



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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District 5

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

School Board Regular Meeting Proposed Agenda
Tuesday, November 25, 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_6VmXB5CfQsKLicSbi58Ag Call-in (301) 715-8592 ID 883 4161 8415

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBCPSboard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on November 24, 2025.

Closed Session.....3:30 p.m.

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



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

The School Board will hear public comments at the November 25, 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 November 25, 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. November 25, 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 – October 2025
- B. Textbook Adoption: Nursing – Anatomy and Physiology
- C. Renaissance Academy Alternative Education Program: Year 3 Outcome Evaluation

13. Return to public comments if needed

14. Consent Agenda

- A. Policy Review Committee (PRC) Recommendations
 - 1. Policy 3-23/Sale/Exchange/Lease/Disposal of Property
 - 2. Policy 5-31/Scholastic Records
 - 3. Policy 7-59/Relations with Employment/Career Agencies: Employment Counseling and Placement Services
- B. Textbook Adoption: Elementary Math
- C. Green Run ES HVAC & Scratch Cooking Improvements
- D. Independence MS Roof Replacement, Kitchen HVAC & Scratch Cooking Improvements
- E. Religious Exemption(s)

15. Action

- A. Personnel Report / Administrative Appointments Updated 12/3/2025
- B. Legislative Agenda Updated 11/25/2025

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:** November 25, 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 recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 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.

Namely to discuss:

- A. Personnel matters – School Board Attorney’s contract.

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: Literacy Update **Item Number:** 1B

Section: Workshop **Date:** November 25, 2025

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

Prepared by: Abigail J. Dougherty, Acting Director of Student Services

Robyn S. Cady, Early Literacy Coordinator

Erin C. Mullins, English Coordinator

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

Abigail J. Dougherty, Acting Director of Student Services

Recommendation:

That the School Board receive an update regarding literacy in grades kindergarten through grade 8.

Background Summary:

The School Board receive an update regarding Virginia Beach City Public Schools' approach to literacy instruction and the assessments implemented in grades kindergarten through grade 8 to support instruction.

Source:

Virginia Language and Literacy Screening System (VALLSS)

Standards of Learning (SOL)

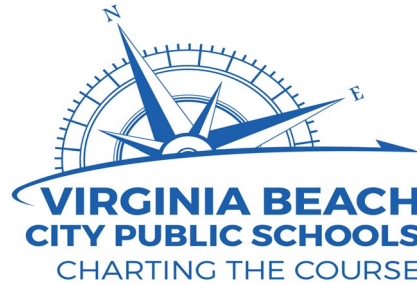
Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)

Budget Impact:

The NWEA MAP is funded through the local budget based on availability of funds and state approval.

Next Steps:

No further action needed.



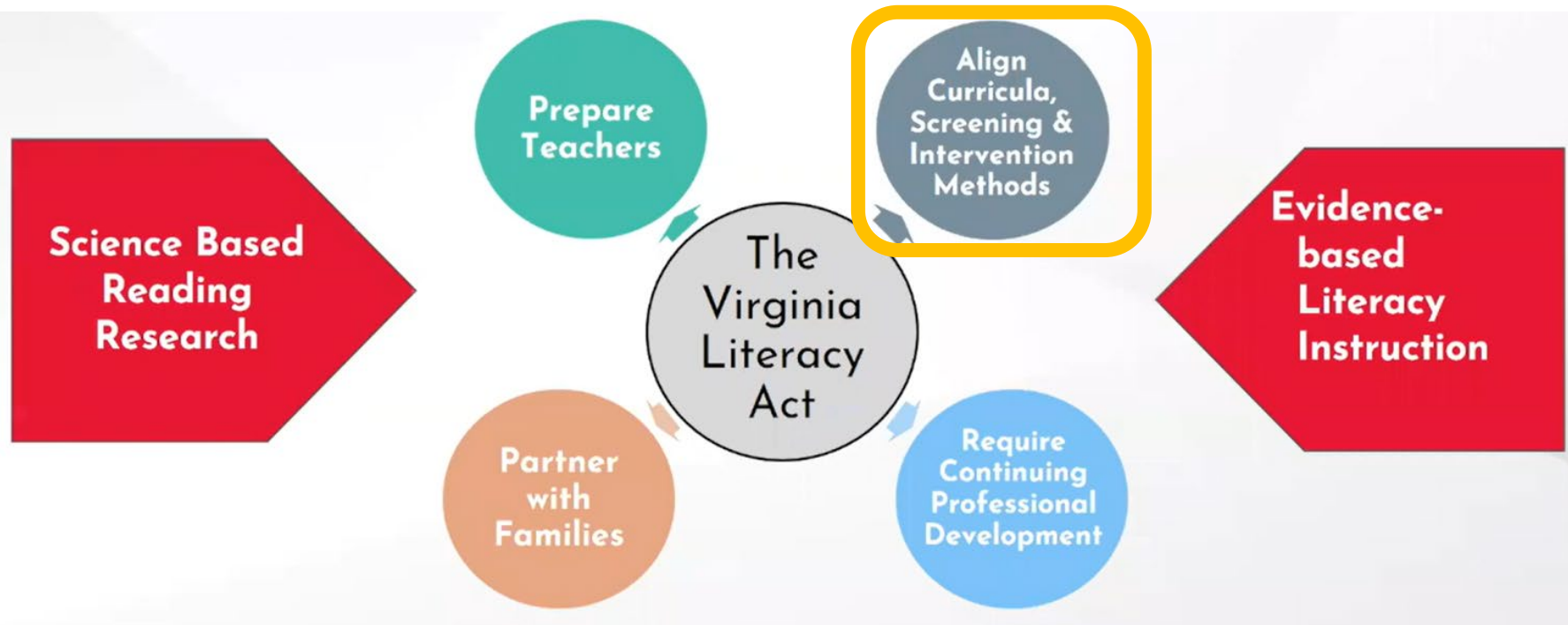
Literacy Update

School Board Workshop

November 25, 2025

Department of Teaching and Learning

Strengthening Reading in Virginia



K-8 Literacy Instruction

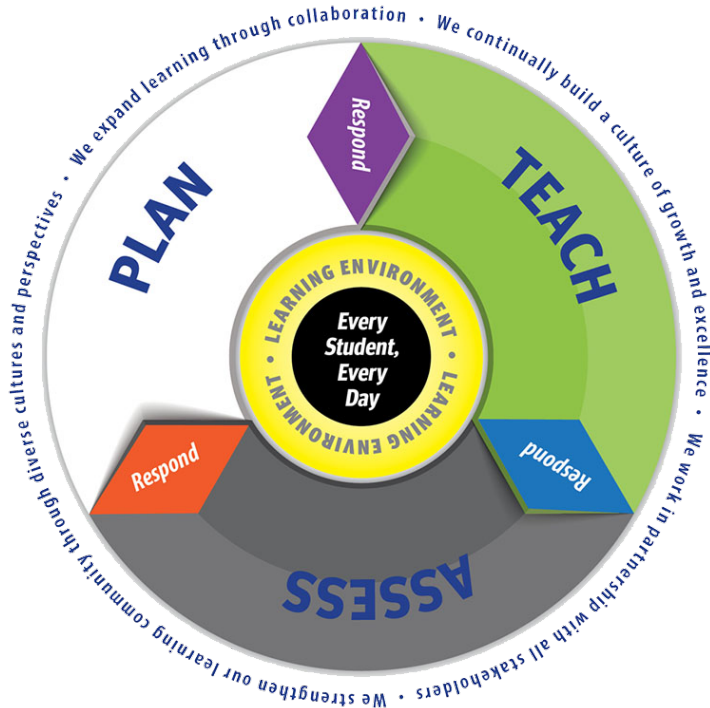
What we teach:

2024 English Standards of Learning

How we teach:

- Implement evidence-based literacy instruction (EBLI)
- Utilize core, supplemental, and intervention resources as detailed on the Division Literacy Plan
- Deliver reading and writing instruction using whole group and small group structures, and individual conferences
- Design differentiated instruction that is systematic, explicit, cumulative, and responsive

Balanced Assessment and the Teaching and Learning Framework



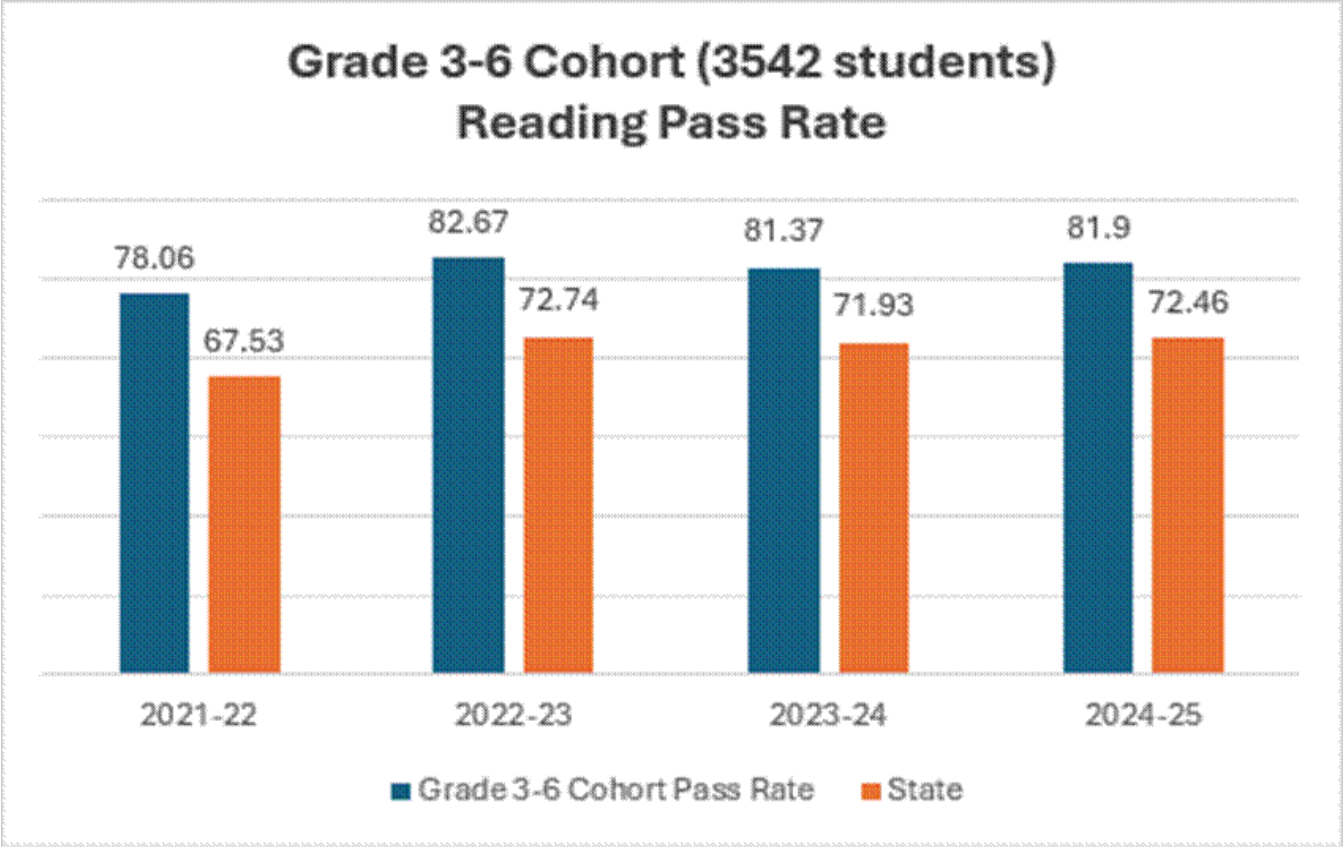
- ★ **Plan** → **Respond** → **Teach**:
 - Deliver well-planned, standards-aligned curriculum instruction that includes differentiation for unique student needs
- ★ **Teach** → **Respond** → **Assess**:
 - Enable close monitoring and frequent formative assessments to respond to the instructional needs of students; providing progressive intervention as needed to ensure achievement
- ★ **Assess** → **Respond** → **Plan**:
 - Examine, align, and identify student needs based on assessment data from balanced assessments in order to provide appropriate support and intervention

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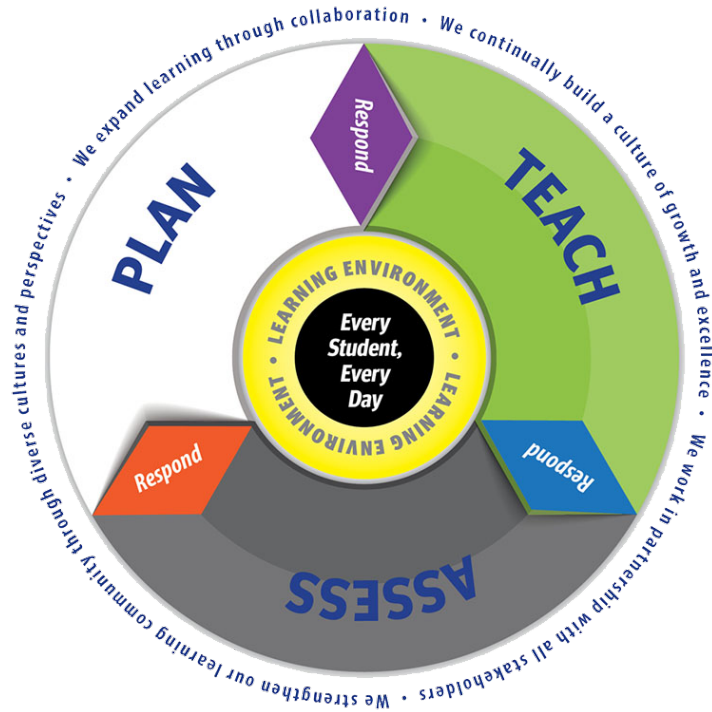
Assessment Types

Screening Assessment	Diagnostic Assessment
Used to identify students who are experiencing or are at-risk of experiencing reading difficulties (VALLSS).	Answers remaining questions regarding the specific needs of a student to inform targeted instruction. Can be formal or informal.
Criterion-Referenced (Summative)	Norm-Referenced Assessment
Measures a student's performance based on grade-level proficiency (SOL).	Compares a student's performance in relation to that student's peers (NWEA MAP).

SOL Assessment



SOL Assessment



- Student Performance By Question (SPBQ)
- Scaled Scores
- Score Ranges
- Pass Rates and Reporting Category Pass Rates

K-3 Literacy Screening (VALLSS)

Reading Comprehension

Word Recognition (Code-Based)				Language Comprehension			Other
Alphabet Knowledge	Phonological Awareness	Decoding/ Encoding	Oral Reading Fluency	Passage Comprehension	Vocabulary	Syntax	Processing

High

Student is in the High-Risk Band for developing reading difficulties and qualifies for EIRI.

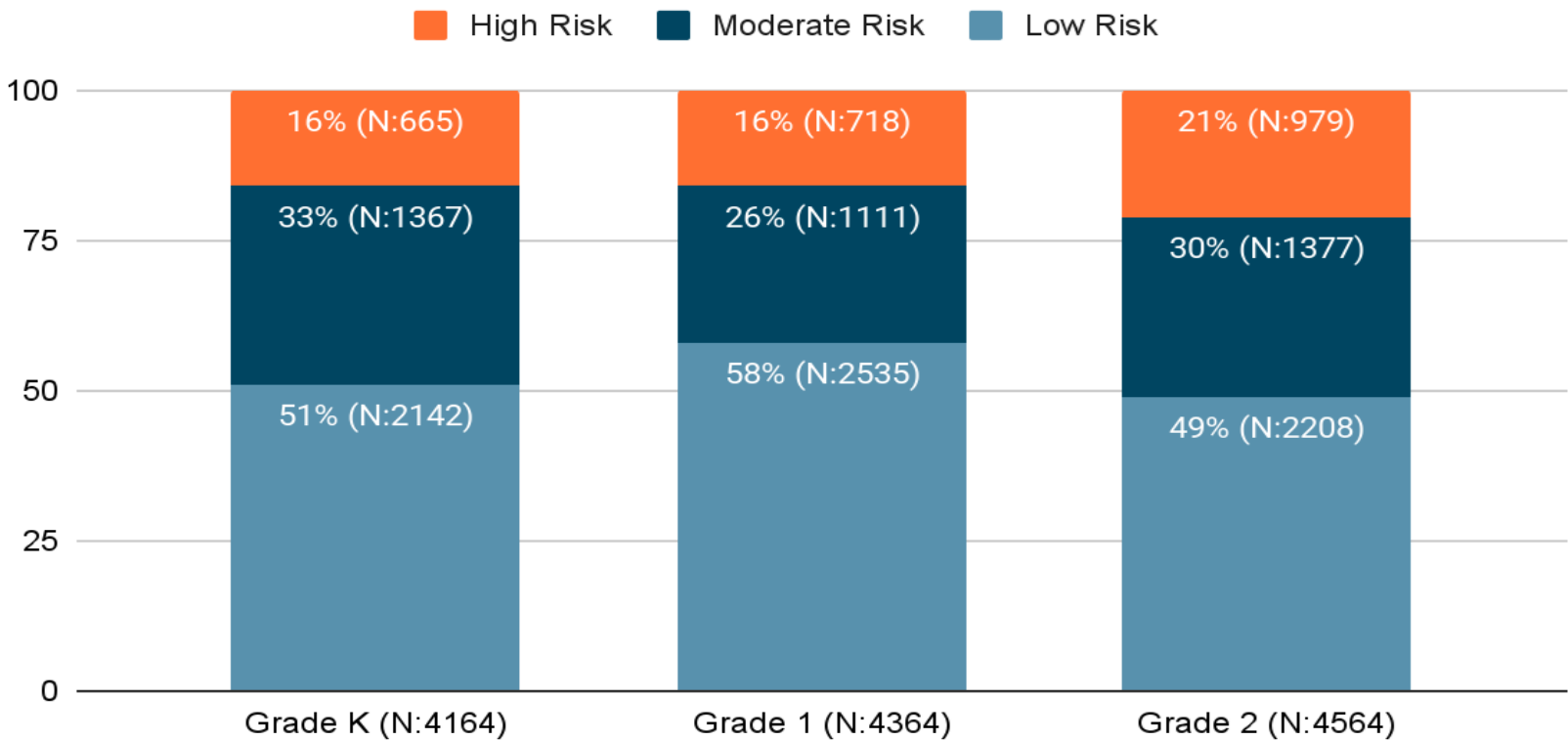
Moderate

Student is in the Moderate-Risk Band for developing reading difficulties and requires additional explicit instruction; supplemental instruction is highly recommended based on student need.

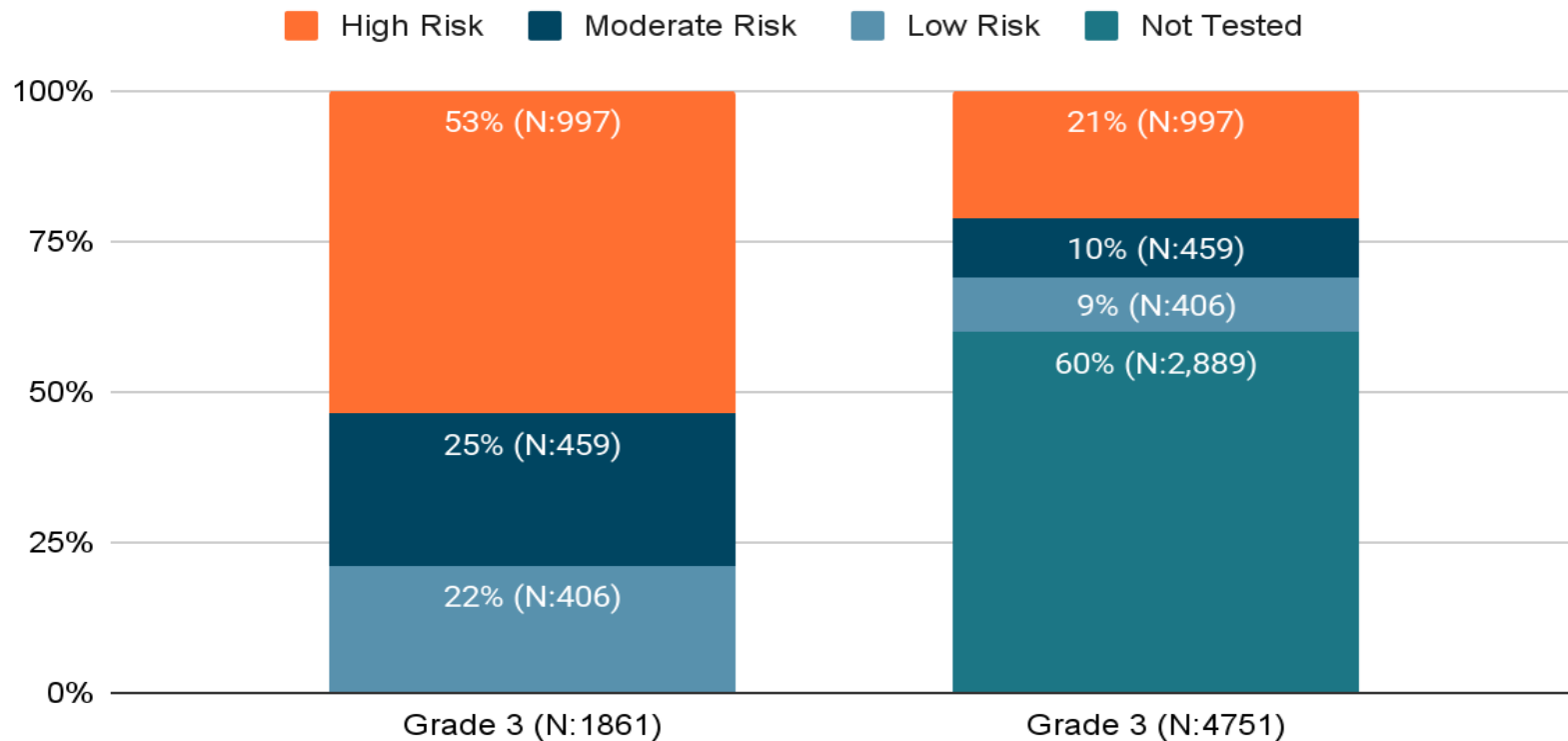
Low

Student is in the Low-Risk Band for developing reading difficulties.

Fall VALLSS: Bands of Risk Data K-2



Fall VALLSS: Bands of Risk Data Grade 3



Note: Not all students in Grade 3 are screened.

4-8 Literacy Screening (VALLSS)

New in 2025-26

Reading Comprehension

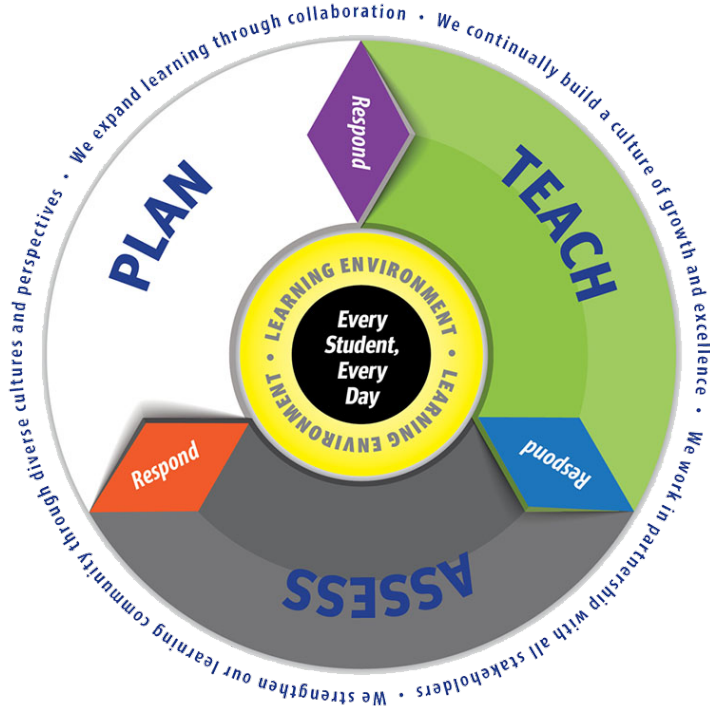
Word Recognition (Code-Based)				Language	
Alphabet Knowledge	Phonological Awareness	Spelling / Word Reading	Oral Reading Fluency	Morphology	Listening Comprehension

- Students who score in the basic or below basic ranges on the spring Reading SOL and those who passed with audio or read aloud accommodations are screened.
- **No bands of risk are provided.**

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VALLSS: K-3 and 4-8

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Student Reading Plans

- Grades K-3 - Students in the high band of risk
- Grades 4-8 - Students who scored in the basic/below basic on previous year's SOL

Intervention is differentiated based on student needs.

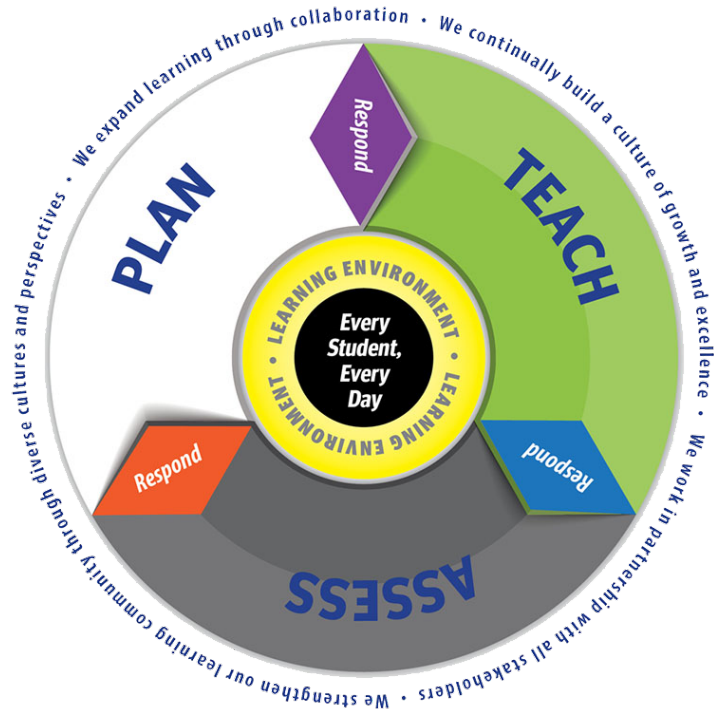
- Code-Based
- Language Comprehension

Goals based on deficits from VALLSS.

Teachers use progress monitoring to measure student progress and determine instructional decision making.

- 8,160 of students with an SRP/approximately 20% of overall population

NWEAMAP Reading Data



- Norm-referenced data point
- Identify areas of strength and growth opportunities
- Respond to student need and differentiate learning experiences through intervention and extension

NWEA MAP Reading Data

Fall 2025-2026 Reading Achievement

Percentiles

Number of Students	Grade	Median	1st-20th	21st-40th	41st-60th	61st-80th	>80th
4651	3	61st	16%	15%	19%	26%	24%
4829	4	62nd	13%	15%	22%	24%	26%
4703	5	63rd	12%	15%	18%	33%	22%
4726	6	64th	11%	13%	22%	30%	24%
4564	7	61st	14%	15%	19%	28%	24%
4569	8	65th	10%	15%	20%	30%	25%
2676	9	69th	8%	11%	18%	33%	30%
189	10	28th	40%	25%	19%	11%	5%



Questions



Subject: Artificial Intelligence (AI) Update **Item Number:** 1C

Section: Workshop **Date:** November 25, 2025

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

Prepared by: Ryan Goldberg, Ph.D., Director of Instructional Technology

Presenter(s): Ryan Goldberg, Ph.D., Director of Instructional Technology

Recommendation:

That the School Board receive an update on artificial intelligence (AI).

Background Summary:

The Department of Teaching and Learning provided an update to the School Board at the Summer Retreat in July. At that time, the School Board requested quarterly updates about our AI implementation plan.

Source:

N/A

Budget Impact:

No budgetary implications.

Next Steps:

DTAL will provide another update in the third quarter.



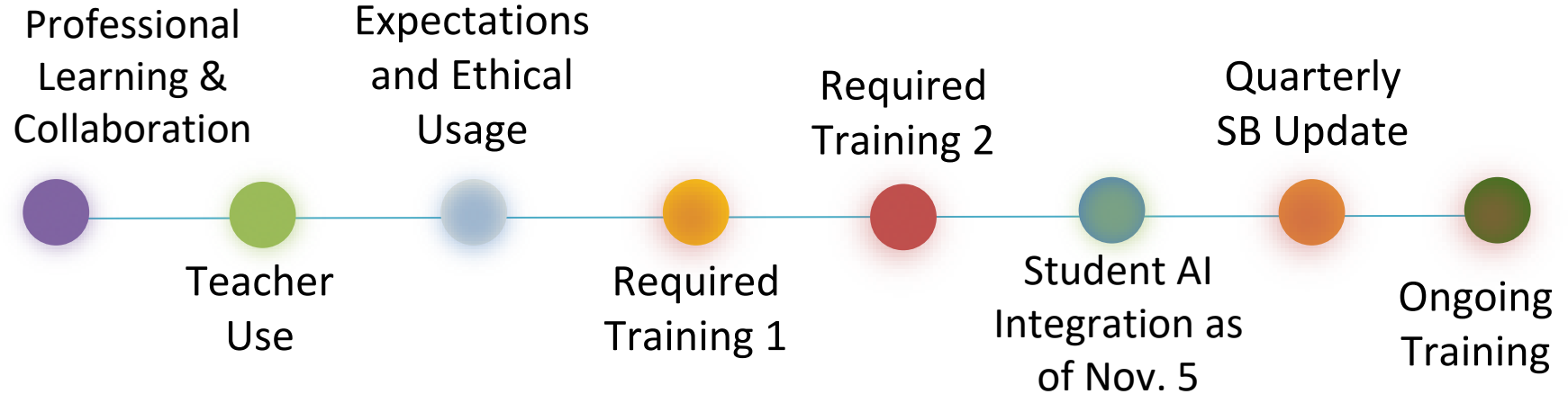
Artificial Intelligence (AI) Update

School Board Workshop

November 25, 2025

Department of Teaching and Learning

AI Reminders and Current Timeline



2025-26 Professional Learning Statement

*AI use should be **selective** and **intentional**. It is not recommended for integration into every lesson. AI should be used only when it clearly enhances learning and supports the focus of the content standards, not when it fractures that focus and not if it reduces critical thinking opportunities. As with any technology, the priority remains sound instruction, engaging students in creative thinking, and mastery of academic standards.*



Professional Learning #1: High School

- Current VBCPS AI guidelines and expectations
- Develop an understanding of student AI usage levels
- Develop an understanding of AI *resistant* learning experiences
- Develop an understanding of AI *assisted* learning experiences
- Student disclosure

Student AI Usage Levels for Empowered Learning

VBCPS acknowledges that artificial intelligence (AI) may be utilized for academic purposes, if approved by a student's classroom teacher. Proper acknowledgement of its use is required and demonstrates a commitment to academic integrity. When teachers allow AI for a learning experience or assignment, students must follow teacher expectations. Students should use AI to support their thinking, and they must evaluate its output and think critically about its accuracy, value, and potential pros and cons.

REMINDER: Teachers should not integrate AI into any learning experience until Nov. 5th.

0	High School AI Level 0 - Student work is completed entirely without any AI assistance. - Students rely on their prior knowledge, research, and newly acquired understanding. - Any AI use is a violation of student academic integrity.
1	High School AI Level 1 - Students are required to clearly <u>disclose</u> when and how they use artificial intelligence (AI), based on teacher expectations and learning task directions. - Only teacher-approved AI tools may be used with explicit directions on how to use them during a learning experience or to complete a learning task. This includes using AI in a step-by-step manner (e.g., brainstorming ideas, comparing and contrasting concepts). - Students must evaluate the effectiveness of the AI tool and any AI-generated content and share their thinking with the teacher and peers.
2	High School AI Level 2 - Students are required to clearly <u>disclose</u> when and how they use AI based on teacher expectations and learning task directions. - A student may only use a teacher-approved AI tool during a learning experience or to support completion of a learning task in agreement with the teacher and in alignment with course expectations. - Students must evaluate any AI-generated content to ensure it aligns with classroom expectations and ethical guidelines, and they should be prepared to explain why and how they used the tool.

Professional Learning #2: High School

- Strengthening our pedagogical AI literacy
 - How do we use AI to enhance teaching and learning?
- Developing our ethical AI literacy
 - How do we navigate the ethical issues?
 - How do we help students build critical thinking skills?
- Teachers were given four learning activities to support critical thinking

Critical Thinking Skills When Using AI November 2025

How do we help our students build Critical Thinking skills when using AI?



- 1 Evaluate** Think! Does the AI output respond to your prompt, is there missing information, and does the output meet your needs?
- 2 Verify** Investigate! Is the AI output accurate and fair (unbiased)? Use Google, the Gemini "Sources" button, and other more reliable sources to check facts and claims.
- 3 Engage** Engage! Keep prompting to get the best output. Prompting skills matter.
- 4 Revise** Don't let AI replace your own thinking, your own style, your ideas, or creative expression!
- 5 You** You are responsible for following the expectations of your teacher when using AI. You are at the center evaluating, verifying, and engaging with AI based on your teachers' directions.

How to Build Critical Thinking Skills

These 3 simple questions help students think critically about Generative AI output:

- A- Is it accurate?**
- B- Is it biased (too narrow in scope, one-sided)?**
- C- Is the AI output a clear response to my prompt?**

*Teaching students to verify an output is necessary to evaluate accuracy especially when the output includes quotes, studies, and claims.

*Fact-check by seeking evidence from various sources with lateral reading and double-checking responses in Gemini.

*Re-prompt as needed to lead to an output that better meets your needs.

Why Critical Thinking Skills Matter

- 1. Lifelong Learners**
Demonstrate digital literacy by thoughtfully using tools such as AI.
- 2. Critical Thinkers**
Verify AI information before making decisions.
- 3. Culturally Competent Citizens**
Value differences and avoid stereotypes in AI responses.
- 4. Responsible Leaders**
Own your actions and be responsible when using AI.

Critical Thinking Skills When Using AI © 2025 by VBCPS - Department of Teaching and Learning is licensed under CC BY-SA 4.0

Professional Learning: Elementary & Middle School

- Overview of AI and AI literacy
- Review of current VBCPS guidelines and expectations
- Potential benefits and risks
- Emphasis on utilizing AI as a tool to work more efficiently
 - Areas of use for educators
 - Recommended tools
 - Effective prompting
- Scenario-based learning from curricular activities

High School Example: Effective AI-Assisted Guided Instruction

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Assignment	Directions
Debate preparation for argumentative writing 	1. Draft your initial argument or thesis statement for [topic]. Identify your main ideas and research as necessary. Develop a rough draft. 2. Input your draft into Gemini and create a prompt to challenge your main points with logical counterarguments. 3. Revise your initial draft, strengthening your original claims by directly addressing and refuting the counter arguments based on Gemini's output.

Increasing Community Awareness

- High school letter to parents
- Launch of [digital literacy webpage](#) focused on AI
 - Parent involvement and feedback

What is Artificial Intelligence?

Artificial Intelligence (AI) is technology that allows computers to perform tasks that usually require human thinking, such as recognizing speech, understanding language, or solving problems.

▼ Everyday AI you may know

- Household personal items (like Roomba, Ring, or Google Maps)
- Personalized recommendations (like YouTube or Netflix)
- Personal communication (like Google Voice Assistant, Alexa, or Siri)

Students' AI Usage: What Parents Should Know

Artificial intelligence (AI) can be a helpful learning tool, but it's important for students to know when and how to use it. In Virginia Beach City Public Schools, students may only use approved AI when a teacher gives permission and clear directions. Sometimes, its use will not be permitted, meaning students must complete tasks on their own and other times they may have increased opportunities.

0	High School Level 0: No AI Usage • Students use their own knowledge, class notes, and research—without any AI help. • Assignments are designed to show only what the student(s) knows and can do independently. • Using AI on these assignments would be considered cheating.
1	High School Level 1: Limited AI Usage • Only approved AI tools may be used, and only when a teacher gives clear directions. • AI can be used for small steps in the process (like brainstorming or comparing ideas), but the student is still doing most of the work and is responsible for the final product. • Students must communicate with their teacher about when and how they used AI on an assignment. • Students are expected to think about whether the AI's response makes sense and be ready to explain their own thinking to the teacher or classmates.
2	High School Level 2: Expanded AI Usage • Only approved AI tools may be used, and only when the teacher has approved it for an assignment. • AI can be used for more complex help, like outlining ideas, analyzing information, or suggesting examples. • The student still makes the final decisions but is working with AI more directly and has to check its accuracy and appropriateness. • Students must communicate with their teacher about when and how they used AI. • Students should be ready to explain how AI helped and why they chose to use it for their assignment.

Supporting Responsible AI Use at Home

1. **Stick to the School Guidelines:** Even if your student has other devices, remind them to use AI only when it has been approved by their teacher for a specific assignment.
2. **Keep the Focus on Learning:** Encourage your student to start with their own thinking and use school resources (notes, research, teacher directions) as their main tools.
3. **Promote Honesty:** Encourage your student to acknowledge their use of AI, and remind them that they should only use AI when it is permitted by their teacher.
4. **Support Balance:** Encourage breaks from screens and time for your student to work independently, building confidence in their own skills.

By working together, we can ensure all students have the same opportunities to learn to use AI in thoughtful, responsible ways.

Adapted by VBCHS 1/3/2023 from the work of Vicki Gubert, Dr. Eason Farris, Dr. Mike Poulos, Dr. Jazper Hsu #HSA, & Dr. Jason Murrell Link to Original Work



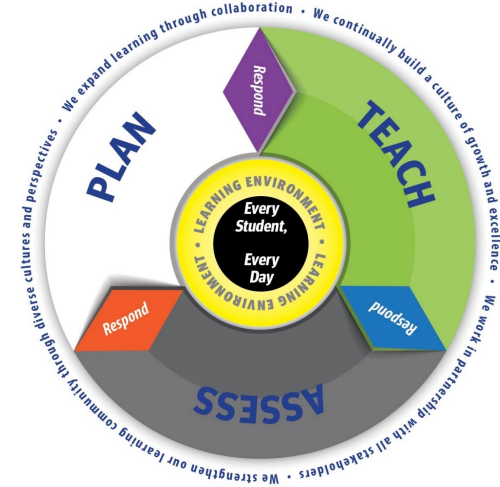
Guardrails at School and Home

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What the School Does	How Families Can Partner
Prioritizes safety – Students are reminded never to share personal information with AI tools. Inappropriate and/or concerning usage will be flagged for review.	Protect privacy – Reinforce this at home by reminding your child to never give AI apps private details about themselves or others.
Uses only approved AI tools – Students may only access AI tools that have been reviewed and approved by VBCPS.	Reinforce at home – Remind your child to stick with the tools their teacher approves, even if other apps are available on personal devices.
Limits access to the school day – AI tools are turned off on school devices from 3:00 PM - 7:00 AM to prevent unsupervised use on class assignments.	Support consistency – Encourage your child to follow the same rules at home on class assignments, even if they can access AI on another device.
Provides clear expectations for use – AI use is always introduced with clear directions, so students know how and when to use it.	Ask about class directions – When your child uses AI, check in: “What did your teacher say about how you should use it?”
Teaches responsible use – Students are expected to be honest about when they use AI, and to keep their own ideas at the center.	Promote honesty – Talk with your child about the value of doing their own thinking and being upfront with teachers when AI has been part of the process.

Next Steps

- Elementary and middle school professional learning #2 and #3
- High school professional learning #3
- Continued feedback from all stakeholders on sustainable rollout of AI
- Training for central and support staff on AI
- Continue to update the AI information on the Digital Literacy Site
- AI community webinar
- Quarterly update #2 in in the third quarter



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Questions



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

Section: Approval of Meeting Minutes **Date:** November 25, 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. November 10, 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

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

School Board Regular Meeting MINUTES **Monday, November 10, 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 4:00 p.m. on the 10th day of November 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 (arrived at 4:10 p.m.), Mr. Bohensiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The following School Board Member was not present: Mr. Culpepper.
 - A. ***School Board Administrative Matters and Reports:*** Chair Brown mentioned the Joint Five-Year Forecast meeting on November 18, time to be determined and the Special School Board meeting on November 18 beginning at 4:00 p.m. Chair Brown asked for a volunteer to attend the VSBA Delegate Meeting and Ms. Rogers volunteered. Ms. Rogers mentioned commemorative celebrations for the month of November. Dr. Green mentioned the Legislative Breakfast on December 4 at 8:30 a.m. The breakfast will be held at Bayside High School.
 - B. ***Mercer Update:*** Crystal Pate, chief financial officer, Linda Matkins, director, Office of Consolidated Benefits, and David Keough, Mercer Representative, provided the School Board with updated information from Mercer. Mercer conducted an analysis, reviewing enrollment, claims utilization, and healthcare costs. The review showed that plan costs and claims trends continued to rise, with notable increases in both medical and pharmacy expenses. High-cost claimants and specialty drug spending contributed significantly to overall costs. Projections for 2025–2027 indicated that, without additional funding, the health fund balance would fall below recommended reserve levels. The School Board was presented with funding scenarios, highlighting the need for increased contributions to maintain financial stability.

After the presentation, a discussion followed with questions and comments regarding number of employees on plan; pharmacy trends; number of employees switching plans; increase in prescriptions; cost saving ideas for prescriptions; weight loss prescriptions; additional funding to the health fund, no changes to the employee contributions with additional funding; and a future update from Mercer.



School Board of the City of Virginia Beach
School Administration Building #6, Municipal Center
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Monday, November 10, 2025
Regular School Board Meeting
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- C. **Facilities Update:** Melisa Ingram, executive director, Office of Facilities Services, provided the School Board with an update about facilities. The presentation highlighted the completion of maintenance projects, including reroofing and HVAC replacements at multiple schools, as well as fire alarm replacements and foundation repairs. Several renovation and replacement projects remained in various stages of design, bidding, or planning, with many facilities still assessed as unsatisfactory. The district also completed turf field installations and made progress on ADA compliance for athletic fields. Construction projects, such as additions at Diamond Springs and Newtown Elementary Schools were outlined with student enrollment and preliminary estimates of probable costs. The replacement of Princess Anne High School was also discussed. The update concluded with a review of funding sources for the approved capital improvement plan for fiscal years 2025–2026.

After the presentation, a discussion followed with questions and comments regarding student enrollment at Tri-Campus, number of classrooms needed; projects on hold for Holland Road Annex (HRA); foundation and roofing projects, monitoring buildings; cost of various projects; use of HRA as a swing space; cost of HVAC and roof maintenance; conditions of equipment; and conditions of various systems (fair, unsatisfactory).

2. **Closed Session:** There was no Closed Session during the Administrative, Informal, and Workshop Session.
3. **School Board Recess:** Chair Brown adjourned the Administrative, Informal, and Workshop Session at 5:12 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 10th day of November 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. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The following School Board Member was not present: Mr. Culpepper.
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition:** The School Board recognized the following:
 - A. **First place, Brand FCCLA at Home Competition - Salem High School:** Jasmine Gonzalez from Salem High School was honored for winning first place in the Brand FCCLA at Home Competition by creating a recycled-material artwork representing Virginia.
 - B. **IMPACT Leadership Awards – Bayside, Landstown and Salem high schools:** The inaugural IMPACT Leadership Awards were presented to Lily Schweitzer (Bayside), Riccardo Girardi (Landstown), and Isabella Schulze (Salem) for exceptional peer leadership and service to military-connected students.
 - C. **New Purple Star designation – Point O’View Elementary School:** Point O’View Elementary, led by Mrs. Terry Ritzel, received its first Purple Star designation for supporting military-connected students, joining 66 division schools with this honor.
8. **Adoption of the Agenda:** Chair Brown mentioned the following amendments to the agenda: Action Item #15C - Appointing Ms. Rogers as the substitute for the VSBA Delegate Assembly. Request to have two Consent Items moved: 14C – Behavioral and Mental Health Supports for Students: Year 2 Outcome Evaluation Recommendations moved to Action Item #15D; and #14E – VSBA Delegate Assembly Proposal – Legislative Proposal Number 3 (1.7 Assessment Reform and Accountability Reform) moved to Action Item #15E. Chair Brown called for any other modifications to the agenda as presented.
Mr. Cummings shared the following resolution with the School Board:

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Resolution Acknowledging the Advisory Referendum Results in Support of Adopting the 10-1 District Voting System for the School Board of the City of Virginia Beach

WHEREAS, the City Council proposed a referendum to the community which directed the community to decide whether to change the city charter from a modified 7-3-1 system to a 10-1 system as the method of city council and school board elections;

WHEREAS, the referendum question was conducted in accordance with applicable laws, rules, and regulations governing elections in the Jurisdiction;

WHEREAS, the canvass of votes has been completed, and election officials have determined the preliminary results, indicating that the majority of the voters supported the adoption of the 10-1 system over the modified 7-3-1 alternative;

WHEREAS, the School Board recognizes that this outcome reflects the expressed will of the voters in this advisory measure;

WHEREAS, the Board is aware that the formal codification of this voting system into the City Charter requires subsequent action by the Virginia General Assembly; and

WHEREAS, the School Board of the City of Virginia Beach wishes to formally acknowledge and record these preliminary results as a directive from the community;

NOW, THEREFORE, BE IT RESOLVED by the School Board of the City of Virginia Beach:

1. The School Board of the City of Virginia Beach hereby accepts the preliminary results of the referendum question held on November 4, 2025 for the referendum to change the city charter to a 10-1 system, as submitted by the election board/officials.
2. That the School Board records this outcome as an endorsement of the 10-1 structure for City and School Board elections and anticipates and encourages the necessary legislative steps to permanently amend the City Charter accordingly;
3. That the School Board extends its sincere gratitude to all election officials, poll workers, volunteers, and voters for their participation in this important civic exercise;
4. That this resolution be entered into the official minutes and records of the School Board of the City of Virginia Beach and remain on public record for review as required by law.

