrals fell from 7.96 before BASE to 1.62 afterward, suspensions dropped from 5.23 to 1.08, and out-of-school suspensions declined from 4.27 to 1.00. In the 2024-2025 cohort,

referrals decreased from 7.65 to 2.96, suspensions from 4.08 to 1.85, and out-of-school suspensions from 2.92 to 1.58. Daily discipline-related averages followed a similar pattern: referrals per day dropped from 0.10 to 0.03 in the first cohort and from 0.12 to 0.04 in the second. Most students showed measurable gains where up to 88 percent had fewer daily referrals after returning to their home schools. A comparison group, matched on school, grade, and high referral counts, showed higher or rising discipline rates across the year, while BASE participants' rates showed a decline from the beginning to the end of the year. Longer term outcomes during the year after BASE participation showed while students ended the school year (quarter 4) with a decrease in discipline incidents, they started the next year with an increase. These upticks suggest that some students experience renewed behavioral challenges when transitioning to a new school year.

The program is staffed by two behavior-intervention teachers, two student-support specialists, three teacher assistants, a psychologist, and a doctoral intern. All staff received Crisis Prevention Institute training, and in 2024-2025, all participants in that training reported feeling well prepared to recognize and manage challenging behaviors, a notable gain over the previous year. Program costs for 2024-2025 totaled approximately \$542,400, with staffing accounting for the majority of the cost.

Overall Perceptions and Divisionwide Trends in Student Behavioral and Mental Health

The final section of the evaluation focused on staff perceptions and divisionwide data related to behavioral and mental health supports for students more generally. On the survey, staff were provided general questions about behavioral and mental health supports for students, which could include staff, programs, or services to assist students. Although not the focus of this evaluation, VBCPS offers other behavioral and mental health supports to all students throughout the division, such as through school counselors, behavior intervention specialists, and Student Response Team (SRT) process.

When surveyed about their general perceptions of supports for student behavior at their school, 79 percent of staff agreed there were supports at their school to help students who misbehaved demonstrate positive behavior, and 66 percent indicated they were satisfied with these supports. When surveyed about their general perceptions of mental health supports, 80 percent of staff agreed there were supports at their school to help students access mental health services, and 68 percent of staff indicated they were satisfied with these supports. In comparison to survey data from 2023-2024, there were improvements of 3 to 5 percentage points in agreement/satisfaction percentages for all items. In addition, in 2024-2025, from 77 to 82 percent of staff agreed they felt like they knew what to do when a student needed behavioral supports and when a student needed mental health supports.

Analyses of these general perception items by staff group showed more positive perceptions for administrators (81%-98%), followed by student support staff (79%-93%). Instructional staff, including teachers or teacher assistants and other instructional staff (63%-83%), along with other related staff (65%-89%) had the lowest agreement and satisfaction percentages.

In 2024-2025, on the survey staff selected the resources that would be most helpful for their school to address students' behavioral and mental health needs. Overall, the top three resources selected by staff that would be most helpful to address students' behavioral and mental health needs were more behavior intervention specialists (39%), more school counselors (34%), and more student support specialists (28%).

Although not assessing the direct impact of the initiatives included in this evaluation, overall, divisionwide data suggested positive trends in student behavioral and mental health measures, with decreases in suicide risk assessments, chronic absenteeism, and disciplinary severity, along with improvements in average attendance.

Recommendations and Rationales

Recommendation #1: Continue the BIST initiative, Communities in Schools, and the BASE Program with modifications noted in recommendations 2 through 4. (*Responsible Groups: Department of School Leadership, Department of Teaching and Learning*)

Rationale: The first recommendation is to continue the BIST initiative, Communities in Schools, and the BASE Program with modifications noted in the recommendations below. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the initiative without modifications, continue the initiative with modifications, expand the initiative, or discontinue the initiative. Overall, the three initiatives appeared to show evidence of success in multiple areas. At a cost of \$232,510 to VBCPS in 2024-2025, overall, schools implementing BIST showed decreases in the percentages of students with more than one referral and more than one suspension (average decreases of 1.6 to 1.7 percentage points across schools). In addition, relatively high percentages of staff involved with BIST agreed the BIST initiative provided teachers with an option to support students with behavior concerns (88%) and strategies to intervene before behavior escalated (83%). At no additional cost to the school division in 2024-2025, the CIS initiative data showed 80 percent of schools implementing CIS met at least one of their schoolwide CIS goals during 2024-2025. Additional analyses using broader measures showed 63 to 75 percent of schools showed progress toward their goals in the areas of attendance and family engagement. At the individual student level, 80 percent of students working with a CIS coordinator on a behavior-related goal met that behavior goal. Additionally, 97 percent of staff involved with CIS indicated the initiative had a positive impact helping their school reach its goals and 96 percent indicated they were satisfied with the initiative. Although the BASE Program cost the school division a total of \$542,408 in 2024-2025, based on several measures, there was evidence of short-term declines in discipline outcomes for students in the BASE Program, which was not found for a comparison group that was based on school, grade, and high referral counts as identifying criteria. In addition, 82 percent of school staff familiar with BASE agreed it provided a valuable option for students with significant behavior concerns, and 100 percent of parents of students in the program who responded to the survey agreed they found the program helpful for their child and family.

Recommendation #2: Continue to support schools in consistently implementing BIST strategies and using them effectively. (*Responsible Groups: Department of School Leadership, Department of Teaching and Learning*)

Rationale: The second recommendation is to continue to support schools in consistently implementing BIST strategies and using them effectively. While two primary goals of the BIST initiative are to increase instructional time for all students and decrease disruptive behavior in the classroom, staff survey data showed 60 percent of staff involved with BIST agreed BIST strategies allowed them to increase teaching time and 70 percent agreed BIST strategies allowed them to decrease disruptive behavior. When staff were surveyed about the effectiveness of specific strategies in 2024-2025, from 60 to 64 percent of staff indicated the buddy room and behavior/think sheets improved behavior to a large or moderate extent. In addition, from 71 to 72 percent of staff indicated the safe seat and coaching/success plans improved student behavior to a large or moderate extent. Although higher percentages of staff (at least 78%) indicated the other strategies, such as common language and the focus room, were effective in improving student behavior, BIST may be more effective if the available strategies are implemented together. When staff were provided the opportunity to comment on areas for improvement, one of the most commonly identified themes focused on consistency of implementation. For example, some staff commented on the need for consistency from all staff within a building, while others commented on the need to follow the BIST model more consistently.

Recommendation #3: Strengthen communication between CIS coordinators and school staff to support individual student success in their goal areas. (Responsible Groups: Department of School Leadership, Department of Teaching and Learning)

Rationale: The third recommendation is to strengthen communication between CIS coordinators and school staff to support individual student success in their goal areas. During the 2024-2025 school year, 552 students received individualized Tier 2 and Tier 3 supports with goals in the areas of academics, attendance, behavior, and social-emotional learning. Although student outcome data for 2024-2025 showed 80 percent of students with a behavior goal met that goal, lower percentages of students with an academic goal (45%) and attendance goal (55%) met their goals. Further, from 36 to 46 percent of students with an academic or attendance goal did not make documented progress toward their goal. For the three goal areas, in comparison to 2023-2024, there were increases in the percentages of students who did not meet their goal and did not make documented progress (16%-27% in 2023-2024 to 18%-46% in 2024-2025). In addition, somewhat lower percentages of staff involved with CIS indicated CIS helped improve students' progress on goals such as behavior (74%), attendance (72%), and academic achievement (61%). When staff were provided the opportunity to comment on areas for improvement, one of the most commonly identified themes focused on stronger communication about students on the coordinator's caseload. For example, some staff expressed lack of clarity regarding which students were receiving services as well as the supports being provided. Strengthening communication between coordinators and the school staff working with the students may help improve student success.

Recommendation #4: Ensure staff who work with former BASE students have information from students' transition plans at the beginning of the next school year about their needs and recommended strategies to help sustain behavioral gains made during the BASE Program. (Responsible Groups: Department of School Leadership, Department of Teaching and Learning)

Rationale: The fourth recommendation is to ensure staff who work with former BASE students have information from students' transition plans at the beginning of the next school year about their needs and recommended strategies to help sustain behavioral gains made during the BASE Program. Longitudinal analysis showed that students who completed the BASE Program in 2023-2024 began the following school year with elevated discipline outcomes after having experienced declines the year they participated in BASE. For example, 2023-2024 BASE students' average number of referrals demonstrated an increase from 0.59 in quarter 4 of the year they participated in BASE to 1.76 in quarter 1 of the next school year. This pattern was evident for multiple discipline-related measures and suggests that the transition to a new grade and teacher, combined with a summer break, could temporarily impact the self-regulation skills students learned in BASE. To reduce these initial setbacks and preserve the program's impact, implementing structured supports during the beginning of the school year based on previously identified BASE strategies is recommended.

Appendices

Appendix A: Demographics of BASE Cohort 1 Analysis Group and Comparison Group From 2023-2024

Characteristic	Cohort 1: 2023-2024 (N=23)		Comparison Group 1 (N=14)	
	N	%	N	%
Grade				
K	11	48%	4	29%
1	9	39%	7	50%
2	3	13%	3	21%
Sex				
Female	3	13%	7	50%
Male	20	87%	7	50%
Ethnicity				
American Indian	0	0%	0	0%
Asian	0	0%	0	0%
Black	4	17%	7	50%
Hispanic	5	22%	3	21%
Multiracial	0	0%	3	21%
Native/Hawaiian/Pacific Islander	0	0%	0	0%
White	14	61%	1	7%
Economically Disadvantaged	10	43%	11	79%
Identified Limited English Proficiency	1	4%	0	0%
Military Connected	5	22%	5	36%

Appendix B: Demographics of BASE Cohort 2 Analysis Group and Comparison Group From 2024-2025

Characteristic	Cohort 2: 2024-2025 (N=24)		Comparison Group 2 (N=13)	
	N	%	N	%
Grade				
K	13	54%	4	31%
1	6	25%	5	38%
2	4	17%	3	23%
3	1	4%	1	8%
Sex				
Female	4	17%	3	23%
Male	20	83%	10	77%
Ethnicity				
American Indian	0	0%	0	0%
Asian	0	0%	1	8%
Black	10	42%	9	69%
Hispanic	3	13%	1	8%
Multiracial	2	8%	0	0%
Native/Hawaiian/Pacific Islander	0	0%	0	0%
White	9	38%	2	15%
Economically Disadvantaged	13	54%	9	69%
Identified Limited English Proficiency	0	0%	0	0%
Military Connected	4	17%	2	15%

Endnotes

- ¹ Center for Disease Control Prevention. About Mental Health. <https://www.cdc.gov/mental-health/about/index.html>
- ² Center for Disease Control Prevention. About Mental Health. <https://www.cdc.gov/mental-health/about/index.html>
- ³ US Department of Education. Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs. <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>
- ⁴ <https://www.doe.virginia.gov/Home/Components/News/News/340/227>
- ⁵ National Alliance on Mental Illness. Poll of Parents Amid the COVID-19 Pandemic (2021). <https://www.nami.org/support-education/publications-reports/survey-reports/poll-of-parents-amid-the-covid-19-pandemic-2021/>
- ⁶ AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health. <https://www.aap.org/en/advocacy/child-and-adolescent-healthy-mental-development/aap-aacap-cha-declaration-of-a-national-emergency-in-child-and-adolescent-mental-health/>
- ⁷ Institute of Education Sciences, School Survey, Student Behavior, May 2022 Survey, <https://ies.ed.gov/schoolsurvey/spp/>
- ⁸ N. Malkus, January 2024, Long COVID for Public Schools, <https://www.aei.org/wp-content/uploads/2024/01/Long-COVID-for-Public-Schools.pdf>
- ⁹ <https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/special-education>
- ¹⁰ Annual Discipline Presentation, VBCPS School Board Retreat, 2023.
- ¹¹ Annual Discipline Presentation, VBCPS School Board Retreat, 2023.
- ¹² Behavior Intervention Specialist and School Counselor VBCPS Job Descriptions, <https://www.vbschools.com/careers/jobs>.
- ¹³ Responding to Students' Needs: Student Response Team 2.0. A Guide To Support The Student Response Team Process. (August 2024).
- ¹⁴ <https://sites.google.com/vbschools.com/vbcpsrt/tier-3-intensive-interventions?authuser=0>
- ¹⁵ <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>
- ¹⁶ <https://mtss.org/overview/>
- ¹⁷ National Association of School Psychologists. The Relationship Between Mental Health and Academic Achievement. Research Summaries
- ¹⁸ Substance Abuse and Mental Health Services Administration. Mental Health and Academic Achievement. Issue Brief. [mental health and academic achievement.pdf \(nh.gov\)](https://www.samhsa.gov/mental-health-and-academic-achievement.pdf)
- ¹⁹ J. D. McLeod, R. Uemura, & S. Rohrman (2012). Adolescent mental health, behavior problems, and academic achievement. *Journal of Health and Social Behavior*, 53(4), 482–497. <https://doi.org/10.1177/0022146512462888>
- ²⁰ K. P. Kremer, A. Flower, J. Huang, and M. G. Vaughn. (2016). Behavior problems and children's academic achievement: A test of growth-curve models with gender and racial differences. *Children and Youth Services Review*, 67, 95-104. <https://www.sciencedirect.com/science/article/abs/pii/S0190740916301803?via%3Dihub>
- ²¹ C. Blank and Y. Shavit. (2016). The association between student reports of classmates' disruptive behavior and student achievement, *AERA Open*, 2 (3). <https://doi.org/10.1177/2332858416653921>
- ²² K. D. Michael and S. L. Crowley. How effective are treatments for child and adolescent depression? A meta-analytic review. *Clinical Psychology Review*, 22, 247-269, 2002.
- ²³ T. W. Baskin, C. D. Slaten, C. Sorenson, J. Glover-Russell, and D. N. Merson. Does psychotherapy improve academically related outcomes? A meta-analysis. *Journal of Counseling Psychology*, 57(3), 290-296.
- ²⁴ Substance Abuse and Mental Health Services Administration. Mental Health and Academic Achievement. Issue Brief. [mental health and academic achievement.pdf \(nh.gov\)](https://www.samhsa.gov/mental-health-and-academic-achievement.pdf)
- ²⁵ J. M. Corbin and A. L. Strauss. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks, California. 2003.
- ²⁶ To calculate response rates, staff positions were identified as being in one of these groups; however, staff may have selected a different group on the survey.
- ²⁷ As a reminder, due to a shift in focus areas at schools implementing Responsive Practices, the initiative was not continued in its current format and therefore, data collection was not continued. For internal purposes, staff could select

morning meetings as an initiative in which they were familiar; however, familiarity data with morning meetings will not be included in the current evaluation report.

