

RESEARCH & FEASIBILITY STUDY

ON THE CREATION OF A CITY OF WILLIAMSBURG INDEPENDENT SCHOOL DIVISION

Submitted to the Williamsburg City Council





A Foreword from the Williamsburg City Council


It is our public duty to ensure that the services the City provides exceed the expectations of the users. That duty extends beyond trash collection, water service, and emergency response to include public education.

Since the 1950s the City of Williamsburg has participated in a joint school division with James City County. The Williamsburg-James City County Public School (WJCC) system is a fully accredited division that consistently outperforms similar districts in the state when considering average student outcomes. However, metrics demonstrate that not every school in the division performs consistently at these high levels, including those schools attended by City students.

The partnership between the City and the County is governed by a joint operating contract that must be renegotiated every five years. As we approach a renewal of that agreement, we felt compelled to ask a central question – can we provide better student outcomes for City of Williamsburg students? This study was commissioned to evaluate the feasibility of an independent school district for Williamsburg to answer that central question by providing data and analysis on current student outcomes and to understand both the required and desired components for an independent division to achieve improved outcomes for City students.

Following our announcement and decision to proceed with this study, the James City County Board of Supervisors approved a resolution on July 25, 2023, to end our partnership as WJCC effective at the close of the 2025-2026 school year. Recognizing the complexities involved in the shift to an independent system, the County and City then agreed that if separation were the desired outcome, it would not occur before August 2028. This extended timeframe would allow more time for the localities to make an informed decision on whether to carry forward with a separation or remain partnered, and to take the necessary steps toward a successful transition.

We are grateful to the Study Team led by Dr. Smith for the work and effort required to complete this review. While some questions remain to be answered, our primary desire for an investigation of feasibility and student outcomes has been satisfied. Now we begin the hard work of evaluating this data and analysis as we consider what is the best path forward for our community, our parents and students, our teachers, and our partners. It is our solemn obligation to do all we can to provide the very best public education possible for our young people. We are committed to this mission.



ACKNOWLEDGEMENTS

The review team at Inspiring Results, LLC and D.C.D. Consulting, LLC would like to thank the Williamsburg City Council and City Manager Andrew O. Trivette for the opportunity to conduct this in-depth research and feasibility study for the City of Williamsburg, which was designed to assist the City in its efforts to determine whether the creation of an independent school division is a viable option. Additionally, it was a pleasure to work with members of the Williamsburg-James City County Public Schools' (WJCC) division leadership team, who graciously and effectively provided the review team access to current WJCC school board policies, financial documents, staffing information, instructional programs, operational programs and procedures, and a variety of school division data.

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PROFILE OF THE CITY

The following information was extracted from the City of Williamsburg's 2022 Annual Comprehensive Financial Report (ACFR):

The City of Williamsburg was established by the General Assembly of the Commonwealth of Virginia in 1699 and was incorporated by British Royal Charter in 1722. Today, it operates under the Council-Manager form of government substantially as established in the City Charter of 1932 and as an independent city under the Constitution and laws of the Commonwealth of Virginia. Policy-making and legislative authority are vested in a governing City Council consisting of the Mayor and four other members. The City Council members serve four year staggered terms. The Mayor is chosen from among City Council members every two years. The City Council is responsible, among other things, for passing ordinances, adopting the budget, appointing committees, and hiring both the City Manager and City Attorney. The City Manager is responsible for carrying out the policies and ordinances of the City Council, overseeing the day-to-day operations of the City, and appointing the heads of the various departments.

Williamsburg encompasses some nine square miles located between the James and York Rivers on the Virginia Peninsula in Southeastern Virginia. The 2020 United States Census showed Williamsburg with a population of 15,425, up 9.64% from the 2010 United States Census. The City is home to two premier institutions: William & Mary, established in 1693, and the Colonial Williamsburg Foundation, a living history museum that recreates the days when Williamsburg was the Capital of Colonial Virginia, from 1699 to 1780.

The City provides the full range of municipal services, including public safety (police, fire, and emergency medical services, parking garage), public works (street construction and maintenance, landscaping, stormwater management, engineering, refuse collection, and a public cemetery), economic development, planning and zoning, code compliance, human and public housing services, parks and recreation, and general administrative services. The City also provides water and sewer services to approximately 3,900 residential and 900 commercial customers, with user charges set by the City Council to ensure adequate coverage of operating and capital expenses.

The City provides library services jointly by contract with James City County through the Williamsburg Regional Library. The joint contract provides for board membership, operational funding, and responsibilities for the repair and maintenance of facilities and

grounds of the respective library building located in each locality. In June 2013, City Council approved an amendment to the joint contract to include neighboring York County. The agreement represents another step forward for regionalism in the Historic Triangle to benefit the citizens of all three jurisdictions.

The City also provides education jointly by contract with neighboring James City County for both localities through the Williamsburg-James City County Public Schools (W-JCC Schools). This partnership between the City and County governments has served the K-12 education needs of the jurisdictions for over 50 years. FY 2018 marked the first year of a restated five-year contract for operating and capital funding of the joint School system for fiscal years 2018 through 2022. A new contract was signed in May 2022 for the next five years, effective July 1, 2022, for FY 2022 to FY 2027. The contract essentially covers board membership, operational and capital funding allocations, use of School surplus operating and capital funds, and equity interest in School property.

I. PURPOSE OF THE RESEARCH & FEASIBILITY STUDY

The primary purpose of this comprehensive research and feasibility study was to outline potential constraints, best practices, and other considerations should the City of Williamsburg decide to form an independent school division. As such, the research and feasibility study team was charged with the task of creating a final report that included artifacts and documents that could be used to objectively inform the Williamsburg City Manager's recommendation to the Williamsburg City Council regarding the feasibility of operating an independent school division.

This study represents a key step toward fulfilling the City's initiative to explore innovative K-12 education models for improved pathways to higher education and certificate programs, in alignment with the City's 2023-2024 Goals, Initiatives, and Outcomes. It was neither the intent nor desire for the research and feasibility study team to determine if a separation of a jointly operating school division should occur.

Should the City determine it is feasible and beneficial to operate an independent school division, it will be necessary for the City to develop a comprehensive and viable plan of action that identifies specific academic and co-curricular programs, including the administrative, operational, and technological resources needed to support desired student and community outcomes over multiple years.

RESEARCH AND FEASIBILITY STUDY PROCESS

The work of the research and feasibility team commenced during the month of September 2023 and concluded during the month of January 2024. The team was tasked with preparing and presenting a final report that focused on the following areas of research:

- Governance and Management
- Potential School Division Mission Statements
- Staffing Standards and Human Resources Considerations
- Fiscal Implications
- Operational and Instructional Technology
- Curriculum, Instruction, and Assessment
- Student Displacement/Transition Planning
- Special Education Services
- English Language Learner Services
- Gifted Education Services
- Co-Curricular Activities and Athletics

- Innovative Partnership Opportunities
- Analysis of Enrollment, Demographics, and Academic Outcomes

The following individuals comprised the core research and feasibility study team: Dr. Jeffery Smith (senior advisor), Dr. John Caggiano, Dr. Kate Maxlow, Dr. Jennifer Parish, Dr. Lorianne Smith, Dr. Michael Thornton, and Dr. Donna Woods. The qualifications, expertise, and experience of the core team of consultants can be found in Appendix 1 of the report.

Core team members collaborated throughout the study, meeting and conferring weekly. Additionally, core team members engaged with members of the WJCC division leadership team, community focus groups, parents, and representatives from higher education.

The next section of the report highlights some of the key considerations for each area of research.

KEY CONSIDERATIONS

The key considerations listed in this section are designed to highlight overarching themes for each research area noted above. Following the overview of these key considerations, the report will explore detailed information and implications for each research area.

Key Considerations: Governance and Management

1. **Governance Structure:** Virginia Code (Code) specifies that the supervision of schools is vested in the school board and includes other legal requirements related to governance. Code specifies the duties and authority of the division superintendent as well as additional requirements specific to the role of the superintendent. The City of Williamsburg Charter that is found in Code supports the governance of a school division through the procedures used for the selection of Board members to the current joint school board. For this reason, it would need to be amended to support a school division specific to the city.
2. **School Board Selection:** Members may be appointed or elected. Changes to Code would need to be made to support an elected or appointed school board for a school division specific to the City of Williamsburg. An appointed board would need to consist of five members who are appointed for three year terms. An elected board would mirror City Council in term length which would require board members to serve four years.

3. **Powers and Duties of the School Board:** Code and Virginia Administrative Code is explicit in listing the powers and duties of school boards in Virginia and outlines extensive powers in those areas. Per Code, the school board with assistance from the superintendent and staff develops policies and ensures all aspects of Virginia Standards of Quality are implemented in a school division. The Virginia Standards of Quality serve to outline administrative, instructional, and operational requirements that serve as part of the public school funding model in Virginia. The Board chair and superintendent must annually report compliance to the Board. Additionally, long-range planning is required so the school board must adopt a comprehensive, unified plan based on data analysis for improving classroom instruction and achievement. The plan must involve staff and community input.
4. **Superintendent Selection and Responsibilities:** The new school board would select the division superintendent. The powers, duties, and responsibilities of the superintendent are outlined in Code to include the responsibility to execute the directives of the Superintendent of Public Instruction. Annual evaluations of the superintendent are conducted by the school board.
5. **Organizational Structure:** The structure of the school division may take many forms in Virginia. No matter the form, the organizational structure is led by the division superintendent who in turn reports to the school board. The structure depends on the division's size, budget, and vision for education.
6. **Implementation and Feasibility Considerations:** The State Board of Education (Board) plays a crucial role in approving changes to school divisions. Currently, there is no specific guidance in Code for the Board or regulations outlining how a separation of a school division would be managed. There is guidance provided that the Board will consider when a consolidation of school divisions is proposed. The Board, with the support of the Virginia Department of Education, would need to determine the steps to be taken to facilitate the separation of a school division. It is likely that there would be an expectation for community-wide support of the separation to include the need for public hearings. Numerous other steps would need to be outlined and initiated before an approval of the separation of a school division in Virginia could legally occur. Legal opinions may be sought to determine the steps to be taken.

Key Considerations: Potential School Division Mission Statements

A workgroup met to discuss the possibility of an independently operated school division in the City of Williamsburg—specifically, what the community believes students should know, understand, and be able to do as a result of schooling in such an independently operated school division.

The six emerging themes and associated competencies of the Portrait of a Graduate that the focus group agreed to be included in the K-12 Research and Feasibility Study Report are as follows:

- The Portrait of a City of Williamsburg Graduate is *inspired*.
- The Portrait of a City of Williamsburg Graduate is *civically responsible*.
- The Portrait of a City of Williamsburg Graduate is *connected*.
- The Portrait of a City of Williamsburg Graduate is *purposeful*.
- The Portrait of a City of Williamsburg Graduate is ready to *contribute*.
- The Portrait of a City of Williamsburg Graduate is *future-facing*.

The potential mission statements developed by the focus group for consideration are as follows:

Option 1

Williamsburg City Schools provides every student with a world-class education through innovative partnerships, community opportunities, and student-centered learning opportunities.

Option 2

Williamsburg City Schools are committed to providing every student with a rigorous and innovative experience through unique community-based opportunities that will prepare students with a well-rounded, world-class education.

Option 3

Williamsburg City Schools commits to a student-centered, community-driven (vested) approach, fostering innovation and partnerships that cultivate civic-minded leaders uniquely equipped to engage in an ever-evolving world.