Mr. Cummings made a motion to amend the agenda to include the Resolution Acknowledging the Advisory Referendum Results in Support of Adopting the 10-1 District Voting System for the School Board of the City of Virginia Beach as Item #15F under Action. Ms. Melnyk seconded the motion by Mr. Cummings. A discussion followed regarding the motion, reasons for motion, support of resolution; certification of votes on the referendum not complete; clarification on vote; legal sufficiency of resolution; School Board has no authority over the process; example for students; respect the results of the referendum; and City Council to move forward with process. Without further discussion, Chair Brown called for a vote on Mr. Cummings' motion. The School Board Clerk announced there were five (5) ayes in favor of the motion: Mr. Cummings, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.

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There were five (5) nays opposed to the motion: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, and Ms. Dwyer. The vote was 5 – 5. Ms. Lannetti, school board attorney, mentioned that due to the tie vote, the item will pass to the next School Board meeting for a vote.

Chair Brown called for a motion to approve the agenda as presented and modified. Ms. Dwyer made the motion, seconded by Ms. Melnyk. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the agenda as presented and modified: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. There was one (1) nay opposed to the motion to approve the agenda as presented and modified: Mr. Cummings. The motion passed, 9-1-0.

9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)

Administrative Recognitions: Superintendent Robertson introduced the following appointments, which were approved at the October 28, 2025, School Board Meeting: **Julie D. Hawkes**, assistant principal, Newtown Road Elementary School, as employee relations specialist, Department of Human Resources, and **Emily A. Hitzemann**, assistant principal, Corporate Landing Middle School, as human resources specialist, Department of Human Resources.

10. Approval of Meeting Minutes

A. October 28, 2025 Regular School Board Meeting: Chair Brown called for any modifications to the October 28, 2025, regular School Board Meeting minutes as presented. Hearing none, Chair Brown called for a motion to approve the October 28, 2025, minutes as presented. Ms. Dwyer made the motion, seconded by Dr. Green. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the October 28, 2025 minutes as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. There was one abstention: Ms. Melnyk. The motion passed, 9-0-1.

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

There were twenty-one (21) in-person speakers (including six (6) student speakers). The topics included Dual Language Immersion (DLI); learning new language and culture; enrollment in the DLI program; suggestion for a creation of an Ad Hoc Committee for DLI; parental involvement; Chaplain Program; staffing crisis; collective bargaining; employees having a voice; support for the DLI program; and an issue at school.

The Public Comments concluded at 7:04 p.m.

12. Information

- A. Policy Review Committee (PRC) Recommendations: Recommended that the School Board review recommendations regarding the amendment of certain policies as recommended by the Policy Review Committee at its October 29, 2025 meeting. Kamala Lannetti, school board attorney, reviewed the following:
1. Policy 3-23/Sale/Exchange/Lease/Disposal of Property: The PRC recommends increasing the threshold in Section B from \$5000 to \$10,000.
 2. Policy 5-31/Scholastic Records: The PRC recommends adding language directly from the Virginia Code to allow for the use of "Other" as an ethnicity designation when authorized and to update the legal references. There was a brief discussion regarding ethnicity, gender, and designating "Other;" Code of Virginia 22.1.4-2 and state statute only addresses race and ethnicity.
 3. Policy 7-59/Relations with Employment/Career Agencies: Employment Counseling and Placement Services: There are no recommended changes to this policy; it is being reviewed in accordance with the 5-year review requirement.

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- B. Textbook Adoption: Elementary Math: Lorena L. Kelly, Ph.D., executive director, Office of Elementary Teaching and Learning, provided the School Board information regarding the elementary mathematics textbook for grades, kindergarten through fifth as recommended by the Elementary Mathematics Textbook Adoption Committee for implementation in the fall of 2026.

Course Title	Textbook	Publisher	Copyright
Elementary Mathematics K-5	Kiddom Virginia Math	Kiddom	2024

The textbook committee reviewed all state-approved K-5 math textbooks and gathered public feedback. After evaluating options, the committee recommended Kiddom VA Math for adoption due to its alignment with Virginia standards, positive teacher feedback, and lower implementation cost compared to HMH Into Math. The School Board was presented with the final recommendation, supported by stakeholder input and cost analysis.

After the presentation, a discussion followed with questions and comments regarding resources available with the recommended textbook; differentiated options; alignment to SOLs; digital and print options; cost based on enrollment; enrollment numbers; and use of AI.

- C. Legislative Agenda: Joel Andrus, legislative consultant, Kemper Consulting, provided the School Board information on the 2026 Legislative Agenda as proposed by the School Board Legislative Committee. The 2026 Legislative Agenda outlined priorities for a 60-day session marked by new state leadership and a new biennial budget. Key focuses included fully funding rebenchmarking, increasing teacher pay, supporting mental health and special education, and securing capital improvement funds. The agenda also addressed school bus driver shortages, unfunded mandates, and continued reforms in assessment and recovery school authorization.

After the presentation, a discussion followed with questions and comments regarding process of the Legislative Committee; collective bargaining, employees having a voice, other districts with collective bargaining, topic for a future presentation to the School Board, costs; funding for recovery school; workforce development; and voting on the legislative agenda.

Middle School Dual Language Immersion (DLI) Recommendation: Chair Brown read the following recommendation: Based on available staffing and student interest to fully implement the Spanish Immersion program at each grade level with fidelity, administration recommends continuing the DLI middle school program in one location at Virginia Beach Middle School, effective for the 2027–2028 school year. Current 5-7th grade DLI students will not experience a change in programming or location. Chair Brown called for a motion on the recommendation. Mr. Callan made the motion, seconded by Ms. Dwyer.

Crystal Wilkerson, Ed.D., director, Office of K-12 and Gifted Programs presented the School Board the Middle School Dual Language Immersion (DLI) recommendation. It was recommended that the Middle School Spanish Dual Language Immersion (DLI) program be consolidated at Virginia Beach Middle School beginning in the 2027–28 school year, due to staffing challenges and the need for program fidelity. The School Board considered two options: consolidating the program or phasing it out. Administration supported consolidation, ensuring current students would not be affected and that the final cohort at Great Neck and Landstown Middle Schools would enter in 2025–26. The plan for future cohorts was to be determined based on staffing, funding, and student interest. The presentation also addressed staffing levels, teacher vacancies, and reviewed School Board questions and responses.

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A discussion followed regarding the options for the Dual Language Immersion (DLI) program; earning high school credit; staffing and enrollment; update on program during the summer retreat; and clarification on the recommendation. Ms. Rogers made the following substitute motion; we should be going forward with 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). Mr. Cummings seconded the motion.

A discussion followed on the substitute motion on the floor regarding Option One; clarity on the motion to be voted upon; and removing the words, “based on available staffing” from the administration recommendation. Ms. Rogers amended her substitute motion to read, based on student interest to fully implement the Spanish Immersion program at each grade level with fidelity, administration recommends continuing the DLI middle school program in one location at Virginia Beach Middle School, effective for the 2027–2028 school year. Current 5-7th grade DLI students will not experience a change in programming or location. Mr. Cummings agreed to the amendment of the substitute motion.

A discussion followed on the amended substitute motion regarding staffing of program; consolidation of program to ease the staffing challenges; level of committee from parents to program; programs are subject to staffing; clarification on amended substitute motion; current vacancies in the program; parental input for program; support for either option; support for the administration recommendation; parent advisory committee suggestion/consideration; lack of communication and trust; number of students enrolled in the program; scheduling; and appreciation for students and parents speaking tonight.

Without further discussion, Chair Brown asked Ms. Rogers to read the amended substitute motion again. Chair Brown called for a vote on Ms. Rogers motion. The School Board Clerk announced there were nine (9) ayes in favor of the amended substitute motion by Ms. Rogers: Chair Brown, Vice Chair Weems, Mr. Bohensiel, Mr. Callan, Mr. Cummings, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. There was one (1) nay opposed to the amended substitute motion by Ms. Rogers: Ms. Dwyer. The motion passed, 9-1-0.

- 13. Return to public comments if needed:** As noted under Agenda Item #11, the Public Comments concluded at 7:04 p.m.
- 14. Consent Agenda:** Chair Brown read the following items on the Consent Agenda (14A, 14B, 14D, and 14E - Number 6 and Number 8)
- A. Division Literacy Plan (DLP)
 - B. Modified Course Proposal: Algebra 2 Honors
 - C. Behavioral and Mental Health Supports for Students: Year 2 Outcome Evaluation Recommendations:
Note: Item moved to Action Item #15D during the Adoption of the Agenda. See Agenda Item #8.
 - D. Point O’View Elementary School MUUAU Replacement & Scratch Cooking Improvements
 - E. VSBA Delegate Assembly Proposal - Legislative Proposal Number 3 (1.7 Assessment Reform and Accountability Reform): Note: Item moved to Action Item #15E during the Adoption of the Agenda. See Agenda Item #8. The remaining Proposals (Legislative Proposal #6 – NEW Chronic Absenteeism and Legislative Proposal #8 – 3.3 Enrollment Cap for Virtual Virginia were voted upon during the Consent Agenda.

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 nine (9) ayes in favor of the motion to approve the Consent Agenda as presented: Chair Brown, Vice Chair Weems, Mr. Bohensiel, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. There was one (1) nay opposed to the motion to approve the Consent Agenda as presented: Mr. Callan. The motion passed, 9-1-0.

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15. Action

- A. Personnel Report / Administrative Appointments: Chair Brown called for a motion to approve the November 10, 2025, personnel report and administrative appointments. Ms. Dwyer made the motion, seconded by Ms. Melnyk, that the School Board approve the appointments, and the acceptance of the resignations, retirements and other employment actions as listed on the November 10, 2025 personnel report along with the administrative appointment as recommended by the Superintendent. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the November 10, 2025 personnel report and administrative appointments: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.
Note: there were no administrative appointments this evening.
- B. Middle School Dual Language Immersion (DLI) Considerations: See page 5 & 6 for discussion and vote.
- C. Appointment of Melinda Rogers to the VSBA Delegate Assembly: Note: Item was added during the Adoption of the Agenda. See Agenda Item #8.
Chair Brown called for a motion to approve Ms. Rogers as the substitute for the VSBA Delegate Assembly. Mr. Cummings made the motion, seconded by Ms. Melnyk. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve Ms. Rogers as the substitute for the VSBA Delegate Assembly: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.
- D. Behavioral and Mental Health Supports for Students: Year 2 Outcome Evaluation Recommendations: Note: Item moved from Consent Agenda #14C to Action #15D during the Adoption of the Agenda. See Agenda Item #8.
Chair Brown called for a motion to approve the Behavioral and Mental Health Supports for Students: Year-Two Outcome Evaluation recommendations as presented. Dr. Green made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve the Behavioral and Mental Health Supports for Students: Year-Two Outcome Evaluation recommendations as presented: Chair Brown, Vice Chair Weems, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. There were two (2) nays opposed to the motion to approve the Behavioral and Mental Health Supports for Students: Year-Two Outcome Evaluation recommendations as presented: Mr. Bohenstiel, and Mr. Callan.
The motion passed, 8-2-0.
- E. VSBA Delegate Assembly Proposal: Note: Item moved from Consent Agenda #14E to Action #15E during the Adoption of the Agenda. See Agenda Item #8.
VSBA Delegate Assembly Proposal – Legislative Proposal Number 3 (1.7 Assessment Reform and Accountability Reform). Chair Brown called for a motion to approve Legislative Proposal Number 3. Chair Brown read the following portion of the proposal:
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.



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Ms. Dwyer made the motion, seconded by Ms. Rogers. There was a brief discussion for clarity on the motion to be voted upon. Without further discussion, Chair Brown called for a vote. The School Board Clerk announced there were seven (7) ayes in favor of the motion to approve Legislative Proposal Number 3: Vice Chair Weems, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. There were two (2) nays opposed to the motion to approve Legislative Proposal Number 3: Chair Brown, and Mr. Callan. There was one (1) abstention: Mr. Bohenstiel. The motion passed, 7-2-1.

16. **Committee, Organization or Board Reports:** Ms. Rogers mentioned the Mental Health Task Force, and starting small groups to help with supporting students and staff with mental health and getting more information out to the community regarding services. Mr. Bohenstiel mentioned the upcoming football playoffs starting Friday.
17. **Return to Administrative, Informal, Workshop or Closed Session matters:** None.
18. **Adjournment:** Chair Brown adjourned the meeting at 8:48 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Kathleen J. Brown, School Board Chair



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

Section: Information **Date:** November 25, 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
OCTOBER 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
Cafeterias	B6
Textbooks	B7
Risk Management	B8
Communication Towers/Technology	B9
Grants	B10
Health Insurance	B13
Vending Operations	B14
Instructional Technology	B15
Equipment Replacement	B16
Capital Projects Funds Expenditures and Encumbrances	B17
Green Run Collegiate Charter School	B18

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

School Operating Fund

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

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

Revenues realized this month totaled **\$84.7 million**. Of the amount realized for the month, **\$45.2 million** was realized from the City, **\$8.0 million** was received in state sales tax, and **\$31.3 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

School Operating Fund Expenditures (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **25.87%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2025 was **27.48%**, and FY 2024 was **28.21%**. 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 **\$318,157** (includes **\$16,888** in field hockey receipts, **\$166,057** in football receipts, **\$18,720** in volleyball receipts, and **\$75,872** in Middle School receipts) this month or **97.2%** of the estimated revenue for the current fiscal year compared to **96.6%** of FY 25 actual. Expenditures totaled **\$776,486** for this month. This fund has incurred expenditures and encumbrances of **31.3%** of the current fiscal year budget compared to **32.7%** 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 **\$2,928,806** (includes **\$2,095,605** for service charges and federal funds for the following programs: **\$128,775** - School Breakfast, **\$362,799** - National School Lunch and **\$260,556** - USDA Summer Feed). Expenditures totaled **\$4,065,912** for this month. This fund has incurred expenditures and encumbrances of **20.6%** of the current fiscal year budget compared to **22.9%** 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 **\$547,746** (includes **\$488,957** from the Department of Education) this month or **36.5%** of the estimated revenue for the current fiscal year compared to the **35.2%** of the FY 25 actual. Expenditures totaled **\$360,315** for this month. This fund has incurred expenditures and encumbrances of **35.4%** of the budget for the current fiscal year compared to **40.2%** 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 **\$146,410** in revenue (includes **\$144,758** in interest) this month. Expenses for this month totaled **\$633,149** (includes **\$148,445** in Worker's Compensation payments and **\$469,005** in Motor Vehicle Insurance).

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 **\$53,421** in revenue (includes **\$3,882** in tower rent-Cox High, **\$7,150** in tower rent-Tech Center, and **\$1,476** in tower rent-Woodstock Elementary) this month or **66.8%** of the estimated revenue for the current fiscal year compared to **74.1%** of FY 25 actual. Expenditures totaled **\$204,208** for this month. This fund has incurred expenditures and encumbrances of **67.2%** 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 **\$6,834,282** 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 **\$10,646,550** (employer and employee premium payments). Expenses for this month totaled **\$12,412,555**. 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 **\$11,269** in revenue (includes **\$4,603** in vending receipts) has been realized this month or **22.3%** of the estimated revenue for the current fiscal year compared to **47.9%** 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 **\$189,959** in revenue (interest) this month. Expenditures totaled **\$36,049** for this month. This fund has incurred expenditures and encumbrances of **14.7%** 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 **\$1,741** in revenue (interest) this month. Expenditures for the month totaled **\$1,412**. This fund has incurred expenditures and encumbrances of **23.6%** of current fiscal year budget. 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 **\$3,258,919** in expenditures was incurred for various school capital projects this month. This includes **\$1,754,005** for Renovation and Replacement HVAC Phase III projects, **\$819,765** for Reroofing Renovation and Replacement Phase III projects, and **\$302,832** 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 **21.4%** of the current fiscal year budget compared to **20.9%** of FY 25.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
October 1, 2025 through October 31, 2025

5

Batch Entry Name	Description		Account From		Account To	Transfer Amount
26-10-01	To cover the local match needed for an additional School Security Equipment grant.	FROM	Security and Emergency Management Office Supplies	TO	Security and Emergency Management Transfer to Other School Fund	\$ 1,200
26-10-02	To cover salary, clerical overtime and fringe benefits.	FROM	Budget and Finance Supervisors and Other Professionals Non- Instructional	TO	Board and Govt Services Board Members Clerical Personnel Social Security Taxes Health Insurance	\$ 91,168
26-10-03	To cover salary and fringe benefits.	FROM	Budget and Finance Supervisors and Other Professionals Non- Instructional	TO	Office of Superintendent Superintendent Associate Superintendents Health Insurance	\$ 22,721
26-10-07	To cover the cost associated with late enrollment in the Virtual Virginia program.	FROM	Instructional Technology Support Computer Software	TO	High Classroom Computer Software	\$ 4,550

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

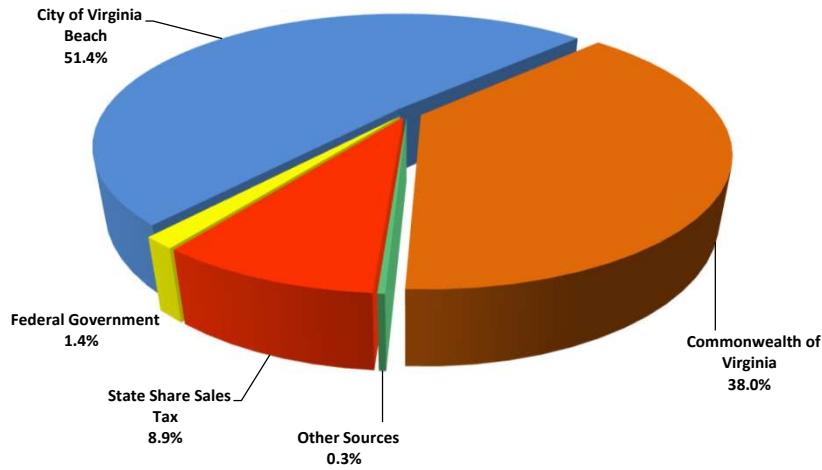
REVENUES

OCTOBER 2025

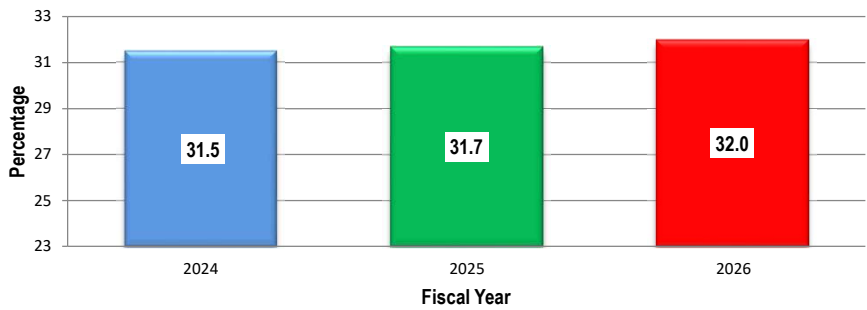
BY MAJOR SOURCE	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
COMMONWEALTH OF VIRGINIA	2026	401,073,914	<-----	123,164,924	30.71%	A
	2025	383,220,849	387,937,735	116,759,321	30.47%	
	2024	359,824,438	363,155,427	107,489,082	29.87%	
STATE SALES TAX	2026	94,290,730	<-----	24,088,382	25.55%	A
	2025	88,878,833	91,643,485	22,936,688	25.81%	
	2024	95,578,220	90,678,103	22,587,951	23.63%	
FEDERAL GOVERNMENT	2026	14,744,107	<-----	8,239,723	55.88%	A
	2025	14,744,107	17,501,446	5,559,922	37.71%	
	2024	13,500,000	22,171,589	8,291,278	61.42%	
CITY OF VIRGINIA BEACH	2026	542,761,066	<-----	181,410,714	33.42%	A
	2025	524,298,845	524,298,845	174,521,102	33.29%	
	2024	512,019,244	512,019,244	170,427,902	33.29%	
OTHER SOURCES	2026	3,722,000	<-----	1,288,523	34.62%	A
	2025	3,722,000	4,136,945	1,668,483	44.83%	
	2024	3,232,803	5,851,100	1,642,647	50.81%	
SCHOOL OPERATING FUND TOTAL	2026	1,056,591,817	<-----	338,192,266	32.01%	A
	2025	1,014,864,634	1,025,518,456	321,445,516	31.67%	
	2024	984,154,705	993,875,463	310,438,860	31.54%	

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

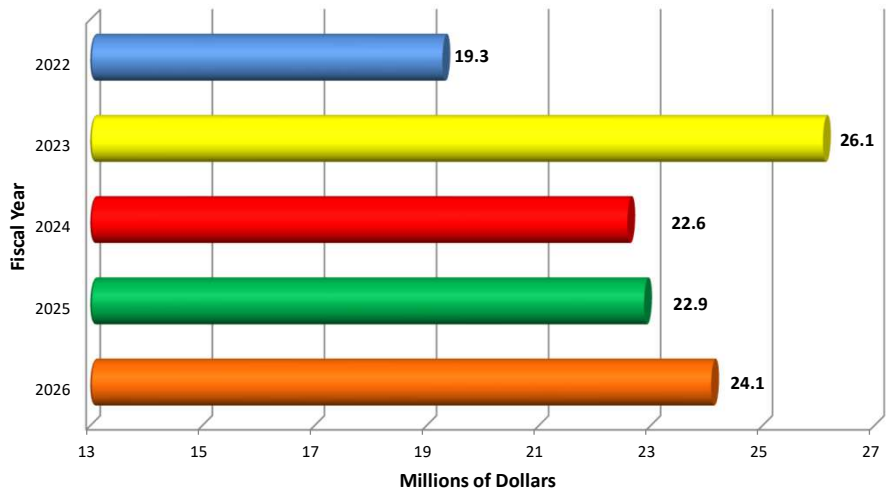
Fiscal Year 2026 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of October 31, 2025



State Sales Tax Revenue through October 31, 2025



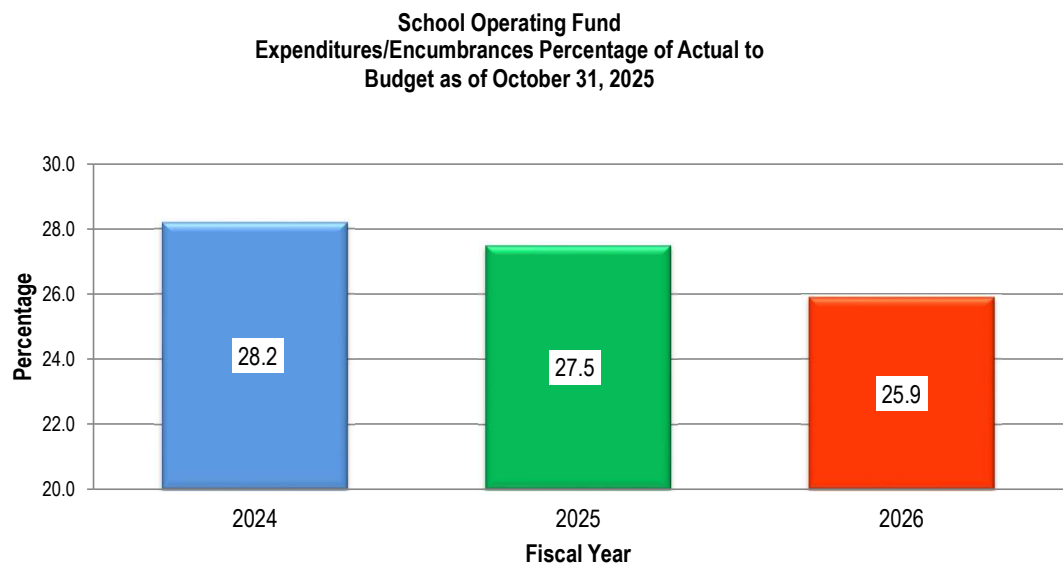
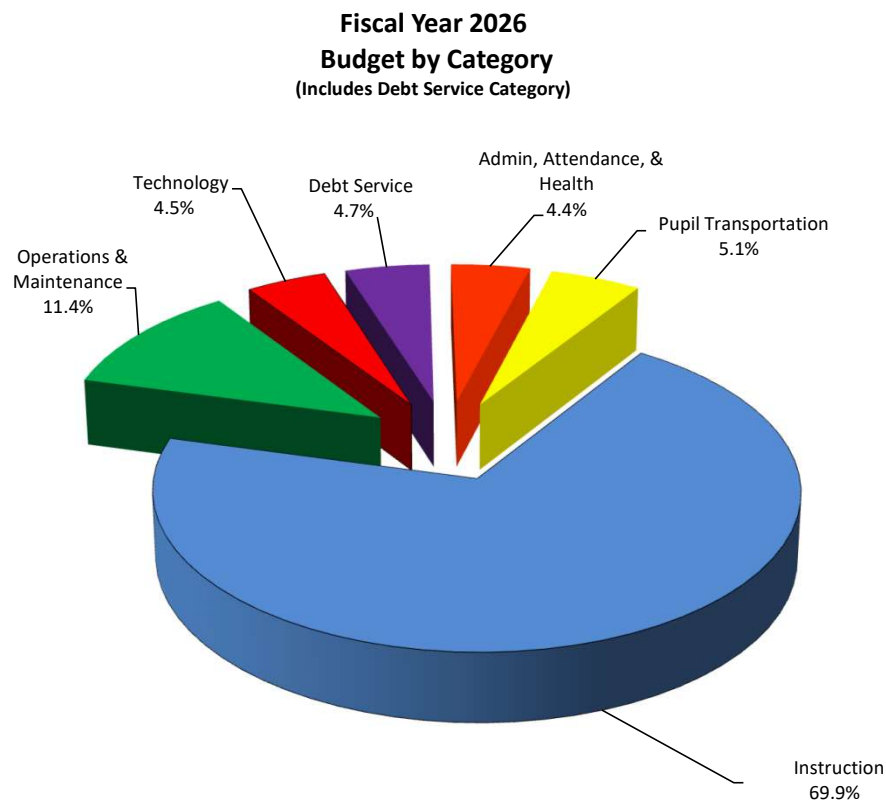
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

OCTOBER 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	<-----	168,947,948	22.76%	A
	2025	706,252,484	694,224,689	174,352,932	24.69%	
	2024	685,673,810	677,889,427	172,667,536	25.18%	
ADMINISTRATION, ATTENDANCE & HEALTH CATEGORY	2026	47,106,178	<-----	12,676,887	26.91%	A
	2025	46,051,648	46,051,648	13,185,476	28.63%	
	2024	44,973,417	42,014,458	12,806,452	28.48%	
PUPIL TRANSPORTATION CATEGORY	2026	53,844,390	<-----	16,486,758	30.62%	A
	2025	54,929,190	52,522,147	18,033,356	32.83%	
	2024	56,249,853	54,487,742	18,722,914	33.29%	
OPERATIONS AND MAINTENANCE CATEGORY	2026	121,247,021	<-----	41,362,208	34.11%	A
	2025	119,155,094	115,476,456	39,421,809	33.08%	
	2024	119,576,999	116,283,856	43,160,827	36.09%	
TECHNOLOGY CATEGORY	2026	47,782,940	<-----	22,381,899	46.84%	A
	2025	47,711,319	45,810,282	22,644,727	47.46%	
	2024	43,564,721	42,420,231	20,680,273	47.47%	
SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)	2026	1,012,195,933	<-----	261,855,700	25.87%	A
	2025	974,099,735	954,085,222	267,638,300	27.48%	
	2024	950,038,800	933,095,714	268,038,002	28.21%	
DEBT SERVICE CATEGORY	2026	50,071,611	<-----	19,252,470	38.45%	A
	2025	50,071,611	44,443,018	21,004,222	41.95%	
	2024	50,071,611	44,744,589	22,054,212	44.05%	

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2025 THROUGH OCTOBER 31, 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	19,685,146	45,328,540	9,161	163,919,351	21.7%
MIDDLE CLASSROOM	74,330,622	7,124,479	14,410,334	19,196	59,901,092	19.4%
HIGH CLASSROOM	99,753,029	9,614,839	19,692,628	36,138	80,024,263	19.8%
SPECIAL ED CLASSROOM	120,313,511	9,207,549	16,493,507	382,997	103,437,007	14.0%
TECH AND CAREER ED CLASSROOM	23,871,345	2,152,236	5,014,433	14,981	18,841,931	21.1%
GIFTED CLASSROOM	19,432,782	1,789,081	3,686,305	2,937	15,743,540	19.0%
ACADEMY CLASSROOM	580,691	45,151	95,645	190	484,856	16.5%
ALTERNATIVE EDUCATION CLASSROOM	7,702,155	693,915	1,407,856	34	6,294,265	18.3%
REMEDIAL ED CLASSROOM	13,946,902	1,247,199	3,058,054		10,888,848	21.9%
SUMMER SCHOOL CC	1,600,057	1,602	1,095,636		504,421	68.5%
SUMMER SLIDE	268,626		1,852		266,774	0.7%
ADULT ED	2,614,878	236,562	733,498		1,881,380	28.1%
GUIDANCE	26,353,953	2,395,308	6,586,991	172	19,766,790	25.0%
STUDENT SERVICES	946,284	85,788	305,886	585	639,813	32.4%
SOCIAL WORKERS SCHOOL	6,101,222	367,677	1,232,128	1,674,497	3,194,597	47.6%
HOMEBOUND	289,594	10,597	26,960		262,634	9.3%
TEACHING AND LEARNING	21,762,174	1,096,237	11,885,038	285,712	9,591,424	55.9%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,584,762	64,042	425,738	12,960	1,146,064	27.7%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	612,137	52,974	195,747		416,390	32.0%
STUDENT LEADERSHIP	2,248,760	115,663	402,038		1,846,722	17.9%
SCHOOL LEADERSHIP	2,222,953	162,252	661,212	59,882	1,501,859	32.4%
STUDENT ACTIVITIES	11,344,726	361,570	7,169,919		4,174,807	63.2%
SPECIAL ED SUPPORT	5,447,960	414,890	1,462,336		3,985,624	26.8%
TECH AND CAREER ED SUPPORT	1,493,961	119,020	428,006		1,065,955	28.6%
GIFTED ED SUPPORT	1,649,958	136,767	471,593	40,064	1,138,301	31.0%
ACADEMY SUPPORT	1,471,106	114,901	391,438		1,079,668	26.6%
ALTERNATIVE ED SUPPORT	4,141,177	344,038	1,214,844		2,926,333	29.3%
LIBRARY MEDIA SUPPORT	16,955,301	1,587,255	3,235,655	56,092	13,663,554	19.4%
OFFICE OF PRINCIPAL-ELEMENTARY	33,655,918	2,817,924	10,152,286	337	23,503,295	30.2%
OFFICE OF PRINCIPAL-MIDDLE	13,877,434	1,149,743	4,165,486	14,561	9,697,387	30.1%
OFFICE OF PRINCIPAL-HIGH	15,531,152	1,267,377	4,649,464	2,301	10,879,387	30.0%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	853,222	72,204	254,098		599,124	29.8%
TOTAL INSTRUCTION	742,215,404	64,533,986	166,335,151	2,612,797	573,267,456	22.8%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD AND GOVT SERVICES	594,635	45,814	181,549	64,647	348,439	41.4%
LEGAL SERVICES	1,354,009	93,940	396,089		957,920	29.3%
OFFICE OF SUPERINTENDENT	1,497,443	92,904	415,638		1,081,805	27.8%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	3,004,542	221,239	818,643		2,185,899	27.2%
HUMAN RESOURCES	6,277,413	476,412	1,793,059	(670)	4,485,024	28.6%
PROFESSIONAL GROWTH AND INNOVATION	1,194,240	93,547	356,813		837,427	29.9%
CONSOLIDATED BENEFITS	2,927,339	255,255	902,346		2,024,993	30.8%
PLANNING INNOVATION AND ACCOUNTABILITY	2,635,466	173,290	711,497	21,057	1,902,912	27.8%
BUDGET AND FINANCE	6,008,167	380,294	2,214,626	9,636	3,783,905	37.0%
INTERNAL AUDIT	603,249	48,411	193,907		409,342	32.1%
PROCUREMENT SERVICES	1,169,524	103,181	402,304		767,220	34.4%
HEALTH SERVICES	10,293,118	899,202	1,895,634	150	8,397,334	18.4%
PSYCHOLOGICAL SERVICES	8,976,793	755,496	2,159,163	9,159	6,808,471	24.2%
AUDIOLOGICAL SERVICES	570,240	35,400	130,911	729	438,600	23.1%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	47,106,178	3,674,385	12,572,179	104,708	34,429,291	26.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
TRANSPORTATION MANAGEMENT	3,723,240	293,822	1,153,384		2,569,856	31.0%
VEHICLE OPERATIONS	30,279,365	2,626,649	9,555,705	31,532	20,692,128	31.7%
VEHICLE OPERATIONS-SPECIAL ED	10,413,192	852,373	2,141,246	1,426,675	6,845,271	34.3%
MONITORING SERVICES-SPECIAL ED	4,496,234	350,119	783,538		3,712,696	17.4%
VEHICLE MAINTENANCE	4,932,359	379,367	1,394,678		3,537,681	28.3%
TOTAL PUPIL TRANSPORTATION	53,844,390	4,502,330	15,028,551	1,458,207	37,357,632	30.6%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	384,833	30,990	123,862		260,971	32.2%
FACILITIES AND MAINTENANCE SERVICES	56,368,026	4,741,060	18,147,401	4,731,026	33,489,599	40.6%
CUSTODIAL SERVICES	38,790,941	2,845,087	10,655,090	449,049	27,686,802	28.6%
GROUNDS SERVICES	5,841,327		1,460,332		4,380,995	25.0%
VEHICLE SERVICES	1,906,732	132,519	714,048	408,871	783,813	58.9%
SECURITY AND EMERGENCY MANAGEMENT	14,250,382	1,319,693	3,306,114	2,118	10,942,150	23.2%
DISTRIBUTION SERVICES	2,329,112	167,514	650,289	1,116	1,677,707	28.0%
TELECOMMUNICATIONS	1,375,668	60,775	575,236	137,656	662,776	51.8%
TOTAL OPERATIONS AND MAINTENANCE	121,247,021	9,297,638	35,632,372	5,729,836	79,884,813	34.1%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	38,126	10,296	16,445	6,031	15,650	59.0%
MIDDLE CLASSROOM	1,192,329	97,096	178,961	198	1,013,170	15.0%
HIGH CLASSROOM	466,846	249,419	299,646	464	166,736	64.3%
SPECIAL ED CLASSROOM	274,504	26,110	350,556	11,410	(87,462)	131.9%
TECH AND CAREER ED CLASSROOM	418,448	54,532	296,872	29,002	92,574	77.9%
GIFTED CLASSROOM	6,994	576	10,956	293	(4,255)	160.8%
ACADEMY CLASSROOM	102,098	2,107	24,558	20,538	57,002	44.2%
REMEDIAL ED CLASSROOM	68,105		110,326		(42,221)	162.0%
SUMMER SCHOOL CC	10,527		123,400		(112,873)	1172.2%
ADULT ED	59,467	374	24,402		35,065	41.0%
GUIDANCE	49,095	9,577	31,756	210	17,129	65.1%
STUDENT SERVICES	2,932	97	1,449	625	858	70.7%
SOCIAL WORKERS SCHOOL	8,054				8,054	
HOMEBOUND	108,505		10,789	65,000	32,716	69.8%
TEACHING AND LEARNING	189,838	21,193	145,896	3,024	40,918	78.4%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	45,500		5,941		39,559	13.1%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	2,615	167	1,500		1,115	57.4%
STUDENT LEADERSHIP	9,116	776	1,485		7,631	16.3%
SCHOOL LEADERSHIP	25,435	58	296		25,139	1.2%
STUDENT ACTIVITIES	819				819	
SPECIAL ED SUPPORT	9,747	22	2,356	50	7,341	24.7%
TECH AND CAREER ED SUPPORT	3,195	7,361	7,371		(4,176)	230.7%
GIFTED ED SUPPORT	258,109	14,064	14,064	151,800	92,245	64.3%
ACADEMY SUPPORT	5,550		15	933	4,602	17.1%
ALTERNATIVE ED SUPPORT	167,026	3,207	8,439	54,900	103,687	37.9%
LIBRARY MEDIA SUPPORT	1,057,695	7,891	704,931	13,630	339,134	67.9%
OFFICE OF PRINCIPAL-ELEMENTARY	9,815	4,878	17,245	3,966	(11,396)	216.1%
OFFICE OF PRINCIPAL-MIDDLE		5,210	11,573	520	(12,093)	
OFFICE OF PRINCIPAL-HIGH		4,617	21,719	4,264	(25,983)	
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501	625	885		(384)	176.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

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	FY 2026	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
TECHNOLOGY CATEGORY:						
INSTRUCTIONAL TECHNOLOGY SUPPORT	18,198,522	1,255,363	5,224,964	111,591	12,861,967	29.3%
BOARD AND GOVT SERVICES	21,008	25	12,086		8,922	57.5%
LEGAL SERVICES	87,618	50	70,760		16,858	80.8%
OFFICE OF SUPERINTENDENT	12,956	98	310		12,646	2.4%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	649,887	3,717	580,113	1,834	67,940	89.5%
HUMAN RESOURCES	274,141	9,364	267,632	125	6,384	97.7%
PROFESSIONAL GROWTH AND INNOVATION	171,988	42	148,393		23,595	86.3%
CONSOLIDATED BENEFITS	154,300	163	35,887		118,413	23.3%
PLANNING INNOVATION AND ACCOUNTABILITY	365,113	4,996	115,748	106,358	143,007	60.8%
BUDGET AND FINANCE	1,760,098	12,622	78,131		1,681,967	4.4%
INTERNAL AUDIT	4,035	16	48		3,987	1.2%
PROCUREMENT SERVICES	186,562	5,100	48,275	111,511	26,776	85.6%
OFFICE OF TECHNOLOGY	1,265,276	106,582	403,323	31	861,922	31.9%
HEALTH SERVICES	2,806	(20)	244		2,562	8.7%
PSYCHOLOGICAL SERVICES	62,257	9	110,213		(47,956)	177.0%
AUDIOLOGICAL SERVICES		20	43		(43)	
TRANSPORTATION MANAGEMENT	5,947	87	1,344		4,603	22.6%
VEHICLE OPERATIONS	337,529	32,409	270,974	259,269	(192,714)	157.1%
VEHICLE OPERATIONS-SPECIAL ED	106,381	11,484	96,812	91,873	(82,304)	177.4%
VEHICLE MAINTENANCE	28,471				28,471	
SCHOOL DIVISION SERVICES	1,370	9	16	53	1,301	5.0%
FACILITIES AND MAINTENANCE SERVICES	943,645	243,550	669,726	933	272,986	71.1%
CUSTODIAL SERVICES	14,379	42	217		14,162	1.5%
VEHICLE SERVICES	92,869	10,974	62,959	87,794	(57,884)	162.3%
SECURITY AND EMERGENCY MANAGEMENT	374,388	228	205,859		168,529	55.0%
DISTRIBUTION SERVICES	54,318	107	45,996		8,322	84.7%
TELECOMMUNICATIONS	10,008				10,008	
TECHNOLOGY MAINTENANCE	18,006,077	3,199,778	8,880,799	1,488,965	7,636,313	57.6%
TOTAL TECHNOLOGY	<u>47,782,940</u>	<u>5,417,068</u>	<u>19,754,704</u>	<u>2,627,195</u>	<u>25,401,041</u>	46.8%
TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	<u>1,012,195,933</u>	<u>87,425,407</u>	<u>249,322,957</u>	<u>12,532,743</u>	<u>750,340,233</u>	25.9%
DEBT SERVICE CATEGORY:	<u>50,071,611</u>	<u>(1,849)</u>	<u>19,252,470</u>		<u>30,819,141</u>	38.4%

Virginia Beach City Public Schools
Interim Financial Statements
School Operating Fund Summary
For the period July 1, 2025 through October 31 2025

B1

Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	401,073,914	37.96%	123,164,924	(277,908,990)	30.71%
State Share Sales Tax	94,290,730	8.92%	24,088,382	(70,202,348)	25.55%
Federal Government	14,744,107	1.40%	8,239,723	(6,504,384)	55.88%
City of Virginia Beach	542,761,066	51.37%	181,410,714	(361,350,352)	33.42%
Other Sources	3,722,000	0.35%	1,288,523	(2,433,477)	34.62%
Total Revenues	1,056,591,817	100.000%	338,192,266	(718,399,551)	32.01%
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%	168,947,948	573,267,456	22.76%
Administration, Attendance and Health	47,106,178	4.44%	12,676,887	34,429,291	26.91%
Pupil Transportation	53,844,390	5.07%	16,486,758	37,357,632	30.62%
Operations and Maintenance	121,247,021	11.41%	41,362,208	79,884,813	34.11%
Technology	47,782,940	4.50%	22,381,899	25,401,041	46.84%
Debt Service	50,071,611	4.71%	19,252,470	30,819,141	38.45%
Total Expenditures/Encumbrances	<u>1,062,267,544</u>	100.00%	281,108,170	781,159,374	26.46%

* 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 OCTOBER 31, 2025

B 2

ASSETS:

LIABILITIES:

CASH	1,074,823	CHECKS PAYABLE	687,523
ACCOUNTS RECEIVABLES	18,791	WIRES PAYABLE	55,325
DUE FROM GENERAL FUND	88,173,057	ACH PAYABLE	105,020
DUE FROM THE COMMONWEALTH	2,345,795	ACCOUNTS PAYABLE-SCHOOLS	676,694
PREPAID ITEM	462,845	SALARIES PAYABLE-OPTIONS	13,259,639
		FICA PAYABLE-OPTIONS	998,302
		RETAINAGE	10,490
		TOTAL LIABILITIES	<u>15,792,993</u>
		FUND BALANCE	989,752
		ESTIMATED REVENUE	(1,056,591,817)
		APPROPRIATIONS	1,062,267,544
		ENCUMBRANCES	12,532,743
		RESERVE FOR ENCUMBRANCES	(12,532,743)
		EXPENDITURES	(268,575,427)
		REVENUES	<u>338,192,266</u>
		TOTAL FUND EQUITY	<u>76,282,318</u>
TOTAL ASSETS	<u>92,075,311</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>92,075,311</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

B 3

	<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	2,235,019	8,940,079	(17,880,159)	33.3%
SOCIAL SECURITY	12,494,127	1,041,177	4,164,709	(8,329,418)	33.3%
GROUP LIFE	769,433	64,120	256,478	(512,955)	33.3%
BASIC SCHOOL AID	238,481,841	19,873,487	79,493,947	(158,987,894)	33.3%
REMEDIAL SUMMER SCHOOL	187,623			(187,623)	
VOCATIONAL EDUCATION	2,418,218	201,519	806,073	(1,612,145)	33.3%
GIFTED EDUCATION	2,308,299	192,358	769,433	(1,538,866)	33.3%
SPECIAL EDUCATION	25,851,200	2,164,031	8,538,953	(17,312,247)	33.0%
COMPENSATION SUPPLEMENT	18,616,827	1,618,855	5,665,991	(12,950,836)	30.4%
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	390,383	1,561,534	(3,123,068)	33.3%
AT-RISK	27,096,366	2,356,206	8,246,720	(18,849,646)	30.4%
K-3 PRIMARY CLASS SIZE REDUCTION	6,144,256			(6,144,256)	
OTHER STATE FUNDS	14,163,022	1,180,251	4,721,007	(9,442,015)	33.3%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>401,073,914</u>	<u>31,317,406</u>	<u>123,164,924</u>	<u>(277,908,990.00)</u>	30.7%
STATE SHARE SALES TAX	<u>94,290,730</u>	<u>7,963,799</u>	<u>24,088,382</u>	<u>(70,202,348)</u>	25.5%
TOTAL FROM STATE SHARE SALES TAX	<u>94,290,730</u>	<u>7,963,799</u>	<u>24,088,382</u>	<u>(70,202,348)</u>	25.5%
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	148,745	108.4%
MEDICAID REIMB-MEDICAL	1,715,818	7,021	2,881,646	1,165,828	167.9%
MEDICAID REIMB-TRANSPORTATION	212,358		391,113	178,755	184.2%
FEDERAL REIMBURSEMENT OF INTEREST	244,107			(244,107)	
TOTAL FROM FEDERAL GOVERNMENT	<u>14,744,107</u>	<u>7,021</u>	<u>8,239,723</u>	<u>(6,504,384)</u>	55.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2025 THROUGH OCTOBER 31, 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	180,675,176	(361,350,352)	33.3%
CITY OF VIRGINIA BEACH-CONSOLIDATED BEN	735,538		735,538		100.0%
TOTAL TRANSFERS	<u>542,761,066</u>	<u>45,168,794</u>	<u>181,410,714</u>	<u>(361,350,352)</u>	33.4%
RENT OF FACILITIES SCHOOLS	300,000	10,929	37,514	(262,486)	12.5%
REIMB FOIA		315	464	464	
SETTLEMENTS			1,382	1,382	
TUITION CHARGES		53,644	53,644	53,644	
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	(10,901)	9.2%
TUITION SUMMER SCHOOL	500,000		530,167	30,167	106.0%
TUITION DRIVERS ED	150,000	18,158	49,269	(100,731)	32.8%
COLLEGE NIGHT FEES	10,000			(10,000)	
VENDING OPERATING RECEIPTS			192	192	
DONATION			1,024	1,024	
STOP ARM ENFORCEMENT	1,200,000	49,394	155,521	(1,044,479)	13.0%
SALE OF SALVAGE MATERIALS	75,000	2,811	10,945	(64,055)	14.6%
SALE OF CAPITAL ASSETS AND VEHICLES	300,000		34,250	(265,750)	11.4%
SALE OF SCHOOL BUSES	100,000	7,000	80,660	(19,340)	80.7%
REIMB SYSTEM REPAIRS	25,000	210	315	(24,685)	1.3%
LOST AND DAMAGED-TECHNOLOGY		1,474	1,474	1,474	
DAMAGED-TECHNOLOGY	150,000	11,014	11,037	(138,963)	
LOST AND DAMAGED-CALCULATORS	1,000	1	1	(999)	0.1%
LOST AND DAMAGED-HEART RATE MONITOR		98	98	98	
MISCELLANEOUS REVENUE	100,000	5,647	25,445	(74,555)	25.4%
INDIRECT COST-GRANTS	<u>600,000</u>	<u>86,206</u>	<u>293,875</u>	<u>(306,125)</u>	49.0%
TOTAL FROM OTHER SOURCES	<u>3,722,000</u>	<u>246,901</u>	<u>1,288,523</u>	<u>(2,433,477)</u>	34.6%
TOTAL SCHOOL OPERATING FUND	<u>1,056,591,817</u>	<u>84,703,921</u>	<u>338,192,266</u>	<u>(718,399,551)</u>	32.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