²⁸ <https://sites.google.com/vbschools.com/vbcps-bis>

²⁹ VBCPS Tiered Resource Map for Social Emotional and Behavioral Support, VBCPS SharePoint.

³⁰ <https://bist.org/about-us/>

³¹ <https://bist.org/model-concepts/>

³² T. Breaux, Personal communication, August 26, 2024.

³³ Central office team interview, March 26, 2024.

³⁴ <https://bist.org/model-concepts/>

³⁵ <https://bist.org/model-concepts/>

³⁶ Behavior Intervention Support Team (BIST) Handbook. A Program of Cornerstones of Care.

³⁷ <https://bist.org/model-concepts/>

³⁸ Behavior Intervention Support Team (BIST) Handbook. A Program of Cornerstones of Care.

³⁹ Behavior Intervention Support Team (BIST) Handbook. A Program of Cornerstones of Care.

⁴⁰ Diamond Springs, Newtown, and Williams held on parent night for all Tricampus families.

⁴¹ Schools that had specific grade levels at their school were compared to only division data for those specific grade levels.

⁴² <https://www.communitiesinschools.org/our-impact/>

⁴³ <https://cisofva.org/about-us/>

⁴⁴ <https://cisofhamptonroads.org/who-we-are/>

⁴⁵ T. Breaux, Personal communication, August 26, 2024.

⁴⁶ <https://cisofhamptonroads.org/who-we-are/>

⁴⁷ M. Delaney, Personal communication, March 26, 2024.

⁴⁸ There were only two prekindergarten students during 2024-2025 who received individualized support through the CIS initiative.

⁴⁹ Two of the four schools with a coordinator split across schools met all their goals, while the other two schools met at least one of their two goals.

⁵⁰ Three schools have been involved in the initiative since 2017-2018; therefore, it is possible that these schools may have had the same goal in previous years; however, with the evaluation of the program beginning in 2023-2024, data were not analyzed prior to the 2022-2023 school year.

⁵¹ Although the school with the lowest percentage of students meeting their goal was a school that had a shared coordinator, the other schools with a coordinator across schools had higher percentages of students who met their goals compared to the remaining schools.

⁵² BASE Playbook.

⁵³ The Base Program (BASE Pamphlet).

⁵⁴ A. Day, Personal communication, March 21, 2024.

⁵⁵ <https://zonesofregulation.com>

⁵⁶ <https://www.ncbi.nlm.nih.gov/books/NBK519670/?scrllybrkr=3e37665a#:~:text=The%20Promoting%20Alternative%20Thinking%20Strategies,children%20aged%204%E2%80%9311%20years>

⁵⁷ The purpose of including students for the whole year was to have enough enrollment days for each of the quarters used to analyze data. The first day of school was August 28, 2023 and the last day of school was June 14, 2024. One student who enrolled September 18, 2023 was included in the analysis and another student who left the division on May 23, 2024 was also included in the analysis cohort.

⁵⁸ Additional analyses were run to take into account students who were still in the BASE Program in quarter 4. When this analysis was run without students who were in the BASE program in quarter 4, the pattern of decline remained.

⁵⁹ <https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/special-education>

⁶⁰ <https://schoolquality.virginia.gov/divisions/virginia-beach-city-public-schools#desktopTabs-3>

⁶¹ Annual Discipline Presentation, VBCPS School Board Retreat, 2023.

⁶² AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health.

<https://www.aap.org/en/advocacy/child-and-adolescent-healthy-mental-development/aap-aacap-cha-declaration-of-a-national-emergency-in-child-and-adolescent-mental-health/>

⁶³ Mental Health Disorders. <https://my.clevelandclinic.org/health/diseases/22295-mental-health-disorders>

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VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Behavioral and Mental Health Supports for Students: Year-Two Outcome Evaluation

The table below indicates the proposed recommendations resulting from the **Behavioral and Mental Health Supports for Students: Year-Two Outcome 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 2025 Program Evaluation	Administration's Recommendations
<u>Information</u> October 28, 2025 <u>Consent</u> November 10, 2025	Behavioral and Mental Health Supports for Students: Year-Two Outcome Evaluation	1. Recommendation #1: Continue the BIST initiative, Communities in Schools, and the BASE Program with modifications noted in recommendations 2 through 4. (<i>Responsible Groups: Department of School Leadership, Department of Teaching and Learning</i>) 2. Recommendation #2: Continue to support schools in consistently implementing BIST strategies and using them effectively. (<i>Responsible Groups: Department of School Leadership, Department of Teaching and Learning</i>) 3. Recommendation #3: Strengthen communication between CIS coordinators and school staff to support individual student success in their goal areas. (<i>Responsible Groups: Department of School Leadership, Department of Teaching and Learning</i>) 4. Recommendation #4: Ensure staff who work with former BASE students have information from students' transition plans at the beginning of the next school year about their needs and recommended strategies to help sustain behavioral gains made during the BASE Program. (<i>Responsible Groups: Department of School Leadership, Department of Teaching and Learning</i>)	The administration concurs with the recommendations from the program evaluation.



Behavioral and Mental Health Supports for Students: Year-Two Outcome Evaluation

School Board Information

October 28, 2025

**Planning, Innovation, and Accountability
Office of Research and Evaluation**

Background

- National state of emergency for child and adolescent mental health declared in 2021
- Student behavioral and mental health impacted by pandemic
- Multiple divisionwide supports available in VBCPS
- Implementation evaluation of multiple initiatives in 2023-2024
- Outcome evaluation focused on 3 initiatives in 2024-2025
 - Behavior Intervention Support Team (BIST) Professional Learning and Strategies
 - Communities in Schools (CIS)
 - Behavior and Social Emotional (BASE) Program

Evaluation Process

- Outcome evaluation on 3 initiatives
 - Purpose
 - Target audience
 - Initiative components
 - Progress toward outcome goals
 - Stakeholder perceptions
 - Cost
- General staff perceptions of behavioral and mental health supports

Data Collection

- Interviewed central office staff, reviewed documents, conducted site visits
- School-based staff surveys
 - Staff received specific items if familiar with initiative(s)
- Parent survey items
- Student and staff participation information for select initiatives
- Student and school data from VBCPS data warehouse
- Cost

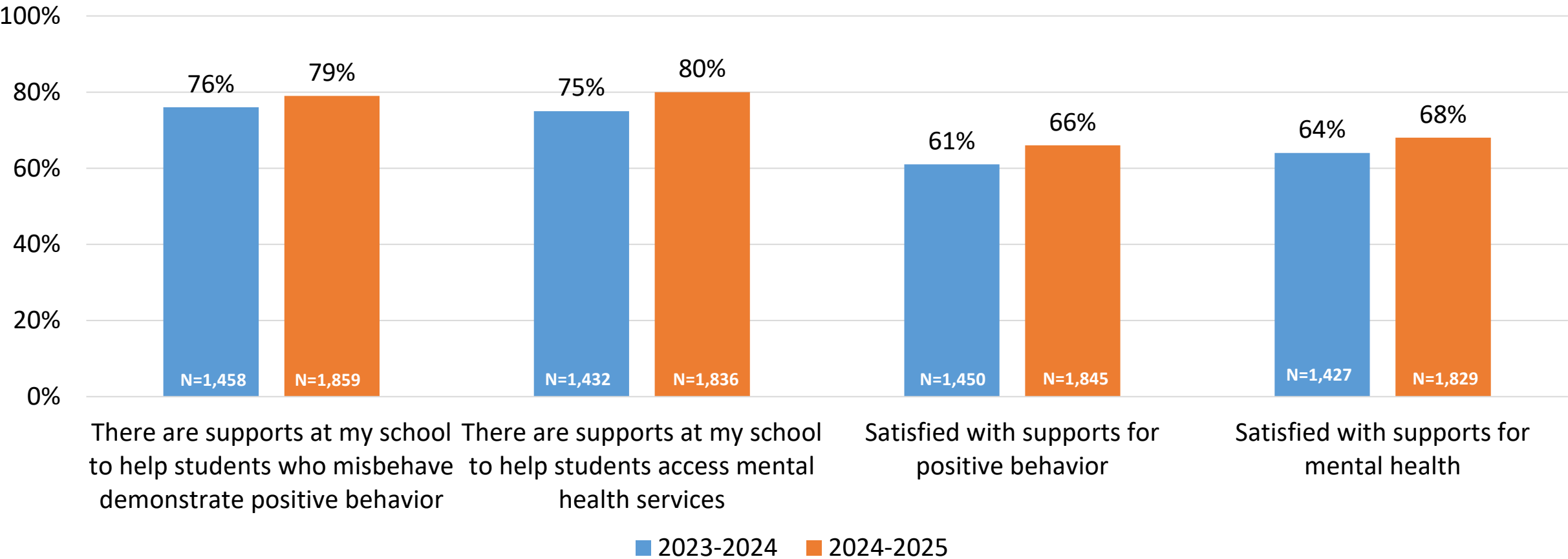
Group	Response Rates	Number of Respondents
Teachers and Teacher Assistants (TAs)	30%	1,556
Administrators	44%	116
Other Instructional Staff (e.g., specialists)	32%	240
Student Support Staff (e.g., psychologists, counselors)	45%	174
Other Related Staff (e.g., nurses, security)	25%	112

Parent Survey Responses

Initiative	Response Rates	Number of Respondents
BIST	5%	144
Communities in Schools	3%	304
BASE Program	22%	8

General Staff Perceptions

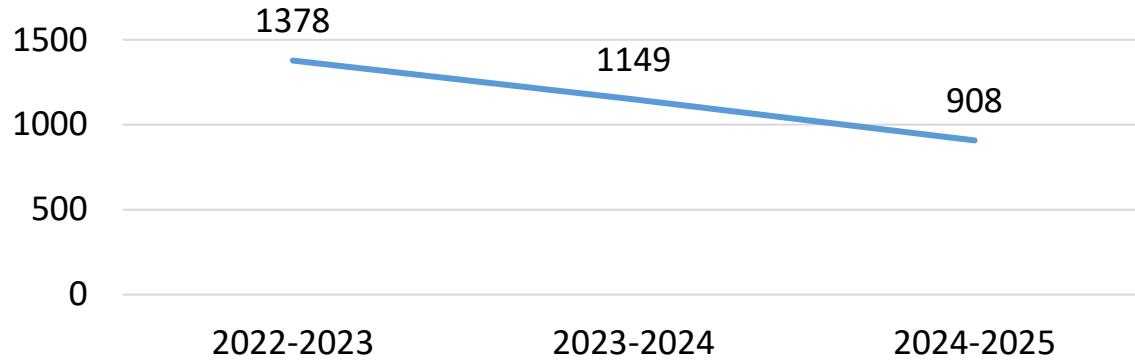
Staff Agreement Regarding Behavioral and Mental Health Supports



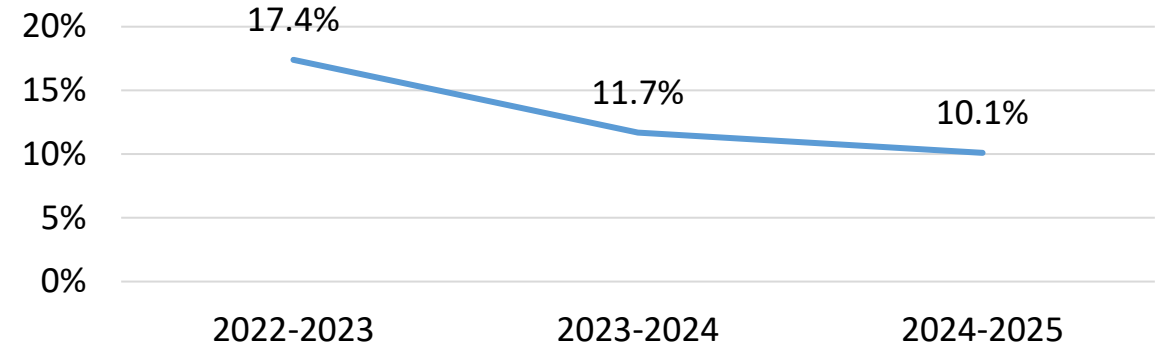
- 82% agreed they know what to do when a student needs behavioral supports
- 77% agreed they know what to do when a student needs mental health supports