Key Considerations: Staffing Standards and Human Resources Considerations

1. **Staffing is a continuous process:** Staffing is not an isolated event, but an ongoing process that involves acquiring, developing, and retaining a workforce of sufficient quantity and quality. It significantly impacts the effectiveness of a school division.

2. **Recruitment and retention must be given thoughtful attention:** Recruiting, selecting, and retaining highly qualified personnel, especially teachers, is a fundamental challenge in K-12 education. Shortages exist in various subject areas, necessitating a comprehensive approach to attract and retain quality personnel.
3. **Compensation and benefits are important factors in attracting and retaining personnel:** Competitive compensation and benefits are crucial for attracting and retaining top talent. A holistic approach, including health insurance, retirement plans (VRS, and 403(b), 457, & Roth options), and additional benefits, contributes to employee satisfaction and overall well-being.
4. **The Virginia Standards of Quality (SOQ) require adherence to at least the minimum standards as outlined in the Virginia Administrative Code:** School divisions must adhere to ratios for principals, assistant principals, teachers, and other staff based on student population as outlined in the SOQ.
5. **Staff evaluations are required and are an integral part of professional growth:** Evaluation processes assess teacher and administrator effectiveness and are an avenue for determining professional growth needs.
6. **Instructional staff and school administrators must be licensed by the state:** Teachers and administrators must meet state eligibility requirements to earn licensure/certification.
7. **Support personnel are an important component of school division success:** Support staff, including clerical, instructional assistant, and operations staff are critical to the success of a school division. Attention to recruitment and retention in these roles is essential for overall stability and student success.
8. **Contractual guidelines govern agreements:** Clear guidelines govern contractual agreements for teachers, principals, and assistant principals, outlining probationary periods, contract types, and lengths. However, support staff contracts may be established at the discretion of the local school board.

Key Considerations: Fiscal implications

1. **Sound Fiscal and Financial Management:** Sound fiscal and financial management includes the planning, organizing, directing, and controlling of fiscal and financial activities to ensure that available resources are used in an efficient and effective manner in support of school division goals.
2. **Duties and Responsibilities of the Superintendent and School Board:** Section 22.1-92 of the Code of Virginia requires that each division superintendent

prepare, with the approval of the school board, and submit to the governing body or bodies appropriating funds for the school division, by the date specified in Section 15.2-2503, the estimate of the amount of money deemed to be needed during the next fiscal year for the support of the public schools of the school division.

3. **School Board's Role in School Finance:** In addition to the approval of the school division's budget and subsequent expenditure of appropriated funds, the school board is expected to play a key governance role in the effective and efficient stewardship of the division's financial and operational resources. The role includes, but is not limited to, maintaining an effective working relationship with the division superintendent to ensure that school finance policies, practices, and decisions are aligned with division goals and remain in compliance with laws and regulations. To that end, a culture of accountability and transparency to engender public trust is cultivated and sustained.
4. **Superintendent's Role in School Finance:** In addition to serving as Division Superintendent, the superintendent functions as the organization's "Chief Executive/Administrative Officer." As such, the superintendent must play an active leadership role in the effective and efficient management of the division's resources. The superintendent must lead the school division with honesty, integrity, and fairness: and is chiefly responsible for developing and nurturing the organization's culture. The superintendent is responsible for the overall fiscal and operational performance of the division; and is expected to work closely with the school board in the development of policies and practices that promote sound fiscal management. The superintendent also has a legal responsibility to oversee the development and presentation of a budget proposal that meets the needs of the division, while being clear and understandable.
5. **Budget Basics for Sound Fiscal Governance:** It is critically important for any school division, let alone a newly formed one, to develop, demonstrate, and maintain strong working knowledge of the fundamentals of sound fiscal management. This ethic begins with the hiring and developing of a team of high character and competent professionals; a team that is well versed in the five major functions of school finance: a) budgeting and planning, b) accounting and reporting, c) payroll operations, d) procurement, and e) student activity fund accounting. A thorough understanding of the major functions and activities of the annual budget process is necessary. Knowledge of major fund types, revenue sources, and expenditure categories are also essential to building and operating an efficient finance function.

6. **Year 1 Estimated Operating Fund Budget:** An estimate of revenues and expenditures for year 1 of a new, separate school division has been developed to provide an initial compilation of key budgetary and planning data for consideration by City leaders, citizens, and parents. This fiscal plan includes detailed revenue estimates by source, detailed expenditures by cost center, function, program, and object. This base-budget plan reflects class size standards, basic curriculum and program offerings, compensation, and operational service levels similar to those of the current jointly operated school system, WJCC. However, it should be noted that maximizing operational and performance efficiencies can be challenging for smaller school communities. Please see Appendix 6.1 through 6.3 for detailed revenue and expenditure budget scenario information.
7. **Other Funding and Fiscal Planning Considerations:** As previously mentioned, the estimated fiscal plan for year 1 should be considered a “base-budget” focused primarily on personnel and noncapital operational costs. Therefore, funding for additional start-up costs for equipment and other capital assets must be considered. Among these assets are: school buses, instructional and operational technology hardware and software, equipment and uniforms for athletic teams.

In addition to the initial costs outlay, multi-year equipment replacement and funding plans should be developed to provide a more accurate cost of ownership/operation. These plans include, but are not limited to, the following: five-year capital improvement plan, five-year technology plan, multi-year bus replacement plan, five-year employee compensation plan, and others as deemed appropriate and forward-thinking.

Key Considerations: Operational and instructional technology

1. **Instructional and Support Staffing:** Exceeding the ITRT and Technology Support mandates of the Standards of Quality may be necessary from a practical perspective to serve the needs of three school sites in a timely and efficient manner. Allocations of students across three or more school sites will not neatly mirror the 1:1000 staff to student ratio required under the Standards of Quality.
2. **Long-Term Planning:** Long-term technology planning requires that a forecasted refresh cycle be enacted from the budgetary, instructional, and operational perspectives. Software will become unsupported and hardware will become ineffective at reasonably predictable intervals.
3. **1:1 Device Downtime Impacts:** The division should have a process in place that gets a replacement 1:1 device into a student’s hands immediately or shortly after the student reports any damage or malfunction to minimize impact on teaching

and learning and inequitable disadvantages compared to their peers.

4. **Home Internet Access:** The division should develop a cohesive program to assist families in need with acquiring home Internet access. This assistance can take multiple forms but is necessary to remove barriers to equitable at-home learning.
5. **Operational Technology Staffing:** Hiring qualified and experienced personnel to design, operate, and troubleshoot the division's network and servers is key to smooth, uninterrupted operation of electronic tools that serve both the operational and instructional side of the division. Uptime and reliability depend not only on the quality of components but on the talent and expertise of those that manage them.
6. **Implications of Extending City Services:** Leveraging existing city systems for division use, such as those for HR, Finance, and Maintenance, could be successful but would require additional staff. This approach would also require customization to meet the legal and practical needs of school division operations. Existing systems may or may not offer that level of customization.
7. **Forward-Looking Internet:** The division should create a plan to periodically increase the bandwidth available to sites to accommodate foreseen and unforeseen instructional and operational needs. The nature of the network chosen for the division should inherently allow for future bandwidth increases at a marginal cost.

Key Considerations: Curriculum, Instruction, and Assessment

1. **Informed Educational Philosophy and Curriculum Development Via Stakeholder Engagement:** Curriculum development should be initiated with a systematic needs development process that involves stakeholders, including parents, teachers, community members, business leaders, and students. This ensures that a clear educational philosophy with accompanying goals is developed and that curriculum, instruction, and assessment are designed to address specific educational needs and goals.
2. **Vision for Holistic Education:** The Virginia Standards of Learning represent the state's minimum expectations. Stakeholders envision a curriculum that goes beyond traditional standards alignment. The ideal curriculum is expected to ignite a passion for learning, empower students with essential skills (critical thinking, creativity, collaboration, cultural competence, digital literacy), and provide relevant and experiential learning opportunities. Virginia school divisions may choose to embed these essential skills throughout their curriculum, going above and beyond the state's minimum expectations.

3. **Importance of the Curriculum, Instruction, and Assessment (CIA) Staff Roles:** Staff members hired to lead this work play a pivotal role in shaping the educational landscape of a school division. The process of developing a curriculum is dynamic and ongoing. Staff must stay current with educational research, leverage available resources, communicate effectively, and adapt to the evolving needs of students and the community.
4. **Cohesive Curriculum, Instruction and Assessment:** An important consideration is the interconnectedness of curriculum, instruction and assessment, emphasizing the need for these elements to function as a cohesive unit. This integrated approach is seen as crucial for providing students with an exceptional educational experience.
5. **Effective Curriculum Mapping:** The development of curriculum maps for each course, highlighting “power standards” that are crucial for student success, will be important resources for teachers. The creation and utilization of pacing guides and articulation guides, which are included in this development, help to ensure a cohesive and comprehensive educational experience.

6. **Mission-Driven Professional Development:** Ongoing professional learning opportunities for teachers and school administrators that are planned and delivered by members of the CIA team will help to ensure alignment between the written, taught, and tested curriculum. CIA team members are responsible for outlining short-term and long-term professional development plans that also emphasize collaboration with external educational organizations or institutions.
7. **Continuous Improvement Culture:** A culture of continuous improvement is encouraged, by leveraging data-driven decision-making, formative assessment practices, ongoing professional development, innovative teaching approaches, feedback loops, data sharing, transparent communication, and regular monitoring and evaluation of improvement efforts.
8. **Time Required for Creation of Curriculum and Assessments:** While the Virginia Department of Education provides school divisions with comprehensive documents that outline state standards for each content area and course of study, it does not produce a written curriculum or assessments for school divisions to adopt.

Key Considerations: Student Displacement/Transition Planning

1. **Importance of Addressing Transitions:** Research indicates that student achievement may decline following a school transition. Addressing the challenges associated with transitions, both academically and emotionally, is crucial when implementing changes such as creating a new school division. Proactive measures, including well-designed transitional programs and support systems, can significantly contribute to successfully adapting students and staff to their new educational environment. Transition plans will address the needs of students with disabilities, social-emotional learning needs, enrollment capacity, and other implications resulting from student transitions.

2. **Matthew Whaley Elementary School Transition Collaborative Approach:** Sixty-two percent of the elementary school students residing in Williamsburg attend Matthew Whaley Elementary School. The transition plan for students not attending Matthew Whaley Elementary School would include collaboration between sending and receiving schools, explicit social-emotional instruction, and site visitations. The newly formed school division should commit to providing ongoing support to mitigate the impact of transitions. Support includes collaborative planning, specialized support for students with disabilities, social-emotional learning initiatives, and team-building activities. **Options to Address Potential Overcrowding at Matthew Whaley Elementary School could include:** Expand or renovate existing facility, integrate Grade 5 at Berkeley Middle School, and/or design Berkeley Middle School as a K-8 school.
3. **Berkeley Middle School Transition:** Approximately 63% of middle school students in Williamsburg are currently zoned for Berkeley Middle School, while around 25% are zoned for or attend James Blair Middle School. This highlights the need to address the challenges associated with transitioning from elementary to middle school and from one middle school to another. Transitions, whether from elementary to middle school or between middle schools, can be challenging for students. These changes may result in stress and adversity as students adapt to new environments and routines. Creating small learning communities and promoting a sense of belonging can mitigate these challenges and support students during the transition. Also, funding for summer family welcoming sessions can enhance the transition for middle school students. These sessions allow families to become familiar with the school environment and resources. Lastly, allocating funding for promoting team identity, such as t-shirts and signage, can contribute to a sense of community and identity among middle school students to foster a positive and inclusive school culture.
4. **James Blair High School Transition:** Transitioning Berkeley and James Blair Middle School students to the newly redesigned James Blair High School is an exemplary approach, allowing students to travel as cohorts. This approach is expected to foster a positive learning environment and support students' academic success. However, minimizing disruptions to students, families, and school staff is crucial for the success of this transition. Redistricting high school students can be a controversial topic, as community members often have emotional ties with their local schools. The severance of these connections can lead to resistance and angst. Involving community members in decision-making, implementation, and

transition processes is vital to address these concerns. Including community members in the decision-making process is crucial, considering individuals' emotional ties with their local schools. This engagement should extend to decision-making, implementation, and transition phases to ensure transparency and address concerns.