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ASSETS:		LIABILITIES:	
CASH	4,577,840	CHECKS PAYABLE	1,093
		ACH PAYABLE	886
		TOTAL LIABILITIES	<u>1,979</u>
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(6,761,688)
		APPROPRIATIONS	6,784,623
		ENCUMBRANCES	108,753
		RESERVE FOR ENCUMBRANCES	(108,753)
		EXPENDITURES	(2,016,155)
		REVENUES	<u>6,569,081</u>
		TOTAL FUND EQUITY	<u>4,575,861</u>
TOTAL ASSETS	<u>4,577,840</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,577,840</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	28,350	95,152	90,152	1903.0%	1588.0%
BASKETBALL	156,000			(156,000)		
FIELD HOCKEY		16,888	20,263	20,263		
FOOTBALL	325,000	166,057	270,945	(54,055)	83.4%	58.4%
GYMNASTICS	5,200			(5,200)		
LACROSSE	52,000			(52,000)		
SOCCER	78,000			(78,000)		
VOLLEYBALL	45,500	18,720	36,304	(9,196)	79.8%	
WRESTLING	16,900			(16,900)		
MIDDLE SCHOOL	80,000	75,872	96,980	16,980	121.2%	37.6%
TRANSFER FROM SCHOOL OPERATING	5,937,588		5,937,588		100.0%	100.0%
OTHER INCOME	60,500	12,270	111,849	51,349	184.9%	177.6%
TOTAL REVENUES	<u>6,761,688</u>	<u>318,157</u>	<u>6,569,081</u>	<u>(192,607)</u>	97.2%	96.6%
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	334,007	791,296		1,936,393	29.0%	28.1%
FICA BENEFITS	208,669	25,645	60,656		148,013	29.1%	28.2%
PURCHASED SERVICES	2,590,289	279,496	404,857		2,185,432	15.6%	24.0%
VA HIGH SCHOOL LEAGUE DUES	51,250		21,264		29,986	41.5%	40.7%
ATHLETIC INSURANCE	220,000		183,119		36,881	83.2%	85.7%
OTHER CHARGES		295	295		(295)		
MATERIALS AND SUPPLIES	797,735	137,043	513,839	78,456	205,440	74.2%	54.5%
CAPITAL OUTLAY	188,991		40,829	30,297	117,865	37.6%	45.0%
TOTAL	<u>6,784,623</u>	<u>776,486</u>	<u>2,016,155</u>	<u>108,753</u>	<u>4,659,715</u>	31.3%	32.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

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ASSETS:		LIABILITIES:	
CASH	6,932,939	CHECKS PAYABLE	67,986
CASH WITH CAFETERIAS	971,817	ACH PAYABLE	331,677
SUPPLIES INVENTORY	140,528	SALARIES PAYABLE-OPTIONS	319,507
FOOD INVENTORY	386,121	FICA PAYABLE-OPTIONS	24,549
FOOD-USDA INVENTORY	132,834	RETAINAGE	92,566
		UNEARNED REVENUE	600,900
		TOTAL LIABILITIES	<u>1,437,185</u>
		FUND EQUITY:	
		FUND BALANCE	5,348,042
		ESTIMATED REVENUE	(45,305,890)
		APPROPRIATIONS	52,693,839
		ENCUMBRANCES	894,959
		RESERVE FOR ENCUMBRANCES	(894,959)
		EXPENDITURES	(9,953,678)
		REVENUES	<u>4,344,741</u>
		TOTAL FUND EQUITY	<u>7,127,054</u>
TOTAL ASSETS	<u>8,564,239</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>8,564,239</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	43,353	208,705	(91,295)	69.6%	282.1%
SERVICE CHARGES	13,050,890	2,095,605	3,268,368	(9,782,522)	25.0%	16.6%
USDA REBATES FROM VENDORS	800,000	18,984	96,804	(703,196)	12.1%	13.1%
TOTAL LOCAL REVENUE	<u>14,150,890</u>	<u>2,157,942</u>	<u>3,573,877</u>	<u>(10,577,013)</u>	25.3%	18.3%
SCHOOL BREAKFAST INITIATIVE	55,000	863	863	(54,137)	1.6%	18.2%
SCHOOL LUNCH	350,000	2,295	2,295	(347,705)	0.7%	4.5%
SCHOOL BREAKFAST	450,000	660	660	(449,340)	0.1%	1.6%
TOTAL REVENUE FROM COMMONWEALTH	<u>855,000</u>	<u>3,818</u>	<u>3,818</u>	<u>(851,182)</u>	0.4%	4.3%
SCHOOL BREAKFAST PROGRAM	7,240,000	128,775	128,775	(7,111,225)	1.8%	13.0%
NATIONAL SCHOOL LUNCH PROGRAM	19,910,000	362,799	362,799	(19,547,201)	1.8%	11.9%
USDA COMMODITIES	2,500,000			(2,500,000)		
CHILD AND ADULT CARE FOOD PROGRAM	450,000	14,916	14,916	(435,084)	3.3%	12.1%
USDA SUMMER FEEDING PROGRAM	200,000	260,556	260,556	60,556	130.3%	119.1%
TOTAL REVENUE FROM FEDERAL GOV'T	<u>30,300,000</u>	<u>767,046</u>	<u>767,046</u>	<u>(29,532,954)</u>	2.5%	11.7%
TOTAL REVENUES	<u>45,305,890</u>	<u>2,928,806</u>	<u>4,344,741</u>	<u>(40,961,149)</u>	9.6%	13.7%
PRIOR YEAR FUND BALANCE (PYFB)	4,848,547					
PYFB-ENCUMBRANCES	<u>2,539,402</u>					
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	1,444,825	3,284,941		14,480,309	18.5%	18.0%
FRINGE BENEFITS	7,316,987	587,171	1,270,686		6,046,301	17.4%	15.9%
PURCHASED SERVICES	2,867,654	120,185	961,155	861,345	1,045,154	63.6%	71.9%
OTHER CHARGES	70,394	3,526	15,167		55,227	21.5%	21.4%
MATERIALS AND SUPPLIES	20,898,611	1,971,225	3,595,165	13,771	17,289,675	17.3%	18.6%
CAPITAL OUTLAY	<u>3,774,943</u>	<u>(61,020)</u>	<u>826,564</u>	<u>19,843</u>	<u>2,928,536</u>	22.4%	37.4%
TOTAL	<u>52,693,839</u>	<u>4,065,912</u>	<u>9,953,678</u>	<u>894,959</u>	<u>41,845,202</u>	20.6%	22.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

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ASSETS:		LIABILITIES:	
CASH	9,629,774	CHECKS PAYABLE	5,485
PREPAID ITEMS	3,875	ACH PAYABLE	3,420
		TOTAL LIABILITIES	<u>8,905</u>
		FUND EQUITY:	
		FUND BALANCE	6,937,523
		ESTIMATED REVENUE	(5,949,494)
		APPROPRIATIONS	9,916,852
		ENCUMBRANCES	59,331
		RESERVE FOR ENCUMBRANCES	(59,331)
		EXPENDITURES	(3,454,416)
		REVENUES	<u>2,174,279</u>
		TOTAL FUND EQUITY	<u>9,624,744</u>
TOTAL ASSETS	<u>9,633,649</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>9,633,649</u>

	FY 2026 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2025 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	42,104	58,775	218,439	176,335	518.8%	307.2%
LOST AND DAMAGED	18,121	14	14	(18,107)	0.1%	4.5%
TOTAL LOCAL REVENUE	<u>60,225</u>	<u>58,789</u>	<u>218,453</u>	<u>158,228</u>	362.7%	216.1%
DEPT OF EDUCATION	5,889,269	488,957	1,955,826	(3,933,443)	33.2%	33.3%
TOTAL REVENUE-COMMONWEALTH	<u>5,889,269</u>	<u>488,957</u>	<u>1,955,826</u>	<u>(3,933,443)</u>	33.2%	33.3%
TOTAL REVENUES	<u>5,949,494</u>	<u>547,746</u>	<u>2,174,279</u>	<u>(3,775,215)</u>	36.5%	35.2%
PRIOR YEAR FUND BALANCE (PYFB)	3,583,720					
PYFB-ENCUMBRANCES	<u>383,638</u>					
TOTAL REVENUES AND PYFB	<u>9,916,852</u>					

	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2025 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	109,797	9,149	38,325		71,472	34.9%	35.7%
FRINGE BENEFITS	43,755	3,762	11,782		31,973	26.9%	27.3%
MATERIALS AND SUPPLIES	9,763,300	347,404	3,404,309	59,331	6,299,660	35.5%	40.3%
TOTAL	<u>9,916,852</u>	<u>360,315</u>	<u>3,454,416</u>	<u>59,331</u>	<u>6,403,105</u>	35.4%	40.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

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ASSETS:		LIABILITIES:	
CASH	24,318,479	EST CLAIMS/JUDGMENTS PAYABLE	9,216,935
PREPAID ITEM	366,096	TOTAL LIABILITIES	<u>9,216,935</u>
		FUND EQUITY:	
		RETAINED EARNINGS	12,211,943
		ENCUMBRANCES	87,311
		RESERVE FOR ENCUMBRANCES	(87,311)
		EXPENSES	(6,281,731)
		REVENUES	<u>9,537,428</u>
		TOTAL FUND EQUITY	<u>15,467,640</u>
TOTAL ASSETS	<u>24,684,575</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>24,684,575</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	144,758	523,263
RISK MANAGEMENT CHARGES		8,995,919
INSURANCE PROCEEDS	614	12,816
MISCELLANEOUS REVENUE	<u>1,038</u>	<u>5,430</u>
TOTAL REVENUES	<u>146,410</u>	<u>9,537,428</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	37,594	148,628	
FRINGE BENEFITS	12,810	43,730	
OTHER PURCHASED SERVICES	2,867	188,138	86,318
FIRE AND PROPERTY INSURANCE	(69,000)	3,688,253	
MOTOR VEHICLE INSURANCE	469,005	1,347,780	
WORKER'S COMPENSATION	148,445	601,580	
GENERAL LIABILITY INSURANCE		217,651	
MISCELLANEOUS	22,570	33,567	
MATERIALS AND SUPPLIES	<u>8,858</u>	<u>12,404</u>	<u>993</u>
TOTAL	<u>633,149</u>	<u>6,281,731</u>	<u>87,311</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

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ASSETS:		LIABILITIES:	
CASH	6,895,264	ACH PAYABLE	56,441
		DEPOSITS PAYABLE	<u>65,000</u>
		TOTAL LIABILITIES	<u>121,441</u>
		FUND EQUITY:	
		FUND BALANCE	4,615,532
		ESTIMATED REVENUE	(628,000)
		APPROPRIATIONS	2,953,127
		ENCUMBRANCES	1,399,474
		RESERVE FOR ENCUMBRANCES	(1,399,474)
		EXPENDITURES	(586,142)
		REVENUES	<u>419,306</u>
		TOTAL FUND EQUITY	<u>6,773,823</u>
TOTAL ASSETS	<u>6,895,264</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>6,895,264</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	40,913	147,160	121,160	566.0%	424.9%
RENT-WIRELESS COMMUNICATION	602,000			(602,000)		
TOWER RENT-BAYSIDE HIGH			30,250	30,250		
TOWER RENT-COX HIGH		3,882	81,775	81,775		
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	28,431	28,431		
TOWER RENT-WOODSTOCK ELEM		1,476	5,856	5,856		
TOTAL REVENUES	<u>628,000</u>	<u>53,421</u>	<u>419,306</u>	<u>(208,694)</u>	66.8%	74.1%
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	1,953,127	204,208	586,142	1,399,474	(32,489)	101.7%	
TOTAL	<u>2,953,127</u>	<u>204,208</u>	<u>586,142</u>	<u>1,399,474</u>	<u>967,511</u>	67.2%	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

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Revenues :

	FY 2026 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	30,609,872	325,355	13,182,677	(17,427,195)	43.1%
Federal Government	61,822,504	2,156,882	2,264,041	(59,558,463)	3.7%
Other Sources	4,671,700	744	1,857,044	(2,814,656)	39.8%
Transfers from School Operating Fund	11,869,395	(2,433)	11,865,980	(3,415) 	99.9%
Total Revenues	108,973,471	2,480,548	29,169,742	(79,803,729)	26.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

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	<u>FY 2026 APPROPRIATIONS</u>	<u>MONTH'S EXPENDITURES</u>	<u>YR-TO-DATE EXPENDITURES</u>	<u>OUTSTANDING ENCUMBRANCES</u>	<u>REMAINING BALANCE</u>	<u>PERCENT OBLIGATED</u>
2 REVOLUTIONS	17,067				17,067	
ACSE-APCS EXPANSION	20,000				20,000	
ADULT BASIC EDUCATION	365,529	28,107	56,809		308,720	15.5%
ADVANCING COMPUTER SCIENCE EDUCATION	899		899			100.0%
ALGEBRA READINESS	3,922,981	46,895	291,663	288,000	3,343,318	14.8%
BAYPORT FOUNDATION	138,606	16,026	24,982		113,624	18.0%
BLUEFORGE - TCEC WELDING LAB	1,962,589	177	79,472	104,390	1,778,727	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	92,693	378,729	79,456	732,345	38.5%
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	2,862	5,725		31,275	15.5%
CTE SPECIAL STATE EQUIP ALLOC	58,078				58,078	
DODEA SPANISH IMMERSION	237,597	24,745	74,497	7,735	155,365	34.6%
DODEA WLARP	3,343,534	11,000	12,677	136,894	3,193,963	4.5%
EARLY READING INTERVENTION	7,273,773	387,564	606,902	4,197	6,662,674	8.4%
FLEXIBLE PER PUPIL FUNDING	6,885,662	512,360	2,328,385	36,694	4,520,583	34.3%
GENERAL ADULT ED	29,877				29,877	
HAMPTON ROADS WORKFORCE COUNCIL - ALC	128,000	6,137	14,369		113,631	11.2%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY)			(47)		47	
HVAC CSLFRF	1,121,471	637,177	901,099	220,372		100.0%
INDUSTRY CERT EXAMINATIONS	64,690				64,690	
INDUSTRY CERT EXAMINATIONS STEM-H	24,293				24,293	
ISAEP	64,216	5,388	9,621		54,595	15.0%
JAIL EDUCATION PROGRAM	347,279	16,536	54,891		292,388	15.8%
JUUL LABS	1,496,430				1,496,430	
JUVENILE DETENTION HOME	1,646,450	142,740	438,123	7,441	1,200,886	27.1%
MCKINNEY VENTO	113,937	(16)	4,228		109,709	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	3,083			100.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

B 12

	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
NYLF GRIEF-SENSITIVE SCHOOLS	18,944				18,944	
POST 9-11 GI BILL	3,650				3,650	
PRESCHOOL - IDEA SECTION 619	1,035,419	48,787	145,000	260	890,159	14.0%
PROJECT GRADUATION	85,820		8,268		77,552	9.6%
RACE TO GED	53,039				53,039	
RECOVERY HIGH SCHOOL	623,390	30,979	97,610	4,456	521,324	16.4%
RESERVE FOR CONTINGENCY	2,043,701				2,043,701	
SCHOOL SECURITY EQUIPMENT	148,500				148,500	
SCHOOL SECURITY OFFICER PROGRAM	744,330	60,043	119,845		624,485	16.1%
SCHOOL-BASED HEALTH WORKFORCE	255,000	255,000	255,000			100.0%
TECHNOLOGY INITIATIVE	5,595,064	38,450	72,247	7,439	5,515,378	1.4%
TITLE I PART A	25,456,110	1,402,111	8,037,725	1,136,627	16,281,758	36.0%
TITLE I PART D SUBPART 1	33,828	3,343	6,147		27,681	18.2%
TITLE I PART D SUBPART 2	392,330	14,275	48,075		344,255	12.3%
TITLE II PART A	3,277,788	151,745	365,353		2,912,435	11.1%
Title III PART A IMMIGRANT & YOUTH	20,108		20,108			100.0%
TITLE III PART A LANGUAGE ACQUISITION	561,091	50,162	105,632		455,459	18.8%
TITLE IV PART A	2,911,651	291,475	506,190	26,531	2,378,930	18.3%
TITLE IV PELL	65,130		6,837		58,293	10.5%
TITLE VI-B IDEA SECTION 611	21,626,482	1,720,517	3,624,526	765	18,001,191	16.8%
UNITED WAY - SUMMER ENRICHMENT	181,563	11,173	176,728	4,710	125	99.9%
VA OPIOID ABATEMENT COOPERATIVE	192,510				192,510	
VA OPIOID ABATEMENT INDIVIDUAL	70,000				70,000	
VA PRESCHOOL INITIATIVE	12,432,837	822,748	1,639,989		10,792,848	13.2%
VFHY FENTANYL ACTIVATION	751		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	108,973,471	6,834,282	20,556,297	2,065,967	86,351,207	20.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

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SCHOOLS HEALTH INSURANCE FUND:

ASSETS:		LIABILITIES:		
CASH	12,897,263	ACCOUNTS PAYABLE-HSA		38
		EST CLAIMS-JUDGMENTS PAYABLE		<u>5,538,000</u>
		TOTAL LIABILITIES		<u>5,538,038</u>
		FUND EQUITY:		
		RETAINED EARNINGS		16,855,044
		EXPENSES		(42,362,218)
		REVENUES		<u>32,866,399</u>
		TOTAL FUND EQUITY		<u>7,359,225</u>
TOTAL ASSETS	<u>12,897,263</u>	TOTAL LIABILITIES AND FUND EQUITY		<u>12,897,263</u>
		MONTH'S	YEAR-TO-DATE	OUTSTANDING
		REALIZED	REALIZED	ENCUMBRANCES
REVENUES:				
INTEREST ON BANK DEPOSITS		81,463	426,545	
EMPLOYEE PREMIUMS-SCHOOLS		27,469,683	29,478,907	
EMPLOYER PREMIUMS-SCHOOLS		(16,958,568)	2,906,198	
COBRA ADMINISTRATIVE FEE-SCHOOLS		<u>53,972</u>	<u>54,749</u>	
		<u>10,646,550</u>	<u>32,866,399</u>	
EXPENSES:				
SALARIES AND BENEFITS		262,477	697,976	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS		<u>12,150,078</u>	<u>41,664,242</u>	
		<u>12,412,555</u>	<u>42,362,218</u>	

CITY HEALTH INSURANCE FUND:

ASSETS:		LIABILITIES:		
CASH	25,724,028	WIRES PAYABLE		5,583
		ACCOUNTS PAYABLE-HSA		(5,487)
		EST CLAIMS-JUDGMENTS PAYABLE		<u>2,918,000</u>
		TOTAL LIABILITIES		<u>2,918,096</u>
		FUND EQUITY:		
		RETAINED EARNINGS		26,748,708
		EXPENSES		(28,149,488)
		REVENUES		<u>24,206,712</u>
		TOTAL FUND EQUITY		<u>22,805,932</u>
TOTAL ASSETS	<u>25,724,028</u>	TOTAL LIABILITIES AND FUND EQUITY		<u>25,724,028</u>
		MONTH'S	YEAR-TO-DATE	
		REALIZED	REALIZED	
REVENUES:				
INTEREST ON BANK DEPOSITS		155,498	595,265	
EMPLOYEE PREMIUMS-CITY		987,975	4,344,079	
EMPLOYER PREMIUMS-CITY		4,330,076	19,266,248	
COBRA ADMINISTRATIVE FEE-CITY		<u>225</u>	<u>1,120</u>	
TOTAL REVENUES		<u>5,473,774</u>	<u>24,206,712</u>	
EXPENSES:				
SALARIES AND BENEFITS		194,330	773,515	
HEALTH CLAIMS AND OTHER EXPENSES-CITY		<u>8,956,664</u>	<u>27,375,973</u>	
TOTAL EXPENSES		<u>9,150,994</u>	<u>28,149,488</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

ASSETS:		LIABILITIES:	
CASH	433,501	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	400,012
		ESTIMATED REVENUE	(150,000)
		APPROPRIATIONS	150,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	33,489
		TOTAL FUND EQUITY	433,501
TOTAL ASSETS	433,501	TOTAL LIABILITIES AND FUND EQUITY	433,501

	FY 2026	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT	2025
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED	PERCENT
INTEREST ON BANK DEPOSITS		6,666	28,886	28,886		REALIZED
VENDING OPERATIONS RECEIPTS	150,000	4,603	4,603	(145,397)	3.1%	38.7%
TOTAL REVENUES	150,000	11,269	33,489	(116,511)	22.3%	47.9%

	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	%	OBLIGATED
PURCHASED SERVICES	800				800		%
TOTAL	150,000				150,000		

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

B 15

ASSETS:		LIABILITIES:	
CASH	4,588,504	CHECKS PAYABLE	
		TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	2,896,332
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,122,591
		ENCUMBRANCES	64,367
		RESERVE FOR ENCUMBRANCES	(64,367)
		EXPENDITURES	(101,145)
		REVENUES	670,726
		TOTAL FUND EQUITY	4,588,504
TOTAL ASSETS	<u>4,588,504</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,588,504</u>

REVENUES:	<u>FY 2026</u>	<u>MONTH'S</u>	<u>YR-TO-DATE</u>	<u>UNREALIZED</u>	<u>PERCENT</u>
INTEREST ON BANK DEPOSITS	<u>ESTIMATED</u>	<u>REALIZED</u>	<u>REALIZED</u>	<u>REVENUES</u>	<u>REALIZED</u>
		189,959	670,726	670,726	%
TOTAL REVENUES		<u>189,959</u>	<u>670,726</u>	<u>670,726</u>	
PRIOR YEAR FUND BALANCE (PYFB)	1,000,000				
PYFB-ENCUMBRANCES	<u>122,591</u>				
TOTAL REVENUES AND PYFB	<u>1,122,591</u>				

EXPENDITURES:	<u>FY 2026</u>	<u>MONTH'S</u>	<u>YR-TO-DATE</u>	<u>OUTSTANDING</u>	<u>REMAINING</u>	<u>PERCENT</u>
PURCHASED SERVICES	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
	797	18,941	19,266	20,984	(39,453)	5050.2%
MATERIALS AND SUPPLIES	1,004,991		1,950	7,731	995,310	1.0%
CAPITAL OUTLAY	<u>116,803</u>	<u>17,108</u>	<u>79,929</u>	<u>35,652</u>	<u>1,222</u>	<u>99.0%</u>
	<u>1,122,591</u>	<u>36,049</u>	<u>101,145</u>	<u>64,367</u>	<u>957,079</u>	<u>14.7%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2025 THROUGH OCTOBER 31, 2025

B 16

ASSETS:		LIABILITIES:	
CASH	294,955	CHECKS PAYABLE	
		TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	(201,393)
		ESTIMATED REVENUE	
		APPROPRIATIONS	494,978
		ENCUMBRANCES	111,848
		RESERVE FOR ENCUMBRANCES	(111,848)
		EXPENDITURES	(4,762)
		REVENUES	6,132
		TOTAL FUND EQUITY	294,955
TOTAL ASSETS	294,955	TOTAL LIABILITIES AND FUND EQUITY	294,955

REVENUES:	FY 2026 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
INTEREST ON BANK DEPOSITS		1,741	6,132	6,132	%
TOTAL REVENUES		1,741	6,132	6,132	
PRIOR YEAR FUND BALANCE (PYFB)	400,000				
PYFB-ENCUMBRANCES	94,978				
TOTAL REVENUES AND PYFB	494,978				

EXPENDITURES:	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
PURCHASED SERVICES	41,508	1,412	4,762	40,011	(3,265)	107.9%
MATERIALS AND SUPPLIES	443,210			43,210	400,000	9.7%
CAPITAL OUTLAY	10,260			28,627	(18,367)	279.0%
TOTAL	494,978	1,412	4,762	111,848	378,368	23.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2025 THROUGH OCTOBER 31, 2025

B 17

	FY 2026 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
601001-RENOV-REPLACEMT-ENERGY MGMT II	19,325,000	98,983	274,437	13,524,047	306,921	5,494,032	71.57%
601002-TENNIS COURT RENOVATIONS II	2,410,000	22,583	379,402	1,863,669	247,136	299,195	87.59%
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	170,147	1,968,854	37,092,087	60,211	2,847,702	92.88%
601017-RENOV & REPLACE-GROUND PH III	24,337,887	167,109	225,871	20,063,290	400,625	3,873,972	84.08%
601018-RENOV & REPLACE-HVAC PH III	120,812,146	1,754,005	15,159,980	71,407,703	17,412,867	31,991,576	73.52%
601019-RENOV & REPLACE-REROOFING PH III	54,084,260	819,765	5,205,419	35,385,831	4,184,283	14,514,146	73.16%
601020-RENOV & REPLACE - VARIOUS PH III	36,225,854	302,832	1,875,697	25,619,548	1,733,184	8,873,122	75.51%
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	12,993	12,993	2,524,119	446,807	373,811	88.82%
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	44,489	335,492	97.65%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	1,210,000	5,386	25,041	1,021,979	55,970	132,051	89.09%
601028-B F WILLIAMS ES-BAYSIDE 6TH REPLACEMENT	27,650,085	205,222	560,052	3,093,716	1,406,806	23,149,563	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	100,000	100,000	100,000	500,000	12,986,909	4.42%
601031-SCHOOL BUS & FLEET REPLACEMENT	7,713,000	67,561	67,561	7,507,002	42,000	163,998	97.87%
601032-PHONE SYSTEM REPLACEMENT	7,266,223			7,265,684		539	99.99%
601033-COMPREHENSIVE LONG RANGE FACILITIES MASTER PLANN	200,000					200,000	
601999-PAYROLL ALLOCATION		(467,667)	181,966	181,966		(181,966)	
TOTAL CAPITAL PROJECTS	770,979,714	3,258,919	26,037,273	447,531,519	27,481,444	295,966,751	61.61%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2025 THROUGH OCTOBER 31, 2025

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ASSETS:		LIABILITIES:	
CASH	4,006,550	CHECKS PAYABLE	333
		SALARIES PAYABLE-OPTIONS	70,602
		FICA PAYABLE-OPTIONS	5,401
		TOTAL LIABILITIES	<u>76,336</u>
		FUND EQUITY:	
		FUND BALANCE	3,076
		ESTIMATED REVENUE	(4,987,041)
		APPROPRIATIONS	4,987,041
		ENCUMBRANCES	7,350
		RESERVE FOR ENCUMBRANCES	(7,350)
		EXPENDITURES	(1,059,903)
		REVENUES	4,987,041
		TOTAL FUND EQUITY	<u>3,930,214</u>
TOTAL ASSETS	<u>4,006,550</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,006,550</u>

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

	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	291,877	689,418		2,405,610	22.3%	21.5%
FRINGE BENEFITS	1,112,630	101,993	233,095		879,535	20.9%	20.4%
PURCHASED SERVICES	441,422	(8,662)	55,905		385,517	12.7%	10.7%
OTHER CHARGES	81,574	6,476	11,865		69,709	14.5%	13.2%
MATERIALS AND SUPPLIES	256,387	17,934	69,620	7,350	179,417	30.0%	36.9%
TOTAL	<u>4,987,041</u>	<u>409,618</u>	<u>1,059,903</u>	<u>7,350</u>	<u>3,919,788</u>	21.4%	20.9%



Interim Financial Statements

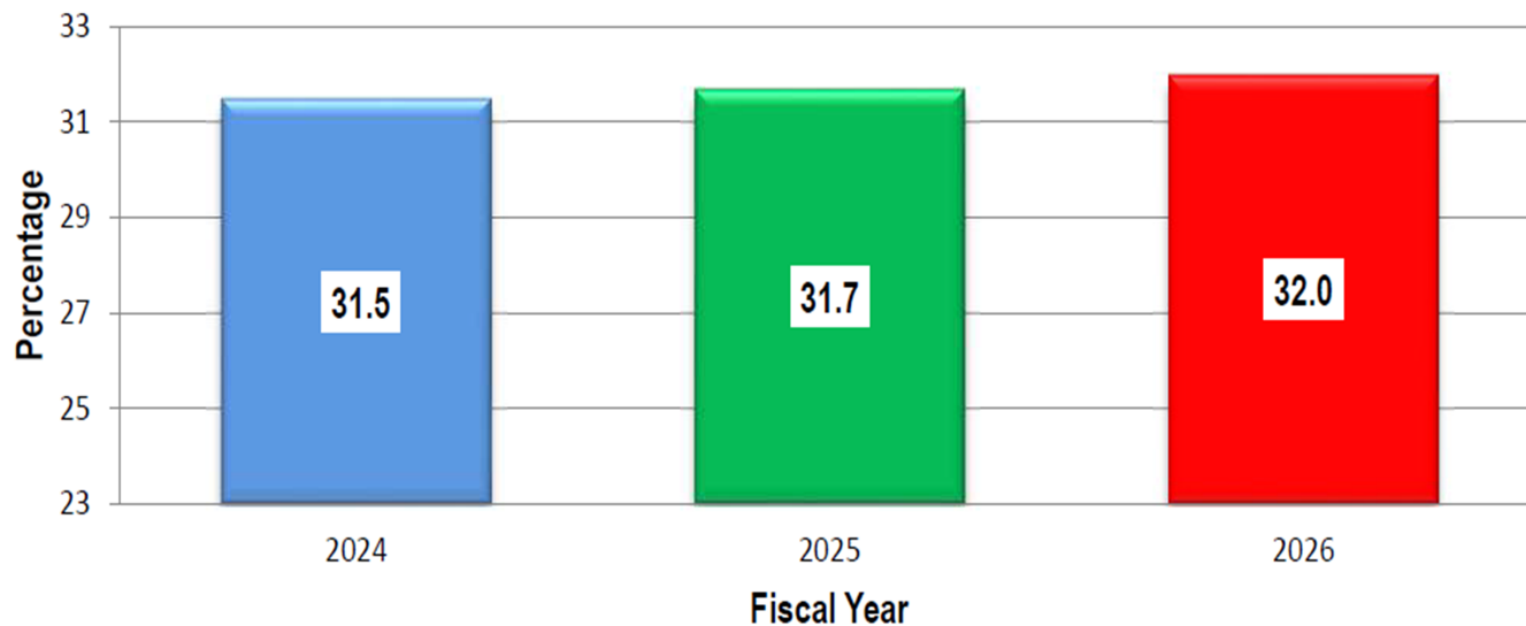
School Board Information

Tuesday, November 25, 2025

Department of Budget and Finance, Office of Business Services

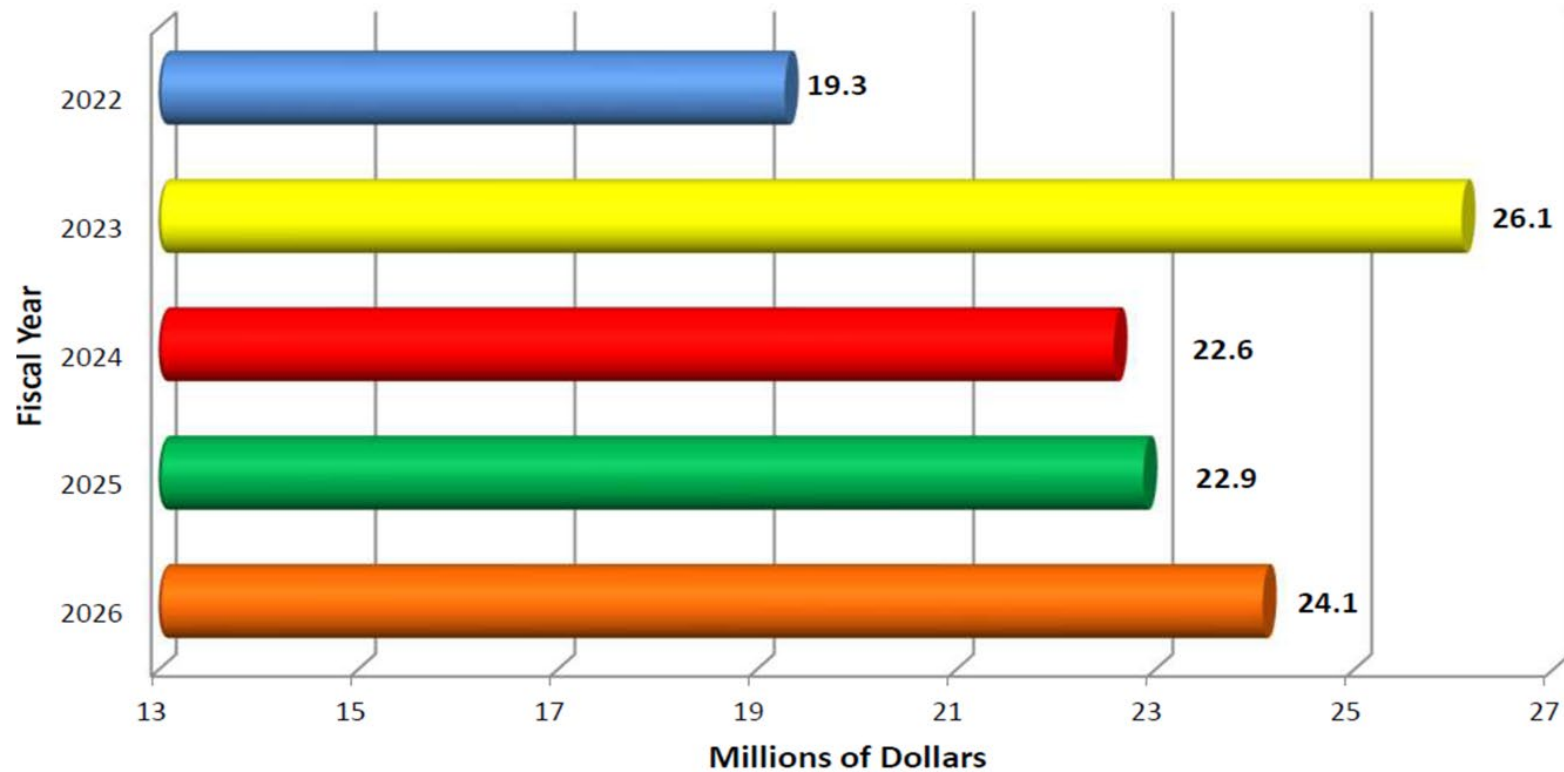
School Operating Fund Revenue Percentage of Actual to Budget as of October 31, 2025

2

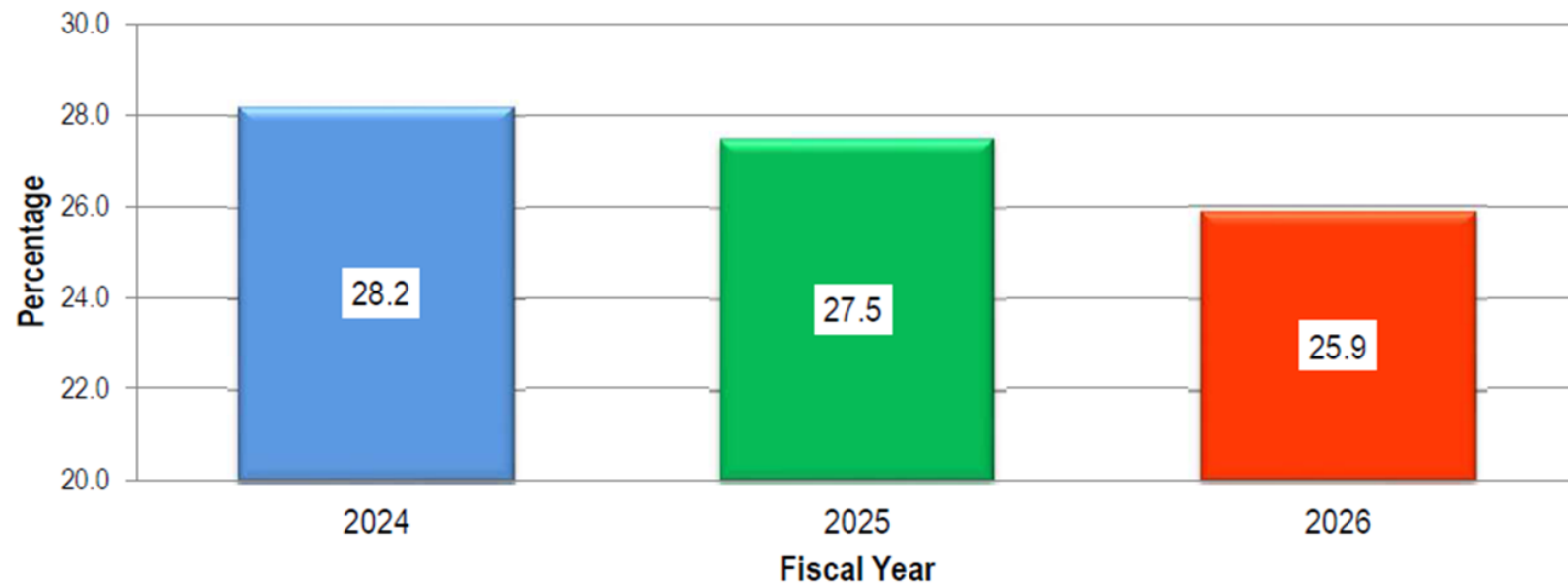


State Sales Tax Revenue through October 31, 2025

3



School Operating Fund Expenditures/Encumbrances Percentage of Actual to Budget as of October 31, 2025





Subject: Textbook Adoption: Nursing – Anatomy and Physiology **Item Number:** 12B

Section: Information **Date:** November 25, 2025

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

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

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

Kathleen M. Vuono, Family and Consumer Sciences Coordinator

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

Recommendation:

That the School Board receive information regarding the recommended textbook for the Practical Nursing program at the Virginia Beach Technical and Career Education Center. This textbook is recommended by the Practical Nursing Program Textbook Adoption Committee for implementation in the fall of 2026.

Course Titles	Textbook	Publisher	Copyright
Practical Nursing I & II • Anatomy & Physiology	<i>Human Anatomy and Physiology</i> , 3 rd Edition	Pearson	2025

Background Summary:

The members of the Practical Nursing Program Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committee analyzed the textbooks for correlation to the Standards of the National League for Nursing and the Virginia Department of Education's Health and Medical Sciences competencies for Practical Nursing. Correlation to the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum objectives were also examined. The textbooks were reviewed by teachers, parents, student representatives, and an industry representative, before being placed in the public libraries, as well as the main entrance of the School Administration Building, for public review and comment. After reviewing available textbooks, the Practical Nursing Program Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2026.

A negotiation team composed of the Director of the Office of Technical and Career Education, the Coordinator for Family and Consumer Sciences, and the Executive Director of Secondary Teaching and Learning communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed textbook will replace the current textbook as follows:

Course Titles	Textbook	Copyright	Years in use (including this year)
Practical Nursing I & II • Anatomy & Physiology	<i>Memmler's Structure and Function of the Human Body</i> , 12 th Edition	2021	4

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252
School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

Course Titles	First-choice Recommendation Totals	Second-choice Recommendation Totals
Practical Nursing I & II • Anatomy & Physiology	\$6,599.60*	\$3,999.60**

*Three-year lifespan in compliance with the Accreditation Commission for Education in Nursing (ACEN).

**Two-year lifespan in compliance with the Accreditation Commission for Education in Nursing (ACEN).

**Family and Consumer Sciences
Textbook Adoption
Implementation for Fall 2025**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Additional Costs (3% per year)	Total Implementation Cost
Practical Nursing I & II • Anatomy & Physiology	First Choice: <i>Human Anatomy and Physiology</i> , 3rd Edition.	40	\$6,599.60	\$395.98*	\$6,995.58*
	Second Choice: <i>Anatomy, Physiology & Disease: An interactive Journey for Health Professionals</i> , 6 th Edition.	40	\$3,999.60	\$239.98**	\$4,239.58*

*Three-year lifespan in compliance with the Accreditation Commission for Education in Nursing (ACEN).

**Two-year lifespan in compliance with the Accreditation Commission for Education in Nursing (ACEN).

Next Steps:

The School Board approve consent for Textbook Adoption: Licensed Practical Nursing at the December 9, 2025, School Board meeting.

TEXTBOOK ADOPTION RECOMMENDATION

PRACTICAL NURSING I/II: ANATOMY AND PHYSIOLOGY

November 25, 2025

*Department of Teaching and Learning
Office of Technical and Career Education*

PRACTICAL NURSING I/II TEXTBOOK ADOPTION TIMELINE

Mar. 2025	Textbook publishers were contacted and requested to supply textbook samples for review.
Apr. 2025	PN I/II students were encouraged to submit interest to serve on the Textbook Adoption Committee.
June – Aug. 2025	Teachers on the committee were given textbook samples. In addition, parents, students, and professional representatives were recruited and provided sample textbooks. The Textbook Adoption Committee members met to review the objectives and to begin reviewing the chosen textbooks.
Sept. – Oct. 2025	The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks for each adoption.
Oct. 2025	The recommended textbooks were placed in the public library and the Holland Road Annex for public review. The administrative coordinator was notified of the placement so that notification could be posted on the Internet. No public comments were received.
Oct. 2025	Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education and the Family and Consumer Sciences coordinator.
Oct. 2025	The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.

**PRACTICAL NURSING
TEXTBOOK ADOPTION COMMITTEE**

Practical Nursing Teacher Representatives

Anna Cannon, MSN, RN
Regina Jacobs, MSN, RN
Dawne Ling, MSN, RN
Diane Mills, MSN, RN

Director of Nursing

Rosa Abbott, MSN, RN

Parent Representative

Zhao Chen
Truph Patel

Industry Representative

Jennifer Mills, RN
City of Chesapeake

Student Representatives

Two PN I/II students

**PRACTICAL NURSING I/II
GRADE 12**

FIRST-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Human Anatomy and Physiology, 3rd Edition. Amerman. Pearson, 2025.

The recommended textbook displays the following strengths:

- Organization and readability: Clearly written and well-organized, with a logical flow of material that supports comprehension and retention for high school and nursing students.
- Engaging and visually appealing: Incorporates detailed, high-quality illustrations, graphics, and “Concept Boost” boxes that clarify challenging topics and support retention. The text’s visual and conceptual reinforcement helps students connect structure and function with clinical applications.
- Application to nursing practice: Features real-world clinical applications, case studies, and “Check for Understanding” questions that connect anatomy and physiology concepts to practical nursing care.
- Active learning and critical thinking: Includes frequent review and reflection opportunities such as “Apply What You’ve Learned,” “Quick Check,” and end-of-chapter summaries to reinforce comprehension and promote critical thinking.
- Comprehensive support resources: Offers multiple instructor and student resources including test banks, PowerPoint slides, Canvas integration, videos, and a student study guide.
- Alignment with nursing competencies: Builds foundational knowledge essential for safe and effective patient care while supporting clinical judgment, evidence-based practice, and patient-centered care.
- Accessible and age-appropriate: Uses vocabulary and examples suitable for high school learners while maintaining depth appropriate for nursing curriculum outcomes.
- Durability and structure: Textbook is sturdy and designed for long-term classroom use.
- The publication date is 2025, meaning the adoption period delivers the maximum available three-year lifespan to stay in compliance with requirements of the Accreditation Commission for Education in Nursing (ACEN).

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
LICENSED PRACTICAL NURSING**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Three-Year Projected Costs (3%)	Total Implementation
Student Edition	40	\$6,599.60	40	\$6,599.60	197.99 X 3 = \$395.98	\$6,995.58
Teacher Edition	2	gratis	2			
Total Implementation Cost				\$6,599.60	\$395.98	\$6,995.58

**PRACTICAL NURSE I/II
GRADE 12**

SECOND-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Anatomy, Physiology & Disease: An interactive Journey for Health Professionals, 6th Edition. Colbert, Ankeney and Lee. Pearson, 2024.

The recommended textbook displays the following strengths:

- Organization and readability: Written in a conversational, approachable style that simplifies complex information for beginning learners. Chapters are well-structured with clear learning objectives and logical sequencing of topics.
- Student engagement: Includes numerous features designed to promote active learning such as concept maps, clinical applications, and NCLEX-style critical thinking questions.
- Visual appeal: Features colorful, detailed illustrations and graphics that make abstract concepts easier to grasp and retain.
- Relevance to healthcare careers: Connects anatomy and physiology concepts to real-world healthcare practice through ongoing case studies, clinical correlations, and “Pathology Connection” sections.
- Support for skill development: Incorporates key terms with pronunciation guides, learning hints, and review questions to build medical vocabulary and reinforce understanding.
- Supplemental resources: Offers a study guide, online and interactive resources, and tools that support independent study and classroom instruction.
- Critical thinking emphasis: Promotes critical thinking and application through concept-based questions and end-of-chapter reviews aligned with nursing competencies.

The recommended textbook displays the following limitations:

- Content depth: Some topics lack the level of detail required for nursing students to develop a comprehensive understanding of complex body systems and clinical correlations.
- Durability concerns: The paperback format is less durable for multi-year use, with binding wear reported after extended classroom handling.
- Limited instructor resources: Fewer supplemental teaching tools and digital supports compared to other selections, reducing flexibility for instruction.
- Internet dependency: Certain materials and activities require internet access, which may not always be consistently available in all instructional settings.
- Appropriate for entry-level learners: Best suited for introductory health science courses rather than the rigor expected in a practical nursing preparation program.
- The publication date is 2024, meaning that to stay in compliance with requirements of the Accreditation Commission for Education in Nursing (ACEN) the adoption period is limited to two years.

**SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
LICENSED PRACTICAL NURSING**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Two-Year Projected Costs (3% per year)	Total Implementation
Student Edition	40	\$3,999.60	40	\$3,999.60	119.99 X 2 = \$239.98	\$4,239.58
Teacher Edition	2	gratis	2			
Total Implementation Cost				\$3,999.60	\$239.98	\$4,239.58



Textbook Adoption: Licensed Practical Nursing

School Board Information

November 25, 2025

Office of Technical and Career Education

The Department of Teaching and Learning

Textbook Recommendation

Course/ <i>Text</i>	Rationale
<i>Human Anatomy and Physiology</i>, 3rd Edition. Practical Nursing I & II • Anatomy & Physiology	• Establishes a strong foundation in anatomy and physiology essential to nursing education and clinical practice. • Integrates application and critical thinking through case studies, clear objectives, and chapter reviews. • Delivers robust instructional support with comprehensive digital and print teaching resources. • Aligns with national nursing standards to prepare students for practical nursing pathways and licensure.

Implementation Costs

1 st Choice Text	Initial Implementation Cost	Replacement Texts (3% per year)	Total Implementation (3 Years)
<i>Human Anatomy and Physiology, 3rd Edition.</i>	\$6,599.60	\$395.98	\$6,995.58
TOTAL	\$6,599.60	\$395.98	\$6,995.58

Implementation Costs

2 nd Choice Text	Initial Implementation Cost	Replacement Texts (3% per year)	Total Implementation (2 Years)
<i>Anatomy, Physiology & Disease: An interactive Journey for Health Professionals, 6th Edition.</i>	\$3,999.60	\$239.98	\$4,239.58
TOTAL	\$3,999.60	\$239.98	\$4,239.58



Textbook Adoption: Licensed Practical Nursing

School Board Information

November 25, 2025

Office of Technical and Career Education

The Department of Teaching and Learning



Renaissance Academy Alternative Education Program:
Subject: Year-Three Outcome Evaluation

Item Number: 12C

Section: Information

Date: November 25, 2025

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

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

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

Recommendation:

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

Background Summary:

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

According to School Board Policy 6-26, existing programs are evaluated based on an annual Program Evaluation Schedule which is approved by the School Board annually. After being selected for evaluation by the Program Evaluation Committee, the School Board approved the Renaissance Academy Alternative Education Program for an evaluation readiness report on September 14, 2021. A three-year evaluation plan was approved by the School Board on September 13, 2022. The year-one implementation evaluation was conducted during 2022-2023, and the recommendations were approved by the School Board on March 12, 2024. The year-two implementation evaluation was conducted during 2023-2024, and the recommendations were approved by the School Board on January 28, 2025. The year-three outcome evaluation during 2024-2025 focused on progress toward meeting student outcome goals and progress toward recommendation areas from previous evaluations. In addition, the evaluation provided information about program components, 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 14, 2021
School Board Minutes September 13, 2022
School Board Minutes March 12, 2024
School Board Minutes January 28, 2025

Budget Impact:

No budgetary implications.



Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation

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

November 2025



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

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Introduction

Background of Program

The U.S. Department of Education defines alternative education as, “a public elementary/secondary school that: (a) addresses needs of students that typically cannot be met in a regular school; (b) provides nontraditional education; (c) serves as an adjunct to a regular school; or (d) falls outside the categories of regular education, special education, or career/technical education.”¹ Virginia Beach City Public Schools (VBCPS) has a long history with alternative education settings. Several centers operated in VBCPS beginning in the 1960s including the Center for Effective Learning, the Career Development Center, and Open Campus. In 1993, School Board Policy 6-27 regarding alternative education was adopted and then revised in July 2022. The policy states “the School Board realizes that the needs of all of our students cannot be met within the formal school curriculum. Therefore, the School Board encourages alternative educational experiences that will enhance a student’s learning, and which will increase students’ ability to achieve success in the world of work. Alternative education programs will be provided where the needs have been identified, where the establishment of such programs is feasible, and where the proposed programs fall within the jurisdiction of this School Division.”² In 1998, a five-year alternative education comprehensive plan was adopted by the School Board to support students’ educational and personal needs.³ The five-year plan stated the purpose of alternative education “is to restore an identified student to a level of academic performance and behavioral responsibility that supports the student’s educational and personal needs.”

After the second year of implementation of the plan, the associate superintendent of the department of curriculum and instruction determined that a comprehensive review and evaluation of alternative education was necessary. As a result, in fall 2000, the superintendent recommended the appointment of an alternative education task force leader, which was approved by the School Board. The goal of the task force was to use a variety of information gathering techniques to effectively answer five specific questions: 1) What is the appropriate scope and authority of alternative education for VBCPS? 2) How effectively are existing programs identifying their purpose, missions, goals, and objectives? 3) How effectively are existing programs achieving their goals and objectives? 4) Are there areas of identified need that are not being addressed by alternative education? and 5) How effectively are students being transitioned into, from, and between alternative education programs? The task force conducted surveys and interviews of staff, students, and parents, and reviewed documents in schools. The task force reported their findings and recommendations designed to enhance services so that students participating in alternative education could overcome challenges and thrive. The task force identified four goals in its comprehensive five-year plan. They were as follows:

Goal 1: Improve the academic achievement of Virginia Beach Students.

Goal 2: Reduce the number of students needing alternative placement as a result of their behavior.

Goal 3: Reconceptualize and expand the focus of existing alternative education sites.

Goal 4: Develop the leadership skills of at-risk students.⁴

Since the alternative education plan’s inception, the program has evolved in its various program offerings, but the purpose of meeting students’ unique needs has remained. In 2010, Renaissance Academy opened as a special purpose center for students in grades 6 through 12 and combined alternative education services from two separate middle and high school sites into one location.⁵

Background and Purpose of Program Evaluation

Because The Renaissance Academy Alternative Education Program is an existing program, it was selected by the Program Evaluation Committee for the Program Evaluation Schedule based on criteria specified in the School Board Policy 6-26. On September 14, 2021, the School Board approved the Renaissance Academy

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

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

The year-two implementation evaluation was conducted during 2023-2024, results were presented to the School Board on January 14, 2025, and the recommendations from the evaluation were approved by the School Board on January 28, 2025. The year-two implementation evaluation recommendations focused on improving relationship skills with other students, strengthening the transition process from Renaissance Academy to the students' home school, and enhancing instructional strategies and academic opportunities to improve Renaissance academy students' SOL performance and readiness for academic demands when returning to their home school.

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

Program Goals and Objectives

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

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

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

Evaluation Design and Methodology

Evaluation Design and Data Collection

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

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

Surveys

Surveys were administered for students who attended Renaissance Academy at any time during the school year, parents of those students, Renaissance Academy staff, and selected staff at the comprehensive middle and high schools. Survey information for each stakeholder group is included in this section. For all stakeholder groups, survey agreement percentages reported in the evaluation were based on those who answered the survey item (i.e., missing responses were excluded from the percentages). In addition, several items had response options such as “Don’t Know,” and these responses were also excluded from the percentages. Survey results were reported at the division level as well as by school level (i.e., middle and high). Open-ended comments were analyzed for common themes.

Student Survey

Due to the transient nature of the students attending Renaissance Academy, there was a two-pronged approach to administering the student survey during the 2024-2025 school year. A link to the anonymous online survey was provided to administrators at Renaissance Academy in October 2024 to administer to students exiting the program at any time during the year. Then, the Renaissance Academy survey items were added as part of the 2025 VBCPS Annual Spring Survey given in April 2025 to all students at Renaissance Academy. The overall student response rate was 41 percent with response rates ranging from 20 to 53 percent depending on grade level (see Table 1). Response rates were similar to those reported in 2023-2024, which was a notable increase from 2022-2023. Renaissance Academy staff continued to make a concerted effort in 2024-2025 to have students who transitioned out of Renaissance Academy and back to their home school complete the survey by including it as part of their exit process.

Table 1: Renaissance Academy Student Response Rates by Grade Level

Group	Number of Respondents			Response Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
6 th Grade	13	13	11	22%	21%	20%
7 th Grade	25	62	38	22%	56%	34%
8 th Grade	41	61	49	37%	49%	42%
Middle School Total	79	136	98	28%	46%	34%
9 th Grade	21	56	76	15%	31%	43%
10 th Grade	22	58	60	16%	44%	50%
11 th Grade	13	48	52	15%	52%	53%
12 th Grade	5	18	23	7%	25%	31%
High School Total	61	180	211	14%	38%	45%
Overall Total	140	316	309	19%	41%	41%

Staff Surveys

Staff at Renaissance Academy, including administrators, school counselors, school psychologists, student support specialists, and teachers, received an email invitation to complete an anonymous survey in May 2025. The overall staff response rate was 74 percent with response rates ranging from 67 to 100 percent depending on staff group (see Table 2). Throughout the report, survey results were analyzed by school level. There were five staff members who indicated they worked with both middle and high school students. Therefore, they were included in both the middle and high school percentages. However, their responses were only included once in the total calculation. Overall, 2024-2025 had the highest response rate across the three years (see Table 2).

Table 2: Renaissance Academy Staff Response Rates

Group	Number of Respondents			Response Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
Administrators	5	3	3	83%	50%	75%
School Counselors/School Psychologists	2	0	4	33%	0%	67%
Student Support Specialists	3	1	3	100%	17%	100%
All Teachers	50	41	63	63%	49%	74%
Middle School Teachers Only*	12	14	21	39%	50%	81%
High School Teachers Only*	35	28	46	73%	54%	88%
Total	60	45	73	64%	45%	74%

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

Staff at comprehensive secondary schools, including principals, assistant principals, school counselors, school psychologists, and student support specialists, received an email invitation to complete an anonymous survey regarding their knowledge and perceptions of the middle and high school alternative education program at Renaissance Academy. The overall staff response rate was 39 percent with rates varying depending on the staff group (see Table 3). Of those comprehensive staff members who responded to the survey, 98 percent indicated they had experience working with students who attended the middle or high school alternative education program at Renaissance Academy. Perceptions in this report are based on comprehensive school staff members who indicated they had experience working with students who attended Renaissance Academy. In addition, throughout the report, comprehensive secondary staff members' results were analyzed by school level. There were three staff members who indicated they worked with both middle and high school students.

Therefore, they were included in both the middle and high school percentages. However, their responses were only included once in the total calculation. The response rate was higher in 2024-2025 compared to 2023-2024 with higher numbers of staff members taking the survey across all positions with the exception of student support specialists. With the exception for school psychologists, the response rates for 2024-2025 were lower than the rates from 2022-2023.

Table 3: Staff at Comprehensive Secondary Schools Response Rates

Group	Number of Respondents			Response Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
Principals	18	12	15	72%	44%	56%
Assistant Principals	40	20	36	55%	27%	49%
School Counselors	60	50	51	45%	37%	38%
School Psychologists	2	1	3	11%	4%	13%
Student Support Specialists	5	3	0	50%	30%	0%
Total	125	86	105	48%	32%	39%

Parent Survey

Parents of students who were enrolled at Renaissance Academy at any time during the 2024-2025 school year as of May 15, 2025, were emailed an anonymous survey in May 2025. Response rates in 2024-2025 were 9 percent at middle school and 6 percent at high school and were somewhat higher than in 2023-2024, although lower than the first year of the evaluation.

Table 4: Parent Response Rates by School Level

Group	Number of Respondents			Response Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
Middle School	50	26	32	11%	8%	9%
High School	62	28	38	14%	5%	6%
Total	112	54	70	12%	7%	7%

Student Information From Data Warehouse

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

Evaluation Questions

The evaluation questions for this report were developed by the program evaluators in consultation with the director of alternative education and Renaissance Academy, data specialist, and a representative from the Department of School Leadership. The evaluation questions established for the year-three outcome evaluation are listed below. In addition, progress toward recommendation areas from the year-two implementation evaluation were addressed where appropriate in the following sections: Renaissance Academy middle and high

school program, referral and entry process, transition process to return to home school, and professional learning.

- 1. What is alternative education in VBCPS?**
- 2. What components were part of alternative education in VBCPS to meet students' needs?**
 - a. Renaissance Academy middle and high school program
 - Staff support from school counselors, student support specialists, and mentors
 - Flexible schedule
 - Basic needs
 - Career development and credentialing
 - World language
- 3. What were the characteristics of the students attending the Renaissance Academy middle and high school alternative education program?**
- 4. What was the process and criteria for students to be referred to the Renaissance Academy middle and high school alternative education program and to transition back to their home school?**
 - a. Entry Process: Student discipline hearing process, principal placement, scheduling needs
 - b. Process to Transition to Home School: Criteria, transition plans for returning to home school
 - c. Reenrollment (i.e., returning to Renaissance Academy within the same school year)
- 5. What were the staff characteristics and qualifications and what professional learning opportunities were provided for alternative education staff?**
- 6. What opportunities were provided for parents and families of students in Renaissance Academy's middle and high school alternative education program to be involved and engaged?**
- 7. What progress has been made toward meeting the student outcome goals and objectives of the middle and high school alternative education program?**
- 8. What were the stakeholders' perceptions of the middle and high school alternative education program?**
- 9. What was the cost of the Renaissance Academy middle and high school alternative education program to the school division during 2024-2025?**

Evaluation Results and Discussion

Alternative Education in VBCPS

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

Students enrolled at Renaissance Academy participate in general curriculum courses. This curriculum includes comprehensive instruction that merges life skills necessary for success in the 21st century with existing VBCPS curricula. The curriculum aims to promote the development of self-determination, responsibility, and integrity

in a learning environment that fosters a sense of self-esteem and importance to society. The program provides flexible learning opportunities that address student social-emotional learning. In addition, leadership skills are embedded throughout the curriculum. Additional information about the Renaissance Academy academic program for middle school students indicated it builds on students’ strengths with the goal of remediating their academic needs through rigorous and relevant instruction. The environment is specifically designed to provide students with individualized attention and focused assistance based on their academic needs. The program operates as a school-within-a-school and focuses on developmental needs with the goal of grade-level performance.⁹ The class sizes are small, 15 students or less, which provides students the opportunity to form supportive relationships with fellow students and staff.¹⁰ The components that make up the Renaissance Academy’s alternative education program are explored in the following section.

Comprehensive secondary school staff who had experience working with students who have attended Renaissance Academy were asked about their understanding of the program. A high percentage of staff (97%) agreed they understood the purpose of the Renaissance Academy middle and high school alternative education program in VBCPS. This pattern of high agreement was evident across all three years.

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

Survey Item	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
I understand the purpose of the Renaissance Academy middle and high school alternative education program at VBCPS.	94%	93%	98%	98%	93%	96%	97%	94%	97%

Alternative Education Components to Meet Students’ Needs

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

Renaissance Academy Middle and High School Program

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

Students at Renaissance Academy are supported by various staff including school counselors, student support specialists, and mentors. School counselors meet with students and ensure they are meeting their scheduling and graduation requirements. In addition, school counselors conduct 504 meetings, self-harm assessments, and provide drop-out prevention and intervention support. One recommendation from the year-two evaluation was to continue working on the recommendation from the year-one evaluation focused on implementing strategies or activities to improve students’ relationship skills with other students, self-management skills, and responsible decision-making skills along with strategies for anger management and self-regulation at Renaissance Academy. One action taken toward this recommendation was school counselors began small group sessions with students to discuss a variety of topics including relationship skills, self-management skills, responsible decision-making skills, and strategies for anger management and self-regulation. The counseling sessions were based on teacher and counselor recommendations, and students were not required to participate. These sessions were held a couple of times a week during lunchtime.

In 2022-2023, Renaissance Academy established a team-based support structure composed of student support specialists, school counselors and assistant principals. Each team was assigned to a cluster of home schools served by the academy to strengthen collaboration and continuity of support for students. This team-based support structure continued in the 2023-2024 and 2024-2025 school years. According to Renaissance Academy

staff, the clustering system allows each team to work with a specific set of students and have an open line of communication with each of the school feeder pattern teams. It was reported that it created a strong network of support for current and future students. In addition, using a team approach has allowed Renaissance Academy to assess students more quickly, de-escalate behavior, and resolve conflicts.

While at Renaissance Academy, students have access to student support specialists. Students can request to work with a student support specialist, or they can be referred by any staff member or parent. Student support specialists meet with students in various ways and based on their needs, including one-on-one and small-group sessions. Student support specialists typically work with students on topics related to academics, attendance, and behavior. More specifically support specialists engage with students on topics of conflict resolution, mediation, preventative strategies, and restorative practices. When students are close to their return date to transition back to their home school, student support specialists typically support students in this process to help ensure a seamless transition. Finally, student support specialists support instructional staff by providing feedback to teachers and staff to aid classroom management and behavioral interventions strategies.¹¹ Overall, 48 percent of students reported working with student support specialist(s) at Renaissance Academy. This was a five-percentage point decrease from 2023-2024. A higher percentage of middle school students reported working with student support specialists than high school students (54% versus 45%). According to Renaissance Academy staff, the decline in the percentage of students who reported working with student support specialists in 2024-2025 may be attributed to the increased participation in small-group counseling sessions. These sessions, introduced in 2024-2025, were implemented to strengthen students’ social-emotional learning (SEL) competencies and may have had an impact on the time students worked individually with student support specialists. A high percentage of students (94%) reported their experience working with student support specialists was useful (see Table 6). Across all years, students reported high levels of usefulness with their experiences working with the student support specialist.

Table 6: Students’ Perceptions of Working With Student Support Specialist(s)

Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Did you work with Student Support Specialist(s) at Renaissance Academy?*	61%	54%	46%	45%	53%	48%
How useful was your experience working with Student Support Specialist(s)?**	97%	94%	100%	94%	99%	94%

*Percentages are based on those who responded “yes.”

**Only students who indicated they worked with a student support specialist answered this survey item. Percentages are based on those who selected their experience was “very useful” or “somewhat useful.”

Renaissance Academy also provides students with mentorship meetings scaled to meet students’ needs, and meetings typically focus on self-awareness, self-management, social awareness, relationships skills, and responsible decision-making skills. One of the recommendations from the year-two evaluation was to strengthen students’ relationship skills, self-management, responsible decision-making, and strategies for anger management and self-regulation at Renaissance Academy. Related to this recommendation, the mentoring program was expanded to include new mentors from Hampton University, Norfolk State University, and Christopher Newport University. These mentors provided students with additional positive role models and opportunities for guided social-emotional development.

Overall, 79 percent of students reported having an adult mentor while at Renaissance Academy, which mirrored the results from 2023-2024. Across both years, high percentages of students reported the mentorship experience was useful (95% or higher). Parents were also asked their perceptions of their students’ mentorship experiences. Overall, a lower percentage of parents (42%) reported that their child had an adult mentor while enrolled at Renaissance Academy, although it is possible parents were less aware of the specific individuals their child worked with as part of the program. Seventy-nine percent of parents who reported their

student had a mentor reported the experience was useful. This was a decrease from 2023-2024 and was mainly due to a decrease in middle school parent perceptions of their students' mentorship experience (see Table 7).

Table 7: Stakeholders' Perceptions of Mentor Experiences

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – Do you have an adult mentor (trusted adult) while enrolled at Renaissance Academy?*	82%	77%	77%	79%	79%	79%
Student – How useful was your mentorship experience?**	98%	98%	95%	98%	96%	98%
Parent – Did your child have an adult mentor (trusted adult) while enrolled at Renaissance Academy?*	29%	36%	50%	46%	38%	42%
Parent – How useful was your child's mentorship experience?**	100%	57%	100%	92%	100%	79%

*Percentages are based on those who responded "yes."

**Only students or parents who indicated they or their child had a mentor answered this survey item. Percentages are based on those who selected their experience was "very useful" or "somewhat useful."

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

As previously noted, the recommendation from the year-two evaluation was to continue implementing strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills, along with strategies for anger management, and self-regulation at Renaissance Academy. In 2024-2025, several coordinated actions were implemented in direct response to this recommendation.

First, VBCPS expanded its partnership with Child and Youth Behavioral Health (CYBH) to include brief counseling services for Renaissance Academy students. The program was launched in September 2024, with CYBH clinicians providing 6 to 12 sessions of short-term, solution-focused counseling during the school day which were billed to students' insurance. According to the executive director of the Office of Student Support Services, as of March 2025, 41 students had been referred for these services.

To further promote self-regulation and emotional management, Zen rooms were established in both middle and high school areas. These designated spaces allowed dysregulated students to step out of the classroom to regroup with the guidance of teaching assistants. Additionally, calming corners were added in classrooms to offer students in-the-moment opportunities for self-regulation without leaving the learning environment.

Other actions included the use of choice boards, which gave students options for managing their behavior, and social contracts collaboratively developed among staff, students, and parents. These contracts required students to check in with teachers each course block to verify adherence to expectations such as attendance, language use, task completion, and authorized movement.

Finally, Renaissance Academy administration began holding quarterly meetings with the Virginia Beach Police Department and student support specialists to share information and explore new programs aimed at enhancing student behavior, safety, and self-regulation skills.

Survey items assessed student, parent, and Renaissance Academy staff perceptions of students participating in activities to improve students' relationship skills. Agreement percentages are shown in Table 8. Across stakeholder groups, perceptions of student participation in activities to improve peer relationships remained consistent from 2023-2024 to 2024-2025, though some variation occurred by group and grade level. Students continued to report the highest levels of participation, with 73 percent overall indicating they engaged in activities to strengthen relationships with peers which was similar to the prior year. In contrast, parent

perceptions declined overall from 49 to 43 percent, driven largely by a drop among middle school parents, while high school parents reported a small increase. Staff perceptions remained consistent at 33 percent overall, although middle school staff reported a decline from 50 to 28 percent compared to the previous year.

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

Groups and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – At Renaissance Academy, I participate in activities to help improve how I get along with other students.	78%	75%	70%	73%	74%	73%
Parent – At Renaissance Academy, my child participates in activities to help improve how he/she gets along with other students.	45%	20%	53%	59%	49%	43%
RA Staff – At Renaissance Academy, students participate in activities to help improve how they get along with other students.	50%	28%	31%	34%	33%	33%

Survey items assessed student, parent, and Renaissance Academy staff perceptions of students participating in activities to improve their self-management skills (see Table 9). Across two years, students continued to report the highest levels of participation, increasing slightly from 74 percent to 76 percent overall, with a decline at the middle school level but an increase among high school students. Parent perceptions declined from 52 percent to 40 percent, with a larger decline at the high school level than the middle school level. Renaissance Academy staff perceptions declined 9 percentage points in 2024-2025 with declines at both school levels.

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

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – At Renaissance Academy, I participate in activities to improve my self-management skills (e.g., anger management, goal-setting, and positive problem solving).	81%	73%	69%	77%	74%	76%
Parent – At Renaissance Academy, my child participates in activities to improve his/her self-management skills (e.g., anger management, goal-setting, and positive problem solving).	35%	23%	69%	54%	52%	40%
RA Staff – At Renaissance Academy, students participate in activities to improve their self-management skills (e.g., anger management, goal-setting, and positive problem solving).	59%	38%	44%	36%	45%	36%

Survey items gauged student, parent, and Renaissance Academy staff perceptions of students participating in activities to improve their decision-making skills (see Table 10). Student agreement percentages increased 5 percentage points in 2024-2025. Overall parent perceptions decreased but this was due to a decline at the middle school level from 47 to 29 percent because high school parent agreement increased from 53 to 62 percent. (Staff perceptions decreased slightly.

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

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – At Renaissance Academy, I participate in activities that help improve my decision-making skills (e.g., choosing right from wrong, stopping and thinking before making decisions, and seeking advice from someone when I need help).	81%	78%	72%	83%	76%	81%
Parent – At Renaissance Academy, my child participates in activities that help improve his/her decision-making skills (e.g., choosing right from wrong, stopping and thinking before making decisions, and seeking advice from someone when he/she needs help).	47%	29%	53%	62%	50%	47%
RA Staff – At Renaissance Academy, students participate in activities that help improve their decision-making skills (e.g., choosing right from wrong, stopping and thinking before making decisions, and seeking advice from someone when needing help).	50%	42%	53%	50%	49%	47%

Flexible Schedule

Renaissance Academy has flexible scheduling to allow students to obtain the credits they need to obtain a high school diploma. For example, if courses they need are not offered at Renaissance Academy, students have the option to be enrolled in Edgenuity or Apex courses or students may be granted permission to complete the course remotely through concurrent enrollment with their home school.¹² In addition, school counselors collaborate with the home schools to ensure that students can remain in their Advanced Placement (AP) or advanced classes through the Canvas platform.¹³

Basic Needs

Renaissance Academy operates from the belief that students' basic needs should be met so they can focus on their academic tasks. All students who attend Renaissance Academy receive free and reduced meals. All students are provided a clear backpack, water bottle, school supplies, and basic toiletries for free. The school uniform is sold to students at cost with no additional increased cost, and those who are unable to purchase it are provided it for free.¹⁴

Career Development and Credentialing

Career and Technical Education (CTE) courses offered at Renaissance Academy provide students with the opportunity to earn CTE credentials. As displayed in Table 11, in 2024-2025 five CTE courses were offered to middle school students at Renaissance Academy with a total of 133 student enrollments across the courses. Exploratory Teen Living 8 and Creative Coding I had the largest numbers of students enrolled. Overall, 117 individual middle school students were enrolled in at least one CTE course (41%).

Table 11: Middle School Student Enrollment Numbers in CTE Courses

Course Title	Number of Enrollments	
	2023-2024	2024-2025
Creative Coding & Computer Solutions I	43	33
Creative Coding & Computer Solutions II	37	-
Teen Living Grade 7	33	27
Exploratory Teen Living 8*	32	36
Career Skills	20	-
Digital Input and Applications*	-	24
Teen Living Grade 6*	-	13
Total Enrollments	165	133
Students Enrolled in At Least One CTE Course	131	117

*Note: New CTE offering in 2024-2025.

As displayed in Table 12, 14 CTE courses were offered to high school students at Renaissance Academy. There were a total of 300 student enrollments in these courses. Overall, 204 individual high school students were enrolled in at least one CTE course (43%). Economics and Personal Finance had the highest number of students enrolled followed by Introduction to Culinary Arts. During 2024-2025, two students in grade 9 attempted a certification. The majority of students who attempted credentials were in grades 10, 11, and 12. In total, 99 students (34%) in grades 10, 11, and 12 attempted to earn a certification, and of those who attempted, 47 (47%) earned a certification. A total of 116 tests were attempted across grades 9 through 12, and 45 percent resulted in a certification.

Table 12: High School Student Enrollment Numbers in CTE Courses

Course Title	Number of Enrollments	
	2023-2024	2024-2025
Economics & Personal Finance	90	86
Introduction to Culinary Arts	37	41
Independent Living	37	33
Construction Technology	25	25
Marketing Non-Coop	20	25
Parenting and Early Learning Careers	17	21
Drones & Unmanned Systems	16	7
Production Systems	14	12
RA Television Production I	14	10
Digital Applications & Multimedia	13	17
Computer Information Systems	11	15
Fashion Marketing	6	5
RA Television Production II	1	2
Total Enrollments	301	300*
Students Enrolled in At Least One CTE Course	200	204

* Includes one student who became a high school student in the middle of the school year who had taken a middle school CTE course at the beginning of the school year.

World Languages

Offering a world language credit allows students at Renaissance Academy to take courses that count toward graduation credit. In the 2022-2023 school year, Renaissance Academy received a staff allocation for a high

school Spanish teacher. As a result, Renaissance Academy offers face-to-face Spanish I, II, and III courses, as well as facilitates online courses in advanced Spanish with in-person support. As displayed in Table 13, 19 high school students were enrolled in Spanish I, 15 were enrolled in Spanish II, and 7 were enrolled in Spanish III during 2024-2025. Overall, 38 students were enrolled in at least one Spanish course in 2024-2025, which was six fewer students than in 2023-2024. Students enrolled in world language classes at their home school may continue to pursue that course credit while enrolled at Renaissance Academy through the flexible scheduling options.¹⁵

Table 13: High School Student Enrollment Numbers in Spanish Courses

Course Title	Number of Enrollments	
	2023-2024	2024-2025
Spanish I	22	19
Spanish II	16	15
Spanish III	10	7
Total Enrollments	48	41
Students Enrolled in at Least One Spanish Course	44	38

Enhancing Instructional Strategies and Academic Opportunities

As previously noted, one of the recommendations from the year-two evaluation was to enhance instructional strategies and academic opportunities to improve Renaissance Academy students’ SOL performance and readiness for academic demands upon returning to their home schools. In response, Renaissance Academy implemented the AVID program schoolwide at both the middle and high school levels during 2024-2025. As part of this initiative, AVID Learning Walks were conducted, during which AVID staff from the central administration observed classroom implementation and provided feedback. All students used AVID notebooks, and teachers developed lessons aligned with AVID-based learning plans. Additionally, three staff members attended the AVID Summer Institute to strengthen their instructional practice and deepen their understanding of AVID strategies. According to Renaissance Academy staff, these strategies have been effective in promoting academic engagement and organization among students.

To further support instructional improvement, administrators also implemented monthly teacher check-ins for all new middle and high school teachers. These sessions focused on instructional strategies, academic priorities, program reviews, and open discussions to address questions and ensure alignment with the school’s instructional goals. Another action was the creation of an after-school program called Gryphon Grad Path, which allowed students needing credits to graduate on time to take courses with Renaissance Academy teachers. The program ran for approximately seven weeks, with classes being held immediately after school. Seventeen students successfully completed the program, earning the credits needed toward graduation. In addition, Renaissance Academy continued to offer online coursework for 11th and 12th grade students, enabling them to take virtual classes required to remain on track for graduation.¹⁶

According to Renaissance Academy staff, an instructional specialist was hired for the 2024-2025 school year to work with staff and students. This single position encompassed a wide range of responsibilities at Renaissance Academy, including gifted education, AVID, behavioral support, and assistance with the coordination of the Virtual Virginia program. In this role, the instructional specialist served to meet the unique instructional needs of the students in the program. The specialist engaged with several key areas, including gifted education, AVID, and behavioral support, providing assistance and exposure across multiple initiatives. By engaging across these varied areas, the instructional specialist helped bridge instructional and behavioral initiatives while aligning the role more strategically with school and division priorities. According to Renaissance Academy staff, the addition of this position provided valuable insight into how instructional support at Renaissance Academy can be more effectively defined, implemented, and sustained in future years.

Perceptions of Instructional Opportunities

Overall, students reported strong confidence in their academic preparation, with 82 percent agreeing that their learning experiences at Renaissance Academy helped them meet the academic demands of their home schools. Renaissance Academy staff and parents reported lower levels of agreement on similar survey items. Renaissance Academy staff reported a 9 percentage-point decline in their agreement percentages related to the instructional opportunities students have at Renaissance Academy preparing them to meet the demands when they return to their home school. Parents had lower agreement percentages than students and staff and reported a 7 percentage-point decline related to the instructional opportunities students have at Renaissance Academy preparing them to meet the academic demands when they return to their home school. The decline among parents was only observed at the middle school level where the agreement percentage decreased from 52 percent to 25 percent. Agreement percentages for high school parents for this item increased from 50 percent to 58 percent. Renaissance Academy teachers reported feeling well-prepared with instructional strategies and tools to address students' academic needs. While agreement with this statement remained high overall, it declined from 98 percent in 2023-2024 to 90 percent in 2024-2025. Since 2023-2024, teachers have reported high agreement percentages on having useful strategies and tools to help them meet students. However, the percentage of classroom teachers who reported having useful instructional tools and strategies declined from 98 percent to 90 percent in 2024-2025.

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

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Students – The learning experiences I had at Renaissance Academy prepared me to meet the academic demands when I return to my home school.	--	77%	--	84%	--	82%
RA Staff – The instructional opportunities students have at Renaissance Academy prepare them to meet the academic demands when they return to their home school.	63%	68%	80%	61%	73%	64%
Parents – The instructional opportunities my child had at Renaissance Academy prepared him/her to meet the academic demands when returning to their home school or school they were enrolled in prior to attending Renaissance Academy.	52%	25%	50%	58%	51%	44%
RA Staff – I have useful instructional strategies and tools to help me meet students' academic needs in the classroom (classroom teachers only).	93%	83%	100%	93%	98%	90%

Comprehensive Secondary Staff Perceptions of Renaissance Academy Meeting Students' Needs

Comprehensive secondary staff have a unique perspective of the Renaissance Academy program because they are involved with both the referral of students to Renaissance Academy and the transition of students back to the home school. Comprehensive secondary staff members were asked their perceptions of the Renaissance Academy middle and high school alternative education program meeting students' needs, improving students' behavior, and improving students' academic achievement. Comprehensive secondary staff perceptions of the Renaissance Academy program showed improvements in some areas between 2023-2024 and 2024-2025, with the largest gains observed in the program meeting students' overall needs. The percentage of staff who agreed the Renaissance Academy middle and high school alternative education program met students' needs increased 5 percentage-points in 2024-2025 to 70 percent. Perceptions of the program's effectiveness in improving student behavior declined overall from 54 percent to 48 percent. However, this decline was due to staff perceptions at the high school level because there was an increase at the middle school level. Overall staff perceptions of the program's impact on academic achievement decreased from 57 percent to 53 percent.

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

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
The Renaissance Academy middle and high school alternative education program meets students' needs.	79%	70%	75%	60%	63%	67%	68%	65%	70%
The Renaissance Academy middle and high school alternative education program is effective at improving students' behavior.	59%	51%	56%	50%	59%	43%	53%	54%	48%
The Renaissance Academy middle and high school alternative education program is effective at improving students' academic achievement.	61%	56%	60%	57%	61%	51%	57%	57%	53%

Student Characteristics

During the 2024-2025 school year, 752 students were enrolled at Renaissance Academy at any time during the school year, with 285 students in grades 6 through 8 and 467 students in grades 9 through 12. These students were enrolled in Renaissance Academy's middle or high school alternative education program where they received instruction in the general curriculum. Table 16 displays demographic data for these students based on information from the VBCPS data warehouse.

Table 16: Demographic Characteristics of Students Enrolled in Renaissance Academy Any Time During the 2024-2025 School Year

Characteristic	MS (N=285)		HS (N=467)		Total (N=752)	
	N	%	N	%	N	%
Gender						
Female	116	41%	189	40%	305	41%*
Male	169	59%	278	60%	447	59%**
Ethnicity						
American Indian	^	^	^	^	^	^
Asian	^	^	^	^	^	^
Black	177	62%	299	64%	476	63%**
Hispanic	26	9%	43	9%	69	9%
Multiracial	32	11%	49	10%	81	11%
Native Hawaiian/Pacific Islander	0	0%	^	^	^	^
White	50	18%	70	15%	120	16%*
Economically Disadvantaged	208	73%	308	66%	516	69%**
Identified Special Education	89	31%	105	22%	194	26%**
Identified Limited English Proficiency	8	3%	6	1%	14	2%
Identified Gifted	11	4%	13	2%	23	3%*
Military Connected	14	5%	20	4%	34	5%*

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

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

The majority of students enrolled at Renaissance Academy were male (59%). Overall, across both school levels, the majority of the students were Black (63%), and 16 percent of the students were White. The majority of

students at Renaissance Academy were economically disadvantaged (69%). At the middle school level, a higher percentage of students enrolled at Renaissance Academy were identified as economically disadvantaged than at the high school level. A little over one-quarter of students at Renaissance Academy were special education students (26%), 5 percent were military connected, 3 percent were identified gifted, and 2 percent were identified English Learners (EL). There were notably higher percentages of male, Black, economically disadvantaged, and special education students at Renaissance Academy compared to students at the overall division level. There were notably lower percentages of females, White, gifted, and military-connected students at Renaissance Academy than students at the overall division level. These demographic patterns in the 2024-2025 school year represented the same pattern as students enrolled in the 2022-2023 and 2023-2024 school years. Additional data showed that a total of 32 of the 752 students (4%) were retained in their grade level during the 2024-2025 school year, and 130 of 720 additional students (18%) were retained at some point during their academic career, but not during the 2024-2025 school year.

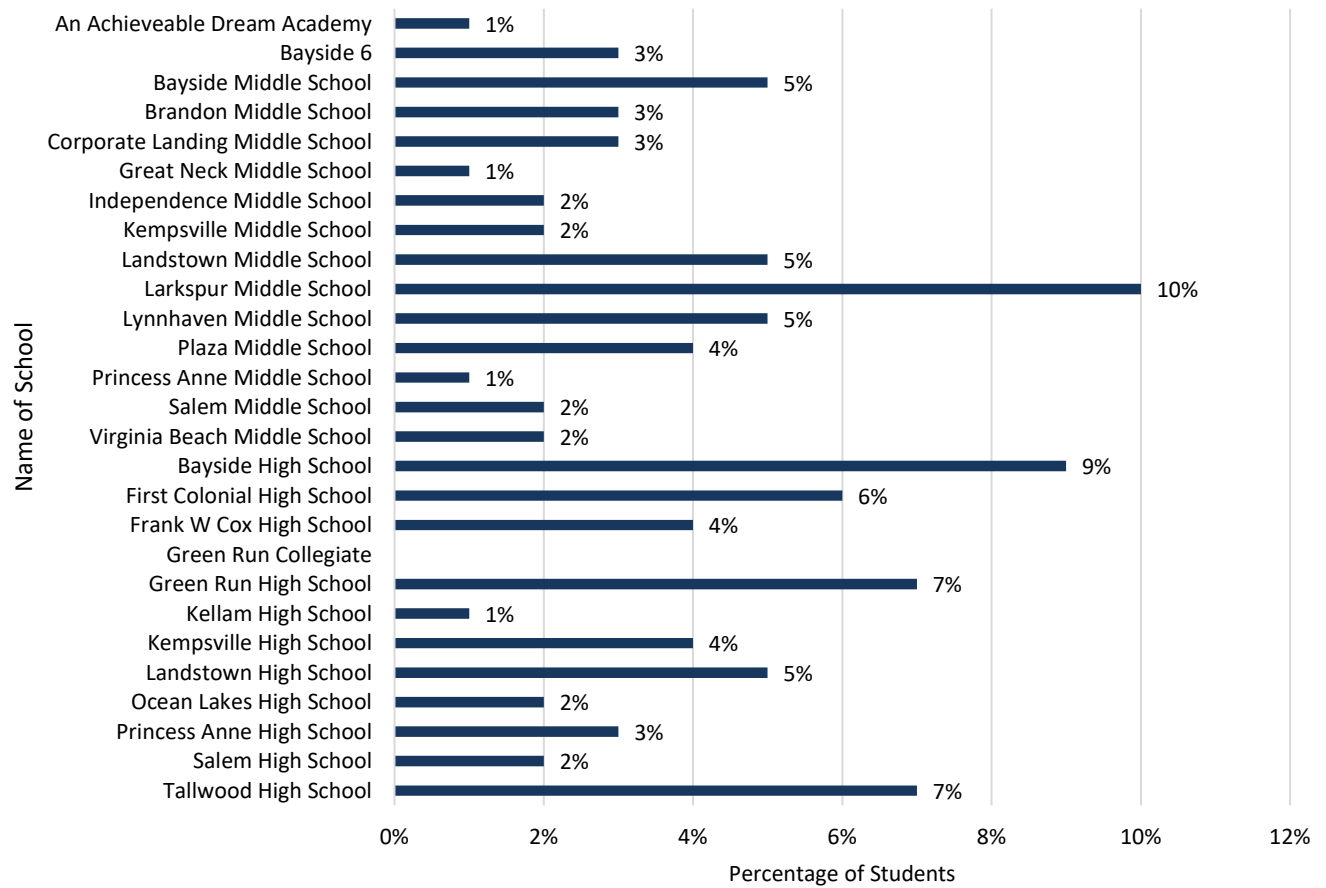
Of the 752 students enrolled at some time during the 2024-2025 school year, 53 percent (N=400) were enrolled in Renaissance Academy for the first time. The median number of days students were enrolled at Renaissance Academy during 2024-2025 was 65 days. Table 17 displays information about the length of student enrollment at Renaissance Academy in greater detail. In 2024-2025, both grade levels had similar enrollment patterns. A majority of the students enrolled at Renaissance Academy during 2024-2025 were there less than half of the school year (62%), while 38 percent were there for at least half of the year. Additionally, 11 percent (N=83) were enrolled the entire 2024-2025 school year or 180 days.

Table 17: Length of Student Enrollment at Renaissance Academy

Percent of Days Enrolled During the School Year	Percent of Enrolled Middle School Students	Percent of Enrolled High School Students	Percent of Total Enrolled Students
90% or more	13.0%	14.3%	13.8%
50%-89%	22.5%	25.3%	24.2%
10%-49%	58.9%	57.2%	57.8%
Less than 10%	5.6%	3.2%	4.1%

Figure 1 displays the students’ last enrolled VBCPS home school for any student enrolled in Renaissance Academy during the 2024-2025 school year. The home school listed may have been in a school year prior to 2024-2025.¹⁷ The largest percentage of students had Larkspur Middle School listed as their last enrolled home school with 10 percent of students. The second most represented home school was Bayside High School with 9 percent, followed by Green Run High School and Tallwood High School with 7 percent each.

Figure 1: Students' Last Enrolled Home School



Note: N=690. This includes students who had a VBCPS middle school or high school listed as their last home school. There were 62 students who had their home school listed as another center or program, including SECEP Tidewater Regional Alternative Education Program, the VB Juvenile Detention Home, or their previous school location was unknown.

Referral and Transition Process

The fourth evaluation question focused on the process and criteria for students to be referred to the Renaissance Academy middle and high school alternative education program and to transition back to their home school. This section of the report focuses on the Renaissance Academy entry process, the process for students to transition back to their home school, and reenrollment. One of the recommendations from the year-two evaluations was to strengthen the transition process from Renaissance Academy to the students' home school, incorporating communication strategies between Renaissance Academy and the home schools to support student success. Actions taken regarding these recommendations will be discussed throughout this section.

Referral and Entry Process

There were two avenues by which students enrolled at Renaissance Academy including referral by the Office of Student Leadership (OSL) and principal-to-principal placement. According to a summary of data provided by Renaissance Academy, based on student registrations, most students (99%) were referred by the OSL due to behavior concerns during 2024-2025. One percent were at Renaissance Academy as a result of principal placement.

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

When it is determined that a student will attend Renaissance Academy, part of the entry process includes a new student orientation which is a mandatory session for all students attending Renaissance Academy and their families. Renaissance Academy and the OSL is continuously working to improve this transition process and in the 2024-2025 school year, a change was made for Renaissance Academy to schedule the orientation within 48 hours of students being placed at Renaissance Academy. Additionally, the registrar emailed principals of the student's home school when the student and family registered for orientation. In 2022-2023, orientation was held once a week, but in 2023-2024, Renaissance Academy increased their orientation offerings by holding them on Tuesdays and Thursdays and by appointment.

The orientation familiarizes students with the support team and provides them with information to help them successfully transition into their new educational experience. The orientation includes information about expectations, procedures, policies, and other pertinent details. In addition, families are provided contact information of staff members who are directly supporting the students such as the school counseling team and administrative team. Families are also provided with the name of the individuals who comprise the student support team for each middle and high school. The student support team includes an administrator, student support specialist, and counselor. The orientation also includes the screening process to enter the building each day, which includes going through a metal detector and search of items. Students are not allowed cell

phones or any other electronic device. All students are provided a clear backpack where they can store approved personal items. Families are provided the hours of operation for both schools: high school hours are from 7:20 AM to 2:00 PM and middle school hours are from 9:45 AM to 4:15 PM. Orientation includes information about transportation, which is provided to all students. Orientation includes school-wide expectations which are “Be Kind, Show Respect, Act Responsible,” and the Positive Behavioral Interventions and Supports (PBIS) matrix is discussed. The uniform policy is included, which is required to enter the building every day. Staff members discuss the cost of the uniform, which includes a polo shirt or sweatshirt and khaki pants (full length). High school students wear gray and black polos while middle school students wear green and white polos. The orientation concludes with mandatory forms that must be completed: student registration, parent acknowledgement, media form, psychological services consent form, school search policy acknowledgement, and uniform policy acknowledgement.¹⁸

Staff members were asked survey items related to student referral criteria, the transition process, and communication efforts focused on the transition from the students’ home school to Renaissance Academy. As displayed in Table 18, among comprehensive secondary staff, agreement about understanding the criteria for students to be referred to Renaissance Academy increased from 88 percent in 2023-2024 to 94 percent in 2024-2025. Comprehensive secondary staff members’ agreement that they understood the transition process for students moving from their home school to Renaissance Academy remained stable at 79 percent. The percentage of Renaissance Academy staff who agreed they understood the transition process for students moving from their home school to Renaissance Academy declined from 84 percent in 2023-2024 to 78 percent in 2024-2025. Agreement among Renaissance Academy staff was relatively low (39%) on the survey item addressing the effectiveness of communication during students’ transition from their home schools to Renaissance Academy. However, there was a small improvement compared to the prior year.

Table 18: Staff Members' Perceptions of Referral Criteria, Transition Process, and Communication

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Comprehensive Staff – I understand the criteria for students to be referred to the Renaissance Academy middle and high school alternative education program.	87%	90%	93%	90%	86%	93%	88%	88%	94%
Comprehensive Staff – I understand the transition process for students moving from their home school to the Renaissance Academy middle and high school alternative education program.	85%	83%	83%	79%	74%	74%	83%	79%	79%
RA Staff – I understand the transition process for students moving from their home school to the Renaissance Academy middle and high school alternative education program.*	--	89%	92%	--	84%	70%	--	84%	78%
RA Staff – During the students’ transition process from their home school to Renaissance Academy, communication efforts provide me with needed information to meet students’ needs.	--	50%	54%	--	31%	34%	--	36%	39%

Another component of the transition process is students’ ability to maintain academic progress while awaiting placement at Renaissance Academy. Student survey results showed a high level of agreement (70%) with this

item which was an increase of 11 percentage points from the prior year. Parent agreement remained lower at 47 percent, with mixed patterns by school level. The agreement percentage of middle school parents declined but increased among high school parents. In comparison, staff perceptions declined from 61 percent to 35 percent, with the largest decrease among high school staff. Conversely, comprehensive secondary staff reported strong agreement (89%), a 9 percentage-point increase from the prior year, due primarily to higher agreement among middle school staff (See Table 198).