Divisionwide Trends in Student Behavioral and Mental Health

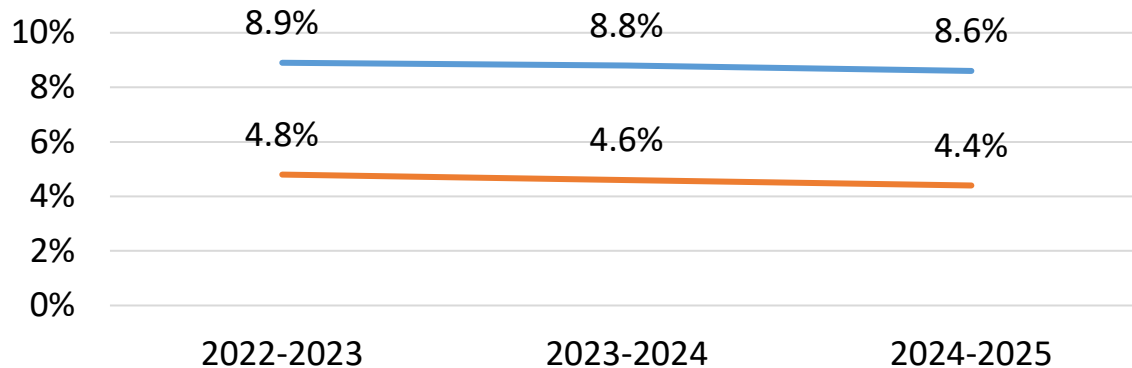
Number of Reported Suicide Risk Assessments



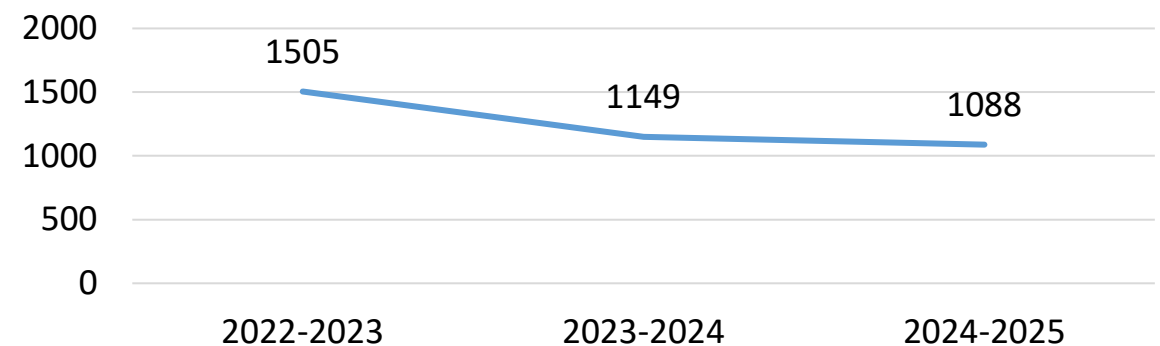
Percentage of Chronically Absent Students



Percentage of Students Referred or Suspended Multiple Times



Number of Disciplinary Hearings



— Referred — Suspended

1. Behavior Intervention Support Team (BIST) PL and Strategies

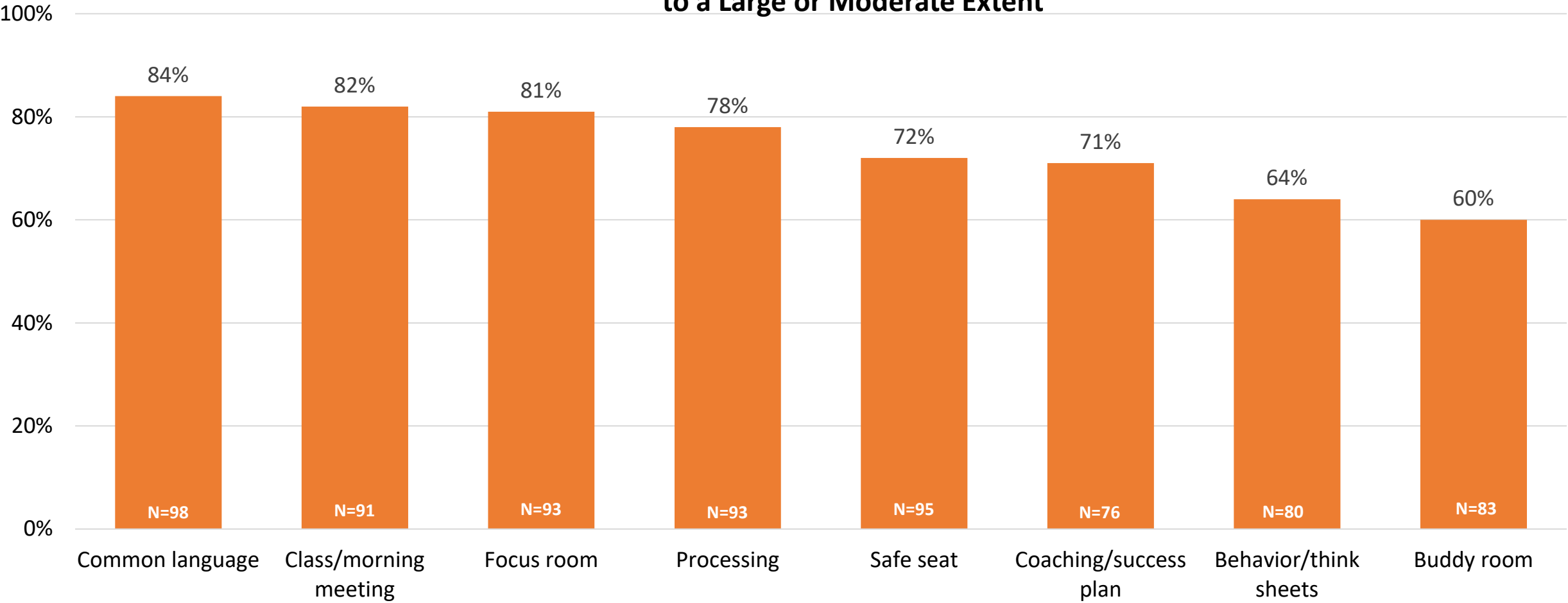
7

- Staff professional learning and strategies based on BIST concepts at 5 elementary schools since 2023-2024
- Early intervention for students to learn replacement skills to reduce disruptive behaviors
- Common language and expectations
- Intervention strategies for holding students accountable and developing missing skills
 - Safe Seat
 - Buddy Room
 - Focus Room
 - Processing
 - Behavior/Think Sheets
- 75% of staff involved with BIST were satisfied with the BIST initiative
- Some staff commented about the need for more implementation consistency
- All schools held BIST Parent Nights in 2024-2025
 - 92% of parents at BIST schools agreed they understood school's approach to help students make good behavior choices

DRAFT COPY SUBJECT TO CHANGE

1. BIST PL and Strategies (cont.)

Percentage of Staff Who Indicated BIST Strategies Improved Student Behavior to a Large or Moderate Extent



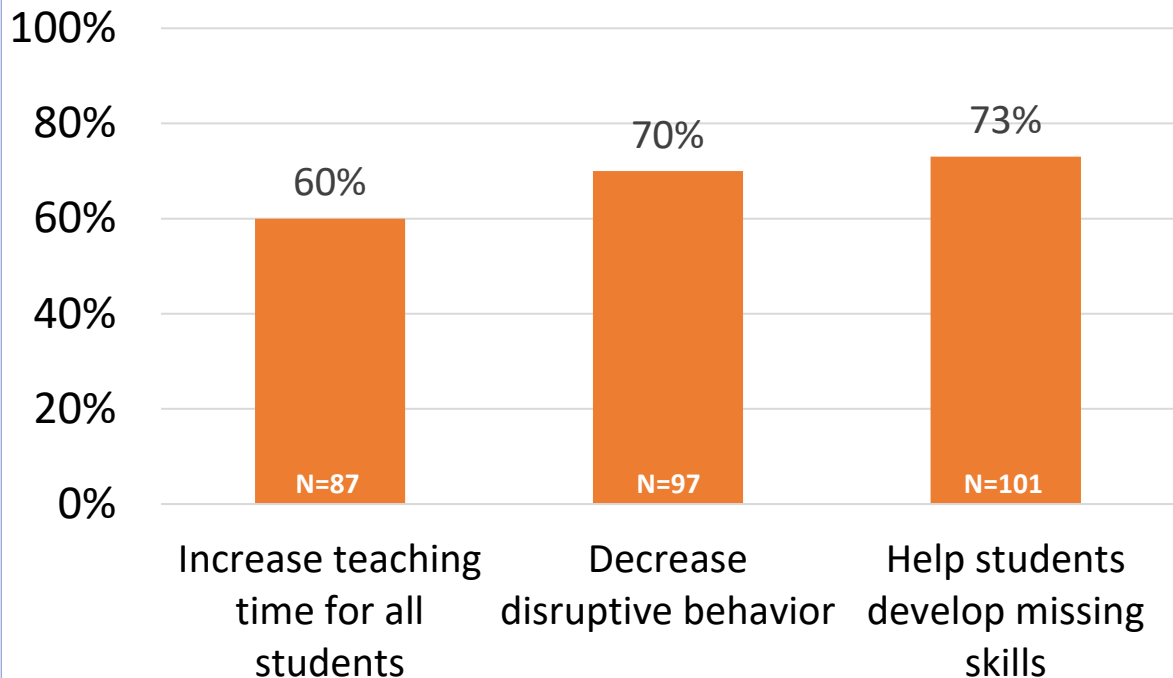
Excludes staff who indicated they did not know or did not use the strategy

1. BIST PL and Strategies (cont.)

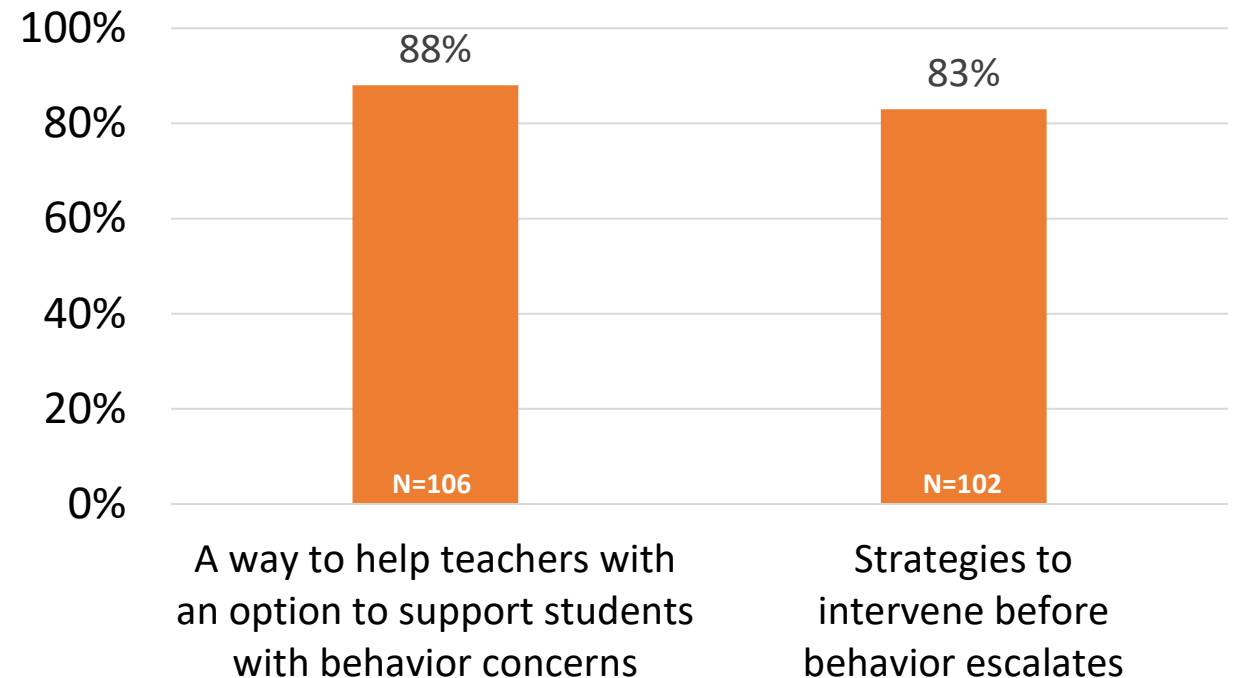
- BIST Goal Areas:

- Increase teaching time for all students
- Decrease disruptive behavior in the classroom
- Facilitate lifelong change in skill sets
- Provide relief for adults who are working directly with students

BIST Strategies Allowed Me To...



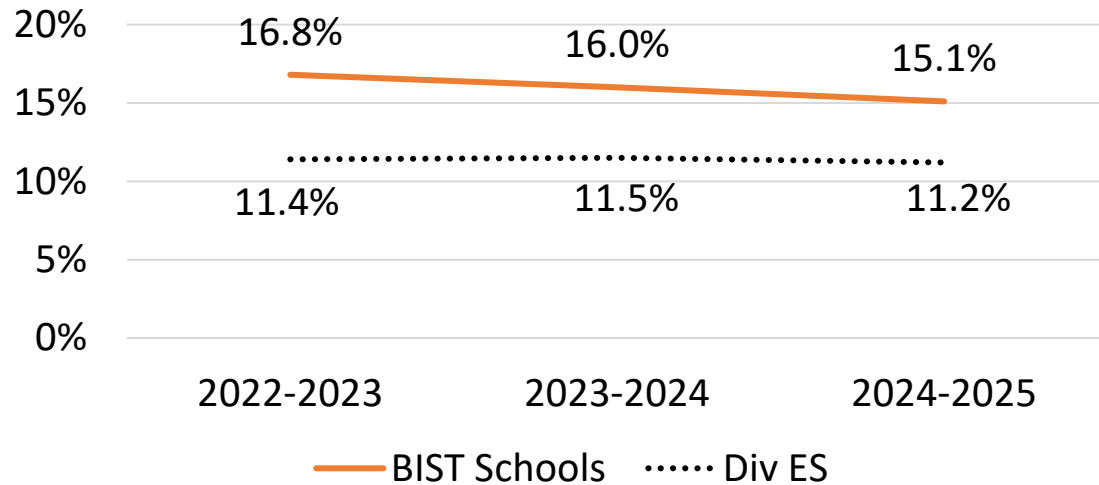
BIST Initiative Has Provided...