- 5. Feasibility Considerations:** Establishing a school division for the City of Williamsburg involves adhering to the Code of Virginia, which provides guidance on the leadership and management of school divisions. Once the school division is established, the new school board will need to hire a superintendent. A team of interim executive administrators representing various aspects of a school division, will be recruited to assist the school board and superintendent. The team's primary responsibility is to support the establishment of all components of the new school division and ensure a smooth transition for students, families, and employees. The transition team's work is estimated to take six months to a year before students enter the schools and become eligible for state funding.

6. Transition Implementation Plans

- a. *Plan 1: All Williamsburg Students Begin in the Inaugural Year* - All Williamsburg students in grades K-12 transition to the newly formed school division during its inaugural year, including high school students originally intended for a potential James Blair High School.
- b. *Plan 2: Phased Implementation for High School Transition* - The implementation plan presents a phased approach for transitioning high school students into the city schools. The transition would begin with Grade 9 students during the inaugural school year and gradually expand to include higher grades in subsequent years, as follows:
 1. 2026-2027: Grade 9
 2. 2027-2028: Grades 9 and 10
 3. 2028-2029: Grades 9, 10, and 11
 4. 2029-2030: Grades 9, 10, 11, and 12

Key Considerations: Special Education Services

1. **Free, Appropriate Public Education (FAPE):** Students with disabilities have a legal right to a free, appropriate public education, which is provided through special education. *Special education* means specially designed instruction, at no cost to the parent(s), to meet the unique needs of a child with a disability. Accordingly, students may require specialized curriculum, instructional resources, strategies,

equipment, and personnel in order to benefit from their education.

2. **Student Enrollment and Needs Impact Staffing:** The number of students requiring special education and related services may fluctuate throughout the course of the school year due to newly eligible transfers into the division. This growth may contribute to a potential need for additional personnel, resources, and programmatic placements within or outside of the school division. The level of special education services a student requires has a direct impact on special education staffing.
3. **Equitable Services:** Eligible students with disabilities who are homeschooled and/or parentally placed in private schools located in the City of Williamsburg's jurisdiction are entitled to equitable services through the school division. The required services may be provided by employees of the school division and/or through contract by the local school division with an individual, association, agency, or organization.
4. **Support for Intensive Needs:** The Students with Intensive Support Needs Application (SISNA) is an equitable model that provides an opportunity for school divisions to offset the high cost of providing instructional and direct services to students with intensive support needs and provides a system for divisions to be reimbursed based on actual financial costs for providing services.
5. **Intensive Support Needs:** An increase in the level of students' needs may dictate a demand for additional personnel not included in the approved budget nor covered through the SISNA model (i.e., additional adult support to support intensive behavioral needs, non-ambulatory students, and/or nursing staff for medically-fragile students).

6. **Related Services:** Related services are developmental, corrective, or supportive services required to assist a child with a disability to benefit from special education. There is no exhaustive list of related services; the school division is obligated to provide related services beyond the scope of what is customary if required for a student to have a free and appropriate public education (FAPE).
7. **Additional Funding Consideration:** Medicaid reimbursement is a platform by which local educational agencies (LEAs) may seek partial reimbursement through the Department of Medical Assistance Services (DMAS) for eligible health services provided by Medicaid-qualified providers to Medicaid-enrolled students. Such health services may include, but are not limited to, occupational therapy, physical therapy, speech language therapy, audiology, nursing services, behavior/mental health services, applied behavioral therapy, medical evaluations, specialized transportation, and personal care. The LEA may also seek partial reimbursement for the indirect, administrative services required to coordinate, schedule, arrange, and monitor the health-related needs of students.
8. **Least Restrictive Environment (LRE):** The student's LRE is determined on an individual basis during the development of the Individualized Education Program (IEP). To the maximum extent appropriate, students with disabilities receive their education alongside their peers without disabilities and should not be removed from the general education classroom unless learning cannot be achieved even with the use of supplementary aids and services.
9. **Special Education Staffing:** The Standards of Quality and special education regulations in Virginia guide special staffing, emphasizing the assignment of quality personnel, caseload standards, and collaboration between general and special education teachers. The level of special education services a student requires has a direct impact on special education.

Key Considerations: English Language Learner Services

1. **Screening and Identification Process:** Timely identification of potential English learners is critical, and screening processes must be based on the home language survey given at registration. Parental involvement and understanding of available programs are key aspects of the screening process.
2. **Program Requirements and Funding:** The Title III, Part A Grant is a crucial funding source for English learner programs, but local funds must cover initial instruction, screening, and materials, while the grant should supplement existing resources.
3. **Family Engagement and Communication:** School divisions have a federal responsibility to reasonably communicate with families in a language they understand, which means providing interpretation and translation services. Involving families in school activities, providing adult language classes, and job skills training fosters a supportive educational environment.
4. **Dually Identified Students:** Collaboration between special education and ELL departments is vital for accurate identification of dually identified or potentially dually identified students. Inclusion of an ELL teacher is required in the special education committee to help navigate language acquisition nuances.
5. **Assessments and Accommodations:** English language learner students must take a yearly assessment, the WIDA ACCESS for ELs 2.0 Assessment. Identified English language learner students are also eligible for specific classroom and SOL testing accommodations. These accommodations should be determined in collaboration with all teachers, parents, and students (when it is beneficial).
6. **Models of Instruction:** Differentiated instruction models, such as push-in, pull-out, and sheltered classes, cater to various needs of ELL students. The choice of model should consider student needs, scheduling, and available staffing.
7. **Implementation Considerations:** Implementing a successful ELL program requires careful planning, considering staffing needs, local funding requirements, and adherence to standards. Flexibility and collaboration between departments are essential for effective execution.
8. **Monitoring FLEP Students:** Formerly Limited English Proficient (FLEP) students require ongoing academic monitoring even after exiting the ELL program. Regular communication with general education teachers and parents helps identify potential challenges and ensures continued academic success.

Key Considerations: Gifted Education Services

1. **Philosophy of Gifted Education:** The new division would need to create a philosophy of gifted education via collaboration with stakeholders (parents, students, teachers, school division administrators, community members).
2. **Type of Gifted Services:** The new division would need to determine which type of gifted services would be provided; General Intellectual Ability or Specific Academic Aptitude.
3. **Identification:** The multiple criteria used for identification of gifted students which contributes to equitable ethnic representation in gifted programs would need to be determined.
4. **Personnel:** Identify the staff which will provide K-12 gifted instruction in the selected gifted instructional model.
5. **Differentiated Gifted Curriculum:** The division would need to develop a curriculum to provide differentiated instruction for the identified gifted program and provide professional development for teachers.
6. **Gifted Local Plan:** The division would need to create a gifted local plan which is approved by the school board and submitted to VDOE for technical review.

Key Considerations: Co-Curricular Activities and Athletics

1. **Competing in VHSL:** The new Williamsburg high school would compete in VHSL athletics/activities as a Class 1 school based on school size. The school would also be a member of Region 1A and the Tidewater District.
2. **Membership in Tidewater District and Region 1A:** The new Williamsburg high school would be eligible to compete in all athletics/activities offered by Region 1A and the Tidewater District.
3. **Community Partnerships:** Partnerships with the College of William and Mary would offer numerous opportunities to high school student athletes.
4. **Priority Staff:** An athletic director will play a critical part of the organization of the new high school and middle school athletic programs. This position should be hired early on in the division hiring process.
5. **Initial Planning For Opening:** Ordering equipment, hiring staff, scheduling and planning facility use should be done six months to a year prior to the opening of the schools.

6. **Facility Use Partnerships:** Cooperative use agreements with the City of Williamsburg and the College of William and Mary would be necessary based on current athletic facilities (Kiwanis Park, Dillard Complex, etc.).
7. **Middle School Competition League:** It is proposed the middle school athletic program remain competing in the current Bay Rivers District.
8. **Proposed Middle School Equipment:** The new middle school should have all necessary athletic equipment to begin a new school year should the separation occur.

Key Considerations: Innovative Partnership Opportunities

1. The following programs may be considered as partnerships for quality student learning:
 - a. *International Baccalaureate (IB) Programs* - IB programs include the Diploma Programme (DP), Career-related Programme (CP), Primary Years Programme (PYP), and the Middle Years Programme (MYP). The proven positive impact on critical thinking and 21st-century skills is emphasized through research findings in various countries.
 - b. *Ford Next Generation Learning (NGL) Model* - The Ford NGL model is introduced as an alternative strategy for school and community transformation, focusing on producing college, career, and life-ready graduates through the implementation of Career Academies. The collaborative, community-driven approach aims to increase community prosperity, strengthen the talent pipeline, and enhance educational equity. The school division works closely with the community to create Academies based on community economic needs.

- c. *Big Picture Learning Model* - The report explores the Big Picture Learning model, emphasizing personalized, interest-based education. The model has been proven to foster positive relationships and improve postsecondary outcomes. Business community engagement and internships are highlighted as essential Big Picture Learning model components. Engaging local businesses and industry experts as mentors contribute to real-world project-based learning experiences, fostering deeper student engagement and skill development.
2. Additionally, the City of Williamsburg may choose to collaborate with institutions of higher education. The report outlines specific collaboration opportunities with institutes of higher education, including clinical faculty training, innovation grants, professional development, gifted services, Americorps partnerships, and volunteer activities. The emphasis is on narrowing collaboration focus to key areas aligned with the city's overall goals.

Key Considerations: Analysis of Enrollment, Demographics, and Academic Outcomes

1. **Enrollment Diversity in Williamsburg:** The diverse student population in Williamsburg encompasses a blend of racial, economic, and ethnic backgrounds. This diversity not only contributes to a vibrant and inclusive learning environment but also emphasizes the importance of fostering cultural awareness, equity, and tailored support to meet the varied needs of students from different racial demographics.
2. **Fostering Collaborative Solutions for Economic Disparity in Williamsburg:** The percentage of economically disadvantaged students in Williamsburg suggests a need for targeted support and resources to address economic disparities. Addressing economic disparities often involves collaboration among schools, community organizations, and stakeholders to create a comprehensive support network for students and their families.
3. **Understanding and Supporting English Language Learners in Williamsburg:** The English Language Learner rate of 17% in Williamsburg underscores the presence of diverse linguistic needs within the student population, highlighting the importance of tailored language support and resources to ensure comprehensive educational inclusivity.
4. **Importance of Special Education Programs:** Williamsburg's special education population of 21% (which exceeds the state average of 14%), highlights the need

to implement robust and inclusive special education programs tailored to the needs of students. This data emphasizes the need for proactive planning, resource allocation, and collaborative efforts to ensure a supportive educational environment for students with diverse learning requirements in Williamsburg.