Table 19: Stakeholders' Perceptions of Continuing Schoolwork During Transition from Homeschool to Renaissance Academy Process

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – I was able to continue with my schoolwork while waiting to transition from my home school to Renaissance Academy.	64%	76%	54%	67%	59%	70%
Parent – My child was able to continue his/her schoolwork while waiting to transition from the home school to Renaissance Academy.	48%	36%	44%	57%	46%	47%
RA Staff – Students are able to continue their schoolwork while waiting to transition from their home school to Renaissance Academy.	80%	53%	62%	24%	61%	35%
Comprehensive Secondary Staff – Students are able to continue their schoolwork while waiting to transition from their home school to Renaissance Academy.	80%	95%	81%	82%	80%	89%

Parents were asked an open-ended question on the survey regarding any suggestions to better understand expectations for students while attending Renaissance Academy. Overall, 21 parents provided a comment, which was 30 percent of those parents who responded to the survey. The most common response was no suggestion. The second most common response was to improve communication between families and Renaissance Academy staff. The third most common response was to adjust the criteria for students to return to their home school. For example, some parents felt as though the criteria to return to their home school was hard to achieve.

Transition Process to Return to Home School

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

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

Integral to this process is the transition specialist from Renaissance Academy and the student support specialist (SSS) team from the comprehensive secondary school. The transition specialist provides comprehensive information about returning students to the SSS team. Upon receiving the names of returning students, the SSS team members will introduce themselves and work toward establishing a rapport. They will work with students for at least nine weeks after students return to their home school, monitoring their

progress and providing necessary support to ensure a successful transition to the home school. Students' progress is monitored through a SSS protocol. This internal report assesses their performance after a marking period. Once a student demonstrates success through the established criteria, they "graduate" from these services with the team. If students do not meet the criteria, the SSS will extend the support for another nine weeks at the students' home school. The review process will repeat until students demonstrate they have successfully transitioned back to their home school.

Staff were asked their perceptions about the transition process from Renaissance Academy back to the home school. Renaissance Academy staff reported strong familiarity with the transition process with 82 percent agreement, which was a slight decrease from the prior year. Additionally, 90 percent of Renaissance Academy staff indicated they understood the criteria students must meet to be eligible to return to their home schools, which was an increase from 89 percent the prior year. Seventy-five percent of comprehensive secondary staff agreed they understood the transition process for students moving from Renaissance Academy back to the home school. This was a 10-percentage point increase from the year prior. Comprehensive secondary staff at the middle school level were the main drivers of this increase. Comprehensive secondary staff were asked their perceptions of the communication efforts from Renaissance Academy to the home school. As displayed in Table 20, 53 percent of comprehensive secondary staff agreed communication efforts provided them with the information they needed to meet students' needs. This was an 8-percentage point increase from the year prior.

Table 20: Staff Members' Perceptions of Referral Criteria, Transition Process, and Communication Efforts

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
RA Staff – I understand the transition process for students moving from the Renaissance Academy middle and high school alternative education program back to their home school.*	--	83%	96%	--	88%	80%	--	84%	82%
RA Staff – I understand the criteria students must meet to be eligible to return to their home school.*	--	83%	100%	--	94%	88%	--	89%	90%
Comprehensive Staff – I understand the transition process for students moving from the Renaissance Academy middle and high school alternative education program back to their home school.	61%	60%	74%	68%	69%	74%	65%	65%	75%
Comprehensive Staff - During the students' transition process from Renaissance Academy to their home school, communication efforts provide me with needed information to meet students' needs.	--	50%	57%	--	38%	48%	--	45%	53%

Students, parents, and comprehensive secondary staff were surveyed about the support students had after they returned to their home school (e.g., academics, attendance, or behavior). Eighty-six percent of students reported believing they would have the academic, behavioral, and attendance support needed to be successful after returning to their home schools, an 11 percentage-point increase from the prior year. In 2024-2025, half of parents agreed after their child returned to his/her home school, their child had the support needed to be successful. There was a decline for middle school parents on this item, yet an increase for high school parents. In 2024-2025, 72 percent of comprehensive secondary staff agreed students had the support they needed after returning to their home school.

Table 21: Stakeholders' Perceptions of Students Having the Support Needed to Be Successful

Group and Survey Items	MS		HS		Total	
	23-24	24-25	23-24	24-25	23-24	24-25
Student – After I return to my home school, I think I will have the support I need to be successful (e.g., academics, attendance, or behavior).	78%	86%	73%	85%	75%	86%
Parent – After my child returned to his/her home school, my child had the support needed to be successful (e.g., academics, attendance, behavior).	57%	43%	38%	53%	47%	50%
Comprehensive Secondary Staff – After students return to their home school, they have the support they need to be successful (e.g., academics, attendance, or behavior).	75%	69%	74%	72%	74%	72%

Parents were asked on the survey to share any comments they had about their child’s preparation or readiness to return to their home school. Overall, 16 parents provided a comment about their child’s preparation or readiness to return, which was 23 percent of those parents who responded to the survey. The most common response was that Renaissance Academy needs to be more academically rigorous to prepare students to return to their home school. The second most common response was a need for better communication related to the transition process in terms of how and when students can return.

Actions Taken to Improve the Transition from Renaissance Academy to the Home School Process

As previously stated, one of the recommendations from the year-two evaluation was to strengthen the transition process from Renaissance Academy to the students’ home school, including incorporating communication strategies between Renaissance Academy and the home schools to support student success. According to Renaissance Academy staff, actions taken regarding this recommendation included increasing regular Renaissance Academy visits by comprehensive schools to “check-in” with their students and review status of the students’ transition back to the comprehensive setting. According to the OSL, a student transfer log was implemented that outlined each student’s profile of supports and services to facilitate a successful transition and continued success at their home school. In addition, quarterly grade level assemblies were held with all students allowing administrators to discuss the transition process, answer questions, and provide information to students each quarter. Another action was reviewing comprehensive schools’ needs with students transitioning back from Renaissance Academy. Based on this process, Bayside Middle School received a 0.1 increased allocation for a student support specialist to support the transition process in the 2024-2025 school year.

Reenrollment

Students who do not successfully transition back to their home school may be referred again to Renaissance Academy. Reenrollment is defined as the percentage of students who attended Renaissance Academy and transitioned back to their home school or school within VBCPS, and then attended Renaissance Academy again all within the same school year. As displayed in Table 22, 14 percent of students who attended Renaissance Academy during 2024-2025 went back to their home school or another school in VBCPS and then reenrolled at Renaissance Academy again during 2024-2025. A higher percentage of middle school students reenrolled in 2024-2025 compared to high school students. Over the past three school years, the percentage of students who returned to Renaissance Academy after transitioning back to their home school or another school in the division has remained relatively consistent, ranging from 10 to 14 percent. In 2024-2025, 14 percent of students who exited Renaissance Academy reenrolled during the same school year, mirroring the rate observed in 2022-2023. Although the overall number of students exiting the program increased each year, the proportion returning has not substantially changed.

When disaggregated by grade level, middle school reenrollment rates had the most variability over the last three years with a decrease from 34 percent in 2022-2023 to 11 percent in 2023-2024, followed by an increase to 17 percent in 2024-2025. High school reenrollment rates have increased over the last three years from 5 percent to 13 percent.

Table 22: Percentage of Students Returning to Renaissance Academy During the School Year

Criteria	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Students who exited Renaissance Academy to go back to their home school or another school in VBCPS (Leave)	56	93	76	120	131	166	176	224	242
Students who went back to Renaissance Academy (Reenroll)	19	10	13	6	13	22	25	23	35
Reenrollment Percentage (Reenroll/Leave)	34%	11%	17%	5%	10%	13%	14%	10%	14%

Comprehensive secondary staff members were also asked an open-ended question regarding any comments about the processes related to the students attending Renaissance Academy. Overall, 24 staff members provided a comment on this survey item, which was 24 percent of those staff members who responded to the survey and indicated they worked with students who have attended Renaissance Academy. The most mentioned comment was related to communication gaps between Renaissance Academy and home schools during enrollment and the reentry transition process. The second most common topic was an emphasis on a better system of support for students' transition to and from Renaissance Academy.

Staff Characteristics and Professional Learning

The fifth evaluation question focused on the characteristics of the staff at Renaissance Academy and professional learning opportunities. Demographic characteristics were examined for full-time instructional staff at Renaissance Academy in comparison to the division instructional staff. In comparison to all instructional staff throughout the division, there were higher percentages of male Renaissance Academy instructional staff as well as instructional staff who were Black, while there were lower percentages of Renaissance Academy instructional staff members who were White (see Table 23). The average number of years teaching was lower for instructional staff at the high school level at Renaissance Academy compared to the division instructional staff. Renaissance Academy staff had similar percentages of staff who were new to the division and who had graduate degrees compared to division instructional staff.

Table 23: Staff Characteristics for Renaissance Academy Instructional Staff and All Instructional Staff

Group	Renaissance Academy Instructional Staff (N=93)	Division Instructional Staff (Middle and High) (N=2,546)
Female	69%	71%
Male	31%	29%
American Indian	0%	0%
Asian	2%	4%
Black	30%	12%
Hispanic	0%	5%
Multiracial	4%	2%
Native Hawaiian/Pacific Islander	0%	0%
White	63%	76%
Percentage New to the Division	6%	7%
Average Years of Experience		
Middle	15 years*	14 years
High	10 years*	15 years
Percent Graduate Degrees	55%	53%

*This is an approximate average years of experience by school level. Averages are based on teachers who exclusively taught middle or high school.

Staff retention data were examined to assess instructional stability at Renaissance Academy between the 2023-2024 and 2024-2025 school years recognizing that staff can leave for a variety of reasons. In 2023-2024, Renaissance Academy had 97 staff members, of whom 82 were retained the following year, resulting in an overall retention rate of 85 percent. When analyzed by grade level, middle school retained 24 of 27 staff members (89%) and high school retained 46 of 53 staff members (87%). Overall, retention rates across both middle and high school grades and at the school was relatively high.¹⁹

Table 24: Renaissance Academy Instructional Staff Retention Rate From 2023-2024 to 2024-2025

School Level	Number of Instructional Staff*	Number of Staff Retained the Following Year	Retention Rate
Middle School**	27	24	89%
High School**	53	46	87%
Total	97	82	85%

*Staff in this context included instructional staff, school counselors, and student support specialists.

**Retention rate is based on teachers who exclusively taught middle or high school.

Staff at Renaissance Academy were surveyed about their satisfaction with their experience working at Renaissance Academy. As displayed in Table 25, approximately 80 percent of staff members indicated they were satisfied working at Renaissance Academy. High school staff members (88%) reported higher satisfaction levels than middle school staff members (71%). Overall, staff satisfaction was higher in 2024-2025 than 2023-2024, but remained lower than staff satisfaction reported in 2022-2023 due to perceptions at middle school.

Table 25: Renaissance Academy Staff Reporting Satisfaction Working at Renaissance Academy

Survey Item	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Overall, how satisfied are you with your experience working at Renaissance Academy?	86%	71%	71%	86%	84%	88%	87%	77%	80%

Professional Learning

Renaissance Academy staff members were asked their perceptions of professional learning. Overall, 93 percent of Renaissance Academy staff members reported they had participated in professional learning related to being a staff member at Renaissance Academy within the last three years. This was a steady increase in staff participating in professional learning from 80 percent reported in 2022-2023 and 89 percent reported 2023-2024. All staff were asked their perceptions of the opportunities. Overall, 76 to 83 percent agreed the professional learning helped prepare them to teach or provide services to students, enabled them to better meet students' needs, and that it was sufficient (see Table 26). Middle school staff members had lower agreement percentages on all survey items related to professional learning. Renaissance Academy staff members who taught at the high school level had higher agreement levels about the usefulness of both training sessions. Overall, 83 percent of Renaissance Academy staff agreed they had useful strategies to help them manage students' behavior in the classroom/at school.

Table 26: Renaissance Academy Staff Members' Perceptions of Professional Learning

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Professional learning helped prepare me to teach and/or provide services to the students at Renaissance Academy.	71%	65%	79%	70%	81%	82%	73%	75%	81%
Professional learning enabled me to better meet the needs of students at Renaissance Academy.	75%	65%	79%	72%	88%	86%	72%	80%	83%
I received sufficient professional learning related to being a staff member at Renaissance Academy.	76%	59%	63%	67%	77%	84%	70%	67%	76%
I have useful strategies to help me manage students' behavior in the classroom/at school.	--	78%	88%	--	94%	88%	--	87%	83%

In 2024-2025 staff were offered professional learning to improve their ability to meet students' needs. Based on the two year-recommendation to implement strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills, along with strategies for anger management and self-regulation at Renaissance Academy, staff were offered two professional learning sessions: Trauma Informed Skills for Educators and De-escalation Techniques for Belligerent Teens. Of the Renaissance Academy staff members who participated in the survey, 67 (96%) reported they participated in the Trauma Informed Skills for Educators, and 52 (84%) reported they participated in De-escalation Techniques for Belligerent Teens. Of those who indicated they participated in the Trauma Informed Skills for Educators training, 88 percent agreed the training provided them useful training strategies and tools for managing students' behaviors, and 83 percent agreed the De-escalation Techniques for Belligerent Teens was useful.

Table 27: Professional Learning Opportunities in 2024-2025

Survey Items	MS	HS	Total
The trauma-informed practices (e.g., Trauma Informed Skills for Educators) training provided me useful strategies and tools for managing students' behaviors.	86%	91%	88%
The De-escalation Techniques for Belligerent Teens training provided me useful strategies and tools for managing students' behaviors.	79%	87%	83%

Renaissance Academy members were also asked an open-ended question regarding professional learning topics they would be interested in learning more about. Overall, 31 Renaissance Academy staff members

provided a professional learning topic they would be interested in learning more about, which was 42 percent of those staff members who responded to the survey. The most mentioned topic was professional learning on managing student behavior, including de-escalation strategies. Staff mentioned topics like anger management, conflict resolution, mindfulness, and trauma-informed practices.

Family and Community Engagement

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

As displayed in Table 28, overall a high percentage of parents (82%) reported the orientation session at Renaissance Academy was very helpful or somewhat helpful in helping their family understand the program’s expectations for their students. In 2024-2025 there was a decline in parents reporting the orientation was helpful, and this decline was mainly due to middle school parents. The same pattern has persisted across the three reporting years with high school parents more likely to report that the orientation was helpful than middle school parents.

Table 28: Parents' Perceptions of Orientation Session

Survey Item	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
How helpful was the orientation session at Renaissance Academy in helping your family understand the program’s expectations for students?	90%	85%	72%	97%	100%	92%	94%	92%	82%

In addition to the new student orientation, Renaissance Academy holds an open house every September to provide students, families, and teachers with opportunities to discuss current academic performance, attendance, and behavior. Renaissance Academy also provides a quarterly newsletter for the community to share pertinent information including calendar updates, school and divisionwide announcements, and showcase students’ academic endeavors (i.e., 3D drawings and field trips).

Renaissance Academy started a new Parent/Guardian Group in 2023-2024 that continued during 2024-2025. The purpose of this group was to empower the parents and guardians of Renaissance Academy students to become greater advocates for themselves and their children in seeking and accessing resources related to their child’s safety and academic success. The group had its first meeting in June 2024 and discussed grading practices at Renaissance Academy. In 2024-2025, the group continued and met once a month from 6:00 PM-7:00 PM. Information related to the group was provided at new student orientation.²⁰ In 2024-2025, Renaissance Academy partnered with the Office of Family and Community Engagement (FACE) to enhance school-family connections and student support. As part of this collaboration, FACE representatives participated in school events such as Open House and Parent Group meetings, providing outreach and resources to families. FACE also supported after-school programs by assisting with transportation and student incentives and contributed additional incentives for initiatives that promoted positive behavior and academic achievement. In addition, FACE facilitated professional learning during staff days and in-service events, focusing on community building, family engagement, and strategies to strengthen partnerships between staff, students, and families.²¹

Renaissance Academy also continued to engage with the community in a variety of ways in 2024-2025. In support of the division's Future Ready goal, Renaissance Academy high school students attended College and Career Fairs at the school during 2024-2025. These events were attended by over 16 local businesses and schools. Students also had the opportunity to attend Renaissance Academy's Guidance Career Readiness events with branches of the Armed Forces. A number of students attended the Women 4 the Win Conference that was hosted by the Junior Achievement of South Hampton Roads. At this conference, students had the opportunity to network and engage with business leaders who work in typically male-dominated fields. Renaissance Academy students also participated in the Neptune Festival's Rounds of Applause Community Art Project. In January, students participated in a book drive donation for Linkhorn Park Elementary where over 200 books were donated to the school, and Renaissance Academy students had the opportunity to serve as guest readers for the elementary classes. Renaissance Academy continued with their fall and spring Blood Drive in partnership with the American Red Cross and volunteered with a local food bank for their "Fresh Food Wednesday" event. Renaissance Academy secured donations to participate in Operation Smile's Dolphin's Promise initiative. Students decorated a dolphin which was then installed on the school grounds in a ceremony attended by Operation Smile staff.

Progress Toward Meeting Goals and Objectives

The seventh evaluation question focused on progress toward meeting the student outcome goals and objectives of the middle and high school alternative education program. The results are organized by goal area with data represented for each objective.²²

Build Relationships to Demonstrate Social-Emotional Competencies

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

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

Students were surveyed about their perceptions of building positive relationships with students and staff at Renaissance Academy. As displayed in Table 29, overall, students reported positive relationships with the different staff members at Renaissance Academy including teachers, administrators, student support specialists, and counselors ranging from 81 to 88 percent in 2024-2025.

Over the past three years, students have consistently reported positive relationships with staff and peers at Renaissance Academy, with agreement levels across all items ranging from 77 to 89 percent. Students have reported the highest agreement percentages compared with teachers and counselors each year. Relationships with administrators and student support specialists peaked in 2023-2024 before declining slightly in 2024-2025, yet both remained above 80 percent agreement. Peer relationships also remained high in the 80 percentage range with some minor percentage point increases and decreases across the years. Middle school students consistently reported slightly higher agreement rates than high school students across most items.

Table 29: Students' Perceptions of Building Positive Relationships With Students and Staff

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
I have positive relationships with teachers at Renaissance Academy.*	85%	88%	84%	95%	87%	90%	89%	87%	88%
I have positive relationships with the director/principal and assistant principal(s) at Renaissance Academy.*	81%	94%	86%	88%	84%	81%	84%	88%	83%
I have positive relationships with student support specialists at Renaissance Academy.	75%	92%	83%	87%	79%	81%	80%	85%	81%
I have positive relationships with school counselors at Renaissance Academy.	86%	92%	90%	89%	84%	85%	88%	87%	86%
I get along well with other students at Renaissance Academy.*	68%	80%	75%	88%	79%	81%	77%	79%	79%

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

Staff at Renaissance Academy were surveyed about their perceptions of building positive relationships with students. As displayed in Table 30, 96 percent of staff agreed they had positive relationships with students at Renaissance Academy, 86 percent agreed students had positive relationships with the staff, and 53 percent agreed students at Renaissance Academy got along well with other students at Renaissance Academy. Overall, there was an increase in agreement percentages across all items when comparing 2023-2024 to 2024-2025.

Table 30: Renaissance Academy Staff Members' Perceptions of Building Positive Relationships With Students

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
I have positive relationships with students at Renaissance Academy.	100%	94%	92%	98%	94%	98%	98%	93%	96%
Students have positive relationships with the staff at Renaissance Academy.	76%	72%	80%	86%	91%	92%	84%	82%	86%
The students at Renaissance Academy get along well with other students at Renaissance Academy.	43%	28%	40%	61%	56%	62%	57%	44%	53%

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

Students were surveyed about their perceptions of feeling a sense of belonging and feeling welcome at Renaissance Academy. As displayed in Table 31, students reported lower agreement percentages on items related to feeling like they belonged or that they felt a sense of belonging at Renaissance Academy ranging from 49 percent to 50 percent. Students reported higher agreement percentages on items related to feeling valued and welcome at Renaissance Academy with 70-71 percent agreement.

Perceptions that Renaissance Academy provides a welcoming place to learn declined from 77 percent in 2022-2023 to 71 percent in 2023-2024, and 70 percent in 2024-2025. Agreement with the specific item "I feel a sense of belonging at Renaissance Academy" declined from 62 percent in 2022-2023 to 49 percent in 2023-2024, remaining essentially unchanged in 2024-2025 at 50 percent. This represents the most notable decrease among all items. Responses to feeling valued and included have decreased from 74 percent in 2022-2023 to 71 percent in both 2023-2024 and 2024-2025. High school students have consistently reported

higher agreement percentages than middle school students, especially in regard to feeling valued and included.

Table 31: Students' Perceptions of Feeling a Sense of Belonging and Feeling Welcome at School

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
I feel like I belong while I am at Renaissance Academy.	48%	51%	44%	60%	51%	51%	53%	51%	49%
Renaissance Academy provides a welcoming place for me to learn.	67%	69%	63%	89%	73%	74%	77%	71%	70%
I feel a sense of belonging at Renaissance Academy.	54%	48%	49%	71%	49%	50%	62%	49%	50%
I feel valued and included at Renaissance Academy.	67%	72%	67%	84%	71%	73%	74%	71%	71%

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

The Relationship Skills competency includes areas such as communication, social engagement, relationship building, and teamwork. As displayed in Table 32, aggregate ratings on the Relationship Skills social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 73 percent of the student responses to the Relationship Skills items were agreement responses, which was a one percentage-point decline from the two previous years. High school students (74%) had higher aggregate ratings on survey items than middle school students (71%). Looking across the three years, 71 percent of students in 2024-2025 agreed they work out disagreements with others by talking with them, which was an improvement from 66 percent in 2022-2023 and 68 percent in 2023-2024. Similarly, students' ability to work with those who hold different opinions increased from 82 percent in 2022-2023 to 88 percent in 2024-2025.

Table 32: Students' Perceptions of Demonstrating Competency in Relationship Skills

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Relationship Skills Competency	68%	76%	71%	81%	72%	74%	74%	74%	73%
Items Within Relationship Skills Competency:									
I have positive relationships with teachers at Renaissance Academy.	85%	88%	84%	95%	87%	90%	89%	87%	88%
I have positive relationships with the director/principal and assistant principal(s) at Renaissance Academy.	81%	94%	86%	88%	84%	81%	84%	88%	83%
I get along well with other students at Renaissance Academy.	68%	80%	75%	88%	79%	81%	77%	79%	79%
I feel like I belong while I am at Renaissance Academy.	48%	51%	44%	60%	51%	51%	53%	51%	49%
I care about other students at Renaissance Academy.	59%	76%	71%	71%	62%	68%	64%	68%	69%
I work out disagreements with other students by talking with them.	56%	67%	66%	80%	69%	74%	66%	68%	71%
I can work with someone who has different opinions than mine.	76%	86%	89%	89%	84%	87%	82%	85%	88%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in relationship skills. As displayed in Table 33, 14 percent of staff agreed students demonstrated competency in relationship skills, which declined from 20 percent in 2023-2024. However, overall, 42 percent of Renaissance Academy staff agreed students' relationship skills improved while attending Renaissance Academy, which was an increase from 31 percent in 2023-2024.

Table 33: Renaissance Academy Staff Members' Perceptions of Students Demonstrating Competency in Relationship Skills

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Students demonstrate competency in relationship skills.	19%	22%	17%	20%	22%	14%	21%	20%	14%
Students' relationship skills have improved while attending Renaissance Academy.	33%	39%	42%	53%	38%	44%	47%	31%	42%

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

The Self-Management competency includes areas such as impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills. Aggregate ratings on the Self-Management social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 81 percent of the student responses to the Self-Management items were agreement responses, which was a minimal decrease

from 82 percent the prior year. Middle school students had slightly lower agreement responses on the self-management competency compared to high school students (79% versus 83%) as displayed in Table 34. Students consistently reported high agreement percentages on finding positive ways to deal with problems (85% each year) and taking action to reach goals (86% in 2024-2025).

Students also reported high levels of perseverance, with 85 percent agreeing in 2024-2025 that they finish tasks even when difficult. Measures of emotional control showed slightly more variability. The item, *“I stop and think before doing anything when angry”* consistently remained one of the lower competency items for students. There were some increases across items. The percentage of students who agreed they can control themselves when upset increased from 70 percent in 2022-2023 to 80 percent in 2023-2024, before a small decrease to 78 percent in 2024-2025. Student agreement percentages on all other items remained high ranging from 80 percent to 89 percent across all items.

Table 34: Students’ Perceptions of Demonstrating Self-Management

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Self-Management Competency	72%	83%	79%	88%	82%	83%	79%	82%	81%
Items Within Self-Management Competency:									
I am able to find positive ways to deal with problems in my life.	79%	88%	84%	93%	82%	86%	85%	85%	85%
I take action to reach the goals I set for myself.	85%	91%	88%	93%	87%	85%	88%	89%	86%
I finish tasks even if they are hard for me.	81%	86%	84%	89%	87%	85%	85%	86%	85%
I stop and think before doing anything when I get angry.	51%	74%	62%	82%	73%	76%	65%	73%	71%
I can disagree with others without starting an argument or a fight.	74%	81%	82%	88%	82%	85%	80%	82%	84%
I can control myself when I am upset.	60%	77%	75%	84%	82%	79%	70%	80%	78%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in self-management skills. As displayed in Table 35, 22 percent of staff agreed students demonstrated competency in self-management skills. Across the three years, staff perceptions of students’ self-management skills at Renaissance Academy reflect a pattern of gradual improvement due to increases at the high school level, though overall ratings of demonstrated competency remain relatively low. In contrast, Renaissance Academy staff perceptions of student improvement in self-management skills were considerably higher and more positive. The percentage of Renaissance staff who agreed that students’ self-management skills improved while attending Renaissance Academy rose from 40 percent in 2023-2024 to 49 percent in 2024-2025, surpassing the initial 2022-2023 level of 46 percent. When examined by school level, high school staff consistently reported higher levels of agreement than middle school staff, particularly regarding student improvement in self-management.

Table 35: Renaissance Academy Staff Members' Perceptions of Students Demonstrating Competency in Self-Management Skills

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Students demonstrate competency in self-management skills.	14%	28%	17%	18%	22%	26%	18%	20%	22%
Students' self-management skills have improved while attending Renaissance Academy.	48%	50%	42%	48%	44%	56%	46%	40%	49%

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

The Responsible Decision-Making Skills competency includes identifying and solving problems, analyzing situations, evaluating, reflecting, and ethical standards. Aggregate ratings on the Responsible Decision-Making social-emotional competency were calculated by dividing the total number of agreement responses by the total number of responses across all items within the competency. Overall, 83 percent of the student responses to the Responsible Decision-Making items were agreement responses, which was a decrease from 87 percent the prior year. In 2024-2025, there was a 7-percentage decline on the item, "When I need help, I find someone to talk with" which was lower at the middle school level than the high school level. Students' agreement on making good choices and deciding right from wrong remained high across the three evaluation years ranging from 87 percent to 92 percent.

Table 36: Students' Perceptions of Demonstrating Responsible Decision-Making

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Responsible Decision-Making Competency	74%	88%	81%	88%	85%	84%	80%	87%	83%
Items Within Decision-Making Competency									
I know how to decide right from wrong.	90%	89%	86%	86%	90%	89%	88%	90%	88%
I am able to make good choices that lead to success.	83%	95%	90%	93%	90%	91%	87%	92%	90%
I think about what might happen before I make a decision.	67%	83%	69%	89%	80%	80%	77%	81%	76%
I ask for advice when making an important decision.	70%	88%	84%	88%	85%	81%	78%	86%	82%
When I need help, I find someone to talk with.	61%	86%	77%	84%	83%	77%	71%	84%	77%

Staff at Renaissance Academy were surveyed about their perceptions of students demonstrating competency in responsible decision-making skills. As displayed in Table 37, 19 percent of Renaissance Academy staff agreed students demonstrated competency in responsible decision-making skills, which was a decline from 22 percent in 2023-2024 and was due to a notable decline at the middle school level. The percentage of Renaissance Academy staff who agreed students' responsible decision-making skills improved while attending Renaissance Academy increased from 36 percent in 2023-2024 to 44 percent in 2024-2025, approaching the earlier high of 50 percent in 2022-2023. When disaggregated by school level, high school staff consistently reported higher levels of agreement than middle school staff on both measures.

Table 37: Renaissance Academy Staff Members' Perceptions of Demonstrating Responsible Decision-Making

Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Students demonstrate competency in responsible decision-making skills.	14%	33%	13%	16%	22%	24%	16%	22%	19%
Students' responsible decision-making skills have improved while attending Renaissance Academy.	48%	44%	38%	52%	41%	50%	50%	36%	44%

Demonstrate Success While Attending Renaissance Academy

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

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

All stakeholders including students, parents, Renaissance Academy staff, and comprehensive secondary school staff were surveyed about their perceptions of students gaining the tools and strategies for success in school while attending Renaissance Academy. As displayed in Table 38, across three years of survey data, stakeholder perceptions showed students consistently expressed the strongest agreement they gained the tools and strategies needed for success, while parents and staff (both Renaissance Academy staff and comprehensive secondary staff) reported lower levels of agreement. Students have maintained relatively high levels of agreement across all years, ranging from 74 to 85 percent. Parent perceptions were notably lower than students' perceptions, with 50 percent of parents in 2024-2025 agreeing their child gained tools and strategies for success. This represented a decrease from 55 percent in 2023-2024 and was below the 52 percent reported in 2022-2023. Overall, 57 percent of Renaissance Academy staff agreed students gained tools and strategies, which was an increase from 51 percent in 2023-2024. When analyzing by school level in 2024-2025, there was improvement among staff at the high school level (64% versus 53%) and a decline for middle school staff (46% versus 61%). Comprehensive school staff, who interact with students after they transition back to their home schools, consistently reported the lowest agreement levels, with 47 percent in 2024-2025, which was a decline from 51 percent in 2023-2024 and 54 percent in 2022-2023.

Table 38: Stakeholders' Perceptions of Gaining Tools and Strategies for Success

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Student – While attending Renaissance Academy, I have gained the tools and strategies for success.	67%	90%	80%	82%	81%	82%	74%	85%	81%
Parent – While attending Renaissance Academy, my child gained the tools and strategies for success in school.	33%	46%	32%	68%	65%	65%	52%	55%	50%
RA Staff – While attending Renaissance Academy, students gained the tools and strategies for success in school.	52%	61%	46%	59%	53%	64%	59%	51%	57%
Comprehensive Secondary School Staff – While attending Renaissance Academy, students gained the tools and strategies for success in school.	63%	50%	56%	46%	54%	42%	54%	51%	47%

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

The data analyzed for this objective included all students who attended a school in VBCPS prior to Renaissance Academy because student data outside of VBCPS is not maintained in the data warehouse, and students had to have been enrolled for at least 45 days²³ A decline was defined as having fewer referrals or suspensions when enrolled at Renaissance Academy than when they were enrolled at their home school during 2024-2025. In addition, to be included in the analysis for this objective, a student had to have had at least one referral or at least one suspension at their home school prior to attending Renaissance Academy. Without a referral or suspension, a student would not be able to show a decline for the purposes of this objective.

Overall, 71 percent of students demonstrated a decline in discipline referrals after enrolling in Renaissance Academy in 2024-2025. This was a 6-percentage point decline from 2023-2024 (77%), and a 1 percentage point increase from 2022-2023 (70%) When examining data by school level, a higher percentage of high school students (74%) demonstrated a decline than middle school students (68%). This was the same pattern as in 2022-2023 and 2023-2024. Overall, 76 percent of students demonstrated a decline in the number of in-school suspensions, and 66 percent demonstrated a decline in the number of out-of-school suspensions which was the same percentage in 2023-2024. When examining data by school level, a higher percentage of high school students demonstrated a decline across all discipline measures.

Table 39: Percentage of Students Demonstrating a Decline in Discipline Referrals and Suspensions After Enrolling in Renaissance Academy

School Level	Decline in Number of Discipline Referrals		Decline in Number of In-School Suspensions		Decline in Number of Out-of-School Suspensions		Decline in Total Number of Suspensions	
	N	%	N	%	N	%	N	%
Middle School	82	68%	51	69%	81	65%	81	69%
High School	92	74%	36	86%	88	66%	89	72%
Total	174	71%	87	76%	169	66%	170	71%

Stakeholders, including students, parents, and Renaissance Academy staff, were surveyed about their perceptions of students demonstrating satisfactory behavior. As displayed in Table 40, 84 percent of students agreed while attending Renaissance Academy, they demonstrated satisfactory behavior, and 84 percent of students agreed their behavior improved while attending Renaissance Academy. Overall, 63 percent of parents agreed while attending Renaissance Academy their child demonstrated satisfactory behavior with high school parents having a notably higher agreement percentage than middle school parents, and 55 percent of parents agreed their child's behavior improved. Overall, 29 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students demonstrated satisfactory behavior with higher agreement levels at the high school level than the middle school level. Overall, 38 percent of Renaissance Academy staff agreed while at Renaissance Academy, students' behavior improved with higher agreement at the high school level than the middle school level.

Table 40: Stakeholders' Perceptions of Demonstrating Satisfactory Behavior at Renaissance Academy

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Student – While attending Renaissance Academy, I have demonstrated satisfactory behavior.	81%	90%	83%	89%	88%	84%	84%	89%	84%
Student – While attending Renaissance Academy, my behavior has improved.	85%	89%	80%	90%	88%	86%	88%	88%	84%
Parent – While attending Renaissance Academy, my child demonstrated satisfactory behavior.	48%	58%	54%	74%	75%	71%	62%	66%	63%
Parent – While attending Renaissance Academy, my child's behavior has improved.*	--	42%	36%	--	65%	71%	--	52%	55%
RA Staff – While attending Renaissance Academy, students have demonstrated satisfactory behavior.	25%	39%	17%	45%	47%	36%	38%	38%	29%
RA Staff – While attending Renaissance Academy, students' behavior has improved.	50%	47%	33%	54%	39%	42%	53%	35%	38%

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

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

The percentage of students at Renaissance Academy who consistently attended school was based on those with an attendance rate of 90 percent or higher. Analyses were limited to students who were enrolled for at least one quarter or approximately 45 days.²⁴ As displayed in Table 41, overall, 36 percent of students had an attendance rate of 90 percent or higher while at Renaissance Academy. A higher percentage of middle school students (55%) had an attendance rate of 90 percent or higher than high school students (25%). Results in 2024-2025 increased from both 2023-2024 and 2022-2023. The largest gains were made at middle school with the percentage of students with attendance rates of 90 percent or higher more than doubling.

Table 41: Percentage of Students With an Attendance Rate of 90 Percent or Higher

Criteria	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Total Number of Students	233	217	203	372	379	359	605	596	562
Percentage With Attendance Rate of 90 Percent or Higher	29%	24%	55%	22%	20%	25%	25%	21%	36%

Stakeholders, including students, parents, and Renaissance Academy staff, were surveyed about their perceptions of students' attendance. As displayed in Table 42, 86 percent of students agreed while attending Renaissance Academy, their attendance was satisfactory, and 84 percent agreed their attendance improved while at Renaissance Academy. Overall, 74 percent of parents agreed while attending Renaissance Academy, their child demonstrated satisfactory attendance, and 56 percent of parents agreed their child's attendance improved while attending Renaissance Academy. Overall, 46 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students had satisfactory attendance, and 40 percent agreed while at Renaissance Academy, students' attendance improved. For both attendance survey items, middle school staff had a higher agreement percentage than high school staff. Overall, students maintained the most favorable perceptions of attendance, followed by parents, and then staff.

Table 42: Stakeholders' Perceptions of Attendance While Attending Renaissance Academy

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Student – While attending Renaissance Academy, my attendance has been satisfactory.	83%	82%	87%	91%	84%	85%	87%	83%	86%
Student – While attending Renaissance Academy, my attendance has improved.	81%	90%	81%	83%	85%	86%	82%	87%	84%
Parent – While attending Renaissance Academy, my child's attendance was satisfactory.	71%	83%	75%	71%	65%	73%	71%	75%	74%
Parent – While attending Renaissance Academy, my child's attendance has improved.	48%	58%	54%	60%	50%	59%	54%	55%	56%
RA Staff – While attending Renaissance Academy, students' attendance was satisfactory.	60%	78%	57%	35%	34%	38%	42%	47%	46%
RA Staff – While attending Renaissance Academy, students' attendance has improved.	63%	69%	50%	42%	39%	33%	48%	42%	40%

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

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

who had the same core course grade averages at their home school and Renaissance Academy were not included in the percentage who showed improvement because maintaining the same core course average was not considered improvement for this objective.

In 2024-2025, 84 percent of students demonstrated improvement in their core course grade averages, a significant increase from 68 percent in both 2022-2023 and 2023-2024. This increase was due to middle school students who experienced the most progress, with the percentage improving in core grades rising from 59 percent in 2022-2023 and 58 percent in 2023-2024 to 90 percent in 2024-2025. High school performance remained consistent across all three years, with 78 percent of students demonstrating improvement each year.

Table 43: Percentage of Students Demonstrating Improvement in Core Course Grade Averages

Criteria	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Total Number of Students	70	69	70	88	72	78	158	141	148
Percentage With Improvement in Core Course Grade Averages	59%	58%	90%	78%	78%	78%	68%	68%	84%

Stakeholders, including students, parents, and Renaissance Academy staff, were surveyed about their perceptions of students’ academic performance. As displayed in Table 44, across all three years, students were most likely to agree their performance was satisfactory and that they had improvement in their academic performance while attending Renaissance Academy. Overall student agreement remained high, with 84 percent in 2024-2025 indicating that their academic performance had been satisfactory and 86 percent agreeing their performance had improved. In 2024-2025, 68 percent of parents agreed their child’s academic performance was satisfactory and 56 percent agreed it had improved. High school parents’ agreement levels increased in 2024-2025, while middle school parents’ agreement levels decreased. Renaissance Academy staff agreement percentages regarding students’ academic performance were lower overall but have shown a small upward trend. In 2024-2025, 47 percent of Renaissance Academy staff agreed students’ academic performance was satisfactory, up from 44 percent the prior year. Similarly, 58 percent of Renaissance Academy staff agreed students’ academic performance had improved, compared to 56 percent in 2023-2024. These results were due to increases at middle school as high school staff had declines in agreement percentages.

Table 44: Stakeholders' Perceptions of Academic Performance at Renaissance Academy

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Student – While attending Renaissance Academy, my academic performance has been satisfactory.	76%	90%	82%	91%	90%	85%	83%	90%	84%
Student – While attending Renaissance Academy, my academic performance has improved.	79%	86%	87%	88%	89%	85%	83%	87%	86%
Parent – While attending Renaissance Academy, my child's academic performance has been satisfactory.*	--	71%	61%	--	65%	74%	--	68%	68%
Parent – While attending Renaissance Academy, my child's academic performance has improved.	43%	54%	43%	64%	60%	68%	55%	57%	56%
RA Staff – While attending Renaissance Academy, students' academic performance has been satisfactory.*	--	50%	54%	--	47%	44%	--	44%	47%
RA Staff – While attending Renaissance Academy, students' academic performance has improved.	40%	53%	64%	68%	66%	57%	62%	56%	58%

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

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

Students included in this analysis were those who took an assessment while at Renaissance Academy and had a valid scale score on the SOL test (e.g., zeros were not included in the analysis). No students who took alternate tests were included in this analysis because they did not take alternate tests while at Renaissance Academy. The total number of students included in the analyses are noted in Table 45. Overall, 40 percent passed Algebra I, and 28 percent passed Grade 6 English. The remaining percentages of students passing each test are displayed in Table 42. In 2024-2025, the SOL passing rates for students at Renaissance Academy remained the same or increased for 41 percent of the SOL tests compared to 2023-2024 as indicated by the asterisks in the table.

Table 45: Percent of Students Passing Standards of Learning (SOL) Tests

Test	Total Number of Students Who Took Test	% Pass
Grade 6		
Grade 6 English	40	28%*
Grade 6 Math	34	9%*
Grade 7		
Grade 7 English	64	20%
Grade 7 Math	63	13%*
Grade 8		
Grade 8 English	68	25%*
Grade 8 Math	58	2%
Grade 8 Science	53	8%
Grade 8 History	64	16%
End-of-Course Test		
Algebra 1	105	40%*
Biology	73	18%
Earth Science	43	16%
English	75	45%
Geography	43	16%*
Geometry	11	18%*
Virginia History	48	10%
World History I	75	9%
Writing	67	24%

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

*Note: Indicates percent of students passing was the same or increased from 2023-2024.

Transition Successfully to Home School

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

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

Stakeholders, including students, parents, and Renaissance Academy staff, were surveyed about their perceptions of students gaining tools and strategies to successfully transition back to their home school. As displayed in Table 46, across three years, students consistently reported high levels of confidence in their preparedness to return to their home schools. In 2024-2025, 86 percent of students agreed they had gained the tools and strategies needed for a successful transition. Similarly, 89 percent of students in 2024-2025 reported feeling prepared to return to their home school, the highest agreement percentage across the three years. The percentage of students who agreed they felt ready to return to their home school increased from 74 percent in 2022-2023 to 85 percent in 2024-2025, an 11 percentage-point increase over the three-year period.

In 2024-2025, 47 percent of parents agreed their child gained the tools and strategies needed to transition successfully back to their home school, similar to 46 percent in 2023-2024 but below 55 percent agreement in 2022-2023. Perceptions of preparedness and readiness were more favorable, with 65 percent of parents in 2024-2025 agreeing that their child was prepared to return to their home school and 71 percent agreeing that their child was ready. As in prior years, parents of high school students generally reported stronger agreement than parents of middle school students.

In 2024-2025, 60 percent of Renaissance Academy staff agreed students gained the tools and strategies to transition successfully back to their home school, which was a decline from 64 percent in 2023-2024 but still above the 59 percent agreement in 2022-2023. Similarly, 63 percent agreed students were prepared to return to their home school, a decline from 68 percent the previous year.

Table 46: Students' Perceptions of Gaining Tools and Strategies to Transition Back to Their Home School

Group and Survey Items	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Student – I have gained tools and strategies to successfully transition back to my home school or the school I was enrolled at prior to attending Renaissance Academy.	82%	89%	89%	89%	81%	84%	85%	84%	86%
Student – I feel prepared to return to my home school.	86%	87%	89%	87%	81%	89%	87%	83%	89%
Student – I feel ready to return to my home school.*	76%	81%	87%	72%	81%	85%	74%	81%	85%
Parent – My child gained tools and strategies to successfully transition back to their home school, or school they were enrolled in prior to attending Renaissance Academy.	38%	43%	36%	67%	50%	57%	55%	46%	47%
Parent – My child is prepared to return to their home school.**	--	78%	60%	--	56%	70%	--	68%	65%
Parent – My child is ready to return to their home school.	62%	83%	72%	72%	61%	70%	68%	73%	71%
RA Staff – Students have gained tools and strategies to successfully transition back to their home school, or school they were enrolled in prior to attending Renaissance Academy.	57%	61%	46%	61%	72%	68%	59%	64%	60%
RA Staff – Students are prepared to return to their home school.	52%	60%	57%	53%	77%	65%	53%	68%	63%

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

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

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

The data analyzed for this objective included students who had exited Renaissance Academy and returned to their home school. Students who exited Renaissance Academy in September or June were excluded from this analysis because they did not spend a sufficient amount of time at Renaissance Academy or at their home school to adequately assess their behavior through discipline referrals. The total number of students included in this analysis is noted in Table 47. Students were grouped by the home school where they enrolled after exiting Renaissance Academy and the former Renaissance Academy students' referral data were compared to their home school's average. This method allowed the school context for discipline referrals to be taken into account. Discipline data from the home schools came from the annual discipline report for 2024-2025.

Overall, after enrolling in a home school upon exiting Renaissance Academy, former Renaissance Academy students had a higher average number of referrals (2.5) compared to the students' home school's average referral rate (0.8). When examining data by school level, former middle school Renaissance Academy students

had a higher average number of referrals (4.0) than high school students (1.8). There were two individual middle schools and two individual high schools where former Renaissance Academy students had, on average, a *lower* number of referrals compared to their home school's average number and therefore, demonstrated success for the purposes of this objective. The average number of referrals has varied across the three evaluation years. In 2022-2023, the average referral rate overall was 2.1, in 2023-2024 it declined to 1.8, and in 2024-2025 it increased to 2.5, which may have been related to new cell phone policies that resulted in increased referrals across the division. The increase in the average number of referrals is driven by an increase at the middle school level, while the average number of referrals at the high school level has remained relatively consistent.

Table 47: Average Number of Referrals by School Level in 2024-2025

School Level	Cumulative Enrollment	Referrals Per Total Number of Students: Home School*	Average Number of Referrals	Number of RA Students At School	Referrals Per Total Number of Students: RA Students	Average Number of Referrals
Middle School (N=11)	11,659	9,759	0.8	55	222	4.0
High School (N=11)	20,433	15,284	0.7	122	223	1.8
Total	32,092	25,043	0.8	177	445	2.5

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

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

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

As displayed in Table 48, student attendance outcomes showed improvement in 2024-2025 compared to the previous year, particularly among middle school students. Overall, 51 percent of students who had been at Renaissance Academy had similar or better attendance rates after returning to their home schools, which was an increase of 9 percentage points from 2023-2024. The most notable gains occurred at the middle school level, where the percentage of students with similar or improved attendance after returning to their home school increased from 42 percent to 74 percent, representing a 32 percentage-point increase. In contrast, high school students' attendance remained relatively stable, with 40 percent maintaining or improving their attendance, mirroring results from the prior two years.