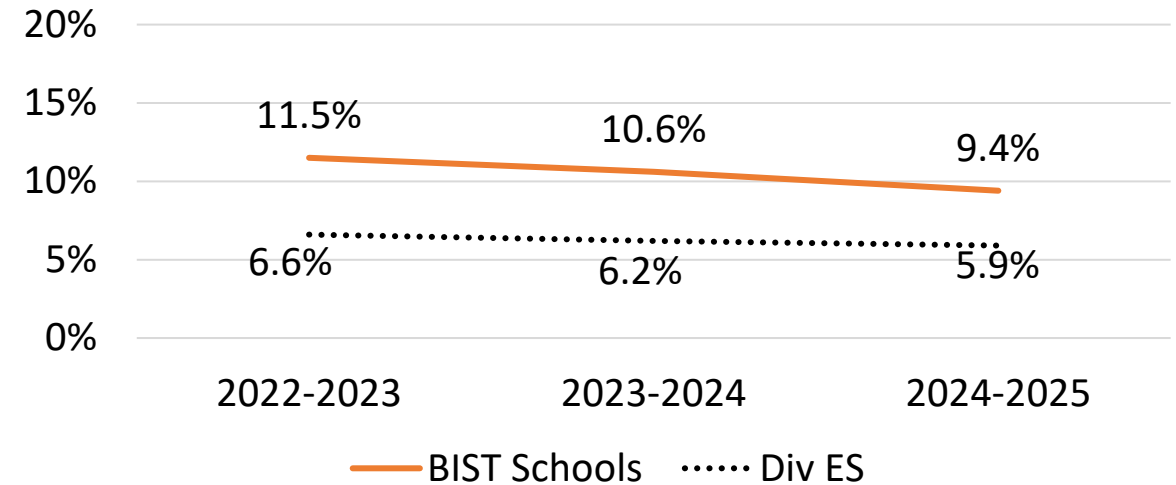
1. BIST PL and Strategies (cont.)

- Schoolwide analyses focused on student referral and suspension data before and after BIST implementation

Students With At Least One Referral



Students With At Least One Suspension



- 4 of 5 schools had a decrease in percentage of students with:
 - Multiple referrals
 - Multiple suspensions
- 3 of 5 schools had a decrease in percentage of students with only one referral or only one suspension

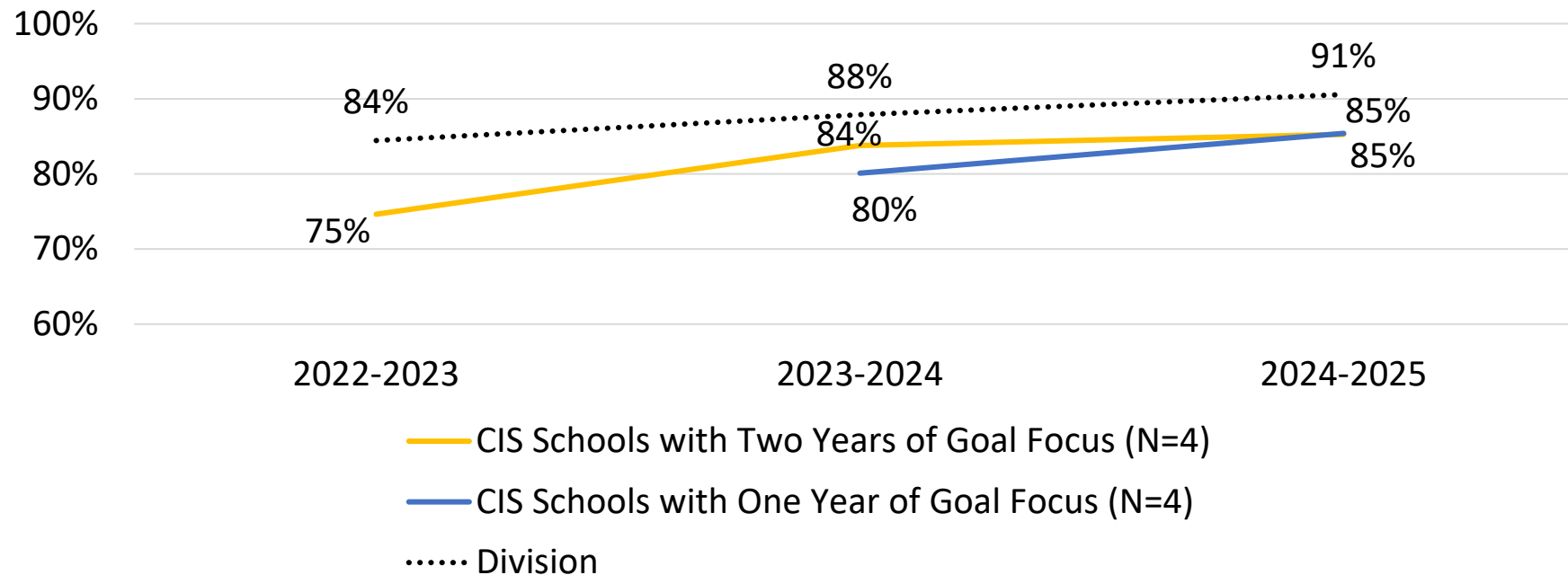
2. Communities in Schools (CIS)

- CIS of Hampton Roads site coordinators leverage community resources to meet needs of schools and students
 - Began with 3 schools in 2017-2018 (1 ES, 2 MS)
 - 10 schools in 2024-2025 (5 ES, 3 MS, 2 HS)
- Schoolwide supports: needs assessment, School Support Plan, community events
 - Schools established 1-2 goals during 2024-2025: attendance, behavior, family engagement
 - 129 community partnership events aligned with goal areas (5,983 student participations)
 - Basic needs supports or resources
- Individual support for recommended students: mentoring, small groups, community partnerships
 - 552 students received individual support
 - Goals for academics, attendance, or behavior
- School staff involvement may include collaborating with coordinator, recommending students, or helping with events
 - 96% of involved staff were satisfied with the CIS initiative

2. Communities in Schools – Schoolwide Goals

- Goals monitored by CIS: 63% of the 19 goals that schools established were met
 - 80% of the 10 CIS schools met at least one of their CIS goals in 2024-2025
- Additional schoolwide analyses investigated broader measures in goal areas
 - Attendance goal (N=8): majority showed improvements larger than division

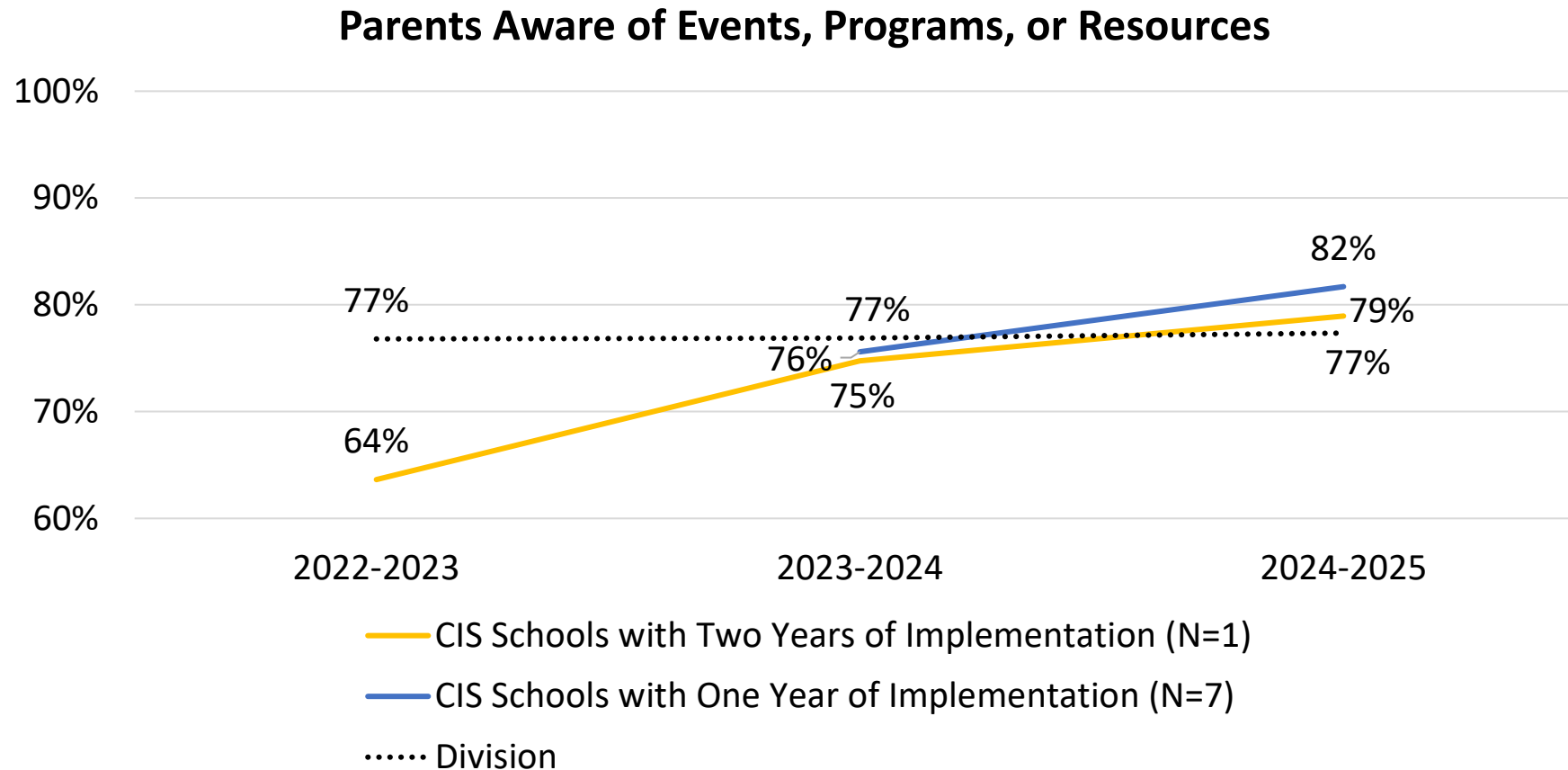
Attending At Least 90% of Days Enrolled



- Fewer schools had a goal related to behavior (N=3) and impact was more variable

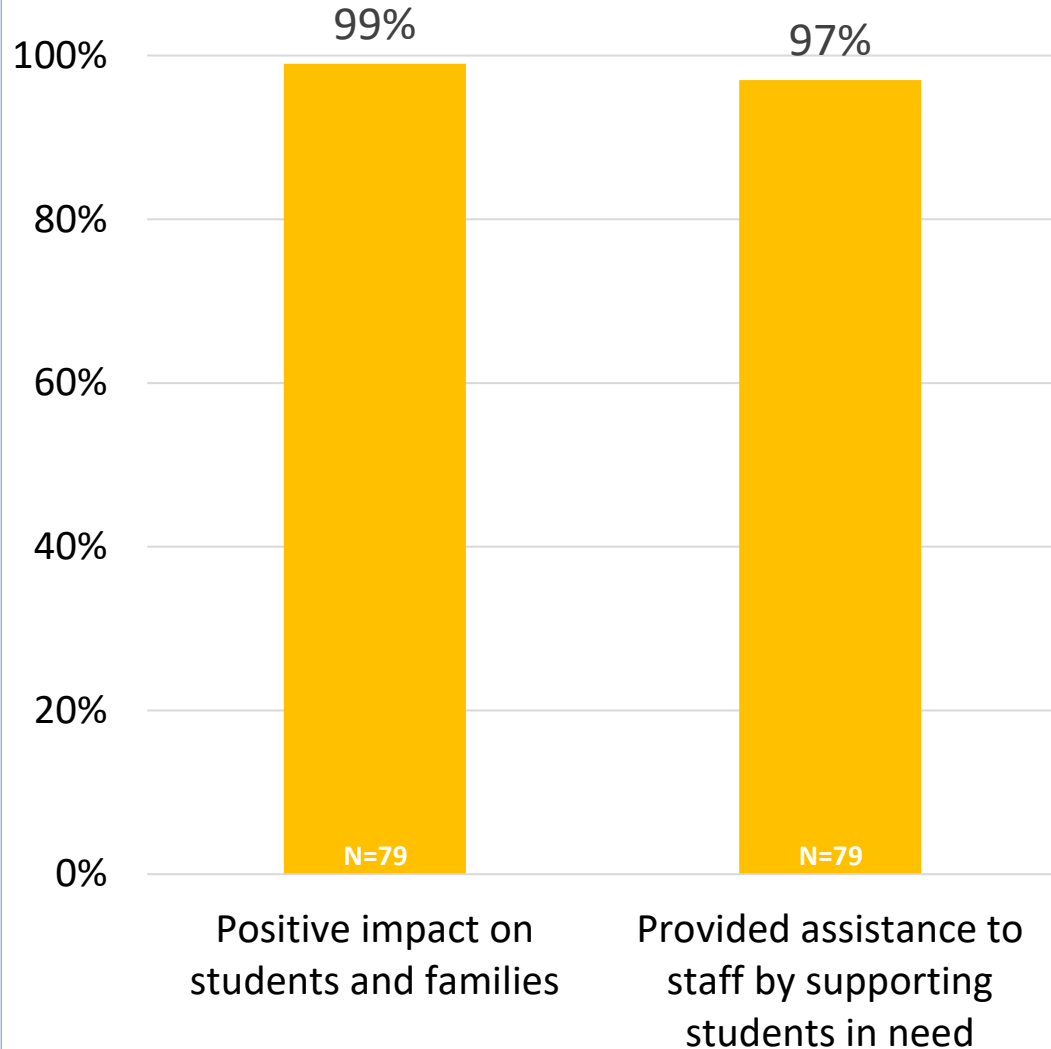
2. Communities in Schools – Schoolwide Goals (cont.)¹³