5. **Addressing Chronic Absenteeism in Williamsburg:** At the conclusion of the 2022-2023 school year, a notable 15.45% of students in Williamsburg were identified as chronically absent, reflecting an attendance concern across all grade levels. Students who are considered chronically absent have missed ten percent or more of the school year. Early warning systems, parent engagement programs, student support services, and streamlined monitoring and communication systems are necessary to support and prevent students from becoming chronically absent.
6. **Empowering Success: On-Time Graduation and Dropout Prevention:** In the student cohort of 2023 in Williamsburg, composed of 82 students, the on-time graduation rate stood at 84.15%, with a dropout rate of 8.54%. Notably, Hispanic students recorded the lowest on-time graduation rate at 69.23%. To improve these rates, additional support will be needed, including a targeted focus on ensuring students remain on-track throughout the four years of high school. This may include ongoing remediation and credit recovery efforts as well as dropout prevention strategies to ensure students remain engaged.
7. **Federal Standards of Learning Outcomes in Reading and Math:** Federal pass rates for reading and math in grades 3-8 for Williamsburg fell below established standards, indicating a gap between current performance and the expected benchmarks. There may be a need to implement individualized support systems for students who are struggling. This may include remediation programs, tutoring, differentiated instruction, or personalized learning plans to address specific needs.

8. **Federal and State Standards of Learning Outcomes in Science:** The combined overall federal pass rate of 51% for Williamsburg students in science is below state minimum standards and suggests a need for targeted intervention and support across all grade levels, given the comprehensive nature of the assessments. Pass rates for state accountability would fall in a level three range under the state's current accountability model, meaning the pass rate is below the state's standard and less than 65% of the students achieved a passing score.
9. **Cultivating a Safe Learning Environment Through Comprehensive Intervention:** The categories of "Behaviors Related to School Operations," "Behaviors of a Safety Concern," and "Relationship Behaviors" had higher incident rates for students in Williamsburg. Incidents in these categories create negative relationships, unsafe conditions and interfere with the daily operation of school procedures. Behavior intervention programs, counseling and mental health support, restorative practices and staff professional development programs may be necessary to reduce incident rates and help to create a safe learning environment for all students.

CONCLUSION

The key findings above summarize the most important points to consider when determining whether to create an independent City of Williamsburg school division. These points are further elaborated in the sections that follow.

As a reminder, it was neither the intent nor desire for the research and feasibility study team to determine *if* a separation of a jointly operating school division should occur. Rather, the purpose was to determine potential constraints, best practices, and other considerations should the City of Williamsburg decide to form an independent school division.

2. ANALYSIS OF ENROLLMENT, DEMOGRAPHICS, AND ACADEMIC OUTCOMES

ENROLLMENT & DEMOGRAPHICS

This section provides: 1) the demographic composition of the unified Williamsburg-James City County (WJCC) school division, and 2) a breakdown of the demographic data by county and city. Additionally, this section presents a scenario analysis that envisions the potential data outcomes if the two localities were to operate as independent school divisions.

School divisions across Virginia are responsible for submitting a "Fall Membership" report each school year. This report marks the starting point of a comprehensive educational data collection, where student counts, demographics, and other critical details are meticulously recorded. It provides educators, administrators, and policymakers with a comprehensive understanding of the student body in order to make informed decisions that impact curricula, resources, and support systems throughout the academic year. The information provided in the following sections is based on the Fall Membership data submitted to the state by WJCC as of October 1, 2023.

Enrollment Distribution

James City comprises 90% of the current total student population with 10,639 students, while Williamsburg represents 10% of the total student population (1,119 students). The combined student count as of October 1, 2023 was 11,758.

Table 2.1: Number and Percentage of Students in James City County, Williamsburg and Combined

	Number of Students	Percent of students
James City County	10,639	90%
Williamsburg	1,119	10%
Combined	11,758	100%

Note: Data collected from Fall 2023 Student Record Collection.

Grade Level Distribution

Table 2.2: Number of Students in Grades PK through 5 for James City County, Williamsburg and Combined

PK-5	Total	PK	KG	1	2	3	4	5
James City County	4,715	327	651	746	762	710	763	756
Williamsburg	535	50	83	81	91	75	73	82
Combined	5,250	377	734	827	853	785	836	838

Note: Data collected from Fall 2023 Student Record Collection.

Table 2.3: Percentage of Students in Grades PK through 5 for James City County, Williamsburg and Combined

PK-5	Total	PK	KG	1	2	3	4	5
James City County	4,715	7%	14%	16%	16%	15%	16%	16%
Williamsburg	535	9%	16%	15%	17%	14%	14%	15%
Combined	5,250	7%	14%	16%	16%	15%	16%	16%

Note: Data collected from Fall 2023 Student Record Collection.

Table 2.4: Number and Percentage of Students in Grades 6 through 8 for James City County, Williamsburg and Combined

Grades 6 - 8	Total	6	7	8
James City County	2,480	31%	35%	33%
Williamsburg	234	29%	40%	31%
Combined	2,714	31%	36%	33%

Note: Data collected from Fall 2023 Student Record Collection.

Table 2.5: Number and Percentage of Students in Grades 9 through 12 for James City County, Williamsburg and Combined

Grades 9 - 12	Total	9	10	11	12
James City County	3,444	25%	26%	25%	24%
Williamsburg	350	29%	28%	23%	21%
Combined	3,794	25%	26%	25%	24%

Note: Grade levels may contain retained students and do not represent true cohort based counts. Data collected from Fall 2023 Student Record Collection.

Ethnicity and Racial Distribution

In James City County, the student population is comprised of various racial groups. The percentages of racial groups include: White (56%), African-American (17%), Hispanic (15%), Asian (3%), Multiracial (9%), American Indian (0.3%), and Hawaiian (0.2%).

In Williamsburg, the student population is also composed of various racial groups. White students (33%), African-American students (27%), and Hispanic students (26%) account for the majority of the student population. Additionally, there are smaller but still significant percentages of Multiracial (11%), Asian (3%), Hawaiian (0.4%), American Indian (0.3%), and Hawaiian (0.4%) students.

Table 2.6: Ethnic and Racial Student Counts and Percentages for James City County, Williamsburg and Combined

	James City County		Williamsburg		Combined	
American Indian	31	0.3%	3	0.3%	34	0.3%
Asian	277	3%	38	3%	315	3%
Black	1,823	17%	299	27%	2,122	18%
Hawaiian	16	0.2%	4	0.4%	20	0.2%
Hispanic	1,617	15%	286	26%	1,903	16%
Multiracial	957	9%	119	11%	1,076	9%
White	5,918	56%	370	33%	6,288	53%

Note: Data collected from Fall 2023 Student Record Collection.

Economically Disadvantaged Status

In Virginia, students are identified as economically disadvantaged if the student:

- 1) is eligible for Free/Reduced Meals or
- 2) receives TANF, or
- 3) is eligible for Medicaid, or
- 4) is a Foster, Head Start, Migrant, or Homeless student.

Virginia is one of the states approved to use Medicaid income data to connect students to free or reduced-price school meals through direct certification (DC). The Virginia Department of Education, the Department of Social Services, and the Department of Medical Assistance Services have partnered to provide school divisions information used to directly certify students. Students who are Medicaid recipients with a household income that meets the USDA National School Lunch Program (NLSP) guidelines for free or reduced-price meals are matched to school division enrollment records to certify their eligibility. This confidential DC process automatically certifies eligible students for school meal benefits without an application. As a result of the Medicaid DC Demonstration Project, more Virginia schools also participate in the Community Eligibility Provision (CEP) which provides breakfast and lunch at no cost to all enrolled students.

In James City County, 3,514 students out of 10,639 students (33%) are identified as economically disadvantaged.

In Williamsburg, 584 students out of 1,119 students (52%) are identified as economically disadvantaged.

The combined student count for both areas (WJCC) is 11,758. Of this total, 35% are economically disadvantaged (4,098 students).

Table 2.7: Number and Percent of Students Considered Economically Disadvantaged for James City County, Williamsburg and Combined

	# of Economically Disadvantaged Students	% of Students Considered Economically Disadvantaged
James City County	3,514	33%
Williamsburg	584	52%
Combined	4,098	35%

Note: Data collected from Fall 2023 Student Record Collection.

Table 2.8: Free and Reduced Lunch Counts for Williamsburg and James City County

F&R Totals	Williamsburg City	James City County
PK-13	593	3571
KG-13	562	3423

F&R Totals PK-12	F&R Total	Fall Membership Total	Fall Membership Total
James City County	3571	10639	34%
Williamsburg City	593	1119	53%
Combined WJCC	4164	11758	35%

English Language Learner Status

In James City County, 5% of the student population is identified as English Learners (EL) and receives support services. Meanwhile, in Williamsburg, 14% of the student population is identified as EL and receives support services. When EL codes 1-4 are consolidated to ascertain the proportion of students flagged as EL, it is noted that 6% of James City County’s students are identified as EL, while 17% of students in Williamsburg carry this identification.

Table 2.9: English Learner Code Percentage Breakdown for James City County, Williamsburg and Combined

	# of 1, 2, & 4 Combined	% of 1, 2 & 4 Combined	1 - Identified as EL and receives EL Services	2 - Identified as EL but has refused EL Services	4 - Identified as formerly EL for each of the four years after exiting EL Services
James City County	690	6%	5%	0.0%	1%
Williamsburg	191	17%	14%	0.1%	3%
Combined	881	7%	6%	0.0%	2%

Note: Data collected from Fall 2023 Student Record Collection.

Code 1: Signifies students identified as English Learners (EL) and are actively receiving EL services. They are currently benefiting from language support to enhance their English proficiency.

Code 2: Students identified as English Learners (EL) but have opted to refuse EL services. They have chosen not to receive additional language support despite their EL status.

Code 4: Signifies students who were previously English Learners (EL) and remained in this status for each of the four years following their successful exit from EL services. It indicates that they were continually monitored and supported in their language development even after reaching a proficient level in English.

General and Special Education Populations

In James City County, the student population includes 1,878 students with disabilities (SWD), constituting 18% of the student population. Conversely, in Williamsburg, there are 231 students with disabilities (SWD), representing 21% of the student population. For comparison purposes, the average percentage of students with disabilities in school divisions across Virginia is approximately 14.3%.

Table 2.10: *Number and Percentage of Students Receiving Special Education or 504 Plan Services for James City County, Williamsburg and Combined*

	Special Education		504 Plan	
James City County	1878	18%	412	4%
Williamsburg	231	21%	30	3%
Combined	2109	18%	442	4%

Note: Data collected from Fall 2023 Student Record Collection.

The next page shows the number and percentage breakdown of disability type for James City County, Williamsburg, and combined.