Table 48: Percentage of Students With Attendance Rates Similar To or Better Than Attendance Rates While at Their Home School

Criteria	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Total Number of Students	27	65	53	84	86	106	111	151	159
Percentage with Attendance Rate Similar or Better	67%	42%	74%	44%	42%	40%	50%	42%	51%

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

The data analyzed for this objective included students who had exited Renaissance Academy and returned to their home school. Students who exited Renaissance Academy in September or June were excluded because they did not spend a sufficient amount of time at Renaissance Academy or at their home school for core course grades to represent their academic performance at the site. Students who had the same or better core course grade average they had at Renaissance Academy were determined to be successful for the purpose of this objective, but this did not include those who had a zero as their core course grade average at Renaissance Academy and a zero as their core course grade average at their home school. The total number of students included in the analyses is noted in Table 49.

Academic performance outcomes for students transitioning from Renaissance Academy to their home schools showed slight improvement in 2024-2025 compared to the prior year. Overall, 18 percent of students maintained their academic performance after returning to their home schools, an increase from 14 percent in 2023-2024. At the middle school level, the percentage of students maintaining their academic performance declined from 21 percent to 5 percent and was more similar to the lower percentage for this objective in 2022-2023. In contrast, high school students demonstrated improvement, with 23 percent maintaining their academic performance compared to 10 percent in the prior year and improvement from 2022-2023.

Table 49: Percentage of Students Who Maintained Their Academic Performance at Their Home School

Criteria	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Total Number of Students	21	43	39	77	81	97	98	124	136
Percentage Maintained Academic Performance	0%	21%	5%	21%	10%	23%	16%	14%	18%

Graduate and Develop Postgraduation Plans

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

Objective 1: Students who attended Renaissance Academy during middle or high school will graduate in four, five, or six years as measured by the Virginia Department of Education (VDOE) on-time graduation rate data.²⁵

The data analyzed for this objective included students who were part of the 2024-2025 on-time graduation cohort who attended Renaissance Academy at any point during their middle school or high school years. In addition, students must have attended Renaissance Academy for at least 45 days in middle school, high school, or both. As displayed in Table 50, 96 percent of students who attended Renaissance Academy only during middle school graduated in four years, 73 percent who attended Renaissance Academy only during high school graduated in four years, and 50 percent who attended Renaissance Academy during middle and high school graduated in four years. Of all students who were enrolled at any point during middle or high school, 74 percent graduated within four years. This was a higher four-year graduation rate than both cohorts in 2023 and 2024.

In addition, students from the 2024 graduation cohort who did not graduate in four years were examined based on 2025 data. Ninety-one percent of students who attended Renaissance Academy only in middle school graduated in five years, and 67 percent who attended Renaissance Academy only in high school graduated in five years. Of all the students from the 2024 cohort who attended Renaissance Academy at any point during middle or high school who did not graduate in four years, 64 percent graduated in five years.

Students from the 2023 graduation cohort who did not graduate in five years were examined based on 2025 data. Eighty-one percent of students who attended Renaissance Academy only in middle school graduated in six years, and 54 percent who attended Renaissance only in high school graduated in six years. Of all the students from the 2023 cohort who attended Renaissance Academy at any point during middle or high school who did not graduate in five years, 61 percent graduated in six years.

Table 50: Percentage of Students Who Graduated in Four, Five, and Six Years

Cohort	Graduated in 4 Years				Graduated in 5 Years				Graduated in 6 Years			
	RA in MS Only	RA in HS Only	RA in MS and HS	RA Anytime (Total)	RA in MS Only	RA in HS Only	RA in MS and HS	RA Anytime (Total)	RA in MS Only	RA in HS Only	RA in MS and HS	RA Anytime (Total)
2023	81%	55%	64%	61%	81%	54%	62%	61%	81%	54%	62%	61%
2024	95%	66%	44%	64%	91%	67%	43%	64%	--	--	--	--
2025	96%	73%	50%	74%	--	--	--	--	--	--	--	--

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

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

Students were asked their perceptions of their academic and career planning process. In 2024-2025, 78 percent of students agreed they received assistance, resources, and information that helped them make informed postsecondary decisions which was slightly lower than 81 percent in 2023-2024, but still higher than the 74 percent agreement in 2022-2023. Middle school students had a decrease in agreement from 86 percent in 2023-2024 to 76 percent in 2024-2025, following a significant rise from 67 percent in 2022-2023. High school students' agreement increased somewhat from 76 percent in 2023-2024 to 79 percent in 2024-2025.

Table 51: Students Reporting Academic/Career Planning

Survey Item	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
I received assistance, resources, and information at Renaissance Academy that helped me make informed decisions about my options after I graduate from high school [e.g., college (enroll), employment (employ), or military service (enlist)].	67%	86%	76%	83%	76%	79%	74%	81%	78%

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

Students were surveyed about setting goals for their learning and future plans. In 2024-2025, overall 83 percent of students agreed they set goals for their learning and future plans, reflecting a slight decline from 88 percent in 2023-2024 but remaining above the 77 percent agreement in 2022-2023. Both middle and high school students' agreement levels declined somewhat in 2024-2025 but remained above 80 percent.

Table 52: Students Reporting Setting Goals for Their Learning and Future Plans

Survey Item	MS			HS			Total		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
As part of my experience at Renaissance Academy, I set goals for my learning and my future plans.	71%	90%	86%	84%	86%	82%	77%	88%	83%

Students were asked an open-ended question on the survey about the assistance, resources, information, or activities they had at Renaissance Academy to help them make decisions about their future. Overall, 168 students provided a comment, which was 54 percent of those students who responded to the survey. The most common response among middle and high school students was that staff at Renaissance Academy provided them with guidance, encouragement, and life advice. Several students named specific staff members they made connections with. The second most common response was class activities; however, students did not elaborate on what they meant by these activities. The third most common response was field trips and special events, particularly aviation visits, ODU students talking about their college experience, and guest speakers.

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

Seniors who graduated while at Renaissance Academy were asked their postgraduation plans on the senior exit survey to collect data for the Virginia Department of Education. As displayed in Table 53, over the past three school years, the postgraduation outcomes for Renaissance Academy seniors have shown a shift toward continuing education and employment, accompanied by a steady reduction in undecided graduates. In 2022-2023, 45 percent of graduates reported having no postgraduation plans or being undecided. By 2023-2024, this figure dropped sharply to 15 percent, and by 2024-2025, no students (0%) were reported to be undecided about their future plans. The proportion of graduates reportedly pursuing continuing their education rose steadily from 38 percent in 2022-2023 to 56 percent in 2023-2024, and then to 79 percent in 2024-2025. The percentage of graduates reporting that they planned to be employed varied over the years, with a small increase from 14 percent in 2022-2023 to 26 percent in 2023-2024, followed by 21 percent in 2024-2025. No graduates in 2024-2025 reported planning to enter the military, compared to small numbers (3%) in the previous two years.

Table 53: Seniors' Who Graduated While at Renaissance Academy Postgraduation Plans

Postgraduation Plans	2022-2023 (N=29)*	2023-2024 (N=39)**	2024-2025 (N=33)***
None (No plans indicated or Undecided)	45%	15%	0%
Total Continuing Education****	38%	56%	79%
Two-Year College	17%	33%	9%
Four-Year College	14%	18%	55%
Other Education Plans (Business, Technical, Apprenticeship, or Other Educational Opportunity)	7%	5%	15%
Employment	14%	26%	21%
Military	3%	3%	0%

*Note: Includes 23 students who graduated while enrolled at Renaissance Academy and 6 students who graduated during the summer in 2022-2023.

**Note: Includes 32 students who graduated while enrolled at Renaissance Academy and 7 students who graduated during the summer in 2023-2024.

***Note: Includes 31 students who graduated while enrolled at Renaissance Academy and 2 students who graduated during the summer in 2024-2025.

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

Stakeholder Perceptions

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

Stakeholders’ Perceptions of Program Meeting Students’ Needs

Stakeholder Satisfaction

Table 54 displays the results for the survey item assessing overall satisfaction. Students consistently reported the highest satisfaction, while parent and staff satisfaction was lower and fluctuated over time. In 2024-2025, 80 percent of students indicated they were satisfied with their experience at Renaissance Academy, which mirrored the previous year’s agreement and was a slight decline from the 83 percent reported in 2022-2023. In 2024-2025, 53 percent of parents reported being satisfied with their child’s experience, which was consistent with 2022-2023 satisfaction but a decline from 60 percent in 2023-2024. Renaissance Academy staff satisfaction decreased in 2024-2025 after remaining consistent in prior years. Overall, 55 percent of Renaissance Academy staff reported they were satisfied with the experience students have at Renaissance Academy, which was a decline from 64 percent in 2023-2024 and 65 percent in 2022-2023. There were declines for both middle and high school staff. Overall, 64 percent of comprehensive secondary staff reported being satisfied with Renaissance Academy and was an improvement from prior years.

Table 54: Overall Satisfaction With Renaissance Academy

School Level	Students			Parents*			RA Staff**			Comprehensive Secondary Staff		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Middle School	74%	80%	78%	42%	48%	38%	65%	59%	50%	76%	68%	68%
High School	94%	80%	81%	62%	72%	66%	64%	72%	59%	50%	61%	63%
Total	83%	80%	80%	53%	60%	53%	65%	64%	55%	61%	63%	64%

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

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

Program Strengths and Areas for Improvement

Students were asked two open-ended questions on the survey about what they gained from enrolling in Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 210 students provided a comment about what they gained from the program, which was 68 percent of those students who responded to the survey. The most common response regarding what they gained included self-control and behavior management. The second most common response was maturing and recognizing actions have consequences.

Overall, 192 students provided a comment about improvements they would suggest for Renaissance Academy, which was 62 percent of those students who responded to the survey. The most common response among students was that they had no suggestions for improvements or that they were unsure and did not know what could be improved. The second most common theme was a request for more freedom including cell phones and fewer restrictions. The third most common response focused on strengthening the staff-student relationships.

Renaissance Academy staff were also asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 53 Renaissance Academy staff members provided a comment about what students gained from the program, which was 73 percent of those staff members who responded to the survey. The most common response regarding what students gained included students having access to smaller class sizes, which provided them more individualized and/or personalized instruction. The second most common theme included the program providing students a new environment and/or a new opportunity to be successful.

Overall, 51 Renaissance Academy staff members provided a comment about improvements they would suggest, which was 70 percent of those staff members who responded to the survey. The most common response among staff members was a need for greater consistency in addressing and managing student behavior. The second most discussed topic was a need for more support for students with difficult behavior. Staff also mentioned needing to provide incentives such as stipends to attract better talent and help with staff turnover.

Comprehensive secondary staff were also asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 63 comprehensive secondary staff members provided a comment about what students gained from the program, which was 62 percent of those staff members who responded to the survey. The most common response among comprehensive secondary staff members was that students gained structured environments coupled with small class sizes. The second most common response was greater discipline and opportunity to reflect on their behavior and choices.

Overall, 60 comprehensive secondary staff members provided a comment about improvements they would suggest for Renaissance Academy, which was 59 percent of those comprehensive secondary staff members who responded to the survey. The most common response was related to improving communication between Renaissance Academy and the home schools. The second most common response was improving the transition process and reintegration support for students when they return to their home school. Several staff suggested formal transition meetings with counselors, administrators, and parents along with structured reentry plans or documents to maintain consistency.

Finally, parents were asked two open-ended questions on the survey about what students gained from attending Renaissance Academy and improvements they would suggest for Renaissance Academy. Overall, 40 parents provided a comment about what students gained from the program, which was 56 percent of those parents who responded to the survey. The most common response was the comment of “nothing.” The second most common response was structure, routine, and supervision. The third most common response was personal growth including better self-control and responsibility.

Overall, 35 parents provided a comment about improvements they would suggest for Renaissance Academy, which was 49 percent of those parents who responded to the survey. The most common response among parents was better communication between school staff and families. Most parent comments were not specific in their comments about how to achieve improved communication and used statements like, “better communication between staff and parents,” “better communication with staff, principals, and teachers,” and “listening.” The second most common response was more training for staff to be better equipped to handle the unique needs of the students at Renaissance Academy. The third most common response was more student support and mental health services for the students.

Additional Cost

The final evaluation question focused on the cost of the Renaissance Academy middle and high school alternative education program to the school division. This section of the report summarizes the total additional costs for Renaissance Academy from the 2024-2025 fiscal year. To the greatest extent possible, costs included in this section were for the middle and high school alternative education program and did not include costs for other alternative education options (e.g., ISAEP). Cost data were collected from the departments of School Leadership, Budget and Finance, Human Resources, School Division Services, and Renaissance Academy. Costs for 2024-2025 related to Renaissance Academy were totaled from the following areas: instructional supplies, technology, office supplies, professional learning, recognition/community building, local travel, staff costs, and transportation. Building costs were gathered but were not included in the total additional cost because they could not be isolated for the middle and high school program only due to other programs using the building such as ISAEP, the Adult Learning Center, and Southeastern Cooperative Educational Programs (SECEP).

The total cost for the 2024-2025 school year was estimated to be \$15,827,283 (see Table 55). The largest expense was staffing costs, which totaled \$14,425,194. The next largest cost was for student transportation, which included approximately \$631,222 in driver costs and \$524,405 for operational costs, which included fuel, maintenance, and vehicle depreciation at \$2.50 per mile. An additional \$87,254 that Renaissance Academy received in School Allocations funding is not included in Table 55 because it could not be determined those funds were additional costs based on the per pupil school allocation funding process. To calculate the school allocations, the budget office uses projected student membership based on reports from the demographer and bases the Renaissance Academy school allocation on an enrollment number of 1,000 students and a set per pupil amount for each category of funding.²⁶ To the extent that a home school's projected membership numbers do not include students who were enrolled at Renaissance Academy, the home schools would not receive a per pupil allocation for those students.

Table 55: Cost of the Renaissance Academy Program

Cost Category	Cost 2022-2023 Fiscal Year	Cost 2023-2024 Fiscal Year	Cost 2024-2025 Fiscal Year
Instructional Supplies	\$45,421	\$77,133	\$20,146
Technology	\$414,724	\$11,665	\$51,968
Office Supplies	\$8,882	\$8,302	\$14,575
Professional Learning	\$2,716	\$9,811	\$7,950
Recognition/Community Building	\$18,062	\$8,169	\$14,413
Local Travel	\$1,630	\$931	\$371
Staff Costs	\$11,650,410	\$13,800,626	\$14,425,194
Substitutes	\$125,722	\$75,350	\$137,039
Transportation	\$997,462	\$972,971	\$1,155,627
Total Annual Operating	\$13,265,029	\$14,964,958	\$15,827,283

Note: The building costs for utilities and building maintenance totaled \$797,405 in 2022-2023, \$736,883 in 2023-2024, and \$690,581 in 2024-2025 but were not included in the total additional cost because these costs could not be isolated for the Renaissance Academy middle and high school alternative education program only.

Summary

School Board Policy 6-27, adopted in August 1993 and updated in July 2022 recognizes that the needs of all students in VBCPS cannot be met within the formal school curriculum. Therefore, alternative educational experiences, like Renaissance Academy, have the potential to meet students' unique needs. The focus of this year-three outcome evaluation was on program effectiveness and progress made toward meeting the

program's goals and objectives. Additionally, information about implementation and operation of the Renaissance Academy middle and high school program was gathered to provide context for the outcome results. The evaluation examined alternative education in VBCPS, student characteristics, student referral and transition processes, staff characteristics and professional learning, family involvement opportunities, progress toward student outcome goals, stakeholders' overall perceptions, and cost to the division.

The Renaissance Academy Alternative Education Program aims to meet the needs of students in grades 6 through 12 who are not experiencing success in regular secondary settings. Most students attending Renaissance Academy are recommended for placement by the Office of Student Leadership for behavioral concerns, but students can also be recommended by school administrators through principal-to-principal placement. The program serves both special education and regular education students, and some students are enrolled short-term while others are enrolled long-term. A high percentage of comprehensive secondary school staff (97%) agreed they understood the purpose of the Renaissance Academy program in VBCPS.

Students enrolled at Renaissance Academy participate in general curriculum courses, and the program includes instruction regarding life skills to promote the development of self-determination, responsibility, and integrity that fosters a sense of self-esteem. Students have learning opportunities that address social-emotional behavior and character components. Components of the Renaissance Academy middle and high school alternative education program during 2024-2025 included staff support from school counselors, student support specialists, and mentors; flexible scheduling options; basic needs; career development and credentialing; and world languages. About half of the students (48%) reported they worked with a student support specialist, and 94 percent reported the experience was useful. A majority of students (79%) reported having a mentor or trusted adult while attending Renaissance Academy, and 98 percent of students who reported they had a mentor indicated the experience was useful.

A recommendation area in the year-two evaluation was to implement strategies or activities to improve students' relationship skills with other students, self-management skills, and responsible decision-making skills. One action taken toward this recommendation was expanding VBCPS's partnership with CYBH to include brief counseling services for students and small group counseling sessions. In addition, other actions included Zen rooms and calming corners. Stakeholders reported perceptions on participating in activities related to improvement areas outlined in the recommendation. Overall, students reported higher agreement they participated in activities to help them have a good relationship with other students (73%), activities to improve self-management skills (76%), and activities to improve decision-making skills (81%) compared to parents and Renaissance Academy staff who had agreement percentages ranging from 33 percent to 47 percent.

Another recommendation from the year-one evaluation was to enhance instructional strategies and academic opportunities to improve Renaissance Academy students' SOL performance and readiness for academic demands when returning to their home school. According to Renaissance Academy staff, actions taken toward this recommendation included implementing the AVID program schoolwide at both middle and high school. In addition, an instructional specialist was hired in 2024-2025 to support teachers in meeting students' academic needs. Other opportunities included a total of 19 CTE courses for students at Renaissance Academy. There were 133 total enrollments in middle school across five courses and 300 total enrollments in high school across 14 courses. In total, 99 students in grades 10, 11, and 12 (34%) attempted to earn certifications and of those who attempted, 47 (47%) earned at least one certification. There were 41 total enrollments across Spanish I, II, and III in 2024-2025. Overall, 64 percent of Renaissance Academy staff and 44 percent of parents agreed the instructional opportunities students had at Renaissance Academy prepared them to meet the academic demands when returning to their home school. In addition, almost all Renaissance Academy staff (90%) agreed they had useful instructional tools to help meet students' academic needs in the classroom. Overall, 86 percent of students agreed they gained the tools and strategies to successfully transition back to their home school.

During the 2024-2025 school year, 752 students were enrolled at Renaissance Academy at some time during the school year, with 285 students in grades 6 through 8 and 467 students in grades 9 through 12. The majority of students enrolled were male (59%), over half of the students were Black (63%), and 16 percent were White. The majority of students at Renaissance Academy were economically disadvantaged (69%). Twenty-six percent were special education students, 5 percent were military connected, 3 percent were identified gifted, and 2 percent were identified English Learners (EL). There were higher percentages of male, Black, economically disadvantaged, and special education students at Renaissance Academy compared to students at the overall division level.

About half (53%) of the students enrolled at Renaissance Academy were there for the first time during 2024-2025. Sixty-two percent of students were enrolled for less than half of the school year, and 11 percent were enrolled for the entire school year. The median number of days students were enrolled was 65 days. The largest numbers of students listed Larkspur Middle School, Bayside High School, Green Run High School, or Tallwood High School as their last enrolled home school prior to enrolling at Renaissance Academy. Overall, the reenrollment rate at Renaissance Academy during 2024-2025 was 14 percent, based on students who attended Renaissance Academy during 2024-2025, went back to their home school or another school in VBCPS, and then returned to Renaissance Academy again during 2024-2025.

The evaluation also focused on the criteria and process for students to be referred to Renaissance Academy and to transition back to their home school. Almost all of the students (99%) attending Renaissance Academy during the 2024-2025 school year were referred by the Office of Student Leadership due to behavior concerns. The criteria for students to transition back to their home school included good grades (C or higher in all classes), good attendance (no more than 6 unverified absences), and good behavior (no in-school or out-of-school suspensions or other related behavior concerns). Integral to the transition process are the student support specialists who support students for at least nine weeks during their transition period. Orientation is now scheduled within 48 hours of students being placed at Renaissance Academy and the registrar emails principals of the students' home schools when students register for orientation.

Renaissance Academy staff and comprehensive secondary staff members were asked their perceptions of the referral and transition process. When asked their perceptions about students moving from the home school to Renaissance Academy, relatively high percentages of comprehensive staff (at least 79%) agreed they understood the referral criteria and transition process to Renaissance Academy, and Renaissance Academy staff agreed (78%) they understood the transition process for students moving from their home school to Renaissance Academy. In addition, 90 percent of Renaissance Academy staff agreed they understood the criteria for students to be eligible to return to their home school. When asked their perceptions about students transitioning from Renaissance Academy back to their home school, 75 percent of comprehensive staff agreed, and 82 percent of Renaissance Academy staff agreed they understood the transition process for students moving from Renaissance Academy back to their home school. Both Renaissance academy staff and comprehensive secondary staff had lower levels of agreement regarding communication efforts during students' transition process (39%-53%). Overall, 86 percent of students, 68 percent of parents, and 72 percent of comprehensive secondary staff agreed students had the support they needed to be successful when they returned to their home school.

Renaissance Academy instructional staff had similar percentages of staff new to the division and with graduate degrees. The average number of years teaching was lower at high level at Renaissance Academy compared to the division staff overall. Overall, 80 percent of staff reported being satisfied with their experience working at Renaissance Academy. The majority of staff members (93%) reported participating in professional learning related to being a staff member at Renaissance Academy in the past three years. Overall, 76 percent of staff members who participated in professional learning agreed it was sufficient, and 81 to 83 percent agreed it helped prepare them to teach or provide services to students and enabled them to better meet students'

needs. Renaissance Academy staff were asked an open-ended survey question regarding professional learning topics they would be interested in learning more about. The most mentioned topics were managing student behavior, including de-escalation strategies, which has been a consistent theme during the three-year evaluation period.

Renaissance Academy provided opportunities for families to be involved and engaged. New student orientation provided information about expectations, procedures, policies, and other pertinent details, and it was mandatory for all students and families attending Renaissance Academy. A high percentage of parents (82%) agreed orientation was helpful in helping their family understand the program's expectations. Renaissance Academy also holds an open house every September and shares a quarterly newsletter with the community. In 2024-2025, Renaissance Academy continued their Parent/Guardian Group that began during 2023-2024 to empower parents and also formed a partnership with FACE to enhance school-family connections and student support by participating in school events like attending Open House and Parent Group Meetings.

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

Regarding the goal focused on building relationships, relatively high percentages of students agreed they had positive relationships with staff including teachers, the director/principal and assistant principals, student support specialists, school counselors, and school psychologists at Renaissance Academy (81% to 88%). High percentages of Renaissance Academy staff agreed they had positive relationships with students (96%) and students had positive relationships with staff (86%). Staff had lower agreement (53%) about students getting along well with other students. Students were surveyed about their perceptions of feeling a sense of belonging and feeling welcome at Renaissance Academy. Overall, 70 percent of students agreed Renaissance Academy provided a welcoming place to learn, yet 49 percent of students agreed they felt like they belonged while at Renaissance Academy. On the Relationship Skills competency aggregate rating, 73 percent of students' responses to multiple survey items were agreement responses. Overall, 14 percent of staff agreed students demonstrated competency in relationship skills while at Renaissance Academy, but 42 percent of staff agreed students' relationship skills improved while attending Renaissance Academy. On the Self-Management competency aggregate rating, 81 percent of students' responses on multiple survey items were agreement responses. Overall, 22 percent of staff agreed students demonstrated competency in self-management skills while at Renaissance Academy, but 49 percent agreed students' self-management skills improved while attending Renaissance Academy. On the Responsible Decision-Making aggregate rating, 83 percent of students' responses on multiple survey items were agreement responses. Overall, 19 percent of staff agreed students demonstrated competency in responsible decision-making skills while at Renaissance Academy, but 44 percent agreed students' responsible decision-making skills improved while attending Renaissance Academy. In 2024-2025, students' aggregate rates on Relationship Skills, Self-Management, and Responsible Decision-Making declines were between 1 and 4 percentage points.

Regarding the goal focused on students demonstrating success in school while attending Renaissance Academy, 81 percent of students, 50 percent of parents, 57 percent of Renaissance Academy staff, and 47 percent of comprehensive secondary school staff agreed while attending Renaissance Academy, students gained the tools and strategies for success in school. Overall, 71 percent of students demonstrated a decline in discipline referrals, and 71 percent of students demonstrated a decline in the total number of suspensions after enrolling in Renaissance Academy. Eighty-four percent of students, 63 percent of parents, and 29 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students demonstrated

satisfactory behavior. Additionally, 84 percent of students, 55 percent of parents, and 38 percent of Renaissance Academy staff agreed while attending Renaissance Academy, students' behavior improved. Overall, 36 percent of students had an attendance rate of 90 percent or higher while attending Renaissance Academy. When asked about students' attendance while attending Renaissance Academy, 86 percent of students, 74 percent of parents, and 46 percent of Renaissance Academy staff agreed students' attendance was satisfactory. Additionally, 84 percent of students, 56 percent of parents, and 40 percent of Renaissance Academy staff agreed students' attendance improved while attending Renaissance Academy. Overall, 84 percent of students demonstrated improvement in core course grade averages after enrolling in Renaissance Academy. When asked about academic performance, 84 percent of students, 68 percent of parents, and 47 percent of Renaissance Academy staff agreed students' academic performance was satisfactory. Additionally, 86 percent of students, 56 percent of parents, and 58 percent of Renaissance Academy staff agreed students' academic performance had improved while attending Renaissance Academy. Students' academic proficiency as measured by the percent passing applicable Standards of Learning (SOL) tests was examined. Overall, 40 percent passed Algebra I and 28 percent passed Grade 6 English, with lower passing rates on other SOL tests taken at Renaissance Academy. In 2024-2025, passing rates remained the same or increased on 41 percent of the SOL tests taken by students at Renaissance Academy.

Regarding the goal that students will successfully transition to their home school following enrollment at Renaissance Academy, 86 percent of students, 47 percent of parents, and 60 percent of Renaissance Academy staff agreed students gained tools and strategies to successfully transition back to their home school or school they had enrolled in prior to attending Renaissance Academy. When asked if students felt prepared to return to their home school, 89 percent of students agreed they were prepared to return, and 65 percent of parents and 63 percent of Renaissance Academy staff agreed students were prepared. When asked if they felt ready to return to their home school, 85 percent of students felt ready along with 71 percent of parents. When examining the extent to which students demonstrated satisfactory behavior after returning to their home school, overall, former Renaissance Academy students had a higher average number of referrals compared to students' home schools' average referral rates after returning. Overall, 51 percent of middle and high school students had attendance rates similar or better once they returned to their home school compared to when they were at Renaissance Academy. In terms of students maintaining their academic performance at their home school, 5 percent of middle school students and 23 percent of high school students maintained their core course grade averages after returning to their home school.

Another goal was that students will graduate and develop a postgraduation plan. Based on students who were enrolled at Renaissance Academy at any time during middle or high school, 74 percent graduated within four years from the 2025 cohort. The percentage of students who graduated in four years varied based on their enrollment patterns at Renaissance Academy. Of students who attended Renaissance Academy during middle school only, 96 percent graduated in four years, and of students who attended Renaissance Academy during high school only, 73 percent graduated in four years. Of all the students from the 2023 cohort who attended Renaissance Academy at any point during middle or high school who did not graduate in four or five years, 61 percent graduated within six years. When asked if students received assistance, resources, and information at Renaissance Academy that helped them make informed decisions about their options after high school, 78 percent of students agreed, and 83 percent of students agreed they set goals for their learning as part of their learning experience at Renaissance Academy. Students were asked an open-ended question on the survey about the assistance, resources, information, or activities they had at Renaissance Academy to help them make decisions about their future. The most common response among middle and high school students was that staff at Renaissance Academy provided them guidance, encouragement, and life advice.

Renaissance Academy seniors who graduated were asked about their postgraduation plans. Over half of students (79%) indicated they planned to continue their education and 21 percent indicated they planned to enter employment. Comparing 2023-2024 postgraduation plans to 2024-2025 postgraduation plans, there was

an 23 percentage-point increase in those reporting they planned to continue their education, and no students reported not having any plans or joining the military.

Stakeholders were asked their overall perceptions of the Renaissance Academy middle and high school alternative education program and were provided an opportunity to comment on what students gained from enrollment and areas for improvement. When asked about their overall satisfaction with the Renaissance Academy alternative education program, 80 percent of students, 53 percent of parents, and 64 percent of comprehensive secondary staff indicated they were satisfied. The majority of Renaissance Academy staff (55%) were satisfied with the experience students had at Renaissance Academy, which was a 9 percentage-point decrease from 2023-2024.

When students were asked what they gained from enrolling in Renaissance Academy, the most common response included self-control and behavior management. The most common responses from Renaissance Academy staff members included students having access to smaller class sizes which provided them with more individualized and/or personalized instruction. The most common responses among comprehensive secondary staff members were structured environments coupled with small class sizes. The most common responses among parents was “nothing.”

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

The cost for the Renaissance Academy middle and high school program during the 2024-2025 school year totaled \$15,827,283. The two largest expenses included staffing costs (\$14,425,194) and transportation (\$1,155,627).

Recommendations and Rationales

Recommendation #1: Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 7. (*Responsible Groups: Renaissance Academy, Department of School Leadership*).

Rationale: The first recommendation is to continue the Renaissance Academy Alternative Education Program with modifications noted in recommendations 2 through 8 below. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the initiative without modifications, continue the initiative with modifications, expand the initiative, or discontinue the initiative.

Recommendation #2: Engage a group of division- and school-based staff involved with Renaissance Academy to review findings from the three-year evaluation and best practices in alternative education to identify specific, actionable steps to strengthen the program's design, implementation, and impact at the middle and high school levels, along with monitoring progress. (*Responsible Groups: Renaissance Academy; Department of School Leadership; Planning, Innovation, and Accountability*).

Rationale: The second recommendation is to engage a group of division- and school-based staff involved with Renaissance Academy to review findings from the three-year evaluation and best practices in alternative education to identify specific, actionable steps to strengthen the program's design, implementation, and impact at the middle and high school levels, along with monitoring progress. The three-year evaluation of Renaissance Academy identified ongoing challenges related to staff perceptions of students' social-emotional learning (SEL) competencies, sustaining students' academic and behavioral success after returning to their home schools, and clearly defining the program's role within students' educational trajectories. Throughout the three evaluation years, staff agreement that students demonstrated relationship, self-management, and responsible decision-making skills remained low, ranging from 14 to 22 percent. Similarly, students' academic outcomes following their return to home schools reflected limited success; across the evaluation period, 14 to 18 percent of students maintained their core course grade averages when they returned to their home school. Overall, after returning to their home school, former Renaissance Academy students continued to have higher average referral rates than the overall average referral rate at their home school. Because nearly all students are referred to Renaissance Academy through the Office of Student Leadership (OSL) for behavioral concerns, it is notable that fewer than half of comprehensive secondary staff (48%) agreed the program effectively improved students' behavior. In open-ended survey comments, Renaissance Academy staff frequently emphasized the need for greater consistency in addressing and managing student behavior, suggesting that the current approach may not be fully meeting students' needs. Balancing behavioral interventions with engaging academic instruction remains a complex challenge. When Renaissance Academy staff were asked their perceptions on students' improvement regarding their behavior and academics, 38 percent of staff agreed students' behavior improved and 58 percent agreed their academics improved while attending Renaissance Academy. To ensure the program more effectively meets students' academic and behavioral needs, it is recommended that the division convene a cross-functional internal group of division and school-based staff to review evidence-based models of alternative education and transition supports, identify barriers influencing program outcomes, and develop a comprehensive long-term plan to strengthen program alignment, implementation, and effectiveness.

Recommendation #3: Strengthen communication systems between Renaissance Academy and families to provide updates about students' behavioral and academic progress and additional resources to support students in these areas. (Responsible Group: Renaissance Academy).

Rationale: The third recommendation is to strengthen communication systems between Renaissance Academy and families to provide updates about students' behavioral and academic progress and additional resources to support students in these areas. Across the three years of evaluation, improved communication has consistently emerged as one of the most frequent suggestions from parents for improving Renaissance Academy. Although most parent comments were brief, many echoed similar sentiments such as "better communication between staff and parents," "better communication with staff, principals, and teachers," and "listening." Parent satisfaction with Renaissance Academy ranged from 53 to 60 percent across the three evaluation years, with middle school parents consistently reporting lower satisfaction (38%–48%) than high school parents (62%–72%). Because families play a critical role in supporting students' academic and behavioral success, effective communication between schools and parents must function as a two-way exchange and this would include both staff and families sharing information, insights, and feedback to promote student growth. Given the repeated feedback regarding communication and the decline in satisfaction observed in 2024–2025, strengthening communication systems would be an important step toward improving parent satisfaction and enhancing student success.

Recommendation #4: Develop communication protocols and systems for sharing information from comprehensive secondary schools with Renaissance Academy staff during the transition process to support the success of students. (Responsible Groups: Department of School Leadership and Renaissance Academy).

Rationale: The fourth recommendation is to develop communication protocols and systems for sharing information from comprehensive secondary schools with Renaissance Academy staff during the transition process to support the success of students. In 2024–2025, 39 percent of Renaissance Academy staff agreed that communication efforts during students' transition from their home school provided them with the information needed to meet students' needs. The low agreement percentages are primarily due to low agreement among high school staff, whose agreement levels ranged from 31 percent to 34 percent compared to middle school staff who had agreement levels ranging from 50 percent to 54 percent. In addition, during this transition process, students should be able to continue their coursework to help ensure a smooth academic transition and prevent lapses in learning. However, only 35 percent of Renaissance Academy staff in 2024–2025 reported that students were able to continue their schoolwork while waiting to transition and this represented a 26 percentage-point decline from the previous year. This decrease was largely due to high school staff, who reported a 38 percentage-point decline compared to the previous evaluation year. Developing communication protocols or systems to better share information would help ensure a smoother transition from students' home schools to Renaissance Academy.

Recommendation #5: Enhance the transition process from Renaissance Academy to the students' home school, including incorporating communication strategies to support students' needs. (Responsible Groups: Department of School Leadership and Renaissance Academy).

Rationale: The fifth recommendation is to enhance the transition process from Renaissance Academy to the students' home school including incorporating communication strategies to support students' needs. During

the 2024-2025 school year, 53 percent of comprehensive secondary staff agreed that communication efforts during students' transition from Renaissance Academy to their home school provided the information needed to support returning students. Despite improvement in perceptions from the previous year, open-ended survey responses revealed that communication remains one of the most frequently cited areas for improvement. Many staff members simply requested "more" or "better" communication between Renaissance Academy and home schools, while others provided more specific suggestions. For example, staff expressed a desire for more detailed information about each student's progress, effective strategies used at Renaissance Academy, and skills that should continue to be reinforced after transition. Others emphasized the importance of timely communication, particularly for seniors nearing graduation. Overall, 72 percent of comprehensive staff agreed after students returned to their home school, they had the support they needed to be successful which was a 2 percentage-point decline from the prior year, mainly due to a 6 percentage-point decline by staff at the middle school level.

Recommendation #6: Strengthen instructional practices and expand academic opportunities that enhance students' SOL performance and better prepare them for the academic expectations of their home schools. (*Responsible Groups: Renaissance Academy and Department of Teaching and Learning*).

Rationale: The sixth recommendation is to strengthen instructional practices and expand academic opportunities that enhance students' SOL performance and better prepare them for academic expectations of their home school. Although students demonstrated some academic success while attending Renaissance Academy, these gains often diminish once they return to their home schools. In 2024-2025, 18 percent of students maintained the academic performance they had at Renaissance Academy after they returned to their home school. While outcomes at the high school level showed modest improvement, middle school students experienced a decline from the prior evaluation year. Across the three evaluation years, students have not demonstrated substantial progress in maintaining academic performance after transitioning back to their home schools. Perceptions regarding instructional quality showed that 44 percent of parents agreed that instructional opportunities adequately prepared their child for academic expectations upon return, and 64 percent of Renaissance Academy staff agreed which was a 9-percentage-point decrease from the previous year. Open-ended parent survey responses reinforced these findings, with several parents indicating that the academic program at Renaissance Academy was insufficient to prepare students for the demands of their home schools when asked to share comments about their child's preparation or readiness to return to their home school. During the three evaluation years, the percent of students passing SOL assessments has declined. In 2022-2023, depending on the SOL test, pass rates ranged from 0-69 percent, in 2023-2024 pass rates ranged from 4 to 66 percent, and in 2024-2025 pass rates ranged from 2 to 40 percent. These results suggest a continued need to strengthen instructional practices and expand academic opportunities to better prepare students for academic expectations at their home school.

Recommendation #7: Provide additional graduation supports for students who have attended Renaissance Academy in both middle school and high school to improve on-time graduation rates for these students. (*Responsible Groups: Department of School Leadership, Comprehensive High Schools, and Department of Teaching and Learning*).

Rationale: The seventh recommendation is to provide additional academic supports for students who attended Renaissance Academy at both middle and high school levels to improve four-year graduation rates. Graduation data from 2023, 2024, and 2025 indicated that students who attended Renaissance Academy at both the middle and high school levels consistently had the lowest four-year graduation rates, with the graduation rates decreasing for this group of students from 64 percent for the 2023 cohort to 50 percent for the 2025 cohort. In

contrast, students who attended Renaissance Academy in middle school only demonstrated the highest graduation rates, ranging from 81 to 96 percent for the last three cohorts of students. Students who attended Renaissance Academy in high school only showed steady improvement over time in graduation rates, increasing from 55 percent in 2023 to 73 percent in 2025. These findings suggest that students with placements at both the middle and high school levels are at greater risk of not graduating within four years and may require additional academic supports to achieve on-time graduation. In 2024-2025, half of parents reported that after their child returned to his/her home school their child had the support needed to be successful (e.g., academics, attendance, behavior). Identifying students early and implementing targeted interventions, such as individualized graduation plans, credit recovery options, and progress monitoring, could help mitigate this risk.

Endnotes

- ¹ Mark Glander, “Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2014–15” (NCES 2016-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubs2016/2016076.pdf>, 2016, p. B-1.
- ² Source: <https://schoolboard.vbschools.com/policies/section-6/6-27>
- ³ Virginia Beach City Public Schools, Alternative Education Task Force Report (draft).
- ⁴ Virginia Beach City Public Schools, Alternative Education Five-Year Plan, 1998-2003, March 1998.
- ⁵ Source: <https://www.vbschools.com/about/data/historical-overview-of-vbcps>
- ⁶ Source: <https://renaissanceacademy.vbschools.com/>
- ⁷ As cited in Virginia Beach City Public Schools, Renaissance Academy Alternative Education Program: Evaluation Readiness Report, August 2022.
- ⁸ Source: <https://vbcoursecatalog.vbschools.com/renaissance-academy-alternative-programs-grades-912>
- ⁹ Secondary School Curriculum for Students of Virginia Beach City Public Schools, 2019-2020.
- ¹⁰ Secondary School Curriculum for Students of Virginia Beach City Public Schools, 2019-2020.
- ¹¹ G.C. Larking, personal communication, October 30, 2025.
- ¹² A. Livingston, personal communication, October 23, 2023.
- ¹³ G.C. Larkin, personal communication, October 15, 2025.
- ¹⁴ A. Livingston, personal communication, October 23, 2023.
- ¹⁵ A. Livingston, personal communication, October 23, 2023.
- ¹⁶ G.C. Larkin, personal communication, October 15, 2025.
- ¹⁷ The year that students were last enrolled in their VBCPS home school varied. For example, the last home school enrollment for students was as follows: two students in 2018-2019, five students in 2019-2020, 61 students in 2020-2021, 282 students in 2022-2023, and 425 students in 2023-2024.
- ¹⁸ A. Livingston, personal communication, October 23, 2023.
- ¹⁹ Retention data was calculated using reports generated from Crystal Reports. Data for the 2024 staff numbers were as of May 3, 2024 and data for the 2025 staff numbers were as of May 16, 2025.
- ²⁰ Renaissance Academy Orientation PowerPoint.
- ²¹ G.C. Larkin, personal communication, October 15, 2025.
- ²² In the year-one evaluation in 2022-2023, survey results were analyzed for two groups of students: “Exited/Planned to Exit” and “Planned to Stay.” “Exited/Planned to Exit” students included Renaissance Academy students who had either exited the program at some point during the 2022-2023 school year or intended to exit Renaissance Academy at the end of the school year and start the 2023-2024 school year at their home school. “Planned to Stay” included students who indicated they would be attending Renaissance Academy at the start of the 2023-2024 school year. In 2023-2024 and 2024-2025, data were analyzed by the same two groups, but the pattern of differences did not continue in year-two or year-three. Therefore, data were not presented in this format.
- ²³ Students who attended SECEP and Juvenile Detention Center are not included in the analysis. The data warehouse maintains some data points on these students including demographic information, but it does not include discipline data.
- ²⁴ This analysis was conducted with student attendance of 7 days, 30 days, and 45 days. All percentages remained constant at 25% at all three attendance numbers.
- ²⁵ The on-time graduation (OTG) cohort includes students who earned a Board of Education approved diploma within four years of entering high school for the first time. The cohort includes special education and English Learner (EL) students who took additional years to graduate on time based on the formula approved by the Virginia Board of Education.
- ²⁶ C. Armstrong, personal communication, January 25, 2024.

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November 2025

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VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation

The table below indicates the proposed recommendations resulting from the **Renaissance Academy Alternative Education Program: Year-Three 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> November 25, 2025 <u>Consent</u> December 9, 2025	Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation	1. Recommendation #1: Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 7. (<i>Responsible Groups: Renaissance Academy, Department of School Leadership</i>) 2. Recommendation #2: Engage a group of division- and school-based staff involved with Renaissance Academy to review findings from the three-year evaluation and best practices in alternative education to identify specific, actionable steps to strengthen the program's design, implementation, and impact at the middle and high school levels, along with monitoring progress. (<i>Responsible Groups: Renaissance Academy; Department of School Leadership; Planning, Innovation, and Accountability</i>) 3. Recommendation #3: Strengthen communication systems between Renaissance Academy and families to provide updates about students' behavioral and academic progress and additional resources to support students in these areas. (<i>Responsible Group: Renaissance Academy</i>) 4. Recommendation #4: Develop communication protocols and systems for sharing information from comprehensive secondary schools with Renaissance Academy staff during the transition process to support the success of students. (<i>Responsible Groups: Department of School Leadership, Renaissance Academy</i>)	The administration concurs with the recommendations from the program evaluation.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2025 Program Evaluation	Administratin's Recommendations
<u>Information</u> November 25, 2025 <u>Consent</u> December 9, 2025	Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation	5. Recommendation #5: Enhance the transition process from Renaissance Academy to the students' home school, including incorporating communication strategies to support students' needs. (<i>Responsible Groups: Department of School Leadership, Renaissance Academy</i>) 6. Recommendation #6: Strengthen instructional practices and expand academic opportunities that enhance students' SOL performance and better prepare them for the academic expectations of their home schools. (<i>Responsible Groups: Renaissance Academy, Department of Teaching and Learning</i>) 7. Recommendation #7: Provide additional graduation supports for students who have attended Renaissance Academy in both middle school and high school to improve on-time graduation rates for these students. (<i>Responsible Groups: Department of School Leadership, Comprehensive High Schools, Department of Teaching and Learning</i>)	The administration concurs with the recommendations from the program evaluation.