- Family engagement goal (N=8): majority showed improvements larger than division



2. Communities in Schools – Individual Students

Involved Staff Agreement Regarding CIS



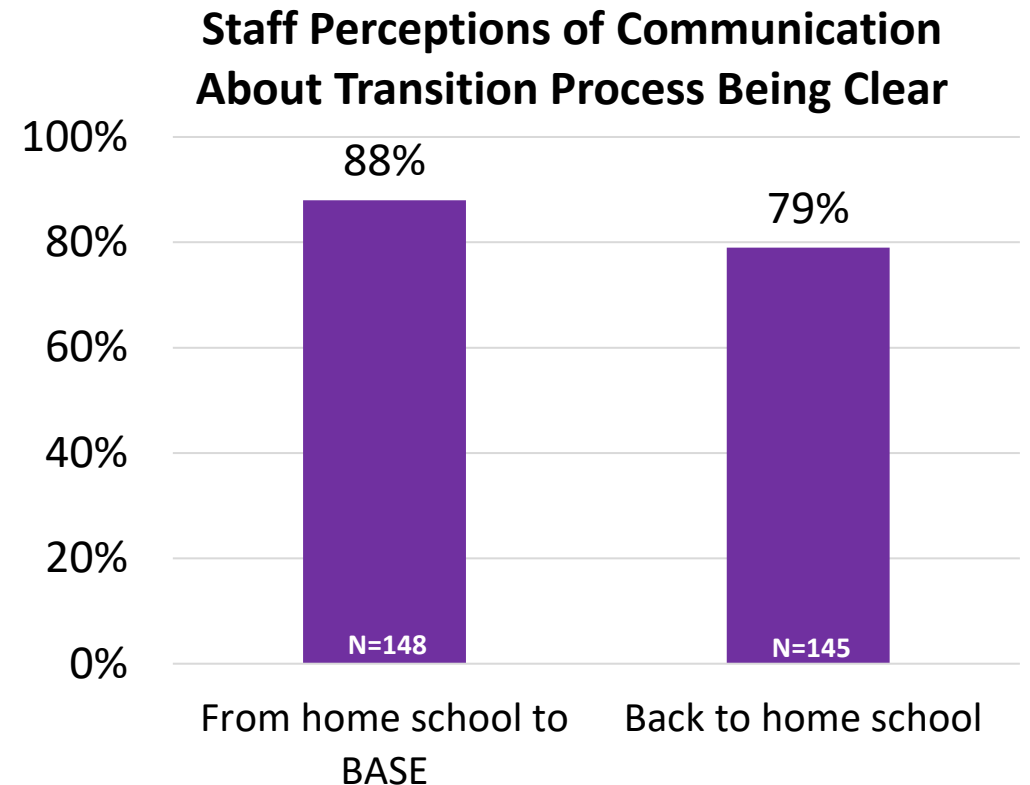
Individual Student Progress Toward CIS Goal

Goal Area	% of Students Who Met Goal	% of Students Who Made Progress But Goal Not Met	% of Students Who Made No Progress
Academics	45%	9%	46%
Attendance	55%	9%	36%
Behavior	80%	2%	18%

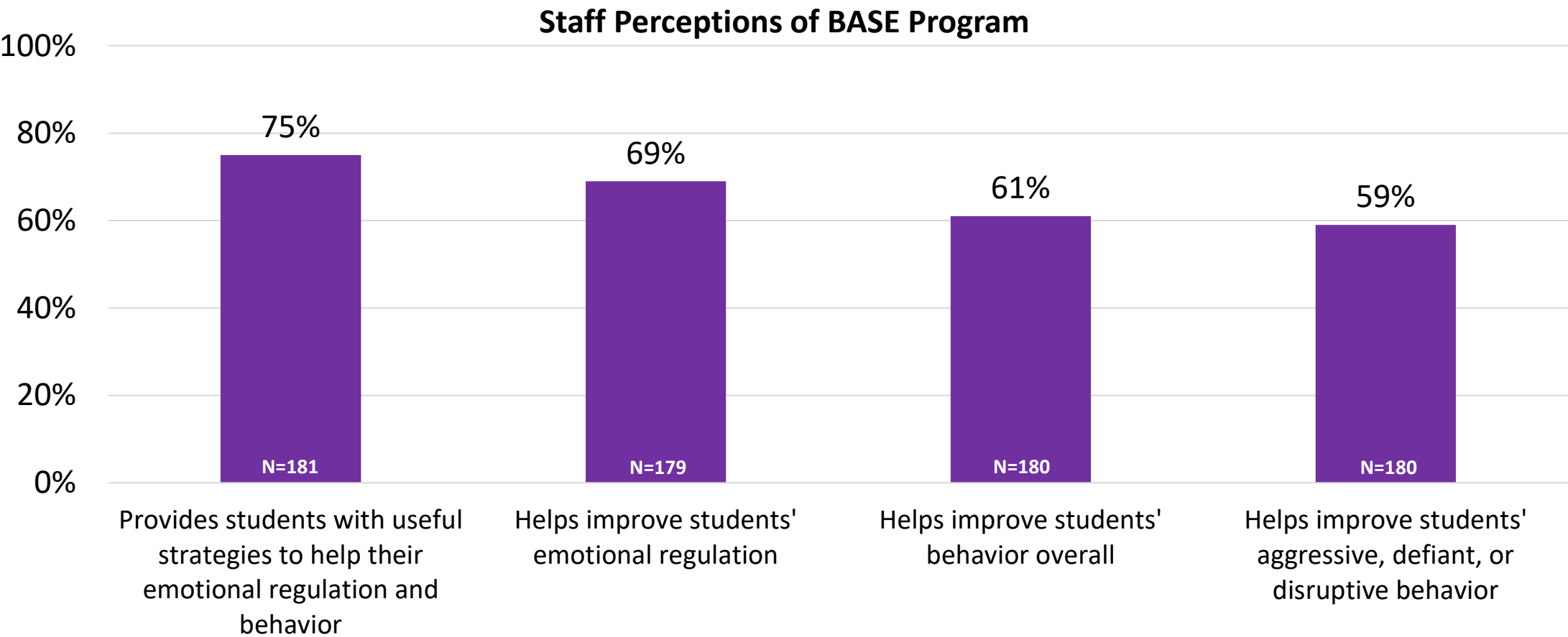
- Staff perceptions about student improvement areas mirrored student progress data
- Some staff suggested stronger communication about students working with coordinator
- 97% of parents whose child worked with a coordinator agreed CIS helped meet child's needs

3. BASE Program

- One-time intervention (6-9 weeks) at Windsor Oaks for general education elementary students with challenging behaviors
- Teach coping strategies, problem-solving skills, and social skills needed for school and behavior management during structured day
- 29 students enrolled
- Directly supported by 8 staff
- 100% of parents who responded agreed transition to BASE was successful
- 88% of parents agreed transition back to students' home school was successful and supported
- New transition report template and additional academic block

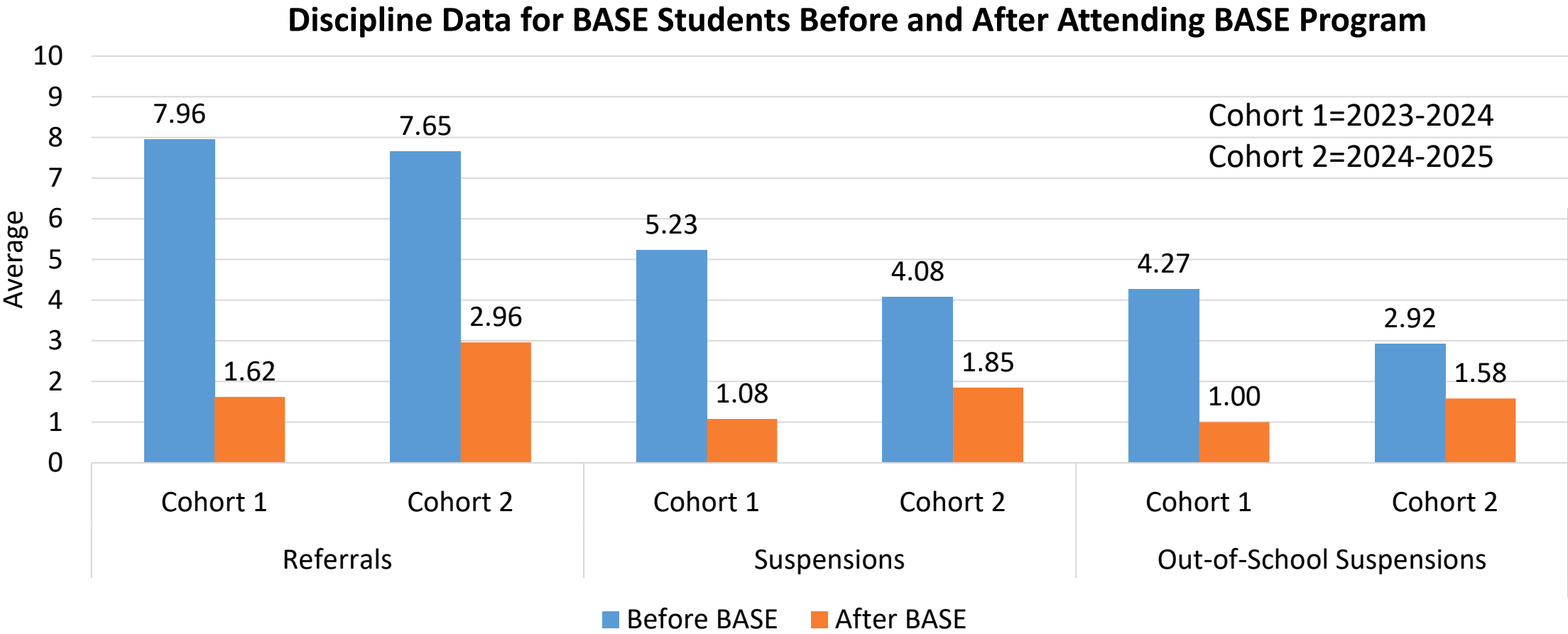


3. BASE Program (cont.)



- 64% of staff satisfied
 - Comments focused on transition challenges
- 100% of parents who responded agreed BASE was helpful for their child and their family

3. BASE Program (cont.)

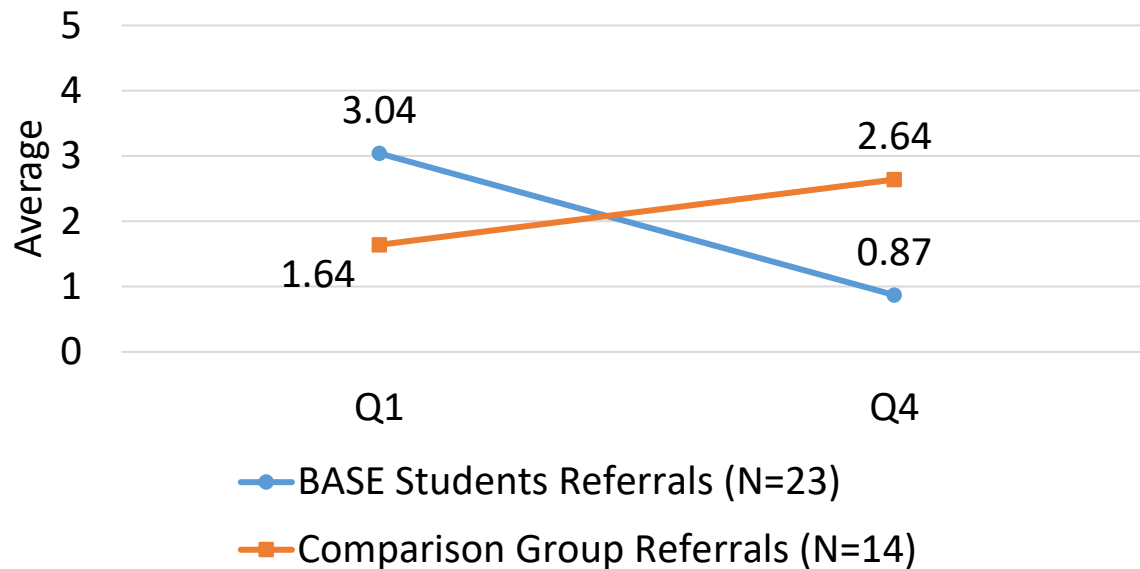


- Discipline data showed declines across all measures after students attended BASE Program
- Same downward trend evident when referral and suspension rates adjusted for student enrollment