Table 2.11: Number and Percentage Breakdown of Disability Type for James City County, Williamsburg and Combined

	James City County		Williamsburg		Combined	
Multiple Disabilities	26	1%	1	.4%	27	1%
Orthopedic Impairment	4	.2%	1	.4%	5	.2%
Visual Impairment/Blindness	2	.1%		0%	2	.1%
Hearing Impairment/Deafness	10	.5%	1	.4%	11	.5%
Specific Learning Disability	581	31%	75	32%	656	31%
Emotional Disability	58	3%	13	6%	71	3%
Speech or Language Impairment	232	12%	22	10%	254	12%
Other Health Impairment	397	21%	54	23%	451	21%
Autism	271	14%	22	10%	293	14%
Traumatic Brain Injury	5	.3%		0%	5	.2%
Developmental Delay	236	13%	37	16%	273	13%
Intellectual Disability	56	3%	5	2%	61	3%

Note: Data collected from Fall 2023 Student Record Collection.

Table 2.12: Number and Percentage of Students Identified as Gifted for James City County, Williamsburg and Combined

	Identified as Gifted	
James City County	1789	17%
Williamsburg	130	12%
Combined	1919	16%

Note: Data collected from Fall 2023 Student Record Collection.

Military Connected Status

In James City, 12% of the student population has a military connection, whereas 7% of students in Williamsburg hold this designation. This military status encompasses active duty, reserves, and National Guard affiliations.

Table 2.13: Military Connected Status Student Counts and Percentages for James City County, Williamsburg and Combined

	Identified as Military Connected	
James City County	1,281	12%
Williamsburg	79	7%
Combined	1,360	12%

Note: Data collected from Fall 2023 Student Record Collection.

Students Impacted by Homelessness

Students in the following tables are classified as homeless if they had a primary nighttime residence code of 1, 2, 3, or 4, and had an active status code of "active" or

"virtual" on the Fall student record collection for school year 2023-2024. Note: No student records had a code of 1 and so that is excluded from the table. Student records were differentiated as "James City County" or "Williamsburg" based on the responsible division code of 47 or 131.

Table 2.14: Count of Students Impacted by Homelessness

Fall 2023	Homeless		Total # of Students Enrolled
	#	%	
James City County	160	1.5%	10639
Williamsburg	71	6.3%	1119
Combined WJCC	231	2%	11758

Table 2.15: Students Impacted by Homelessness by Type

Fall 2023 - By Homeless Type	2 - Shelters	3 - Doubled Up	4 - Hotel/motels	Total % of Students Classified as Homeless
James City County	0.2%	1%	0.3%	1.5%
Williamsburg	0.4%	3%	3%	6.3%
Combined WJCC	0.2%	1%	0.6%	2%

SPRING 2023 STANDARDS OF LEARNING RESULTS

This section presents academic outcomes for Williamsburg, James City County, and the combined area. Key indicators highlighted in this section include: Standards of Learning

pass rates assessed through federal and standard accreditation calculations, on-time graduation rates, chronic absenteeism, and student behavior.

Federal Pass Rates by Test

The federal pass rate in Virginia refers to the percentage of students who successfully pass the Standards of Learning assessments mandated by federal education standards. The pass rate is determined by the proportion of students who meet or exceed the proficiency level set by the Virginia Department of Education. Federal pass rates are used to identify schools for support and improvement as established in the ESSA (Every Student Succeeds Act) state plan.

Table 2.16: Reading Pass Rates for James City County, Williamsburg and Combined based on Federal Calculations

	Total Tests	James City County	Williamsburg	Combined
Gr 3 Reading	808	71%	59%	70%
Gr 4 Reading	811	80%	65%	79%
Gr 5 Reading	805	77%	60%	75%
Gr 6 Reading	921	71%	67%	72%
Gr 7 Reading	842	78%	61%	77%
Gr 8 Reading	837	79%	64%	78%
HS Reading	937	86%	79%	85%
Overall	5961	77%	65%	77%

Note: Pass rates are derived from the 2023 English Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems).

Table 2.17: Math Pass Rates for James City County, Williamsburg and Combined based on Federal Calculations

	Total Tests	James City County	Williamsburg	Combined
Math 3	818	78%	57%	76%
Math 4	816	80%	59%	79%
Math 5	689	70%	51%	68%
Math 6	944	72%	60%	71%
Math 7	575	69%	48%	68%
Math 8	633	68%	56%	68%
Algebra I	1017	80%	61%	79%
Geometry	547	88%	81%	88%
Algebra II	161	92%	90%	92%
Overall	6200	76%	59%	75%

Note: Pass rates are derived from the 2023 Math Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems).

Table 2.18: Science Pass Rates for James City County, Williamsburg and Combined based on Federal Calculations

	Total Tests	James City County	Williamsburg	Combined
Grade 5 Science	810	71%	51%	69%
Grade 8 Science	834	72%	56%	71%
Biology	973	78%	58%	76%
Earth Science	525	72%	61%	71%
Chemistry	31	65%	40%	61%
Overall	3173	73%	56%	72%

Note: Pass rates are derived from the 2023 Science Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems).

Standards of Accreditation Rates by Grade Range

This section offers a scenario that uses standards of accreditation (SOA) calculations to assess potential accreditation levels for elementary, middle, and high schools. SOA rates play a crucial role in determining the overall accreditation status of Virginia public schools. Similar to federal pass rate calculations, SOA rates use performance data from the Virginia Standards of Learning (SOL) assessments. However, SOA rates go beyond by considering student improvement, progress on proficiency levels, and recovery efforts. The analysis in this section examines the performance of Williamsburg students across different grade ranges and presents potential outcomes by using data from the school year 2022-2023. While the tables below mirror the state's school report card for accountability, it is important to note that one cannot infer that the three schools would be identified as *Accredited with Conditions* or *Accredited without Conditions*; the Virginia Department of Education examines annual performance as well as a three-year average performance, whichever outcome represents the most favorable result for a school is then reflected on the school report card. Because the tables below denote only data from the 2022-2023 school year, the various category ratings should not be considered or interpreted as final school accountability ratings. As such, one cannot infer whether each of the three schools would have received ratings of *Accredited without Conditions* or *Accredited with Conditions*.

Virginia's current state accreditation model for public schools uses performance levels for individual indicators to determine an overall accreditation status, which may be *Accredited without Conditions* or *Accredited with Conditions*. A Level One rating indicates meeting or exceeding the state's benchmark *or* demonstrating sufficient progress. A Level Two rating is near the state's benchmark or is making sufficient progress. A Level Three rating signifies performance below the state's benchmark or insufficient progress.

In the table below, the "Combined Rate" is a term used in Virginia's current state accreditation model to determine the performance level of an indicator. The combined rate includes students who pass state assessments or fail state assessments but show growth. The "Potential Level" refers to the anticipated performance level that students in Williamsburg could achieve as an independent school. As noted above, the Potential Level is based solely on student achievement data from the 2022-2023 school year. The ratings shown in the following tables represent the hypothetical or potential levels students might attain in the future, based on their current performance data.

Table 2.19: English Combined Rates for Williamsburg Students in Grades 3 through 5 based on Standards of Accreditation Calculations

	Denominator	Combined Rate	Potential Level
All Students	216	86.57%	Level One
Asian	*	83.33%	Level One
Black	56	78.57%	Level One
Hispanic	43	86.05%	Level One
Multiple Races	27	96.30%	Level One
White	84	89.29%	Level One
Economically Disadvantaged	128	83.59%	Level One
English Learner	30	96.67%	Level One
Students with Disabilities	48	64.58%	Level Three

*Note: Combined rates are derived from the 2023 English Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). The potential level is based on performance during the school year 2022-2023. The combined rate includes students who (1) passed the reading and/or writing state assessments, (2) failed the reading state assessment but showed growth, or (3) failed the reading state assessment and did not show growth but showed progress towards proficiency in English as an English Learner (EL) as measured by the English language proficiency assessment (ACCESS for ELLS 2.0). Standards of Accreditation rates include exclusion adjustments for failing late transfer students and failing English Learners. Parent refusals are removed from the calculations. An * is used when a raw number is small enough to glean personally identifiable data.*

Table 2.20: Math Combined Rates for Williamsburg Students in Grades 3 through 5 based on Standards of Accreditation Calculations

	Denominator	Combined Rate	Potential Level
All Students	219	82.19%	Level One
Asian	*	100.00%	Level One
Black	55	61.82%	Level Three
Hispanic	44	81.82%	Level One
Multiple Races	26	92.31%	Level One
White	85	90.59%	Level One
Economically Disadvantaged	131	77.10%	Level One
English Learner	31	93.55%	Level One
Students with Disabilities	46	47.83%	Level Three

*Note: Combined rates are derived from the 2023 Math Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). The potential level is based on performance during the school year 2022-2023. The combined rate includes students who (1) pass state assessments or (2) fail state assessments but show growth. Standards of Accreditation rates include exclusion adjustments for failing late transfer students and failing English Learners. Parent refusals are removed from the calculations. An * is used when a raw number is small enough to glean personally identifiable data.*

Table 2.21: Science Rates for Williamsburg Students in Grade 5 based on Standards of Accreditation Calculations

	Denominator	Pass Rate	Potential Level
Science 5	63	58.73%	Level Three

Note. Pass rates are derived from the 2023 Science Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). The potential level is based on performance during the school year 2022-2023. Standards of Accreditation rates include exclusion adjustments for failing late transfer students and failing English Learners. Parent refusals are removed from the calculations.

Table 2.22: English Combined Rates for Williamsburg Students in Grades 6 through 8 based on Standards of Accreditation Calculations

	Denominator	Combined Rate	Potential Level
All Students	307	73.62%	Level Two
Asian	*	92.31%	Level One
Black	90	63.33%	Level Three
Hispanic	60	63.33%	Level Three
Multiple Races	29	65.52%	Level Two
White	114	86.84%	Level One
Economically Disadvantaged	182	62.64%	Level Three
English Learner	53	62.26%	Level Three
Students with Disabilities	70	55.71%	Level Three

*Note: Combined rates are derived from the 2023 English Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). The potential level is based on performance during the school year 2022-2023. The combined rate includes students who (1) passed the reading and/or writing state assessments, (2) failed the reading state assessment but showed growth, or (3) failed the reading state assessment and did not show growth but showed progress towards proficiency in English as an English Learner (EL) as measured by the English language proficiency assessment (ACCESS for ELLS 2.0). Standards of Accreditation rates include exclusion adjustments for failing late transfer students and failing English Learners. Parent refusals are removed from the calculations. An * is used when a raw number is small enough to glean personally identifiable data.*

Table 2.23: Math Combined Rates for Williamsburg Students in Grades 6 through 8 based on Standards of Accreditation Calculations

	Denominator	Combined Rate	Potential Level
All Students	248	79.84%	Level One
Asian	*	90.91%	Level One
Black	68	63.24%	Level Three
Hispanic	52	82.69%	Level One
Multiple Races	25	76.00%	Level One
White	91	91.21%	Level One
Economically Disadvantaged	156	72.44%	Level One
English Learner	46	80.43%	Level One
Students with Disabilities	55	58.18%	Level Three

*Note: Combined rates are derived from the 2023 Math Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). The potential level is based on performance during the school year 2022-2023. The combined rate includes students who (1) pass state assessments or (2) fail state assessments but show growth. Standards of Accreditation rates include exclusion adjustments for failing late transfer students and failing English Learners. Parent refusals are removed from the calculations. An * is used when a raw number is small enough to glean personally identifiable data.*

Table 2.24: Science Rates for Williamsburg Students in Grade 8 based on Standards of Accreditation Calculations

	Denominator	Pass Rate	Potential Level
Science 8	68	66.18%	Level Two

Note: Pass rates are derived from the 2023 Science Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). The potential level is based on performance during the school year 2022-2023. Standards of Accreditation rates include exclusion adjustments for failing late transfer students and failing English Learners. Parent refusals are removed from the calculations.