Renaissance Academy Alternative Education Program: Year-Three Outcome Evaluation

School Board Information

November 25, 2025

**Planning, Innovation, and Accountability
Office of Research and Evaluation**

Background

- School Board adopted policy related to alternative education in 1993
- Alternative Education Plan adopted in 1998
- Task force appointed to review plan to enhance services in 2000
- Renaissance Academy opened in 2009-2010
 - Meet needs of students not experiencing success in regular secondary (6-12) settings
 - Variety of programs available
- Program evaluation focused on middle and high school program at Renaissance Academy (RA)
 - Year-one implementation evaluation in 2022-2023
 - Year-two implementation evaluation in 2023-2024
 - Year-three outcome evaluation in 2024-2025

Evaluation Process and Method

- Year-three outcome evaluation in 2024-2025
 - Program components
 - Student characteristics
 - Referral and transition process
 - Staff characteristics and professional learning
 - Family involvement
 - Progress toward student outcome goals
 - Stakeholders' perceptions
 - Actions toward recommendation areas
 - Cost
- Data Collection
 - Surveys
 - Document review
 - Data warehouse
 - Interviews
 - Budget documents

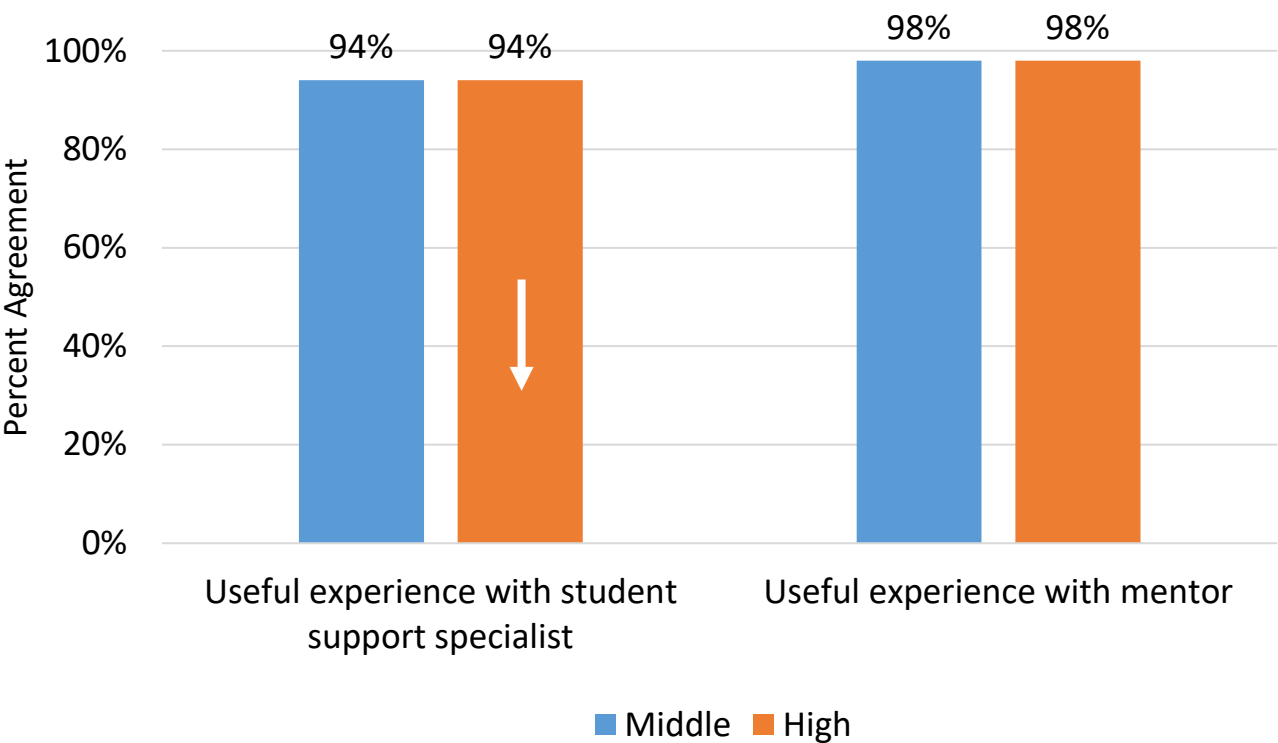
Survey Group	Respondents	Response Rates
Renaissance Academy (RA) Staff	73	74%
Comprehensive Secondary Staff*	105	39%
Students	309	41%
Parents	70	7%

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

Renaissance Academy Middle and High School Alternative Education Program

- Offers general curriculum courses
- Addresses social-emotional learning
- Basic needs
- Staff to meet students needs
 - School counselors
 - Student support specialists
 - Mentors

Students’ Perceptions of Staff Support



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Note: Arrow indicates a change of at least 5 percentage points from prior year

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

- Career development and credentialing

School Level	Number of CTE Courses Offered	Number of CTE Enrollments
Middle	5	133
High	14	300

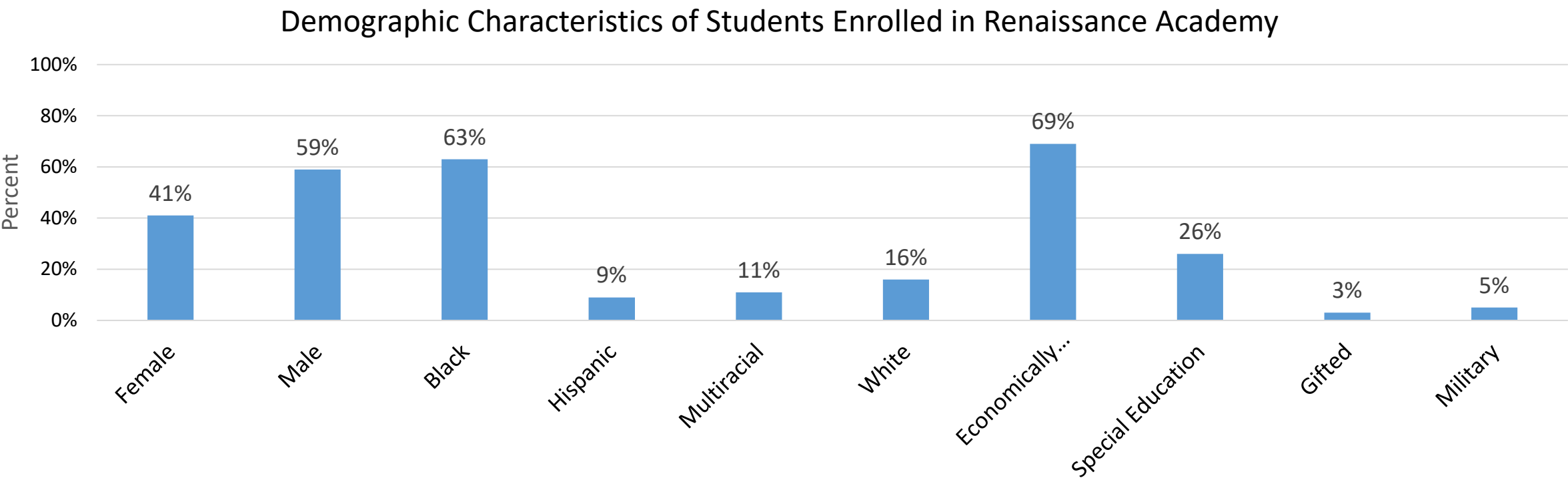
- 99 students in grades 10-12 attempted certification
- 47% earned at least one certification

- World languages

Course	Number of Enrollments
Spanish I	19
Spanish II	15
Spanish III	7

Student Characteristics

- 752 students (285 middle and 467 high) enrolled during 2024-2025

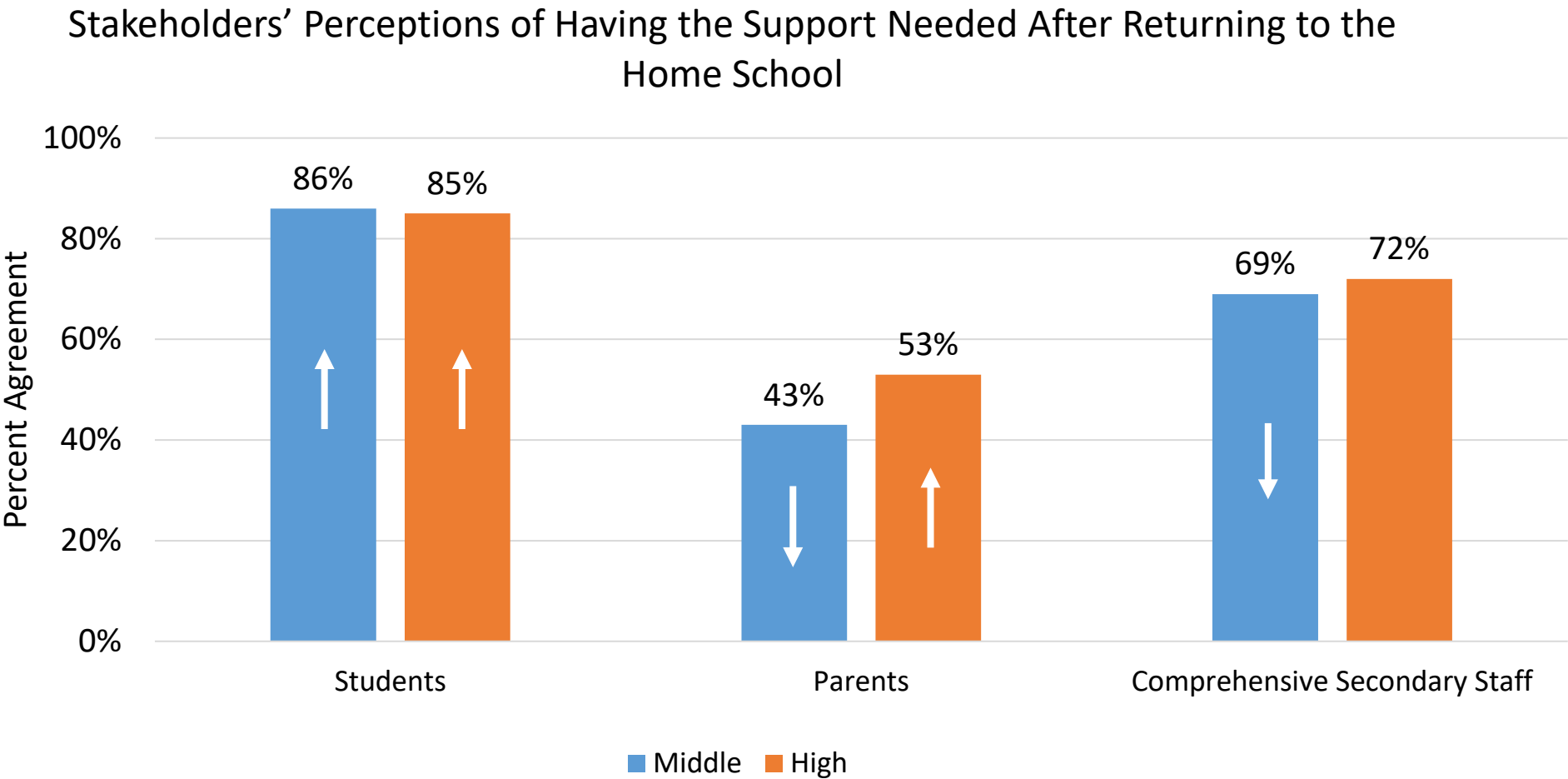


- 53% of students enrolled for first time
- 62% of students enrolled less than half the school year
- 11% enrolled entire 2024-2025 school year

Referral and Transition Processes (Previous Recommendation Area)

- Referral to Renaissance Academy
 - Most enrollment due to student behavior offenses
 - 94% of comprehensive secondary staff understood referral criteria for students
- Transition to Renaissance Academy
 - Orientation scheduled within 48 hours
 - 39% of RA staff agreed communication efforts provided them with needed information to meet students' needs
- Transition back to home school
 - Three criteria based on grades, attendance, behavior
 - Office of Student Leadership communicates with home school
 - 90% of RA staff understood the criteria students must meet to return to their home school
 - Support from student support specialists for 9 weeks
 - Additional communication strategies implemented in 2024-2025
 - 53% of comprehensive secondary staff agreed during students' transition process from RA to their home school, communication efforts provided them with needed information to meet students' needs

Stakeholders' Perceptions of Transition

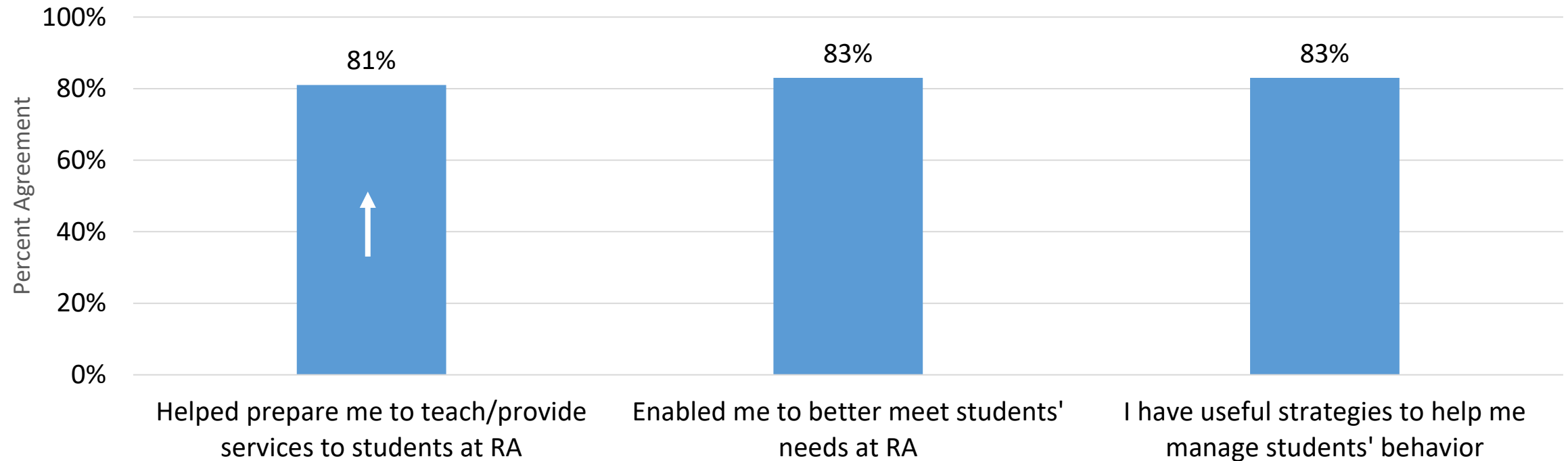


Note: Arrow indicates a change of at least 5 percentage points from prior year

Instructional Staff and Professional Learning

- 15 years average teaching experience for middle school and 10 years for high school RA staff
- 93% reported participating in professional learning in past 3 years

Renaissance Academy Staff Perceptions of Professional Learning



- 88% of staff agreed Trauma Informed Skills for Educators provided useful strategies and tools
- 83% of staff agreed De-Escalation Techniques for Belligerent Teens provided useful strategies and tools

Note: Arrow indicates a change of at least 5 percentage points from prior year

Family Involvement

- Mandatory new student orientation
 - Staff information
 - Policies, procedures, and entry process
 - Dress code
 - Criteria to return to home school
- 82% of parents indicated orientation session was helpful
- Open House
- Quarterly newsletter
- Parent/Guardian Group
- New partnership with Office of Family and Community Engagement (FACE)

Goal 1: Build Relationships to Demonstrate SEL Competencies

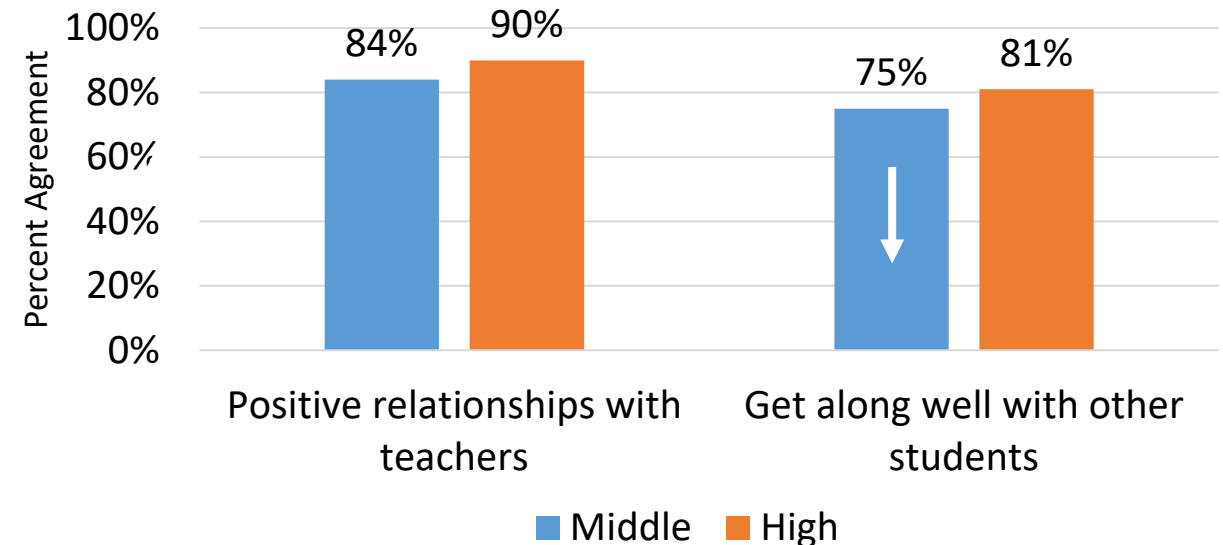
(Previous Recommendation Area)

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Actions Taken

- Expanded partnership with Child and Youth Behavioral Health for brief counseling services
- Expanded current mentoring program with local universities
- Small-group counseling sessions with school counselors
- Self-regulation options for students
- Social contracts

Student Perceptions of Their Relationships With Others at RA



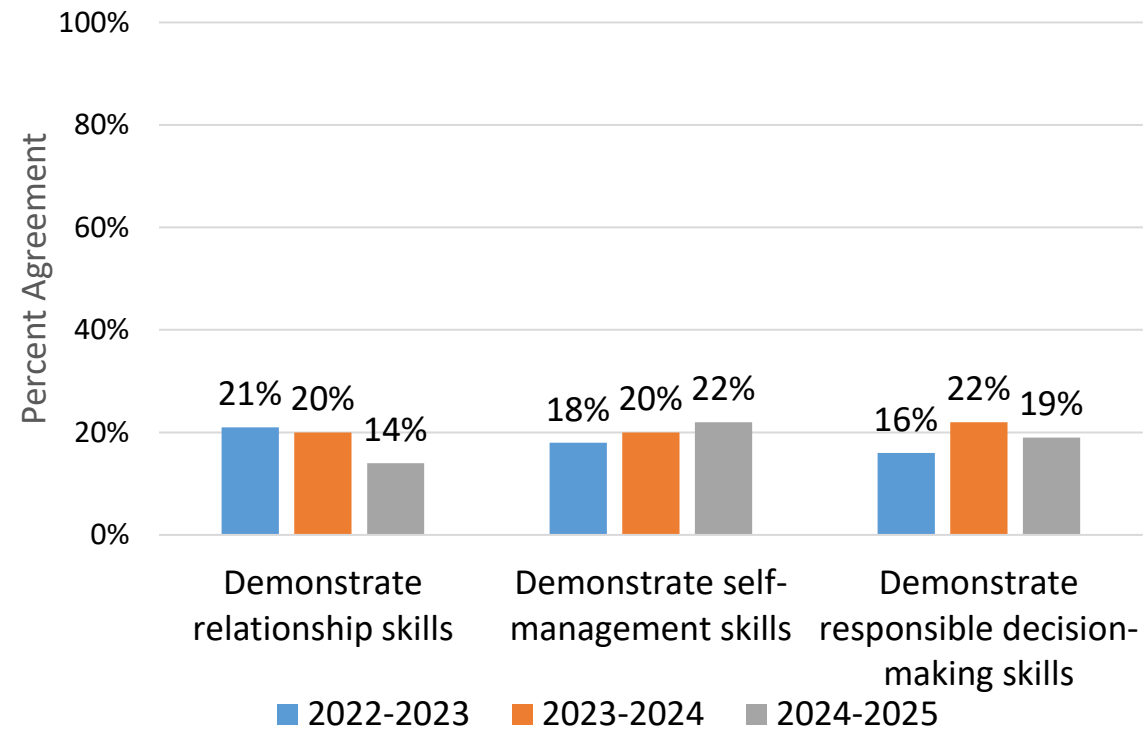
- 96% of RA staff agreed they had positive relationships with students

Note: Arrow indicates a change of at least 5 percentage points from prior year

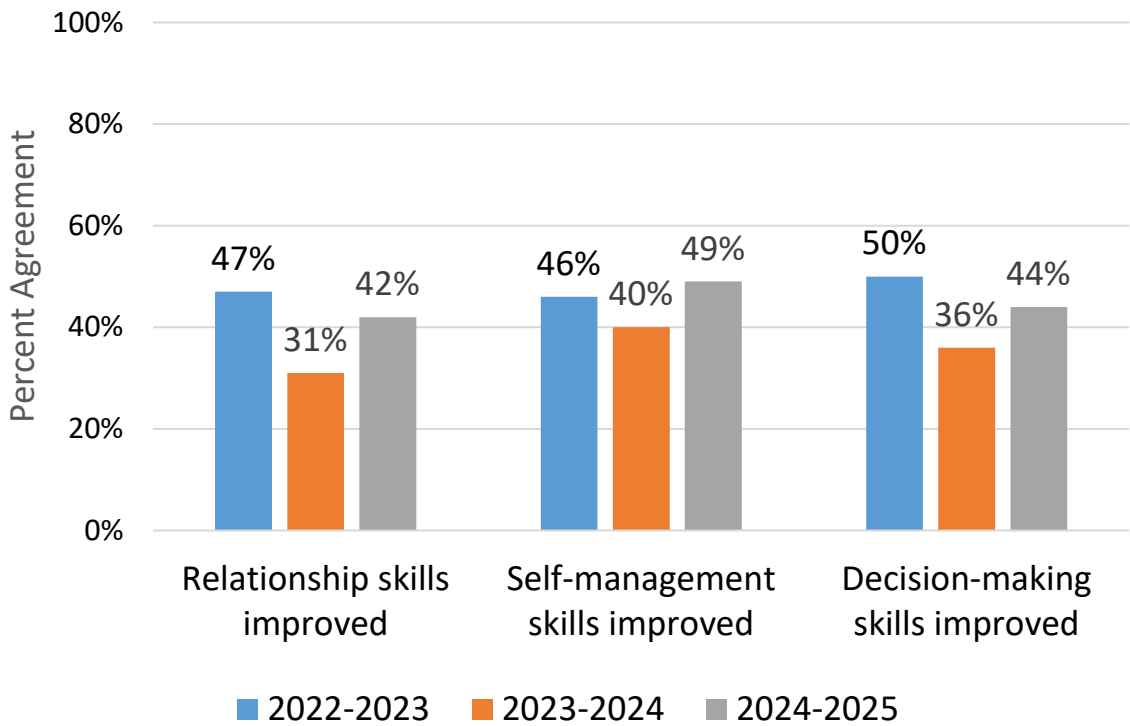
Goal 1: Build Relationships to Demonstrate SEL Competencies

(Previous Recommendation Area)

Renaissance Academy Staff Perceptions of Students Demonstrating SEL Competencies



Renaissance Academy Staff Perceptions of Students Improving SEL Skills



Goal 2: Demonstrate Success in School While Attending Renaissance Academy

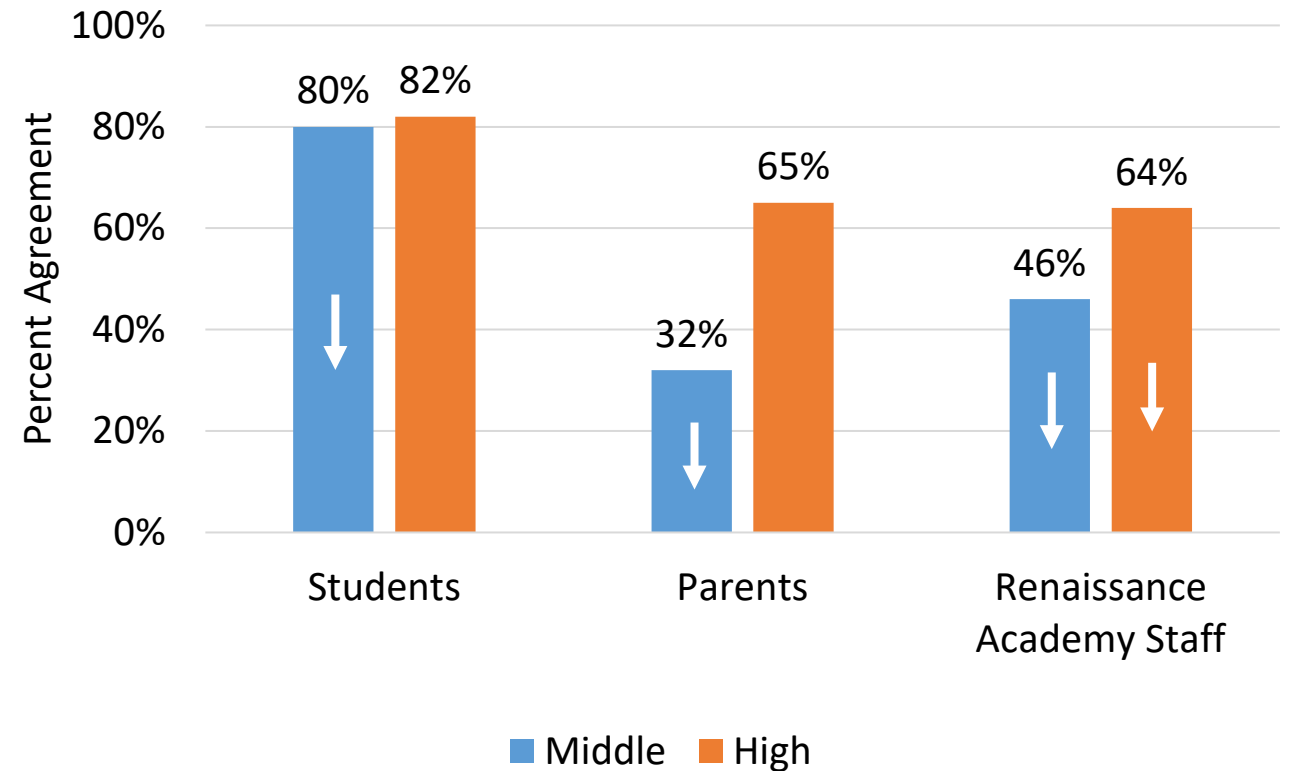
(Previous Recommendation Area)

13

Actions Taken

- AVID implemented schoolwide
 - AVID Binders
 - AVID Learning Walks
 - Learning Plan template
 - AVID Summer Institute
- Instructional specialist
- Teacher check-ins with new teachers
- Gryphon Grad Path after-school program

Stakeholders' Perceptions of Gaining Tools/Strategies for Success While Attending RA



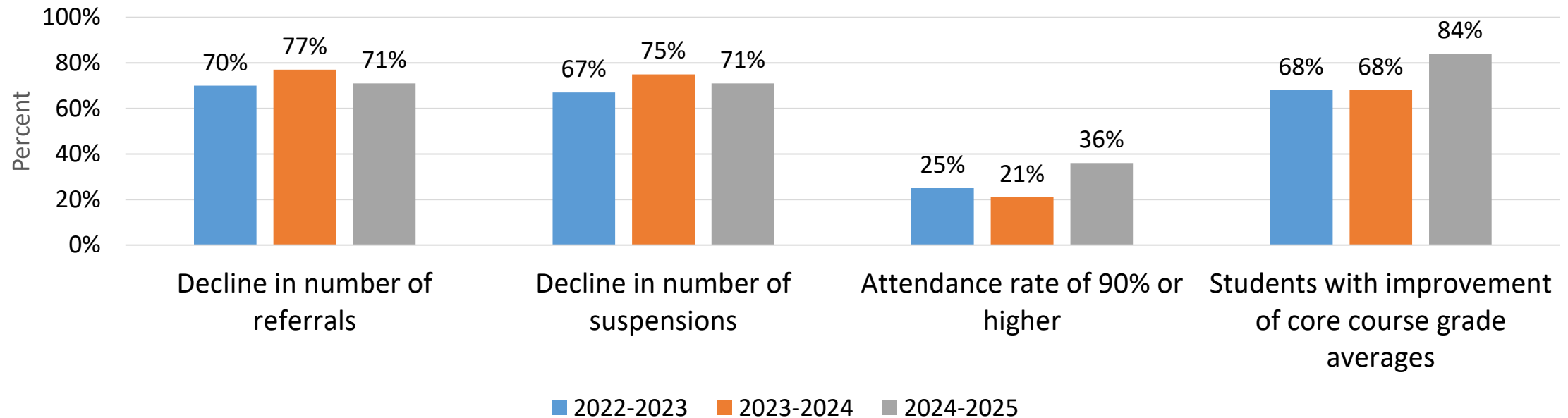
DRAFT COPY

SUBJECT TO CHANGE

Note: Arrow indicates a change of at least 5 percentage points from prior year

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

Measures of Student Success While Attending Renaissance Academy



- 38% of RA staff agreed students' behavior improved, 40% agreed attendance improved, and 58% agreed academic performance improved
- In 2024-2025, SOL passing rates remained the same or increased for 41% of the SOL tests
 - 40% of students passed Algebra 1

Goal 3: Transition Successfully to Home School

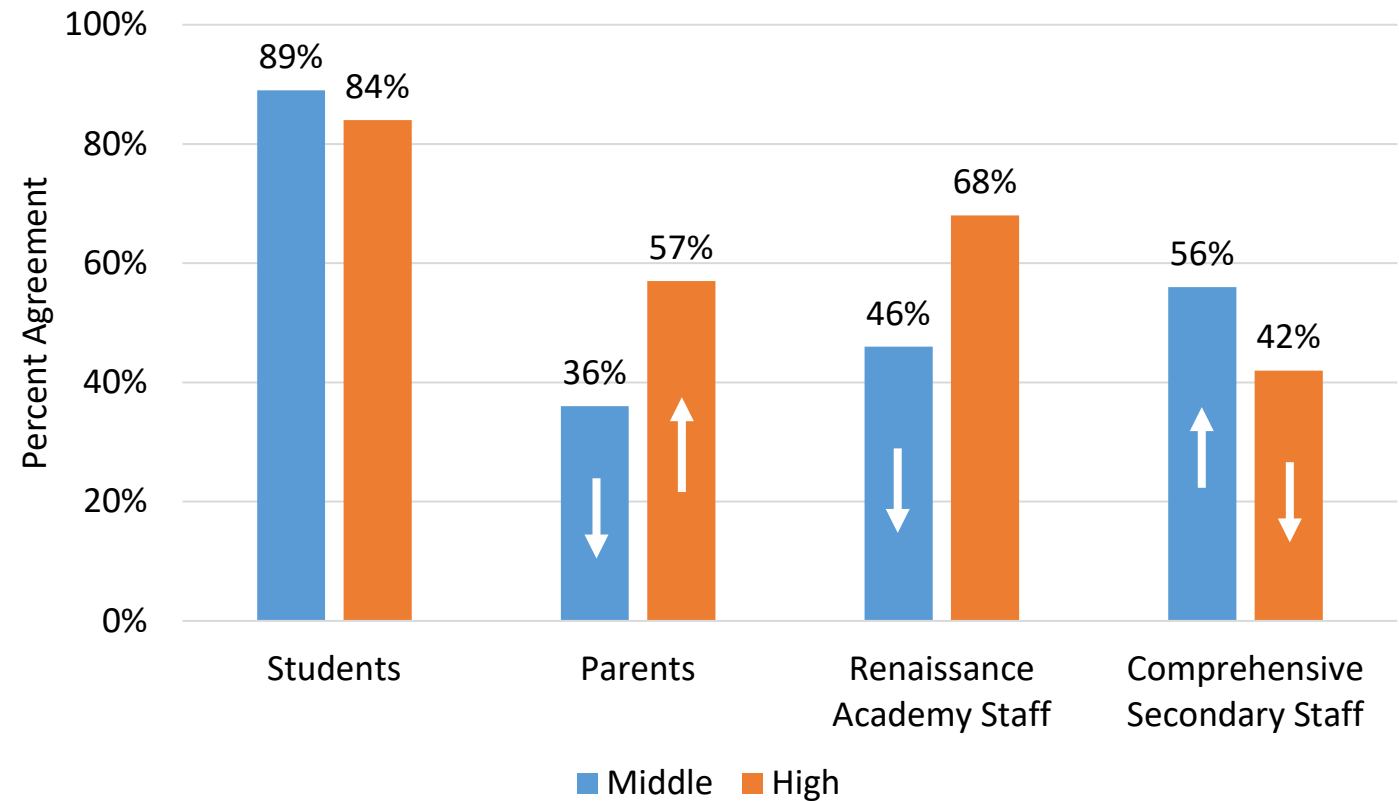
(Previous Recommendation Area)

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SUBJECT TO CHANGE 15

Actions Taken

- Increased student check-ins from comprehensive secondary schools
- Student transfer log to include list of supports and services for students
- Additional support from a student support specialist for a middle school

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

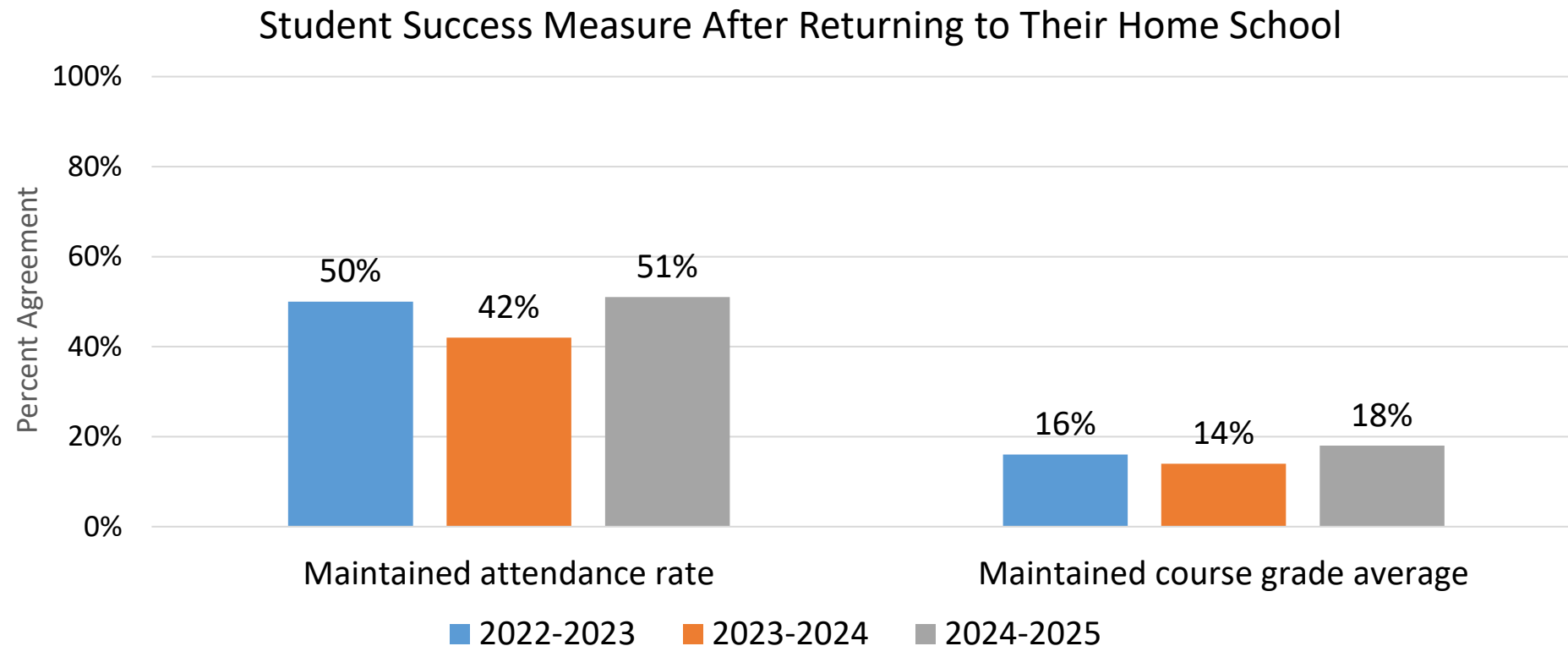


Note: Arrow indicates a change of at least 5 percentage points from prior year

Goal 3: Transition Successfully to Home School

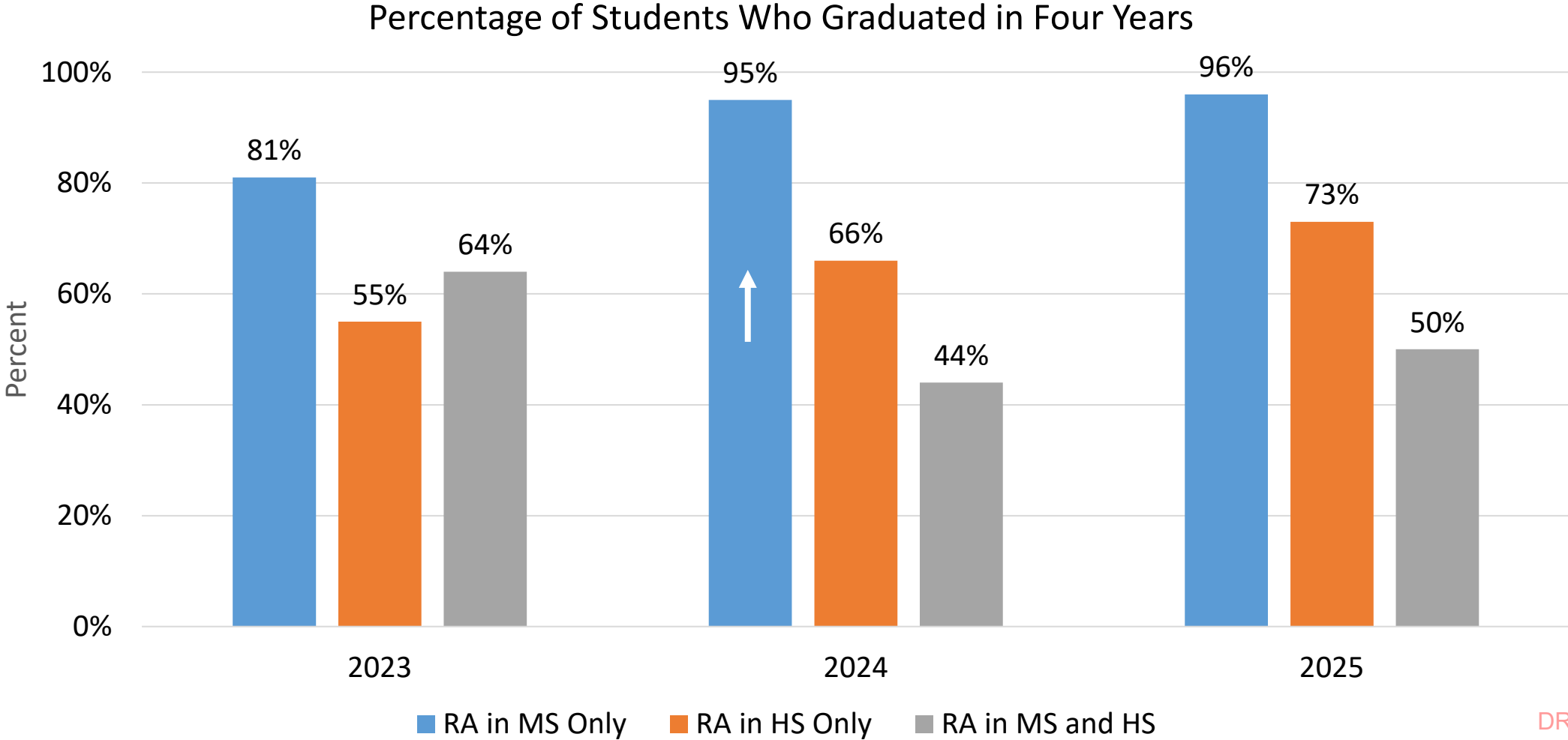
(Previous Recommendation Area)

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SUBJECT TO CHANGE 16



- After returning to their home schools, RA students continued to have a higher average referral rate than the average at their home schools
 - RA students who returned to 2 middle schools and 1 high school had lower number of referrals compared to their home school's average

Goal 4: Graduate and Develop Postgraduation Plans



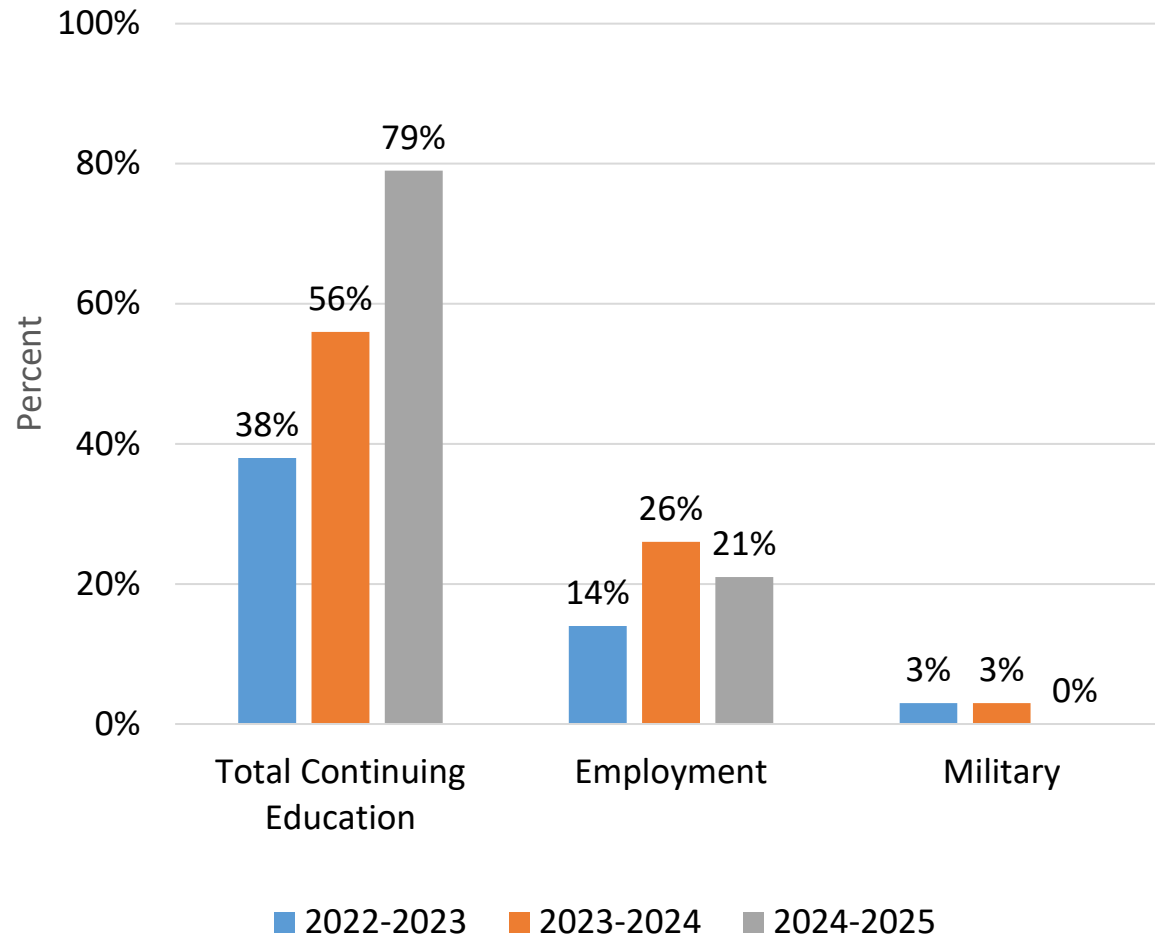
Note: Arrow indicates a change of at least 5 percentage points from prior year

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SUBJECT TO CHANGE

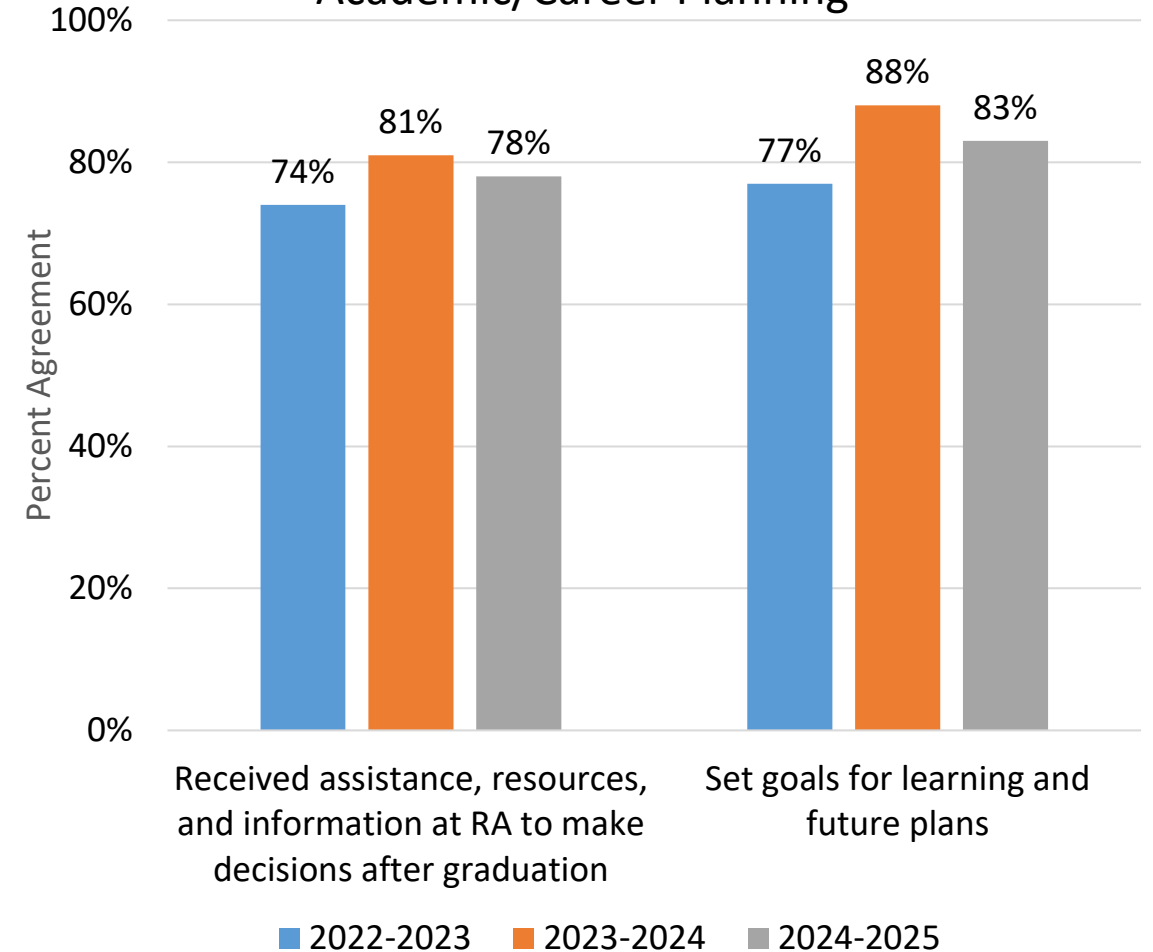
Goal 4: Graduate and Develop Postgraduation Plans (cont.)