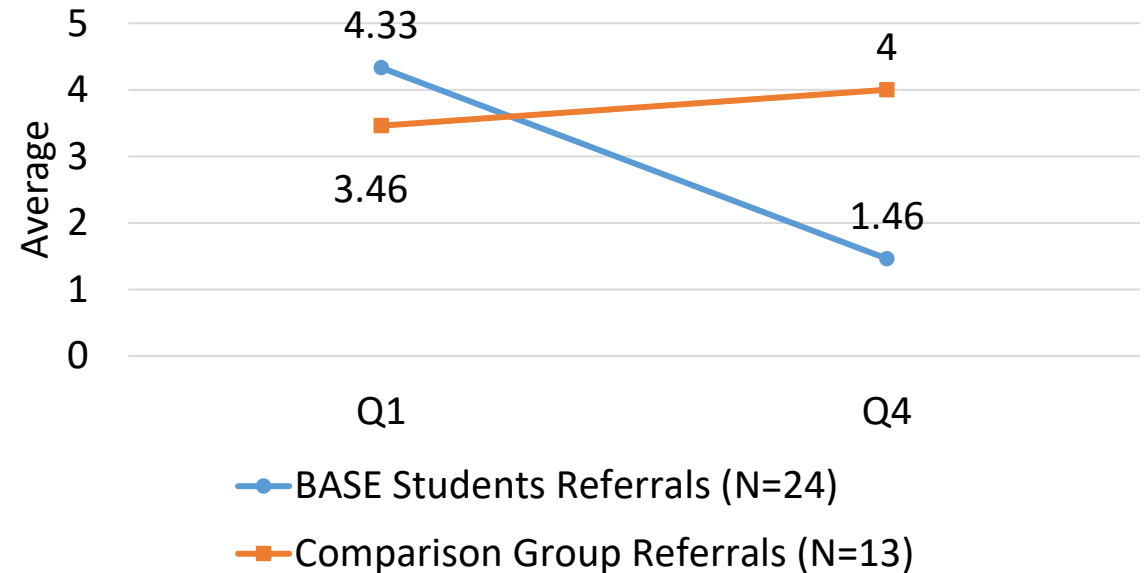
3. BASE Program: Referrals

- Comparison group identified based on several criteria: school, grade level, discipline data
 - Students did not have IEPs
- Focus on trends from quarter 1 to quarter 4

Cohort 1



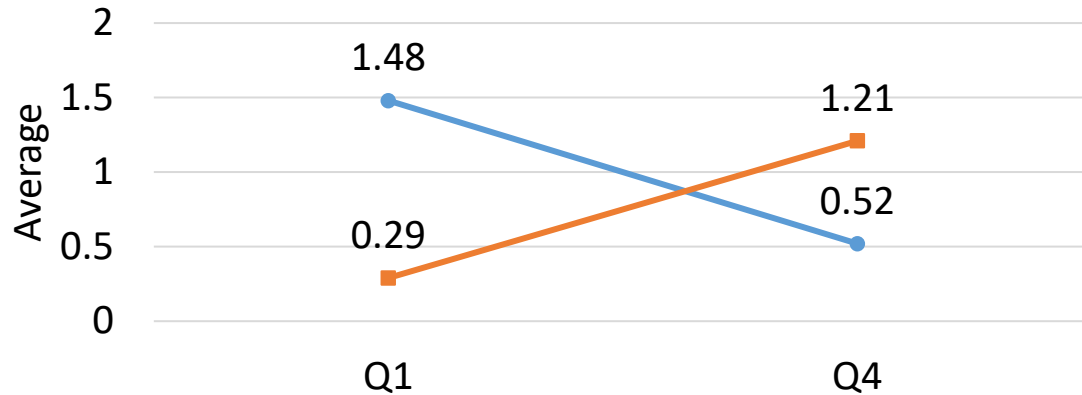
Cohort 2



- Decline in average referrals for both BASE Cohorts and increase across both comparison groups

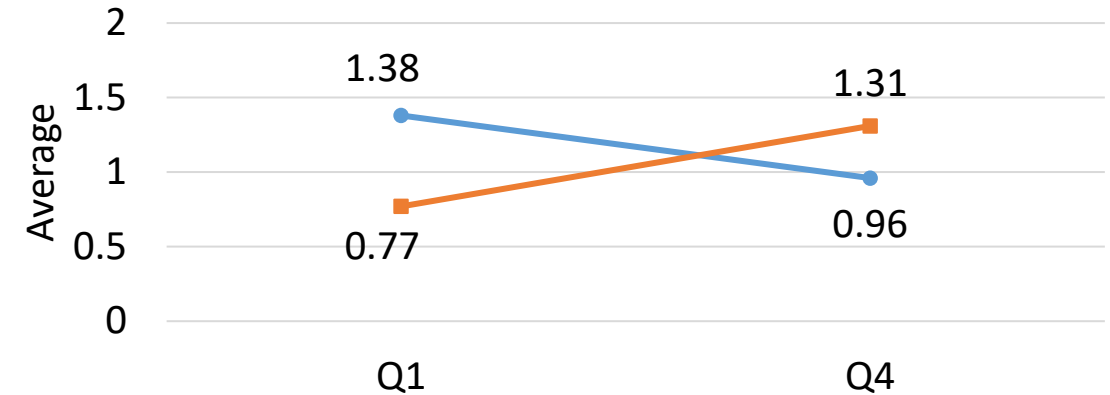
3. BASE Program: Out-of-School Suspensions

Cohort 1



—●— BASE Students Out-of-School Suspensions (N=23)
—■— Comparison Group Out-of-School Suspensions (N=14)

Cohort 2

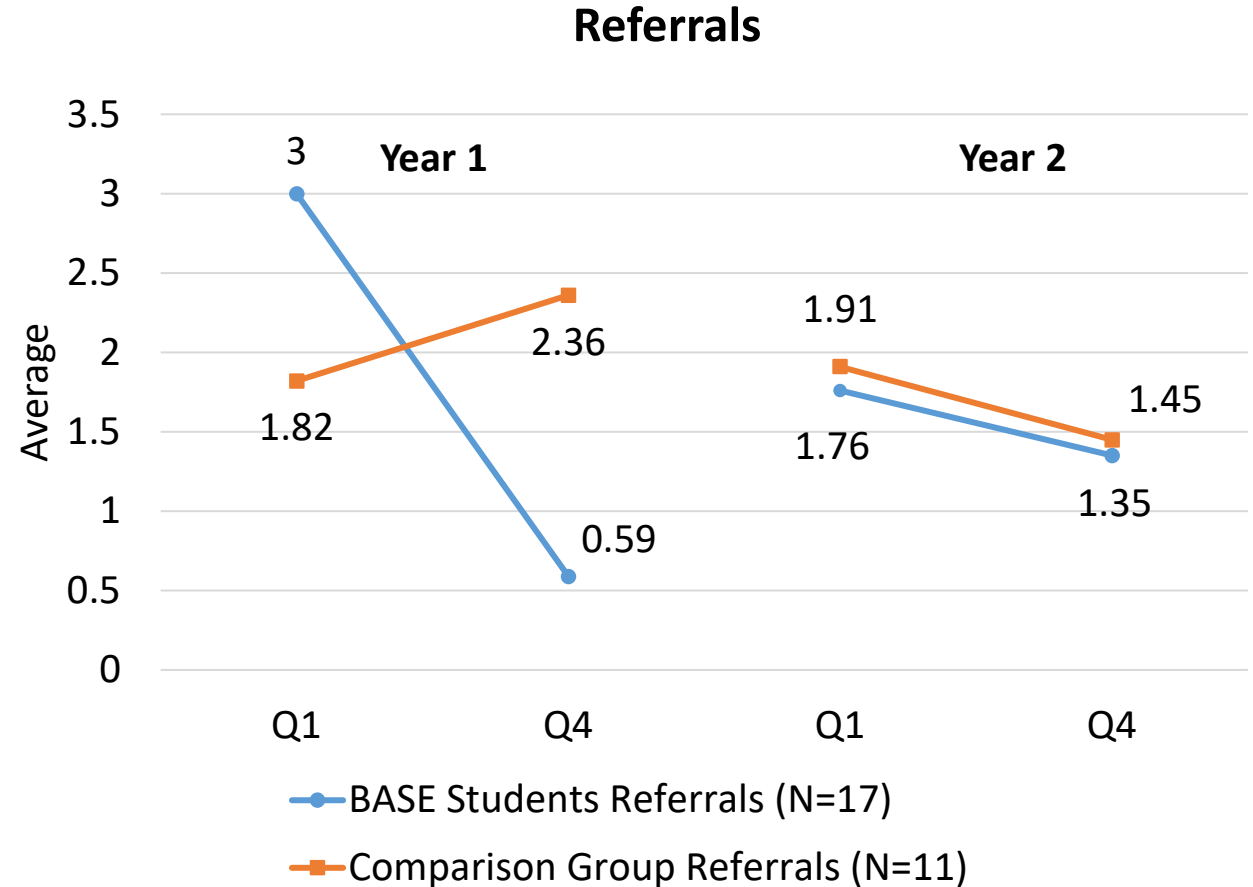


—●— BASE Students Out-of-School Suspensions (N=24)
—■— Comparison Group Out-of-School Suspensions (N=13)

- Notable declines for BASE students in both cohorts from quarter 1 to quarter 4 in the average number of out-of-school suspensions
- Comparison group for both cohorts increased from quarter 1 to quarter 4 in the average number of out-of-school suspensions
- Consistent pattern emerged of BASE students improving across discipline measures

3. BASE Program: Longitudinal Analysis

- Longer term trends for discipline incidents for Cohort 1
- BASE students ended Year 1 with reduction in student referrals
- Former BASE students begin the next year with increases
- Comparison group began Year 2 lower than the previous year
- Similar pattern across other disciplinary measures



2024-2025 Cost

Initiative	Total	Covered by External Funding Sources	Total Paid by VBCPS
Behavior Intervention Support Team PL & Strategies	\$306,810	\$74,300 Title I	\$232,510
Communities in Schools	\$557,857	\$557,857 Title I, CIS	\$0
BASE Program	\$542,408	n/a	\$542,408
Total (3 Initiatives)	\$1,407,075	\$632,157	\$774,918

Recommendations

- *Recommendation #1:* Continue the BIST initiative, Communities in Schools, and the BASE Program with modifications noted in recommendations 2 through 4.
- *Recommendation #2:* Continue to support schools in consistently implementing BIST strategies and using them effectively.
- *Recommendation #3:* Strengthen communication between CIS coordinators and school staff to support individual student success in their goal areas.
- *Recommendation #4:* Ensure staff who work with former BASE students have information from students' transition plans at the beginning of the next school year about their needs and recommended strategies to help sustain behavioral gains made during the BASE Program.

Administration's Response

- The administration concurs with the recommendations as presented.
- VBCPS will continue BIST, Communities in Schools, and BASE to address students' needs.
 - Effective use of BIST strategies
 - Improved communication with Communities in Schools
 - Review contents of BASE transition plans at the beginning of each school year

Questions?



Subject: Policy Review Committee Recommendations **Item Number:** 14A 1-6

Section: Consent **Date:** October 28, 2025

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

Prepared by: Carolyn Weems, PRC Chair and Kamala Lannetti, School Board Attorney

Presenter(s): Kamala Lannetti, School Board Attorney

Recommendation:

That the School Board approve recommendations regarding the amendment of certain policies as recommended by the Policy Review Committee at its September 24, 2025 meeting.

Background Summary

1. **Policy 3-27 Borrowing** - there are no recommended changes to this policy; it is being reviewed in accordance with the 5-year review requirement.
2. **Policy 6-28 Driver Education** –the PRC recommends adding language directly from the Virginia Code to clarify the intent of the policy and to update the legal references.
3. **Policy 7-2 Notification of School Board Meetings** – the PRC recommends adding language to align with the Virginia Code and to update the legal reference.
4. **Policy 7-13 Appeals of School Board Decisions** - there are no recommended changes to this policy; it is being reviewed in accordance with the 5-year review requirement.
5. **Policy 7-21 Citizens' Advisory Committees** – the PRC recommends minor scrivener's changes.
6. **Policy 7-58 Relations with Governmental Agencies** – the PRC recommends minor scrivener's changes.

Source:

Code of Virginia, 1950, as amended § 22.1-253.13:7 School board policies.
Policy Review Committee Meetings of September 24, 2025

Budget Impact:

None.

Next Steps:

There is no further action to be taken.

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Borrowing

The School Board may borrow funds as described in the legal reference to this Policy.

Legal Reference

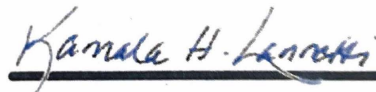
Code of Virginia § 22.1-110, as amended. Temporary loans to school boards.

Adopted by School Board: February 16, 1993

Amended by School Board: January 14, 2020

Reviewed by School Board: 2025

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INSTRUCTION

Driver Education

Classroom ~~D~~river education will be made available to all eligible students according to the Code of Virginia and Virginia Board of Education regulations.

Behind-the-wheel instruction will be offered to eligible students during and after school hours as instructors and vehicles are available.

Students under age eighteen (18) will not receive a driver's license unless they meet the conditions set forth in applicable law and regulation.

The School Board may establish fees for the behind-the-wheel phase of the instructional program.

Legal Reference

Code of Virginia § 22.1-205, as amended. Driver education programs.

Code of Virginia § 46.2-334, as amended. Conditions and requirements for licensure of persons under 18.

Code of Virginia § 46.2-335, as amended. Learner's permits; fees; certification required.