Table 2.25: English Combined Rates for Williamsburg Students in Grades 9 through 12 based on Standards of Accreditation Calculations

	Denominator	Combined Rate	Potential Level
All Students	167	79.64%	Level One
Asian	*	66.67%	Level Two
Black	62	70.97%	Level Two
Hispanic	42	80.95%	Level One
Multiple Races	*	80.00%	Level One
White	49	89.80%	Level One
Economically Disadvantaged	101	72.28%	Level Two
English Learner	*	72.22%	Level Two
Students with Disabilities	*	42.11%	**Too Small

**A performance level of “Too Small” is assigned when the student group has less than 30 students and the combined rate does not meet the criteria for a Level One or Level Two rating.*

*Note: Combined rates are derived from the 2023 English Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). The potential level is based on performance during the school year 2022-2023. The combined rate includes students who (1) passed the reading and/or writing state assessments, (2) failed the reading state assessment but showed growth, or (3) failed the reading state assessment and did not show growth but showed progress towards proficiency in English as an English Learner (EL) as measured by the English language proficiency assessment (ACCESS for ELLS 2.0). Standards of Accreditation rates include exclusion adjustments for failing late transfer students and failing English Learners. Parent refusals are removed from the calculations. **Denominators of less than 30 that are rated at a Level Three are considered “too small” and not considered when determining the overall performance level. An * is used when a raw number is small enough to glean personally identifiable data.*

Table 2.26: Math Combined Rates for Williamsburg Students in Grades 9 through 12 based on Standards of Accreditation Calculations

	Denominator	Combined Rate	Potential Level
All Students	248	79.84%	Level One
Asian	*	90.91%	Level One
Black	68	63.24%	Level Three
Hispanic	52	82.69%	Level One
Multiple Races	*	76.00%	Level One
White	91	91.21%	Level One
Economically Disadvantaged	156	72.44%	Level One
English Learner	46	80.43%	Level One
Students with Disabilities	55	58.18%	Level Three

*Note: Combined rates are derived from the 2023 Math Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). The potential level is based on performance during the school year 2022-2023. The combined rate includes students who (1) pass state assessments or (2) fail state assessments but show growth. Standards of Accreditation rates include exclusion adjustments for failing late transfer students and failing English Learners. Parent refusals are removed from the calculations. An * is used when a raw number is small enough to glean personally identifiable data.*

Table 2.27: Science Rates for Williamsburg Students in Grade 9-12 based on Standards of Accreditation Calculations

	Denominator	Pass Rate	Potential Level
High School Science	118	65.25%	Level Two

Note: Pass rates are derived from the 2023 Science Student Performance Roster provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). The potential level is based on performance during the school year 2022-2023. Standards of Accreditation rates include exclusion adjustments for failing late transfer students and failing English Learners. Parent refusals are removed from the calculations.

CHRONIC ABSENTEEISM FOR SCHOOL YEAR 2022-2023

This section provides chronic absenteeism rates for the unified Williamsburg-James City County school division. Additionally, the potential data outcomes for the two localities are presented. Students who are absent for 10 percent or more of the school year are identified by the Virginia Department of Education as chronically absent students, regardless of whether absences are excused or unexcused. Chronic absenteeism is a school quality indicator used in both the state and federal accountability systems.

Table 2.28: Number and Percentage of Students Considered Chronically Absent for James City County, Williamsburg and Combined based on Grade Ranges

Grade Ranges	James City County		Williamsburg		Combined	
K to 5	634	14.36%	103	22.29%	737	15.11%
6 to 8	351	14.47%	48	18.90%	399	14.89%
9 to 12	597	17.56%	84	26.25%	681	18.31%
Total	1582	15.45%	235	22.68%	1817	16.11%

Note: Chronic Absenteeism rates are derived from the Chronic Absenteeism Roster report provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). Students are included in the calculations when their school membership (i.e., days on roll) is greater than or equal to 50% of the school year.

Table 2.29: Number and Percentage of Students Considered Chronically Absent for Williamsburg based on Grade Ranges with Potential Levels

Grade Ranges	Williamsburg		Potential Level
K to 5	103	22.29%	Level Two
6 to 8	48	18.90%	Level Two
9 to 12	84	26.25%	Level Three
Total	235	22.68%	

Note: Chronic Absenteeism rates are derived from the Chronic Absenteeism Roster report provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). Potential levels are determined using performance from the 2022-2023 school year.

ON-TIME GRADUATION AND DROPOUT RATES - COHORT 2023

This section presents on-time graduation and dropout rates for the unified Williamsburg-James City County school division, along with potential outcomes if Williamsburg and James City County were to operate as independent school divisions.

On-Time Graduation Rates (OGR)

Table 2.30: Number and Percentage of On-Time Graduates in Cohort 2023 for Williamsburg, James City County and Combined

	# of Students in Cohort 2023	# of On-Time Graduates	% of On-Time Graduates
James City County	854	799	93.56%
Williamsburg	82	69	84.15%
Combined	936	868	92.74%

Note: "On-Time" graduates are defined as students who earn Advanced Studies, Standard, or Applied Studies diplomas within four years of the first time they entered the 9th grade. On-time Graduation rates are derived from the Cohort 2023 OGR Cohort List Report provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems).

Table 2.31: Number and Percentage of On-Time Graduates in Cohort 2023 for James City County, Williamsburg, and Combined by Racial Student Group

	# of Students in Cohort 2023	# of On-Time Graduates	% of On-Time Graduates
James City County - African American	137	125	91.24%
Williamsburg - African American	33	29	87.88%
Combined - African American	170	154	90.59%
James City County - Hispanic	100	84	84.00%
Williamsburg - Hispanic	*	*	69.23%
Combined - Hispanic	126	102	80.95%
James City County - Multiple Races	65	63	96.92%
Williamsburg - Multiple Races	*	*	100.00%
Combined - Multiple Races	71	69	97.18%
James City County - White	530	505	95.28%
Williamsburg - White	*	*	94.12%
Combined - White	547	521	95.25%
Cohort 2023 Overall OGR	*936	*868	92.74%

*Note: "On-Time" graduates are defined as students who earn Advanced Studies, Standard, or Applied Studies diplomas within four years of the first time they entered the 9th grade. **Not all racial student groups are represented in the student group breakout but are included in cohort totals. On-time Graduation rates are derived from the Cohort 2023 OGR Cohort List Report provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems). An * is used when a raw number is small enough to glean personally identifiable data.*

Dropout Rates

Table 2.32: *Number and Percentage of Dropouts in Cohort 2023 for James City County, Williamsburg and Combined*

	# of Students in Cohort 2023	# of Dropouts	% of Dropouts
James City County	854	24	2.81%
Williamsburg	82	7	8.54%
Combined	936	31	3.31%

Note: "Dropouts" include students who discontinue schooling or who transfer out of school and a new location cannot be determined. Dropout rates are derived from the Cohort 2023 OGR Cohort List Report provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems).

Table 2.33: Number and Percentage of Dropouts in Cohort 2023 for James City County, Williamsburg and Combined by Racial Student Group

	# of Students in Cohort 2023	# of Dropouts	% of Dropouts
James City County - African American	137	5	3.65%
Williamsburg - African American	33	1	3.03%
Combined - African American	170	6	3.53%
James City County - Hispanic	100	12	12.00%
Williamsburg - Hispanic	26	6	23.08%
Combined - Hispanic	126	18	14.29%
James City County - Multiple Races	65	1	1.54%
Williamsburg - Multiple Races	6		0.00%
Combined - Multiple Races	71	1	1.41%
James City County - White	530	6	1.13%
Williamsburg - White	17		0.00%
Combined - White	547	6	1.10%
Cohort 2023 Overall Dropout Rate	*936	31	3.31%

*Note: "Dropouts" include students who discontinue schooling or who transfer out of school and a new location cannot be determined. *Not all racial student groups are represented in the student group breakout but are included in cohort totals. Dropout rates are derived from the Cohort 2023 OGR Cohort List Report provided by the Virginia Department of Education via SSWS (Single Sign-on for Web Systems).*

STUDENT BEHAVIOR AND ADMINISTRATIVE RESPONSE FOR SCHOOL YEAR 2022-2023

This section presents student behavior across various categories, providing insights into the number of incidents, specific actions taken, and the total number of sanctioned

days. The examination is conducted for both the combined Williamsburg area and separately for James City County and Williamsburg, offering an overview of student behavior and administrative responses.

The Virginia Department of Education categorizes 89 behavior codes into six main categories:

- BAP: Behaviors that Impede the Academic Progress (BAP) of the student or of other students.
- BSO: Behaviors related to School Operations (BSO) and interfere with the daily operation of school procedures.
- RB: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community.
- BSC: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school.
- BESO: Behaviors that Endanger Self or Others (BESO) and endanger the health, safety, or welfare of either the student or others in the school community.
- PD: Persistently Dangerous Behaviors described in the Virginia's Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.

Table 2.34: Number of Incidents by Category for James City County, Williamsburg and Combined

	James City County	Williamsburg	Combined
BAP	489	99	581
BSO	1217	264	1469
RB	853	122	961
BSC	1210	166	1338
BESO	286	45	325
PD	7	1	7
Total	*3969	*690	*4578

*Note: Incident counts are derived from the Student Behavior and Administrative Response data collection provided to the Virginia Department of Education via SSWS (Single Sign-on for Web Systems) in June 2023. Multiple students can be associated with a single incident. *Multiple behavior categories may be associated with one incident.*

Table 2.35: Number of Individual Student Infractions by Category for James City County, Williamsburg and Combined

	James City County	Williamsburg	Combined
BAP	526	102	628
BSO	1288	266	1554
RB	933	132	1065
BSC	1445	187	1632
BESO	347	51	398
PD	7	1	8
Total	4546	739	5285

Note: Individual student counts are derived from the Student Behavior and Administrative Response data collection provided to the Virginia Department of Education via SSWS (Single Sign-on for Web Systems) in June 2023. Counts for individual students may be duplicated, representing the number of infractions by each student rather than the number of incidents.

In the table below, the “Count of Students” is the unduplicated count of students receiving a disciplinary response during the 2022-2023 school year. An unduplicated student count refers to the total number of students rather than the total number of infractions. Students are only counted one time regardless of how many incident occurrences they may have been involved in during the year. As such, the student count totals in Table 2.33 reflect an unduplicated count; students may be accounted for in more than one discipline action/administrative response.

Table 2.36: Unduplicated Count of Students and Total Days Sanctioned for James City County, Williamsburg and Combined by Disciplinary Sanction Codes

	James City County		Williamsburg		Combined	
	Count of Students	Total Days Sanctioned	Count of Students	Total Days Sanctioned	Count of Students	Total Days Sanctioned
Class Removal	399	562	54	63	453	625
Detention	133	200	11	15	144	215
In-School Suspension	520	1229	74	275	594	1504
Out of School Suspension	667	3955	114	761	781	4715
Total	1163	5946	173	1114	1336	7059

Note: Student counts are derived from the Student Behavior and Administrative Response data collection provided to the Virginia Department of Education via SSWS (Single Sign-on for Web Systems) in June 2023.