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SUBJECT TO CHANGE 18

Seniors' Who Graduated at Renaissance Academy Postgraduation Plans



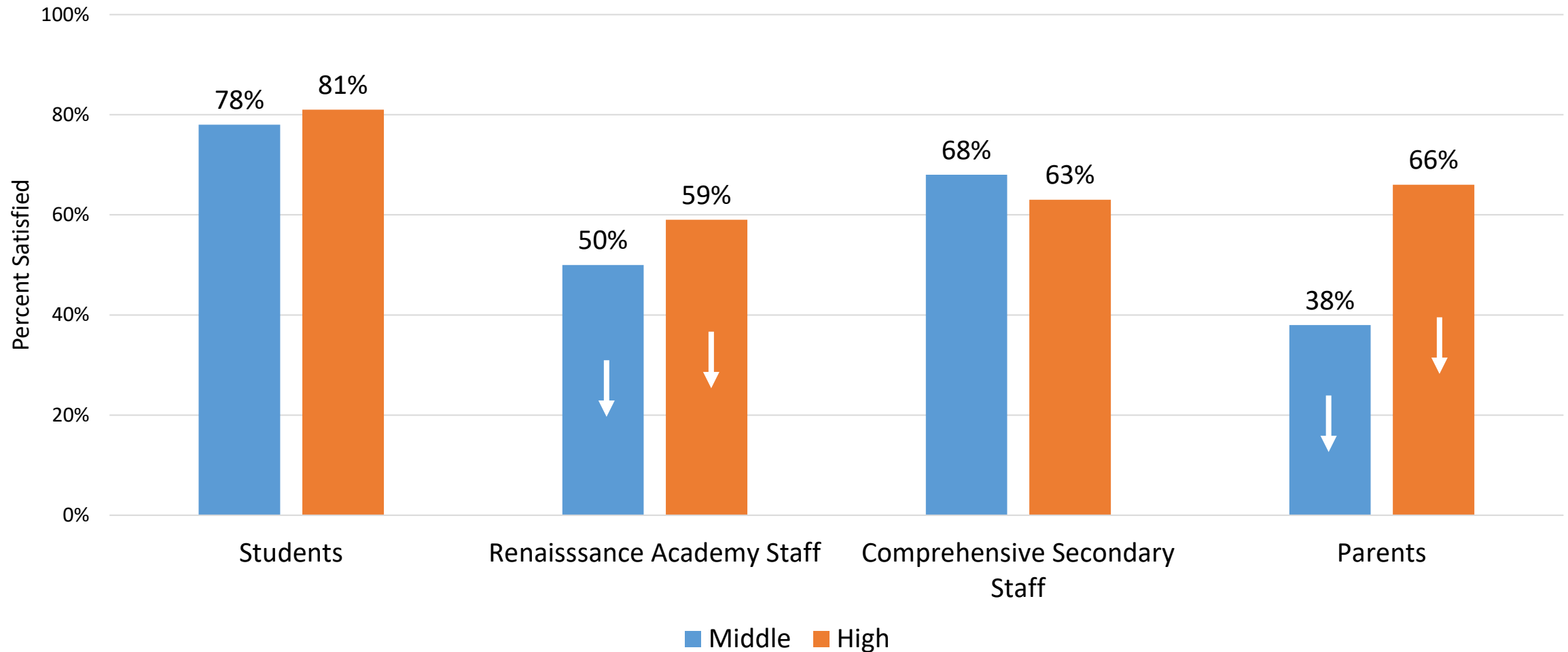
Renaissance Academy Students Reporting Academic/Career Planning



Stakeholder Perceptions

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SUBJECT TO CHANGE 19

Overall Satisfaction



Note: Arrow indicates a change of at least 5 percentage points from prior year

Cost

- Total cost for 2024-2025 school year: \$15,827,283
- Largest expenses included:
 - Staffing costs (\$14,425,194)
 - Transportation (\$1,155,627)

Recommendations

- *Recommendation #1:* Continue the Renaissance Academy middle and high school alternative education program with modifications as noted in recommendations 2 through 7.
- *Recommendation #2:* Engage a group of division- and school-based staff involved with Renaissance Academy to review findings from the three-year evaluation and best practices in alternative education to identify specific, actionable steps to strengthen the program's design, implementation, and impact at the middle and high school levels, along with monitoring progress.
- *Recommendation #3:* Strengthen communication systems between Renaissance Academy and families to provide updates about students' behavioral and academic progress and additional resources to support students in these areas.

Recommendations (cont.)

- *Recommendation #4:* Develop communication protocols and systems for sharing information from comprehensive secondary schools with Renaissance Academy staff during the transition process to support the success of students.
- *Recommendation #5:* Enhance the transition process from Renaissance Academy to the students' home school, including incorporating communication strategies to support students' needs.
- *Recommendation #6:* Strengthen instructional practices and expand academic opportunities that enhance students' SOL performance and better prepare them for the academic expectations of their home schools.
- *Recommendation #7:* Provide additional graduation supports for students who have attended Renaissance Academy in both middle school and high school to improve on-time graduation rates for these students.

Administration's Response

- Administration concurs with recommendations from program evaluation
- Renaissance Academy administrative team implemented new structures to strengthen the program
- Strengthen communication systems between Renaissance Academy and families through consistent communication, weekly newsletters, and parent-teacher conferences twice a month
- Develop communication protocols and individualized student transition success plans
- Invite administrators from comprehensive secondary schools to visit their students in preparation for their transition

Administration's Response (cont.)

- Provide professional learning focused on AVID and literacy strategies
- Additional opportunities include after-school tutoring and SOL remediation
- Access to credit recovery, dropout prevention, career recruitment, and college visits



Questions?



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

Section: Consent **Date:** November 25, 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 the recommendations regarding the amendment of certain policies as recommended by the Policy Review Committee at its October 29, 2025 meeting.

Background Summary

1. **Policy 3-23 Sale/Exchange/Lease/Disposal of Property** – the PRC recommends increasing the threshold in Section B from \$5000 to \$10,000.
2. **Policy 5-31 Scholastic Records** – the PRC recommends adding language directly from the Virginia Code to allow for the use of “Other” as an ethnicity designation when authorized and to update the legal references.
3. **Policy 7-59 Relations with Employment/Career Agencies: Employment Counseling and Placement Services** – there are no recommended changes to this policy; it is being reviewed in accordance with the 5-year review requirement

Source:

Code of Virginia, 1950, as amended § 22.1-253.13:7 School board policies.
Policy Review Committee Meeting of October 29, 2025

Budget Impact:

None.

Next Steps:

None.

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

Sale/Exchange/Lease/Disposal of Property

A. Generally

The sale of school property must be for the benefit of the School Division and consistent with good business principles. The School Board does not have the power to make a gift of school property, unless authorized by law.

No School Board member, employee, or any spouse or relative residing in the same household as any School Board Member or employee may accept, bid or benefit from the disposal of any surplus property.

B. Personal Property

The Superintendent or designee is authorized by the School Board to sell or exchange personal property not exceeding ~~ten~~five thousand dollars (~~\$5~~10,000.00) in value. The Superintendent or designee shall make every effort to ensure receiving the best possible price or exchange.

Surplus vehicles are to be sold at public auction or by sealed bids. Use of public auctions by electronic means is permissible.

C. Real Property

The sale, exchange, or transfer of real property shall be in accordance with applicable law.

D. Lease of Property

The leasing of real and personal property shall be in accordance with applicable law.

E. Disposal of Surplus Personal Property

1. Personal property may be disposed of when it has been determined to be surplus, reported to the Superintendent or designee, and approved in accordance with subsection B by the Superintendent (personal property valued at ~~\$5~~10,000 or less) or the School Board (personal property valued at more than ~~\$5~~10,000).
2. The following are examples of methods of disposal that may be used after approval:
 - a. Trade-in value on the purchase of other items
 - b. Repair and redistribution
 - c. Transfer to city agencies
 - d. Sale to other school divisions

- e. Sale by competitive bids or public auction. Use of public auctions by electronic means is permissible.
- f. Sale of items through a third party service for a fair market value.
- g. Repurpose.
- h. Dispose of as scrap.
- i. Donation to an affiliated group for public purposes.

F. Donation of Obsolete Educational Technology

The School Board authorizes the Superintendent or designee to donate obsolete educational technology hardware and software being replaced pursuant to Virginia Code § 22.1-199.1 (B)(4). Such donations must be made in accordance with applicable law.

G. Trade-in of Non-Surplus Personal Property

The Superintendent or designee shall be authorized by the School Board to trade-in non surplus personal property on the purchase of new property/equipment provided that the trade-in value of the item(s) is \$50,000 or less. The Superintendent or designee shall make every effort to ensure that the School Division receives the best possible trade-in value for the property.

Legal Reference

Code of Virginia § 22.1-129, as amended. Surplus property; sale, exchange or lease of real and personal property.

Code of Virginia § 22.1-129.1, as amended. Transfer of assistive technology devices.

Code of Virginia § 22.1-199.1, as amended. Programs designed to promote educational opportunities.

Adopted by School Board: July 21, 1970

Amended by School Board: November 21, 1978

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: February 16, 1993

Amended by School Board: January 6, 1998

Amended by School Board: August 2, 2000

Amended by School Board: May 20, 2003

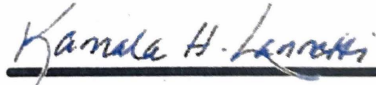
Amended by School Board: April 18, 2017

Amended by School Board: January 28, 2020

Amended by School Board: September 23, 2025

Amended by School Board: 2025

APPROVED AS TO
LEGAL SUFFICIENCY



COMMUNITY RELATIONS

Scholastic Records

A. Definitions

Words and terms when used in this Policy and its implementing regulations are established in Regulation 5-31.2.

"Eligible student" means a student who is eighteen (18) years of age or older, a student attending a postsecondary institution, or an emancipated student. Students who are 18 years old and subject to a court order that places the student under the legal guardianship of another person will be treated as minor students.

"Parent" or "parents" mean any parent, guardian, legal custodian, or other person having control or charge of a child. A child is determined to be a person under the age of eighteen (18) years of age. Students who are "eligible students" or adult students as used by the School Division, have the right to make decisions regarding their records and education.

"Sex" for the purposes of identifying an individual means biological sex.

"Transgender student" means a VBCPS student whose parent has stated in writing that the student's gender identity differs from the student's sex, or an eligible student who states in writing that his or her gender identity differs from his or her sex. Any writing from the eligible student or parent of a minor student shall be memorialized in the student's official record and be subject to the same retention, disclosure, and confidentiality requirements as the official record itself.

B. Generally

All information regarding students and their families shall be collected and maintained under safeguards of privacy established by federal and state laws or regulations and School Board policies and regulations.

An accurate and complete individual, permanent and cumulative record shall be maintained for each student in grades pre-K-12 enrolled in the School Division. When appropriate, a separate confidential record shall be maintained for those students requiring differentiated instruction. When a separate confidential record is established a notation on the cumulative record shall indicate the location of the confidential records. All data (cumulative and confidential) shall be considered the student's official scholastic records. In accordance with Code of Virginia § 22.1-288.2, as amended, every notice of adjudication of delinquency or conviction received by a superintendent in accordance with applicable law, including any information contained in such notice, which is not a disciplinary record as defined in Virginia Department of Education regulations, shall be maintained separately from all other records concerning the student. However, if disciplinary action is taken against a student based upon the information provided in such notice, then the notice shall become a part of the student's disciplinary record.

No statement in this Policy or any implementing regulations shall be construed by employees as negating their responsibility for reporting child abuse or neglect cases as required by Code of Va., Virginia § 63.2-1509, as amended, and School Board Policy 4-68.

All personnel authorized access to scholastic records shall be informed of this Policy and its implementing regulations. Strict adherence shall be considered a condition of employment or authorization to access such files by volunteers and agents of the School Board.

C. Custodian(s) of Student Records

The employee responsible for the in-service education of records maintenance personnel and the collection, security, use, disclosure, periodic evaluation, transfer and destruction of scholastic records data shall be designated as custodian of student records.

At the individual school level, the custodian of student records shall be the principal or a designee. When scholastic records are on file in a central facility the Superintendent or a designee shall be the custodian.

The Executive Director of the Office of Programs for Exceptional Children shall designate a custodian to maintain the confidential files for students with disabilities (preschool, unserved) who are not enrolled as students in the School Division.

D. Notification of Records Policies and Regulations

1. Generally

School Board policies and regulations pertinent to scholastic records shall be available to interested parties on the School Division website which is available and accessible at each school administrative office, media center (library), and the central office.

2. Parents/Legal Guardians/Eligible Students

Each year the School Board shall notify eligible students, the parents and/or legal guardians of minor students in attendance and eligible students in attendance of their rights as established in School Board policies and regulations. Such notification may be by letter, mailing, electronic communication, patron organization bulletins or by public notice in the newspaper press. However transmitted, the notification shall include the following:

- a. The types and location of scholastic records and information maintained therein;
- b. The title and address of the employee responsible for the maintenance of scholastic records, the parties to whom data may be disclosed, and the purpose for disclosure;
- c. The policy for reviewing and expunging scholastic records;
- d. The policies and regulations for disclosure of data from scholastic records;
- e. The right to challenge the content of scholastic records and to file with the Office of Family Compliance, U.S. Department of Education, a complaint concerning an alleged failure by the School Division to comply with the Family Education Rights and Privacy Act (FERPA);
- f. The fee for reproducing copies of scholastic records;
- g. The data designated as directory information; and

- h. The right to obtain, upon payment of the appropriate fee, a copy of School Board policies and regulations on the management of the scholastic records and the location of same.

3. Local Agencies

Each year the custodian of scholastic records shall inform local agencies cooperating with the School Division in the student's educational development of the location of School Board policies and regulations in the management of scholastic records.

E. Access to Student Records

1. School Division Employees

a. Licensed Personnel

Licensed personnel (including itinerant teachers) within the student's school shall have access to his/her student's records.

Other licensed personnel shall have access to these records if the custodians of scholastic records determine they have a legitimate educational interest in requesting such access. The criterion for determining "legitimate educational interest" shall be the student's welfare. Licensed personnel who copy data from student records shall protect the confidentiality of such data.

b. Classified Personnel

Classified personnel assigned to duties within the facility where student records are maintained shall have access to such records only with the prior approval of the custodian of scholastic records. Students and paraprofessional employees shall not be assigned clerical duties where they may have access to scholastic records.

c. In-service Education

The custodian of student records shall supervise an in-service education program for employees having access to these records. The core documents for the program shall be this Policy and its implementing regulations.

d. Employee Access Roster

Custodians of scholastic records shall maintain an up-to-date roster of division employees within their facility having access to scholastic records. These rosters shall be made available for public inspection.

2. Parents/Legal Guardians/Eligible Students

- a. The custodian of student records shall permit parents and/or legal guardians of minor students, or eligible students to inspect and review such records. Compliance with requests shall be made without unnecessary delay and in no case more than forty-five (45) calendar days after the request has been made in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232(g), as amended and related regulations. In the case of requests made

by parents, legal guardians, or eligible students for records of students with disabilities, compliance with such request shall be made prior to any meeting for a student identified under the Individuals with Disabilities Education Act.

- b. The custodian of student records may presume that parents/legal guardians of minor students have the authority to inspect and review records relating to the minor student unless the School Division has been advised that a parent/legal guardian does not have the authority under applicable state law governing such matters as guardianship, separation, divorce, or Child Protective Services.

3. Student (under eighteen) who is Subject of Record

Transfer of rights to review scholastic records from the parent/legal guardian to an eligible student happens when the student reaches eighteen (18) years of age. Parents or legal guardians who continue to claim the student as a tax dependent may continue to access the eligible student's scholastic record.

4. Third Parties

The custodian of records may permit the following third parties to access student records in accordance with applicable state and federal laws:

For purposes of this section, "group home" means a "juvenile residential facility that is a community based, home-like single dwelling, or its acceptable equivalent, other than the private home of the operator, and does not exceed the capacity approved by the regulatory authority" and "juvenile detention center" means "a local, regional, or state, publicly or privately operated secure custody facility that houses individuals who are ordered to be detained pursuant to the Code of Virginia. This term does not include juvenile correctional centers."

Prior to disclosure of any such scholastic records, the persons to whom the records are to be disclosed shall certify in writing to the custodian of records that the information will not be disclosed to any other party, except as provided under state law, without the prior written consent of the parent of the student or by such student if the student is eighteen years of age or older. Private agencies or private individuals must provide a written release or authorization from the student's parents specifying the records to be released, the reasons for such release, and to whom the records are to be released.

The custodian of records shall release student records in accordance with a Federal grand jury subpoena, any other subpoena issued for a law enforcement purpose, a judicial order, or any lawfully issued subpoena, that lawfully requires disclosure of such records and shall notify the parents, legal guardian or eligible student of such disclosure as required by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232(g), as amended, and related regulations.

The custodian of records shall permit a guardian ad litem or counsel for the child appointed pursuant to Code of Virginia § 16.1-266, as amended to inspect and copy, without the consent of the child or the child's parents/legal guardians, any records relating to the child whom the guardian or counsel represents, upon presentation by the

guardian ad litem of a copy of the court order appointment or a court order specifically allowing such access.

Pursuant to Standard 1 of the Standards of Quality (Chapter 13.2 (§ 22.1-253.13:1 et seq.) of Title 22.1), all school boards are required to implement career and technical education programs promoting knowledge of careers and various employment opportunities, including, but not limited to, military careers. Therefore, any school board that provides access to one or more of its high schools and contact with such high school's student body or other contact with its high school students during a school or School Division-sponsored activity whether conducted on School Board property or other property to persons or groups for occupational, professional or educational recruitment shall provide equal access on the same basis to official recruiting representatives of the military forces of the Commonwealth and the United States.

- a. A person designated in writing by either parent or legal guardian of the student if the student is less than eighteen years of age or as designated by an eligible student (eighteen years of age or older);
- b. State or local law-enforcement or correctional personnel, including a law-enforcement officer, probation officer, parole officer or administrator, or a member of a parole board, seeking information in the course of official duties;
- c. An agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 4 of the Indian Self-Determination and Education Assistance Act [25 U.S.C. 450(b)], who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student. Any agency caseworker or other representative of a State or local child welfare agency or tribal organization (as referenced above) who does not meet the requirements outlined above, must obtain a written release from the parent, guardian, or eligible student (eighteen years of age or older) authorizing access to such student records. The release must specify the records to be released, the reasons for such release, and to whom the records are to be released.
- d. For the purpose of furthering the ability of the juvenile justice system to effectively serve the pupil prior to adjudication:
 - 1) Attorneys for the Commonwealth;
 - 2) Court services units;
 - 3) Juvenile detention centers or group homes;
 - 4) Mental and medical health agencies;
 - 5) State and local children and family service agencies;
 - 6) The Department of Juvenile Justice; and

7) The staff of such agencies.

F. Disclosure of Scholastic Records Content

For disclosure of student records see School Board Policy 5-66.

G. Amendment of Scholastic Records Content

The parent/legal guardian of a minor student, or an eligible student who believes that information in the student's record is inaccurate, misleading or violates the privacy or other rights of the student may request that the custodian who maintains the record amend such record. Upon receipt of such request the custodian shall be responsible for administering the subsequent procedures as established in Virginia Department of Education. Consistent with federal law and regulation, each school shall annually notify parents, legal guardians, or eligible students currently enrolled in attendance of their rights under the Family Education Rights and Privacy Act (20 U.S.C. § 1232(g)) and related regulations. Student records (i.e. birth certificate, Student Information System, final transcript) that require the use of the student's legal name and sex as designated in the student's official records, may not be amended unless the eligible student or the parent of a minor student submits a legal document (such as a birth certificate, state or federal issued identification, passport or court order substantiating the change in the student's legal name or sex).

H. Content and Disclosure of Student Directory Information

See School Board Policy 5-66 and School Board Regulation 5-66.1.

I. Periodic Evaluation of Scholastic Records

In cooperation with school counseling personnel, the custodian of student records shall annually review the contents of these records for the purpose of removing data no longer educationally useful as directed in School Board Regulation 5-31.1 and as directed in the Commonwealth of Virginia Records Retention and Disposition Schedule (Form RM-2).

J. Transfer of Scholastic Records

Scholastic records shall be transferred as directed in School Board regulation and in accordance with applicable law and regulation.

K. Implementation

The Superintendent is authorized to implement this Policy with appropriate School Board regulations.

L. Designation of race or ethnicity

No student or parent shall be required to disclose information related to the student's race or ethnicity unless (i) the student or the student's parent is given an option to designate "other" for the student's race or ethnicity or (ii) such disclosure is required by federal law.

Legal Reference

The Family Educational Rights and Privacy Act. 20 USC § 1230, 1232 g, 34 CFR Part 99, as amended.
Code of Virginia § 16.1-266, as amended. Appointment of counsel and guardian ad litem.

Code of Virginia § 22.1-4.2, as amended. Designation of race or ethnicity

Code of Virginia § 22.1-130.1, as amended. Access to high schools and high school students for military recruiters.

Code of Virginia § 22.1-20, as amended. Retention of pupil personnel records.

Code of Virginia § 22.1-23.3, as amended. Treatment of transgender ~~studen~~students; policies.

Code of Virginia § 22.1-287, as amended. Limitations on access to records.

Code of Virginia § 22.1-287.1, as amended. Directory information.

Code of Virginia § 22.1-288.2, as amended. Receipt, dissemination, and maintenance of records of certain law-enforcement information.

Code of Virginia § 22.1-289, as amended. Transfer and management of scholastic records; disclosure of information in court notices; penalty

Virginia Board of Education Regulation, 8 VAC 20-150-20, as amended. Management of Scholastic Record.

Virginia Department of Corrections Regulation, 6VAC35-41-10, as amended. Definitions.

Virginia Department of Corrections Regulation, 6VAC35-101-10. Suspected child abuse or neglect.

Related Links

School Board [Policy 4-68](#)

School Division [Regulation 5-31.1](#)

School Division [Regulation 5-31.2](#)

School Board [Policy 5-66](#)

School Board [Regulation 5-66.1](#)

Adopted by School Board: October 21, 1969

Amended by School Board: June 17, 1975

Amended by School Board: January 20, 1981

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: April 4, 2006

Amended by School Board: August 19, 2014

Amended by School Board: September 14, 2021

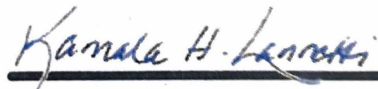
Amended by School Board: September 12, 2023

Minor Scrivener's changes: October 10, 2023

Minor Scrivener's changes: June 4, 2025

[Amended by the School Board: 2025](#)

APPROVED AS TO
LEGAL SUFFICIENCY



COMMUNITY RELATIONS

Relations with Employment/Career Agencies: Employment Counseling and placement services

The School Board encourages the exploration of new and developing employment trends as well as the focus on relationships that address the employment needs of the city and region. For the purposes of making available to secondary students employment counseling and placement services, the Superintendent or designee shall establish relationships with governmental and non-governmental organizations/agencies (including the Virginia Employment Commission and the Virginia Department of Labor and Industry), businesses, the military, career education programs/schools, college programs, labor organizations, and other related entities. Such relationships will be for the purposes of providing secondary students with information regarding employment opportunities, apprenticeships, internships, educational and career training and readiness, military service, teaching profession opportunities, and local and national employment needs.

Legal Reference

Code of Virginia § 22.1-209, as amended. Employment counseling and placement services.

Related Links

School Board [Policy 5-70](#)

Adopted by School Board: October 20, 1992

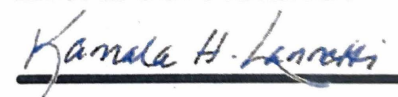
Amended by School Board: June 20, 2000

Amended by School Board: August 19, 2014

Amended by School Board: August 25, 2020

Reviewed by School Board: 2025

APPROVED AS TO
LEGAL SUFFICIENCY





Subject: Textbook Adoption: Elementary Math

Item Number: 14B

Section: Consent

Date: November 25, 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

Johanna Ortiz, Elementary Mathematics Coordinator

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

Recommendation:

That the School Board approve the elementary mathematics textbook for grades kindergarten through fifth as recommended by the Elementary Mathematics Textbook Adoption Committee for implementation in the fall of 2026.

Course Title	Textbook	Publisher	Copyright
Elementary Mathematics K-5	Kiddom Virginia Math	Kiddom	2024

Background Summary:

The members of the Elementary Mathematics Textbook Adoption Committee reviewed textbooks included on the state approved list for K-5. The committee evaluated the textbooks based on their alignment to the standards and the digital resources they provide for students and teachers. Teachers, parents, students and administrative representatives reviewed the textbooks. The recommended textbooks were available for public comment and review at the School Administration Building and the Meyera E. Oberndorf Central Library. After reviewing the textbooks, the Elementary Mathematics Textbook Adoption Committee recommends Kiddom Virginia Math as their first choice for implementation in the fall of 2026.

A negotiation team, including the executive director of elementary teaching and learning, the coordinator for elementary mathematics, and representatives from the Office of Procurement Services, communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle, pending approval by the School Board.

The proposed textbook will replace the current VBCPS curriculum resources.

Source: N/A

Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
K-5 Elementary Mathematics	6-year \$5,490,326.70	6-year \$5,836,498.75

**Elementary Mathematics
Textbook Adoption
Implementation for Fall 2026**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Potential Additional Cost Per Year (3%) (if needed)	Total Estimated Implementation Cost
K-5 Mathematics	First Choice: Kiddom VA Math	27,909	6-year \$5,490,326.70	\$164,709.80	6-year \$5,490,326.70
	Second Choice: HMH VA Into Math	27,909	6-year \$5,836,498.75	\$175,094.96	6-year \$5,836,498.75

Next Steps:

Move forward with textbook adoption.

TEXTBOOK ADOPTION RECOMMENDATION

ELEMENTARY MATHEMATICS KINDERGARTEN-FIFTH GRADE

November 25, 2025

*Department of Teaching and Learning
Office of Elementary Teaching and Learning*

ELEMENTARY MATHEMATICS KINDERGARTEN-FIFTH GRADE TEXTBOOK ADOPTION TIMELINE

January/February 2025	The Elementary Mathematics Textbook Adoption Committee applications were reviewed, and twenty-seven teachers/specialists accepted the invitation to serve on the committee.
March 2025	The Virginia Department of Education released the list of approved instructional programs.
March/April 2025	The committee members were given hard copies and online access to review all state approved textbooks.
April 2025	Committee members completed an evaluation form each textbook. The team reviewed their individual evaluations and determined which textbooks were the top three recommendations.
August/September 2025	An announcement calling for public review of the textbook materials was made through the Call-to-Action Page on the VBSchools website. The recommended textbooks and evaluation forms were made available at the School Administration Building and the Meyera E. Oberndorf Central Library to allow for public comments for 30 days.
October 2025	Negotiations were conducted with the executive director of elementary teaching and learning, the coordinator for elementary mathematics, representatives from the Office of Procurement Services, and publishing companies.
October 2025	The Elementary Mathematics Textbook Adoption Committee reviewed the summary of public comment, and the elementary mathematics coordinator used the recommendation from the committee to prepare the report for the School Board.

Elementary Mathematics K-5

Instructor Representatives for Elementary Mathematics K-5

Jennifer Meier-New Castle Elementary
Leah Roberts-Diamond Springs Elementary
JoAnn Coauette-Birdneck Elementary
Abigail Falk-Corporate Landing/Malibu
Johanna Johnson-Princess Anne Elementary
Kelly Gregory-Birdneck Elementary
Jennifer Hughes-Diamond Springs Elementary
Jamie McClemore-Point O' View Elementary
Elizabeth Shovelin-Fairfield Elementary
Danielle Arcese-Cooke Elementary
Teraya Cowart-Indian Lakes Elementary
Melissa Taylor-Salem/New Castle
J. Nicole Zedlitz-Point O' View
Karie Stakem-Kings Grant Elementary
Patrick Carr-Lynnhaven Elementary
Karla Danford-Ocean Lakes/Pembroke Meadows
Stephanie Long-Old Donation School/Thoroughgood
Lisa McCabe-Windsor Oaks Elementary
Ashley Porter-Thalia Elementary
Jamie Mann-Fairfield/Providence
Kelly Humphrey-White Oaks
Stephanie Curtis-Kempsville Meadows
Logan Berns-Cooke Elementary
Liz Pascual-Christopher Farms Elementary
Sierra Cook-Hermitage Elementary
Chelsea Cope-Landstown Elementary
Regina Hargrove-Three Oaks/Kingston

LMS/Library Media Specialist Representatives

Becky Feld, Windsor Oaks
Maria Lamb, Christopher Farms

Administrator Representatives

Maureen Fanelli, Salem Elementary School
Grant Baker, Kingston Elementary
Molly Lewis, Windsor Oaks Elementary
Katie Catania, Parkway Elementary

Parent Representatives

Jennifer Evans
Lindsey Johnson

Counselor Representatives

Mary Kennedy-Point O' View
Justine Palazzolo-Point O' View
Brittany West-Parkway Elementary

Student Representatives

Rosemont Forest Elementary
College Park Elementary

ELEMENTARY MATHEMATICS KINDERGARTEN-FIFTH GRADE TEXTBOOK ADOPTION

The Elementary Mathematics Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Elementary Mathematics: *Kiddom Virginia Math*

The recommended textbook displays the following **strengths**:

- The program resources are teacher and student friendly.
- The program provides aligned lessons and activities to meet the needs of all students.
- The program includes slide decks and student independent practice to supplement the current curriculum.

The recommended textbook displays the following **limitations**:

- The program contains several physical student editions.

FIRST-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR Elementary Mathematics

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Potential Additional Cost Per Year (3%)	Total Estimated Implementation Cost
Kiddom Virginia Math	K-5 Textbook/ Digital Bundle	\$197.70 (6 yr) Digital/Print	27,909 (student)	\$5,490,326.70	\$164,709.80	\$5,490,326.70
Total Implementation Cost						\$5,490,326.70

The Elementary Mathematics Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

Elementary Mathematics: *VA HMH Into Math*

The recommended second choice textbook displays the following **strengths**:

- The program provides a variety of resources to include homework practice.
- The program provides a colorful, visually appealing student edition.

The recommended second choice textbook displays the following **limitations**:

- The textbook would require more supplemental materials in order to better align with the Standards of Learning.
- Stakeholder input indicated the program is difficult to navigate due to the number of additional materials.

SECOND-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR Elementary Mathematics

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Potential Additional Cost Per Year (3%)	Total Estimated Implementation Cost
HMH VA Into Math	K-5 Complete Digital and Print Package	\$166.00 (6 yr Digital/Print)	27,909	\$5,836,498.75	\$175,094.96	\$5,836,498.75
Total Implementation Cost						\$5,836,498.75



Subject: Green Run ES HVAC & Scratch Cooking Improvements **Item Number:** 14C

Section: Consent **Date:** November 25, 2025

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

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

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

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with Spacemakers, Inc. for the Green Run ES HVAC & Scratch Cooking Improvements in the amount of \$1,905,000.

Background Summary:

Project Architect:	Dills Architects
Contractor:	Spacemakers, Inc.
Contract Amount:	\$1,905,000.00
Construction Budget:	\$2,040,200.00
Number of Responsive Bidders:	6
Average Bid Amount:	\$2.186.286.32
High Bid:	\$2,795,778.88

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements- HVAC Phase III
Cafeteria Fund Equipment Installs

Next Steps:

No further action needed



Subject: Independence MS Roof Repl, Kitchen HVAC & Scratch Cooking Improvements **Item Number:** 14D

Section: Consent **Date:** November 25, 2025

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

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

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

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with Virtexco for the Independence MS Roof Replacement, Kitchen HVAC & Scratch Cooking Improvements in the amount of \$5,327,000.

Background Summary:

Project Architect:	Dills Architects
Contractor:	Virtexco
Contract Amount:	\$5,327,000.00
Construction Budget:	\$6,170,215.00
Number of Responsive Bidders:	3
Average Bid Amount:	\$5,380,666.67
High Bid:	\$5,413,000.00

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements- HVAC Phase III
CIP 1-019 Renovations and Replacements- Reroofing Phase III
Cafeteria Fund Equipment Installs

Next Steps:

No further action needed



Subject: Religious Exemptions **Item Number:** 14E

Section: Consent **Date:** November 25, 2025

Senior Staff: Matthew D. Delaney, Chief Schools Officer

Prepared by: Jennifer L. Knight, Coordinator of Student Conduct/Services

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

Recommendation:

That the School Board approve RE-26-10.

Background Summary:

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

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

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

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

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

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

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

Source:

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

Budget Impact:

None

Next Steps:

The School Board approves the religious exemption.



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

Section: Action **Date:** November 25, 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 November 25, 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
November 25, 2025
2025-2026 SY

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	11/5/2025	Lauren Ward	Cafeteria Assistant, 6.0 Hours	not applicable	City Deli, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	11/17/2025	Christine Jones	Special Education Assistant	Virginia Wesleyan University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	11/6/2025	Desirae Antorino	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	11/12/2025	David J Brayboy III	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	11/12/2025	Joanna Yeary	Library/Media Assistant	not applicable	Mainland Regional High School, NJ
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	11/12/2025	Michael J Austin	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	11/5/2025	Bryn A Haller	Physical Education Assistant	Florida SouthWestern State College, FL	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	11/12/2025	Sarah B McGlamery	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	11/5/2025	Seth A White	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	11/5/2025	Elisa J Fondren	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	John B. Dey	11/12/2025	Courtney Acey	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	11/5/2025	Graham Brennan	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	11/24/2025	Rebekah C Hughes	Kindergarten Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	11/5/2025	Maria C Darling	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	11/3/2025	Laurence T Buchanan	Custodian II Head Night	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	11/10/2025	Charles Jones	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	11/10/2025	Samantha L Dahlia	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	11/12/2025	Svetlana V Veigel	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont	11/12/2025	Evelyn I Matos	Cafeteria Assistant, 6.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	11/5/2025	Shelbi D Tassin	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	11/15/2025	Ashley Hollingsworth	Cafeteria Assistant, 6.0 Hours	not applicable	McDonald's, OH
Assigned to Unified Salary Scale	Appointments - Elementary School	Thalia	10/30/2025	Angel Dobrick	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	11/10/2025	Micah S Conner	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	11/12/2025	Leah A Williams	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Three Oaks	11/5/2025	Ashley Bowen	Physical Education Assistant, .500	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	11/10/2025	Kiara M Clark	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	11/17/2025	Marie A Clotaire	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	11/12/2025	Michael E Flores	Security Assistant, .400	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Renaissance Academy	12/1/2025	Sreerama Chilukuri	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	11/5/2025	Michael E Lohse	School Security Officer II	not applicable	Virginia Beach Police Department, VA
Assigned to Unified Salary Scale	Appointments - High School	Kellam	11/4/2025	William R Ferris	Drivers Education Instructor, .400	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Kellam	11/10/2025	Bradley A Elmer	School Security Officer II, .400	not applicable	Norfolk Police Department, VA
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	11/5/2025	Debra R Lovell	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	11/10/2025	Maria E Martinez-Perez	Cafeteria Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	10/28/2025	William L Hodgson	Network Technician II	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	12/1/2025	Richard J Quibin	Technical Services Support Supervisor	American Public University, WV	USDA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial and Distribution Services	11/3/2025	Charles E Gorham	Custodian III	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/5/2025	Jennifer L Craddolph	Assistant Cafeteria Manager	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/5/2025	Harvey P Raffensperger	Bus Driver, 6.5 Hours	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/5/2025	Dean Swift	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/5/2025	Nicole Tsikuris	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/12/2025	Alicia R Edwards	Bus Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/12/2025	Nicole R Mcpherson	Bus Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/12/2025	Ray E Shoemaker	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/12/2025	Quishima A Sykes	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/21/2025	Lauren B Amaya	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	10/28/2025	Melanie Van Vlerah	Cafeteria Assistant, 5.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Centerville	11/25/2025	T'Nia L Olds	Physical Education Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	College Park	11/6/2025	Keshaunt T Dixon	Cafeteria Manager I (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Luxford	11/12/2025	Hannah L Wheeler	General Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	11/7/2025	Bradley Barron	Security Assistant (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	11/14/2025	Margot I Jacobson	Custodian I (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thalia	12/19/2025	Amy E Burch	School Office Associate II (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Woodstock	11/21/2025	Allan R Rutledge	Custodian II Head Night (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	12/1/2025	Cecilia K Crowson	Special Education Assistant (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	10/23/2025	Glenn P Abutin	Baker/Cook (job abandonment)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	11/3/2025	Chrissy K Stine	Special Education Assistant (personal reasons)	not applicable	not applicable

Personnel Report
Virginia Beach City Public Schools
November 25, 2025
2025-2026 SY

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	11/7/2025	Hakima Bikri	Cafeteria Assistant, 6.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	10/31/2025	Asaad Brown	Special Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	12/1/2025	Victoria E Davis	Administrative Office Associate II (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of K-12 and Gifted Programs	11/14/2025	Kemani Montgomery	Administrative Office Associate I (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/3/2025	Joceny Alteus	Bus Driver, 6.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	12/19/2025	Jennifer M Crump	Bus Driver - Special Ed, 6.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Alanton	12/31/2025	Deborah K Hall	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Strawbridge	11/30/2025	Steven L Gallop	Custodian III Head Day	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - High School	Bayside	12/31/2025	Stephen B Brown	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - High School	Kempsville	1/30/2026	Richanne B Sensenig	Distance Learning Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Support Services	12/31/2025	Cheryl A Trahan	Psychologist	not applicable	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	11/3/2025	Terese A Raper	Music/Instrumental Teacher, .400	Liberty University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	11/12/2025	Chelsea J Guilmette	Second Grade Teacher	Central Michigan University, MI	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	11/5/2025	Crystal L Villanova	Music/Vocal Teacher	Winthrop University, SC	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Strawbridge	11/10/2025	Allison M Dobson	School Counselor, .600	Longwood University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	11/5/2025	Esther Fernandez Celda	Fourth Grade Teacher	Cardinal Herrera University, ES	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	11/12/2025	Jessica T Halliburton	Third Grade Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	11/5/2025	DeAda A Weaver	Special Education Teacher	Regent University, VA	North East ISD, TX
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	11/12/2025	Lisa L Wertenberger	Special Education Teacher	Virginia Tech, VA	SECEP, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	11/17/2025	Karen A Edsall	Special Education Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	11/6/2025	Anthony Whitehead	Special Education Teacher	Hampton University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	11/12/2025	Jill M Miller	Speech/Language Pathologist, .600	University of Akron, OH	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bettie F. Williams	11/21/2025	Michael Moyer	Special Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Trantwood	10/31/2025	Alma Lopez-Mitchell	Second Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Kempsville	12/15/2025	Felicia S Bailey	Special Education Teacher (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	First Colonial	1/27/2026	Lynne Weisskopf	Mathematics Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	1/30/2026	Brittany N Rimes	Literacy Teacher (transfer of spouse)	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Lynnhaven	12/31/2025	Leann M S Cornell-Burdick	Third Grade Teacher	not applicable	not applicable



Subject: 2026 VBCPS Legislative Agenda **Item Number:** 15B

Section: Action **Date:** November 25, 2024

Senior Staff: Cheryl Woodhouse, Chief of Staff

Prepared by: Joel Andrus, Legislative Consultant; Kamala H. Lannetti, School Board Attorney

Presenter(s): Joel Andrus, Legislative Consultant

Recommendation:

That the School Board approve the 2026 Legislative Agenda as proposed by the School Board Legislative Committee.

Background Summary:

Each year the School Board adopts a Legislative Agenda that provides guidance regarding the School Board's and the School Division's position regarding matters affecting K-12 education. The Legislative Agenda serves as guidance for legislators and executive department offices for determining the needs of K-12 public education in Virginia Beach. Specific legislation or regulation is addressed through the General Assembly or regulatory processes.

Source:

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

Budget Impact:

N/A

Next Steps:

No further action needed.

**Virginia Beach City Public Schools
2026 Legislative Agenda**

BUDGET AND FUNDING

Support Full Funding of Biennial Re-Benchmarking

In each odd year, the Department of Education (DOE) provides the Governor and the General Assembly with an estimate of the “rebenchmarked” cost of continuing the existing Direct Aid to Public Education programs for the next biennium. This rebenchmarking is part of the biennial budget development process and includes updates in the input data to determine the current cost of the programs. The cost projections should not reflect any changes in policy or technical methodology. The Standards of Quality (SOQ) provide 60% of the state funds for public schools in Virginia.

Since rebenchmarking is a process to update the state funding formulas to reflect the current costs facing Local Education Agencies (LEA) (e.g. increases in fuel costs, health care costs, teacher salaries, etc.), failure to fully fund rebenchmarking would signify a decrease in the state’s commitment to funding K-12 education. VBCPS supports full-funding of the biennial rebenchmarking of the Standards of Quality funding formulas. VBCPS opposes any formula changes to the rebenchmarking methodology that would artificially decrease the actual costs to fund K-12 education. Finally, VBCPS opposes any measure that would shift SOQ and other recurring cost programs into the Lottery Fund.

Teacher Salary Increase and Recruitment and Retention

Nearly every school division across Virginia is experiencing extensive teacher shortages. While filling all positions has at times always been challenging for school divisions, the last several years have proven to be particularly difficult for school divisions. The current teacher shortage problem is at a crisis a point, as schools are not able to fill needed positions.

While Virginia has provided resources for teacher salaries in recent years, earnings for Virginia teachers continue to lag the national average. Virginia teacher salaries have one of the widest gaps between their pay levels and those of comparable professionals in the country and with continued pressure on wages from persistent inflation this disparity has become increasingly acute. In order to bring the Virginia’s average teacher salary up to the national average, Virginia must continue to take significant steps to invest in its teacher workforce.

The General Assembly should also consider additional pathways for retired teachers to return to the profession, including allowing fully licensed retired teachers to return to the profession without having to go through the licensure process again, as long as they are able to demonstrate competency in the subject they are teaching.

Increase behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs.

VBCPS requests the General Assembly continue to provide additional resources for mental health clinicians, attendance interventionists, and behavior specialists. These staff members should have specialized training to target students' complex behavioral needs and have the experience to assess the mental health status of students, recommend an appropriate level of care, implement/assist with implementing appropriate interventions, and respond to crisis situations.

However, VBCPS support retaining local authority and flexibility to best determine the resources and programs required to meet the student health and school health. VBCPS requests that any state mandated program designed to increase mental health services available to students be fully funded by the state and not result in an additional unfunded mandate.

Delivering Quality Special Education Services

VBCPS has approximately 9,023 students who qualify for special education services. VBCPS spends in excess of \$141,507,281.61 per year, or approximately \$15,670.80 per qualified student, on special education programs and services, of which approximately 67% is funded locally. VBCPS is opposed to any change in the delivery of special education services or special education funding that would shift even a larger portion of the funding responsibility to the locality. This includes changes to the regional special education programs that either reduce the overall state allotment or reduces the funding to an individual regional program. Such reductions in funding will not reduce VBCPS's obligations under the Individuals with Disabilities Education Act (IDEA), but rather shift a larger portion to the locality.

Dedicated State Funding for Capital Improvements

VBCPS supports the reinstatement of dedicated state funds for capital improvements. Since 2010, local governments and school boards have carried the full burden of capital improvements for public schools. VBCPS requests the General Assembly include funding to support any accessibility findings and recommendations from HB2278 (2025).

Continued Authorization for Regional Recovery School

Unlike other recovery schools in Virginia, VBCPS adopted a fully regional approach to leverage access to resources in Region 2. While VBCPS remains the fiscal agent and program developer, the recovery school is housed in Chesapeake, and each participating school division has a signed MOU and is an active participant in the program's governance and success.

As recovery schools are not specifically enumerated as an option under the "Joint and regional schools" statute, VBCPS requests that regional recovery schools be added to the list of authorized regional schools. Currently, VBCPS is using startup funds and authorization through the appropriations act to develop the regional recovery school. Until such legislation is passed, VBCPS requests continuing authorization to operate the recovery school.

OTHER LEGISLATIVE ISSUES

School Bus Driver Shortage

VBCPS, like many school divisions across the state and country, is experiencing an extreme shortage of school bus drivers, resulting in delays in getting students to and from school, field trips and after school activities. Virginia needs to take immediate steps to increase the number of qualified school bus drivers on a statewide basis. As initial steps, Virginia should provide designated funding sources for the training of potential new school bus drivers, as well as address the licensing requirements and expediting the licensure timeline. Additionally, Virginia should work closely with our federal delegation to create a specific school bus commercial driver's license for those individuals who are exclusively interested in becoming bus drivers.

Eliminate or Fund Currently Unfunded Mandates

The total impact of state and federal unfunded mandates to VBCPS was \$44 million in 2023. Of the \$44 million, approximately \$16 million are mandates that originated from either the General Assembly or the Virginia Department of Education. These mandates range from new reporting requirements, to new policies and procedures, to unfunded equipment requirements. VBCPS is opposed to any state mandates requiring local school divisions to assume additional responsibilities or provide additional services without the state's share of funding for such mandates. VBCPS supports the elimination of or funding for existing unfunded mandates.

Assessment Reform

VBCPS supports recent efforts to update the SOL assessments to be more performance-based, mimic real-life situations, and better prepare students for success in higher education and in the workplace. While VBCPS also supports recent legislation to update and modernize the assessment process, VBCPS requests several changes to the recently passed legislation prior to the legislation going into effect, including additional flexibility for end-of-course testing windows (specifically for students who require additional accommodations under an IEP or 504 plan), clarifying how many assessments can be administered throughout the year, and delaying counting the mandatory end-of-course assessment until a new SOL assessment contract is awarded and implemented.

VBCPS supported recent efforts to expand the use of growth measures by the General Assembly; however, the implementation of those efforts did not achieve the objectives of the original intent. Given the staff resources required to implement the assessments as required by VDOE, the data garnered from the reports was not as impactful as the student data VBCPS was already acquiring through previous assessments. VBCPS continues to support the use of growth measures

and through year assessments, but requests continued local flexibility and control over how the assessments are implemented.

DRAFT



Subject: Closed Session **Item Number:** 17

Section: Closed Session **Date:** November 25, 2025

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

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

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraphs 7, 8, and 12, as amended, to deliberate on the following matters:

7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
12. Information relating to the negotiation and award of a specific contract where competition or bargaining is involved and where the release of such information would adversely affect the bargaining position or negotiating strategy of the public body. Such information shall not be withheld after the public body has made a decision to award or not to award the contract. In the case of procurement transactions conducted pursuant to the Virginia Public Procurement Act (§ [2.2-4300](#) et seq.), the provisions of this subdivision shall not apply, and any release of information relating to such transactions shall be governed by the Virginia Public Procurement Act.

Namely to discuss:

- A. Unsolicited PPEA offer.
- 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.

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.