Virginia Board of Education Regulations 8 VAC 20-340, *et seq.*, as amended. Regulations Governing Driver Education

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

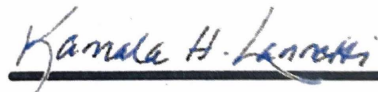
Amended by School Board: June 6, 2006

Scrivener's Amendments: February 16, 2011

Amended by School Board: May 16, 2017

Amended by School Board: 2025

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COMMUNITY RELATIONS

Notification of School Board Meetings

A. Generally

The School Board, through the Clerk, shall give notice of the date, time, ~~and location, and~~ remote location, if required, of its meetings by placing the notice in a prominent public location at which notices are regularly posted, in the office of the Clerk of the School Board, and on the School Division's website. ~~website or other electronic mediums~~. Notice, reasonable under the circumstance, of special or emergency meetings shall be given contemporaneously with the notice provided to the School Board Members and in accordance with applicable law. The Clerk shall also publish an annual notice of all regularly scheduled School Board meetings.

B. Notification of School Board Meetings on a Continual Basis

Any person may annually file with the Clerk a written request for notification of School Board meetings with the Clerk. The request shall include the requestor's name, address, zip code, daytime telephone number, electronic mail address, if available, and organization, if any. ~~with the appropriate identifying information, and the Clerk will plan to have a~~ Notice of all School Board meetings will be made directly to the requestor. Without objection by the requestor, notice may be provided by electronic means. ~~, including by electronic notice if agreed to by the requestor.~~

C. Public Attendance

Members of the public ~~are~~ is encouraged to attend all open meetings of the School Board. Any person wishing to address the School Board should abide by the procedures as outlined in the School Board Bylaw 1-47, Public Participation. Members of the public requiring accommodation to attend, listen to or observe an open School Board Meeting should contact the Clerk of the School Board in advance of the meeting.

Legal Reference

Code of Virginia §2.2-37007, ~~et seq.~~, as amended. Meetings to be public; notice of meetings; recordings; minutes. ~~Virginia Freedom of Information Act.~~

Related Links

School Board [Bylaw 1-47](#)

Adopted by School Board: February 15, 1977

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: April 30, 2019

Amended by School Board: 2025

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Kamala H. Lenoir

COMMUNITY RELATIONS

Appeals of School Board Decisions

Parents/legal guardians of minor students or adult students may appeal decisions of the School Board taken at a meeting of the School Board to the Circuit Court as set forth in the law. The action of the School Board shall be sustained unless the School Board exceeded its authority, acted arbitrarily or capriciously, or abused its discretion.

Legal Reference

Code of Virginia, § 22.1-87, as amended. Judicial review.

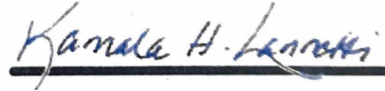
Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: August 25, 2020

Reviewed by School Board: 2025

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COMMUNITY RELATIONS

Citizens' Advisory Committees

A. Generally

Citizens' Advisory Committees will be organized by the School Board when mandated by federal or state law or regulations of the Virginia Board of Education or whenever the School Board determines that such groups may be helpful in advising the School Board.

B. Citizens' Advisory Committees authorized by School Board

The following Citizens' Advisory Committees are authorized by the School Board:

1. Special Education Advisory Committee - established in accordance with 8VAC20-81-230(D), as amended, Virginia Board of Education Regulations~~§~~.
2. General Advisory Council for Technical and Career Education - established in accordance with 8VAC20-120-50, as amended, Virginia Department of Education Regulations~~§~~.
3. Community Advisory Committee for Gifted Education - established in accordance with 8VAC20-40-60, as amended, Virginia Department of Education Regulations~~§~~.
4. Interagency Adult Basic Education Advisory Committee - established in accordance with Virginia Code §22.1-224 and the Workforce Investment Act of 1998, Title II Adult Education and Family Literacy Act (AEFLA)~~§~~.
5. School Health Advisory Committee - established in accordance with Virginia Code §22.1-275.1, as amended~~§~~.
6. Strategic Plan Committee (activated no less than one year before the end of the current strategic plan ends) - Citizen members shall be appointed by the School Board upon recommendation of the Superintendent~~§~~.
7. Such other committees as the School Board determines are needed.

C. Service of the Citizens' Advisory Committees

Citizens' Advisory Committee activities and discussion shall be confined to the compilation of data, the analysis of problems, the summary of opinions, the drawing of

conclusions and recommendations regarding the purposes for the Citizens' Advisory Committee. Such Committees will not expand the duties and purposes for the creation of the Committee without prior approval of the School Board or amendment to any law or regulation authorizing such expansion. Each Citizens' Advisory Committee will submit an annual report to the School Board regarding the work of the Committee. Committees and their chairpersons shall have no legal authority to act on behalf of the School Board nor shall the committees have authority to direct the activities of School Division staff or students.

D. Support Staff and staff or student committee members

The Superintendent shall appoint staff members to provide administrative support to Citizens' Advisory Committees. The Superintendent or designee will have authority to appoint staff and student committee members and to remove such persons from appointed positions at the Superintendent's or designee's discretion.

E. Citizens' Advisory Committee Tenure

Citizen members appointed to Citizens' Advisory Committees will serve the terms of their appointments unless removed by the School Board or resignation by the citizen member. Committee members shall have no legal rights to their appointed positions and may be removed from membership for failure to perform duties, failure to maintain requirements for appointment to the committee and other good and just cause as determined by the School Board. Membership and responsibilities will be in compliance with School Board policies and regulations, and applicable state and federal law and regulations. With the exception of the Strategic Plan, Committee, all terms of appointment to Citizens' Advisory Committees will begin on July 1st of the first year of appointment and end on June 30th of the final year of appointment. Citizens' Advisory Committee members who have been appointed prior to July 1, 2018 and have a term of service that will end on a date other than June 30th of the final year of appointment are hereby appointed to a term that will be extended until the June 30th following the original final date of appointment.

F. School Board Liaisons to Citizens' Advisory Committees

With the exception of the Strategic Plan Committee, the School Board may designate one School Board Member and one School Board Member alternate to serve as the School Board Liaison to a Citizens' Advisory Committee. Such liaison will not have voting rights on the committee and will not have the authority to bind the School Board regarding any matter related to the committee. The School Board Chair will appoint and the School Board will approve two (2) School Board Members to serve on the Strategic Plan Committee. As required by law, all the Citizens' Advisory Committees will report to the School Board through the Superintendent.

G. Changes to Regulation 7-21.1

The Superintendent is required to provide notice of intended changes to Regulation 7-21.1 at least thirty (30) calendar days prior to such change taking affect.

Legal Reference

Code of Virginia §22.1-18.1, as amended. Annual report on gifted education required; local advisory committee on gifted education.

Code of Virginia §22.1-224, as amended. Duties of State Board.

Code of Virginia §22.1-275.1, as amended. School Health Advisory Board.

Virginia Department of Education Regulations 8VAC20-40-60, as amended. Local plan, local advisory committee, and annual report.

Virginia Department of Education Regulations 8VAC20-120-50, as amended. Career and Technical Education Advisory Committee.

Virginia Department of Education Regulations 8VAC20-81-230, as amended. Local educational agency administration and governance.

Workforce Investment Act of 1998, Title II Adult Education and Family Literacy Act, as amended.

Related Links

School Board [Regulation 7-21.1](#)

Adopted by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: August 19, 2014

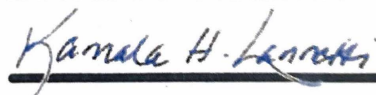
Amended by School Board: February 27, 2018

Amended by School Board: November 27, 2018

Amended by School Board: February 12, 2019

Amended by School Board: 2025

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COMMUNITY RELATIONS

Relations with Governmental Agencies

The School Division is encouraged to cooperate with governmental agencies in promoting the general public interest and educational welfare of the pupils ~~including, but~~including but not limited to: social services; recreation; health; safety; fire; civil defense; and law enforcement.

Legal Reference

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

Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: August 25, 2020

Amended by School Board: 2025

APPROVED AS TO
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Kamala H. Lenoir



Subject: 2024-2025 Annual Field Trip Report **Item Number:** 14B

Section: Consent **Date:** October 28, 2025

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

Prepared by: James T. Lash, Executive Director of Transportation and Fleet Management Services

Presenter(s): James T. Lash, Executive Director of Transportation and Fleet Management Services

Recommendation:

That the School Board accept the 2024-2025 Field Trip Report.

Background Summary:

School Board Policy 6-56 requires the superintendent to submit an annual field trip report to the School Board.

Source:

School Board Policy 6-56.

Budget Impact:

Field trip expenses on school buses totaled \$620,960 in salaries and \$378,270 in operational costs.

Next Steps:

N/A

VIRGINIA BEACH CITY PUBLIC SCHOOLS

2024-2025 FIELD TRIP REPORT

School Board Policy 6-56 and Regulation 6-56.1 govern field trips for Virginia Beach students. School division administrative guidelines are in place and include procedures for the approval of all field trips. The division superintendent or his designee must approve all trips out-of-the area or requiring an overnight stay.

During the 2024-2025 school year, instructional field trip transportation costs were paid from each school's field trip allocation account. This allocation is computed at \$3.00 per student. Schools were responsible for the transportation costs when commercial carriers were used. Field trips were restricted to the South Hampton Roads area due to budget constraints.

For the purposes of collecting and reporting the data in this report, all school-sponsored trips have been categorized as field trips. This includes instructional, athletic, forensic, club, competitions, participation, etc. This method of data collection supports the state mandate and reporting requirement to separate the two major categories of transportation for students: transportation of students to and from school, and transportation of students for other school-related activities. This report does not include data on the use of VBCPS buses for special trips paid for by other city agencies.

FIELD TRIP SUMMARY: 2024-2025

(2023-2024 figures in parenthesis for comparison)

CATEGORY	Field Trips Transported by VBCPS Buses	Miles Traveled	Total Salaries Paid to Drivers
Instructional	2,574 (2,536)	60,900 (59,107)	\$231,740 (\$215,725)
Athletic/Clubs	2,357 (2,545)	39,343 (41,715)	\$168,786 (\$159,803)
Tattoo, Air Show, Va. Symphony, All City	383 (389)	8,141 (9,115)	\$44,408 (\$39,253)
After School Tutoring/Swim Program	432 (346)	5,059 (3,156)	\$25,937 (\$19,700)
Community Based Instruction/Work Experience	4,057 (4,250)	46,005 (46,058)	\$150,111 (\$136,857)
TOTAL	9,420 (9,677)	151,307 (150,036)	\$620,985 (\$571,339)

- Figures have been rounded as appropriate. Data does not include scheduled activity runs.

NARRATIVE SUMMARY

ELEMENTARY SCHOOLS

- Approximately 10 percent of the elementary trips using VBCPS buses were for tutoring programs and after-school extracurricular activities. There are no regular activity runs for elementary schools.
- The most common destinations for elementary school instructional field trips in previous years are:

Chrysler Hall, Sandler Center, Wells Theater
Local Farms and Dairies
Virginia Marine Science Museum
Norfolk Zoo
Portsmouth Children's Museum
Kellam High
Plaza Middle School Planetarium
Equi-Kids

MIDDLE SCHOOLS

- Approximately 55 percent of all middle school trips using VBCPS buses were for athletic activities.
- The most common destinations for middle school instructional field trips in previous years are:

Back Bay, Local Waterways
Harrison Opera House, Chrysler Hall
Wells Theater
Norfolk Botanical Gardens
Busch Gardens
ROPES Course
First Landing State Park
Plaza Middle School Planetarium

HIGH SCHOOLS

- Approximately 25 percent of all high school trips using VBCPS buses were for athletic activities.
- The most common destination for high school instructional field trips in previous years are:

Chrysler Hall
Local Colleges & Universities
Local Military Installations
Courts and Jail - Court Docent Programs
Back Bay and Local Waterways
First Landing State Park
Triple R Ranch

SPECIAL EDUCATION

- Special education field trips support student individualized education programs for community-based instruction and work transition experiences. The most common destinations are local business firms.



Subject: Alanton Elementary School RTU Replacement **Item Number:** 14C

Section: Consent **Date:** October 28, 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, Inc. for the Alanton Elementary School RTU Replacement in the amount of \$687,700.

Background Summary:

Project Architect:	Dills Architects
Contractor:	Comfort Systems of Virginia Inc.
Contract Amount:	\$687,700.00
Construction Budget:	\$876,538.00
Number of Responsive Bidders:	4
Average Bid Amount:	\$826,715.50
High Bid:	\$1,059,250.00

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements- HVAC Phase III

Next Steps:

No further action needed



Subject: Bayside Middle School RTU Replacement **Item Number:** 14D

Section: Consent **Date:** October 28, 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 ColonialWebb Contractors Company for the Bayside Middle School RTU Replacement in the amount of \$2,460,670.

Background Summary:

Project Architect:	RRMM Architects
Contractor:	ColonialWebb Contractors Company
Contract Amount:	\$2,460,670
Construction Budget:	\$2,869,001
Number of Responsive Bidders:	3
Average Bid Amount:	\$2,612,060
High Bid:	\$2,888,765

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements- HVAC Phase III

Next Steps:

No further action needed



Subject: Sch Admin Building #6 Primary Data Center & Einstein Lab HVAC Replacement **Item Number:** 14E

Section: Consent **Date:** October 28, 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 ZBZ & Associates, Inc. for the School Administration Building 6 Primary Data Center & Einstein Lab HVAC Replacement in the amount of \$1,563,200.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	ZBZ & Associates Inc.
Contract Amount:	\$1,563,200
Construction Budget:	\$1,855,261
Number of Responsive Bidders:	3
Average Bid Amount:	\$1,766,343
High Bid:	\$1,807,830

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements- HVAC Phase III

Next Steps:

No further action needed



Subject: Gifted Citizens' Advisory Committee Appointment Recommendations **Item Number:** 14F

Section: Consent **Date:** October 28, 2025

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Kathleen J. Brown, School Board Chair

Recommendation:

That the School Board approves the appointments to Citizens' Advisory Committee for Gifted Education.