KEY TAKEAWAYS

- The higher percentage of economically disadvantaged students in Williamsburg suggests a potentially greater need for targeted support and resources to address economic disparities.
- The English Language Learner status indicates varying linguistic needs in both regions, with Williamsburg having a higher percentage.
- Williamsburg's 21% special education population is higher than the state average of 14%.
- Chronic absenteeism is a concern at all grade levels, with high school students missing the most amount of instructional time.
- Williamsburg has a lower on-time graduation rate and a higher dropout rate. These numbers are impacted by the number of students in the cohort. Hispanic students have the lowest on-time graduation rate out of the student groups. Additional support may be necessary to improve these rates to include a focus on data quality.
- Williamsburg's grades 3-8 reading and math federal pass rates fall significantly below standards.
- Both federal and standards of accreditation rates for science show a need for targeted intervention and support at all levels.

3. GOVERNANCE AND MANAGEMENT

The governance of school divisions in the Commonwealth of Virginia is clearly delineated in the Code of Virginia (hereinafter Virginia Code). The Virginia Code outlines where the authority for school divisions rests and the areas of authority that are supported by it. Additionally, the Virginia Code specifies the need for a division superintendent of schools for each school division and additional information about the duties and authority of the division superintendent. Finally, local Code provisions (hereinafter Williamsburg City Code) direct how the Virginia Code is to be implemented in Williamsburg.

SCHOOL BOARD

In Virginia, the Virginia Code clearly states that the supervision of schools is vested in a school board, no matter how members are selected. Virginia Code § 22.1-28. The following sections of this report outline the powers, duties and selection of a school board. The information follows the provisions of the Virginia Code, the Virginia Administrative Code, and the Williamsburg City Code. Additionally, the report shares information about the Virginia School Boards Association (VSBA) and the support the organization can provide to school boards in Virginia.

Selection of Members

Pursuant to the Virginia Code, there are two ways for a jurisdiction to select its school board. School board members may be appointed by the local governing body or selected through an election. These are the two governance structures prescribed by the Code. See Virginia Code §§ 22.1-50; 22.1-57.3 and the Williamsburg City Code, Pt. 1, The Charter, Chapter 1, Sec. 10 – School Board. Williamsburg has opted to appoint its school board, so this report will not detail the Virginia Code provisions applicable to elected boards. The Charter provides that the school board shall be appointed by the City Council, composed of not less than three nor more than five trustees (members) as determined by City Council. City Council currently appoints two members to the WJCC school board. At present, the appointments of these two members commence on January 1.

In the event the City moves forward with a school division independent of WJCC, there are specific areas that may require consultation with the Virginia DOE and the Virginia General Assembly to address potential conflicts between the Virginia Code and the City Charter. For example, Virginia Code § 22.1-50 requires that the appointed school board consist of five members with terms commencing on July 1. This aligns with the Code

provision stipulating that a newly established school division be established on July 1 of the year that it is formed and requires that board members be in place at that time. The Charter provides for a five-member board but the July 1 start date in the Virginia Code differs with the City Charter. Virginia Code § 22.1-50 provides that school board members be appointed for three-year terms except that initial appointments shall be for such terms that the term of one member from each district expires each year. It should be possible to have staggered appointments of school board members, depending on when the current terms of the two sitting members expire. There is a Virginia Code section specific to the City of Williamsburg, allowing for four-year terms, commencing on January 1, but this section applies to elected school boards. Again, there may be a need to work with the Virginia General Assembly to align the Code with the Charter.

Powers, Duties, and Responsibilities of the School Board

Virginia Code is explicit when listing the powers and duties of a local school board in Virginia. Below is an excerpt from the Virginia Code that provides a sense of the level of detail that outlines the responsibilities of local school boards.

1. See that the school laws are properly explained, enforced, and observed;
2. Secure, by visitation or otherwise, as full information as possible about the conduct of the public schools in the school division and take care that they are conducted according to law and with the utmost efficiency;
3. Care for, manage, and control the property of the school division and provide for the erecting, furnishing, equipping, and noninstructional operating of necessary school buildings and appurtenances and the maintenance thereof by purchase, lease, or other contracts;
4. Provide for the consolidation of schools or redistricting of school boundaries or adopt pupil assignment plans whenever such procedure will contribute to the efficiency of the school division;
5. Insofar as not inconsistent with state statutes and regulations of the Board, operate and maintain the public schools in the school division and determine the length of the school term, the studies to be pursued, the methods of teaching, and the government to be employed in the schools;

6. In instances in which no grievance procedure has been adopted prior to January 1, 1991, establish and administer by July 1, 1992, a grievance procedure for all school board employees, except the division superintendent and those employees covered under the provisions of Article 2 (§ 22.1-293 et seq.) and Article 3 (§ 22.1-306 et seq.) of Chapter 15, who have completed such probationary period as may be required by the school board, not to exceed 18 months. The grievance procedure shall afford a timely and fair method of the resolution of disputes arising between the school board and such employees regarding dismissal or other disciplinary actions, excluding suspensions, and shall be consistent with the provisions of the Board's procedures for adjusting grievances. Except in the case of dismissal, suspension, or other disciplinary action, the grievance procedure prescribed by the Board pursuant to § 22.1-308 shall apply to all full-time employees of a school board, except supervisory employees;
7. Perform such other duties as shall be prescribed by the Board or as are imposed by law;
8. Obtain public comment through a public hearing not less than seven days after reasonable notice to the public in a newspaper of general circulation in the school division prior to providing (i) for the consolidation of schools; (ii) the transfer from the public school system of the administration of all instructional services for any public school classroom or all noninstructional services in the school division pursuant to a contract with any private entity or organization;
9. (Expires July 1, 2028) At least annually, survey the school division to identify critical shortages of (i) teachers and administrative personnel by subject matter, (ii) specialized student support positions as that term is described in subsection O of §22.1-253.13:2, and (iii) school bus drivers and report such critical shortages to the Superintendent and to the Virginia Retirement System; however, the school board may request the division superintendent to conduct such survey and submit such report to the school board, the Superintendent, and the Virginia Retirement System;

10. Ensure that the public schools within the school division are registered with the Department of State Police to receive from the State Police electronic notice of the registration, reregistration, or verification of registration information of any person required to register with the Sex Offender and Crimes Against Minors Registry pursuant to Chapter 9 (§ 9.1-900 et seq.) of Title 9.1 within that school division pursuant to § 9.1-9145.
11. Ensure that at any back to school night event in the local school division to which the parents of enrolled students are invited, any such parent in attendance receives prominent notification of and access, in paper or electronic form, or both, to information about application and eligibility for free or reduced price meals for students and a fillable free or reduced price meals application that may be completed and submitted on site;
12. Ensure that the information sheet on the SNAP benefits program developed and provided by the Department of Social Services pursuant to subsection D of § 63.2-801 is sent home with each student enrolled in a public elementary or secondary school in the local school division at the beginning of each school year or, in the case of any student who enrolls after the beginning of the school year, as soon as practicable after enrollment; and
13. Ensure that a fillable free or reduced price meals application is sent home with each student enrolled in a public elementary or secondary school in the local school division at the beginning of each school year or, in the case of any student who enrolls after the beginning of the school year, as soon as practicable after enrollment (Powers and duties. Code of Virginia. § 22.1-79. 2023). Additionally, the school board is given explicit authority to adopt bylaws and regulations that are not inconsistent with state laws and regulations promulgated by the state Board of Education (Powers and duties. Code of Virginia. § 22.1-79).

Policies

The school board must develop policies and procedures to address an extensive list of items included in the Virginia Code, in Virginia Administrative Code, and the Standards of Quality (*Policy manual. Administrative Code. 8VAC20-490-50.*). The Virginia School Board Association offers a service that will provide a local school board with a set of policies that are aligned with the Virginia Code and Virginia Administrative Code and includes updates after the completion of each General Assembly session. This service comes with a fee.

Standards of Quality

Local school boards are required to provide all the programs and services included in the Standards of Quality. These standards serve as part of the public school funding model for Virginia. Compliance with the standards is reported annually by the chairperson of the local school board and the superintendent (*Compliance. Code of Virginia*) § 22.1-253.13:8.

Long Range Plan

In addition to the development of policies and regulations, each local school board must adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be used to improve classroom instruction and student achievement. The plan must include staff and community involvement. The school board must review it biennially and adopt any changes to the plan (*Standard 6. Planning and public involvement. Code of Virginia § 22.1-253.13:6 For Expiration Date, see Acts 2022, cc. 549, 550, cl. 2*). The development of this plan could assist school division leaders as they work to create a new school division.

SUPERINTENDENT

Each school division in Virginia is led by a superintendent of schools. The superintendent oversees an organizational structure that supports the school division's work. The superintendent has the prerogative, with the support of the school board, to determine the structure of the organization. The school board would need to be in place to hire the superintendent prior to the work that will need to be done to establish the school division.

Selection of Division Superintendent

Division superintendents are required to be appointed from a list of eligible persons approved by the State Board of Education (*Qualifications. Administrative Code. 8VAC20-390-10*). Local school boards are responsible for selecting a division superintendent, unless it fails to select a superintendent within the time period required by law. In that case, the Virginia Board of Education will appoint the superintendent (*Education, Article VII Virginia Constitution*). Superintendents are appointed for no less than two years and no more than four years (*Appointment and term of superintendent; certain contractual matters. Code of Virginia. §22.1-60*)

Powers, Duties, And Responsibilities of the Division Superintendent

According to Virginia Code: "A division superintendent shall perform such other duties as may be prescribed by law, by the school board, and by the State Board" (*Powers and duties of superintendent generally. Code of Virginia. §22.1-70.*). Division superintendents are responsible for following all directions and regulations put forth by the Superintendent of Public Instruction (hereafter: Superintendent) and Board of Education. They are also required to create special reports for the Superintendent (*Observing regulations; making annual and special reports. Administrative Code. 8VAC-390-40.*).

It is the duty of the division superintendent to visit and inspect each school in the school division. As part of this action the superintendent asks about all matters relating to the management of the school, the instructional program, and use of textbooks. The superintendent is to also pay attention to the condition of the facilities (*Inspection and Supervision of Schools Administrative Code. 8VAC20-390-80.*).

The division superintendent is responsible for ensuring all teachers complete the duties assigned to them. They are also responsible for reporting any violations of laws and

regulations to the school board with a recommendation for action (*Supervision of teachers. Administrative Code. 8VAC20-390-90.*).

Each division superintendent shall ensure that an accurate record of all receipts and disbursements of school funds and all statistical information that may be required by the State Board is kept (*Records. Code of Virginia § 22.1-68.*).