Recommendations introduced at the October 14, 2025 School Board meeting, as part of the Information agenda to fill voting member vacancies as follows:

CITIZEN ADVISORY COMMITTEE FOR GIFTED EDUCATION:

Judonne Baxter – Salem

Fouad Moussa – Ocean Lakes

Background Summary:

The Division issued a Call to Action on seeking applications to fill voting member vacancies for GCAC openings at Salem and Ocean Lakes. Representatives from the gifted committee were invited to review applications and provide input for consideration in the School Board's selection process.

Source:

School Board Policy 7-21 Citizens' Advisory Committees
Division Regulation 7-21.1 Citizens' Advisory Committees

Budget Impact:

N/A

Next Steps:

No further action needed.



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

Section: Action **Date:** October 28, 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 October 28, 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

Next Steps:

No further action required

Personnel Report
Virginia Beach City Public Schools
October 28, 2025
2025-2026

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	10/15/2025	Damion Howell	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	10/30/2025	Jack D Diaz	General Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	10/8/2025	Randy S Burnett	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	10/15/2025	Michelle M Sepulveda	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	10/8/2025	Livia McNulty-Myran	Special Education Assistant	School of Art Institute Chicago, IL	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	10/17/2025	Shawn K Felder	Custodian II Head Night	not applicable	CAREONE Management, LLC, NJ
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	10/8/2025	Alexandria Shand	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	10/15/2025	Cheryl Pizarro	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	John B. Dey	10/8/2025	Brittany Johnson	Clinic Assistant, .500	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	10/15/2025	Amanda L Lauersdorf	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	10/8/2025	Amanda C Burton	Kindergarten Assistant	Longwood University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	10/8/2025	Nazhyrne Von M Hermoso	School Nurse	Sentara College Health Science, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	10/15/2025	Briannah D Stewart	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	10/8/2025	Bradley Barron	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Salem	10/16/2025	Alice M Pritchard	Baker/Cook	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	10/8/2025	Claire Blackwell	Special Education Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	10/8/2025	Megan R Mclawhorn	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	10/10/2025	Marcia E Gardner-Moore	Cafeteria Manager I	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	10/13/2025	Tawana M Royal Thompson	Special Education Assistant	Tidewater Community College, VA	Suffolk Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	10/17/2025	Victoria Carlson	Security Assistant, .400	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	10/24/2025	Christine Eden Heras	Cafeteria Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	10/8/2025	Tracy L Miller	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	10/15/2025	Brandon J Cooper	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Human Resources	10/8/2025	Nicole Majors	Employee Relations Associate	National University, CA	US MEPCOM, SC
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Human Resources	10/16/2025	Dominice C Cook	Employee Relations Associate	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	10/20/2025	Dominik Lipari	Technology Support Technician	Regent University, VA	Regent University, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	10/6/2025	Justin Inge	General Maintenance Craftsman II	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	10/20/2025	Briana Johnson	Geographic Information Systems (GIS) Analyst	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	10/8/2025	Logan A Hartley	Psychologist	University of North Carolina at Chapel Hill, NC	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	10/8/2025	Ashley N Phillips	Psychologist	East Texas A & M, TX	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	10/22/2025	Courtney Fosque	School Social Worker	Virginia Commonwealth University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/30/2025	Christopher A Ramsey-Vega	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/8/2025	Amina Daif	Bus Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/8/2025	Marsha R Griffin	Bus Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/8/2025	Melinda Harrison	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/15/2025	Rosalyn M Hawkins	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/15/2025	Christopher B Lynn	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/20/2025	Hayden B Lowery	Fleet Technician I	Tidewater Community College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/20/2025	Guillermo Pineda-Maleta	Fleet Technician I	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	College Park	9/22/2025	Vickie T Baker	Custodian I (job abandonment)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	10/24/2025	Lynette J Parker	Clinic Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Luxford	10/28/2025	Damien W Kaiser	Physical Education Assistant, .500 (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Lynnhaven	10/29/2025	Shantae J Davis	Assistant Principal (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	North Landing	10/24/2025	Nikoleta Verganelaki-Spears	Special Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Strawbridge	9/22/2025	Amanda Van Buren	Cafeteria Assistant, 5.0 Hours (job abandonment)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thoroughgood	10/15/2025	Diana Matchett	General Assistant (expiration of long-term leave)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	9/19/2025	Erica M Flores	Custodian I (declined position)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Landstown	10/20/2025	Francis J Cunningham	Security Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	10/2/2025	Ashley B Jenkins	Cafeteria Assistant, 5.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Virginia Beach	10/10/2025	Brittany L Thomas	Cafeteria Assistant, 5.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Bayside	10/15/2025	Anderson A Peoples	ISS Coordinator (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Cox	11/14/2025	Arianna M Thielen	School Office Associate II (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Green Run	10/15/2025	Nateara Hasbrouck	Cafeteria Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	10/31/2025	Nicholas Aviles	Drivers Education Instructor (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	10/9/2025	Judy Rocco	Cafeteria Assistant, 5.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	11/7/2025	Sammi L Betham	Assistant Principal (career enhancement opportunity)	not applicable	not applicable

Personnel Report
Virginia Beach City Public Schools
October 28, 2025
2025-2026

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	10/13/2025	Tatiana L Fentress	Security Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	10/17/2025	Jaylin P Gardenhire	ISS Coordinator (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	10/28/2025	Lauren H Guidry	Financial Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/7/2025	Laveckia Deas	Bus Driver, 6.5 Hours (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/14/2025	Luis A Colon	Bus Driver, 6.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Glenwood	10/31/2025	Mary M Thornton	Cafeteria Assistant, 6.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Landstown	11/14/2025	Valerie H Orner	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Malibu	10/31/2025	Benedict Q Spady	Assistant Principal	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Red Mill	10/31/2025	Steven M Knaggs	Custodian III Head Day	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Tallwood	11/25/2025	Rachelle G Dyer	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Budget & Finance	12/31/2025	Kathy Merrill	Accounts Payable Technician	not applicable	not applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	New Castle	11/25/2025	Teresa A Geis	Kindergarten Assistant	not applicable	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Linkhorn Park	10/8/2025	Regan Haider	Kindergarten Teacher	Auburn University, AL	Lauderdale County School District, MS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont Forest	10/8/2025	Gina N Dewey	Library Media Specialist	Southern New Hampshire University, NH	Military Services
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	10/15/2025	Junko Vanoverberghe	Special Education Teacher	St. Leo College, FL	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	10/17/2025	Jonathon J Russo	Sixth Grade Teacher	Christopher Newport University, VA	Military Services
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	10/8/2025	Scott Signorelli	Health & Physical Education Teacher	Virginia Wesleyan University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	10/15/2025	Christopher Ames	Seventh Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	10/15/2025	Matthew P Leon	Technology Education Teacher	Regent University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	10/6/2025	Chima L Staley	Business Education Teacher	Liberty University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	10/8/2025	John S Wright	English Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Parkway	12/12/2025	Alyssa N Agoncillo	Fifth Grade Teacher (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Princess Anne	10/24/2025	Sarah C Moran	Kindergarten Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Three Oaks	12/19/2025	Cassandra Shevlin	Fourth Grade Teacher (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Great Neck	10/20/2025	Jenna L Barrett	Sixth Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Kempsville	10/31/2025	Ashley Austin	Seventh Grade Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	10/24/2025	Reagan N Zydzik	Seventh Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Lynnhaven	10/31/2025	Janice E Lyons	Seventh Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Salem	10/15/2025	Heather M Sangenette	Special Education Teacher (expiration of long-term leave)	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Lynnhaven	12/31/2025	Patricia P Rogerson	Title I Resource Teacher	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Rosemont	12/31/2025	Mary F McEntee	School Counselor	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Great Neck	11/30/2025	Karen L Blache-Fraser	English Second Language	not applicable	not applicable
Administrative	Appointments - Miscellaneous	Department of Human Resources	TBD	Julie D Hawkes	Employee Relations Specialist	Old Dominion University, VA	VBCPS
Administrative	Appointments - Miscellaneous	Department of Human Resources	TBD	Emily A Hitzemann	Human Resources Specialist	Old Dominion University, VA	VBCPS



Budget Resolution Regarding FY 2024/25 Reversion

Subject: and Revenue Sharing Formula Reconciliation

Item Number: 15B

Section: Action

Date: October 28, 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 approve the FY 2024/25 Reversion and Revenue Sharing Formula Reconciliation.

Background Summary:

The net estimated funding available for the reappropriation is \$45,559.193.

Source:

Unaudited Financial Statements for FY 2024/25 and communication for the city staff.

Budget Impact:

Once approved by the School Board and the City Council, \$45,559,193 will be re-appropriated to various funds as indicated in the presentation given at the October 14, 2025, School Board meeting.

Next Steps:

On November 18, 2025, the FY 2024/25 Reversion and Revenue Sharing Formula Reconciliation will be presented to the City Council. The City Council will vote on November 25.

**Budget Resolution Regarding FY 2024/25 Reversion and Revenue Sharing Formula
Reconciliation (1)**

WHEREAS, on October 14, 2025, the School Board was presented with a summary of the unaudited financial statements for FY 2024/25 (year ending June 30, 2025), showing the reversion amount to the city's General fund; and

WHEREAS, \$21,077,524 is the amount of School Operating reversion funds available (excluding debt service and revenues over/under budget); and

WHEREAS, \$5,628,593 is the amount remaining in debt service due to the timing of bond sales, increasing the School Operating reversion amount to \$26,706,117; and

WHEREAS, \$10,653,822 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$37,359,939; and

WHEREAS, \$390,779 reverted from the Athletics fund and \$343,862 reverted from the Green Run Collegiate Charter School fund; and

WHEREAS, the total amount available for re-appropriation is \$38,094,580; and

WHEREAS, the city is currently indicating FY 2024/25 revenue over budget of \$7,464,613 based on the Revenue Sharing Formula; and

WHEREAS, the net funding available for re-appropriation is \$45,559,193; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$45,559,193:

- \$38,559,193 to be re-appropriated to the FY 2025/26 Capital Improvement Program
 - \$23,628,593 to be transferred in the form of pay-as-you-go funding for project 1-015 Princess Anne High School Replacement
 - \$4,430,600 to be to be transferred in the form of pay-as-you-go funding for project 1-030 Payroll System Replacement
 - \$10,500,000 to be re-appropriated to the School Reserve Special Revenue fund
- \$1,200,000 to be transferred in the form of pay-as-you-go funding for project 1-020 Renovations and Replacements – Various – Phase III - Jericho Road Demolition
- \$5,800,000 to be reappropriated to the Health Insurance fund

NOW, THEREFORE, BE IT

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

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

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

Adopted by the School Board of the City of Virginia Beach, this 28th day of October 2025.

SEAL

Kathleen Brown, School Board Chair

Attest:

Regina M. Toneatto, Clerk of the Board

**Budget Resolution Regarding FY 2024/25 Reversion and Revenue Sharing Formula
Reconciliation (2)**

WHEREAS, on October 14, 2025, the School Board was presented with a summary of the unaudited financial statements for FY 2024/25 (year ending June 30, 2025), showing the reversion amount to the city's General fund; and

WHEREAS, \$21,077,524 is the amount of School Operating reversion funds available (excluding debt service and revenues over/under budget); and

WHEREAS, \$5,628,593 is the amount remaining in debt service due to the timing of bond sales, increasing the School Operating reversion amount to \$26,706,117; and

WHEREAS, \$10,653,822 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$37,359,939; and

WHEREAS, \$390,779 reverted from the Athletics fund and \$343,862 reverted from the Green Run Collegiate Charter School fund; and

WHEREAS, the total amount available for re-appropriation is \$38,094,580; and

WHEREAS, the city is currently indicating FY 2024/25 revenue over budget of \$7,464,613 based on the Revenue Sharing Formula; and

WHEREAS, the net funding available for re-appropriation is \$45,559,193; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$45,559,193:

- \$44,359,193 to be re-appropriated to the FY 2025/26 Capital Improvement Program
 - \$28,328,593 to be transferred in the form of pay-as-you-go funding for project 1-015 Princess Anne High School Replacement
 - \$5,530,600 to be to be transferred in the form of pay-as-you-go funding for project 1-030 Payroll System Replacement
 - \$10,500,000 to be re-appropriated to the School Reserve Special Revenue fund
- \$1,200,000 to be transferred in the form of pay-as-you-go funding for project 1-020 Renovations and Replacements – Various – Phase III - Jericho Road Demolition

NOW, THEREFORE, BE IT

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

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

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

Adopted by the School Board of the City of Virginia Beach, this 28th day of October 2025.

SEAL

Kathleen Brown, School Board Chair

Attest:

Regina M. Toneatto, Clerk of the Board

Decorum and Order-School Board Meetings 1-48

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

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

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

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

B. Limitations on addressing the School Board

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

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

C. Other expressive activities during meetings

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

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

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

2. Expressive activities during meetings

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

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

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

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

D. Other methods of communicating with the School Board

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

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out

items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.
- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- G.** No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.