Evaluation of Superintendent

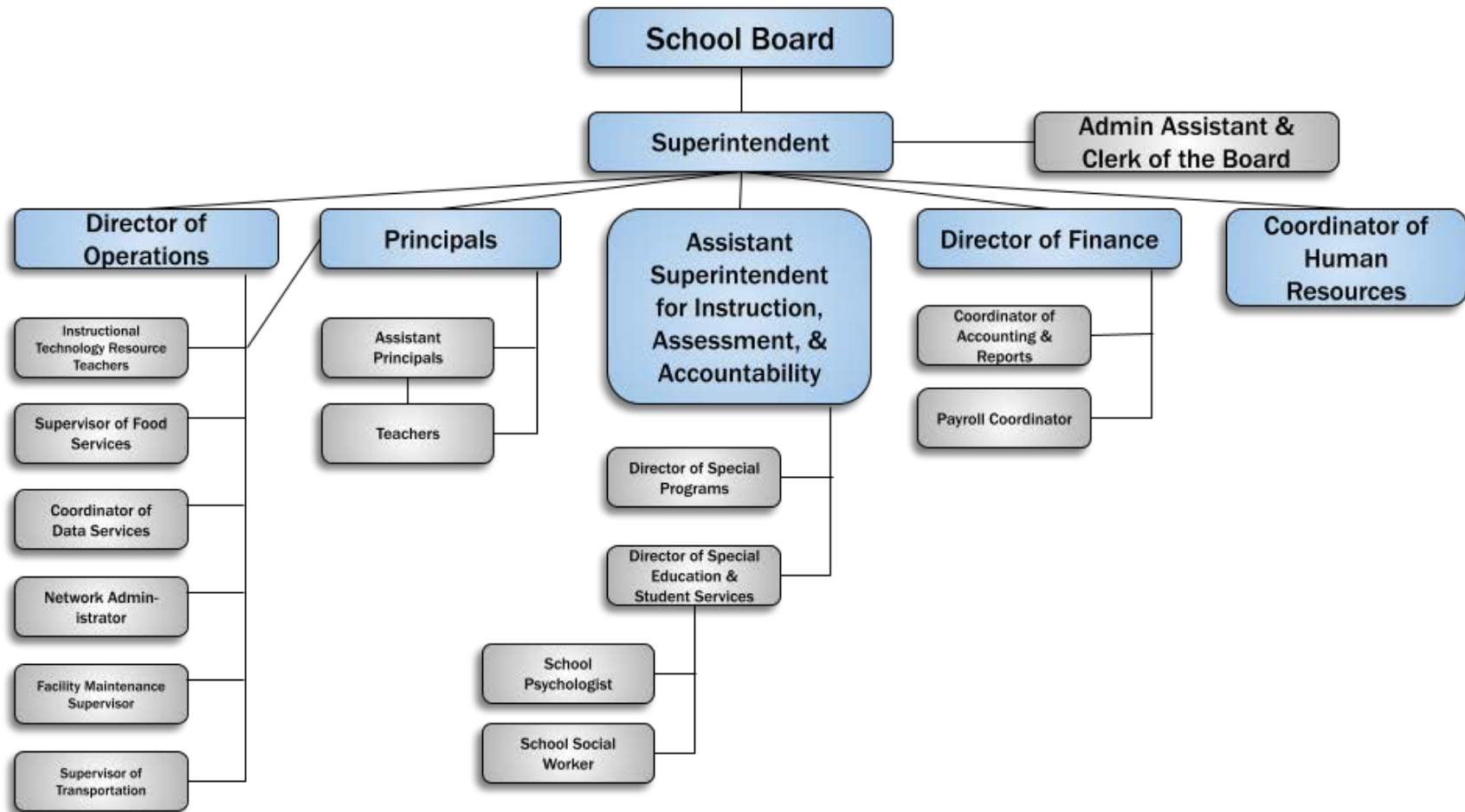
The local school board is tasked with annually evaluating the superintendent using specific standards outlined in Code (*Evaluation. Code of Virginia § 22.1-60.1.*).

ORGANIZATIONAL STRUCTURE OF SCHOOL DIVISION

The organizational structure of a school division may take many forms. In Virginia, regardless of form, the organization is led by the superintendent who reports to the local school board. The organizational structure of the remaining parts of the organization will depend on the size and budget of the school division and will be determined by the superintendent and school board. The Virginia Code, Administrative Code, and the Virginia Department of Education will drive some of the staffing requirements that will impact the organizational structure of the school division.

The school division's mission, values, and philosophies about learning may also drive the decisions regarding the organizational structure of the division and its schools. Consideration will also be given as to how the organizational structure includes the greater school community. It will take time to develop the desired structure that will drive the hiring decisions to be made by the division superintendent and executive leaders. Finally, in addition to a school board policy manual, the new school division will need to develop additional regulations—policies and/or practices that will drive much of the daily work carried out by school division employees. The development of these policies and practices may be done by the various units within the division's structure.

A sample organizational chart can be found on the next page.



IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

School divisions in Virginia have been in place for decades, including the Williamsburg-James City County School division which was formally established in 1954. School divisions have consolidated through the years and as a result there is specific language in the Virginia Code to address consolidating school divisions. Currently, however, there is no language in Virginia Code or Virginia Administrative Code that provides guidance about the process or steps that would need to be taken by a jointly operated school division that chooses to separate. The information provided in this section presumes that a separation of school divisions may be managed similarly to a consolidation but is in ***no way intended to state that the information below is the manner in which it is known to occur***. The Virginia Board of Education, through the Virginia Department of Education, would need to determine if such action can be taken and if so, the procedures that would be needed to take such action. It is likely that legal opinions from the Attorney General may be required to assume compliance with the Virginia Code.

Requirements of Code of Virginia

Per the Code of Virginia § 22.2-25 the State Board of Education determines which educational entities should be considered to be school divisions. In fact, the Virginia Code specifically states that “The school divisions as they exist on July 1, 1978, shall be and remain the school divisions of the Commonwealth until further action of the Board of Education” (*How school divisions are made. Code of Virginia 22.2-25.*). Additionally, Code explicitly states that no school division can be divided without the consent of the school board and the governing body of the county. It is presumed that this could include both the City of Williamsburg and James City County governing bodies and the current school board for the joint school division.

The General Assembly may become involved in the process if there is a joint resolution that conflicts with the change that would be made to a school division. Additionally, if the State Board of Education proposes a change in composition of a school division, notice of the change must be given by the Superintendent of Public Instruction of Virginia on or before January 1 of the year it would be formed so the notice can be provided to the clerk for the school board(s) and governing body(ies) involved in the change as well as to ***each*** member of the General Assembly.

Items of Consideration by the State Board of Education

There are six items that the Board of Education must consider before supporting a change in the composition of a school division.

1. The school-age population of the school division proposed to be divided or consolidated.
2. The potential of the proposed school division to facilitate the offering of a comprehensive program for kindergarten through Grade 12 at the level of the established standards of quality.
3. The potential of the proposed school division to promote efficiency in the use of school facilities and school personnel and economy in operation.
4. Anticipated increase or decrease in the number of children of school age in the proposed school division.
5. Geographical area and topographical features as they relate to existing or available transportation facilities designed to render reasonable access by pupils to existing or contemplated school facilities.
6. The ability of each existing school division to meet the standards of quality with its own resources and facilities or in cooperation with another school division or divisions if arrangements for such cooperation have been made. (How school divisions are made. Code of Virginia § 22.2-25.)

The Code of Virginia outlines that local school boards may submit proposals for consolidation; therefore, it is anticipated that this could be true for the separation of school divisions as well. If the separation process were to mirror the consolidation process, it could require that the school board provides notice to the public and must conduct one or more public hearings. It is highly likely that the Board of Education would insist upon seeing that public sentiment makes it clear that a separation is supported by the entire community involved in the separation. Code of Virginia § 22.1-25 (D) vi.

In addition to the items above, the following information in Virginia Code § 22.1-25, *How school divisions are made*, outlines information that must be provided to support a consolidation. Again, it is anticipated that similar information will need to be provided to support a separation of a school division. The City of Williamsburg and James City County may need to work collaboratively to produce the information outlined below for a separation of school divisions.

1. Evidence of the cost savings to be realized by such consolidation.
2. A plan for the transfer of title to school board property to the resulting combined school board governing the consolidated division.
3. Procedures and a schedule for the proposed consolidation, including completion of current division superintendent and school board member terms.
4. A plan for proportional school board representation of the localities comprising the new school division, including details regarding the appointment or election processes currently ensuring such representation and other information as may be necessary to evidence compliance with federal and state laws governing voting rights; and
5. Evidence of local support for the proposed consolidation.

Included below is a link to Allegany Highlands school consolidation work. The information provided on this link provides a sense of the work required of the school division prior to a consolidation with Covington City Public Schools. It must be noted again that there is currently no sample documentation for a separation of schools, but divisions involved in such a separation could benefit from understanding what is required when the opposite action is taken.

https://www.ahps.k12.va.us/school_board/consolidation_agreements

4. POTENTIAL SCHOOL DIVISION MISSION STATEMENT

The information provided below provides context for the importance of a school division articulating and following a well-defined mission statement. Functionally, a mission statement provides for the school division clarity regarding its purpose, values, goals, and vision (Bart, 1997). In many regards, it sets the stage for stakeholder engagement.

IMPORTANCE OF THE MISSION STATEMENT

Often, a mission statement is embraced by its leaders as a driving force for day-to-day decision-making. The mission statement foundationally establishes a footprint on which to build an accountability system, given the complexities associated with operations of a school division. Through clear articulation of the focus and goals for the organization, the school division's mission statement creates a system of accountability that enhances the organization's transparency and one that builds greater trust in the community (Bryk, 2015; Kotter, 1996). It moves the organization toward its "North Star" of student achievement and success.

For a mission statement to lead to successful outcomes, however, a division must ensure that the mission statement is more than a symbolic statement. All stakeholders should know, believe in, and reference frequently the mission statement...not just in words, but through their actions. The division leaders must use and facilitate the use of the mission statement to guide the organization's pursuit of excellence. While much has changed over the years, and school divisions have taken on many innovative initiatives, well-defined mission statements continue to be an essential aspect of the school division's existence. With a strategically crafted and well-implemented mission statement, organizational outcomes can be remarkable, creating opportunities for the school division and community to celebrate their profound impact on generations to come.

COMMUNITY INVOLVEMENT

A school division's mission statement should facilitate and foster community engagement. It communicates to the broader community what the organization wants to accomplish and extends an invitation for partnerships with stakeholders. The community-focused mission statement creates a feeling of ownership and willingness to embrace the goals set forth by the school division, therefore providing avenues to increased community participation in and support for the strategies adopted in the Strategic Plan. Indeed, involving various stakeholders in the process of creating and

implementing the mission statement not only promotes inclusivity and diversity in the organization's goals, it also provides for varying perspectives and insights to be included as a part of the process. When the division and the community agree upon strategic outcomes, it can lead to a more well-rounded and comprehensive vision with a broader range of values and a stronger prioritization of goals.

THE WORKGROUP

A workgroup met to discuss the possibility of an independently operated school division in the City of Williamsburg—specifically, what the community believes students should know, understand, and be able to do as a result of schooling in such an independently operated school division. The community focus group met on Wednesday, November 15, 2023. The focus group participants were gracious in the giving of their time and provided uninterrupted attention to the process. The following goals and results were agreed upon and achieved:

- Attendees departed with an understanding of the feasibility study process and their specific role for the day.
- Attendees were open and willing to participate.
- Attendees contributed to the initial work associated with the journey of a learner and the Portrait of a Graduate.
- Attendees provided input and reached consensus on emerging themes of a Portrait of a Graduate and potential mission statements.

The focus group engaged in a facilitated and deliberative process to develop themes around the journey of a learner and the potential Portrait of a Williamsburg City Graduate. First, facilitators asked participants to discuss why they were present and willing to invest time based on the stated objective and goals. Then, the participants reviewed the City of Williamsburg's 2023-2024 student demographic data, including: race and ethnicity, students with disabilities, socio-economic status, student enrollment PreK-12, military connected student enrollment, and English Language Learners. Further, the facilitators shared an overview of the City of Williamsburg's current workforce trends and the future landscape.

To ensure the discussion remained grounded in what young people and their families expect from schools, participants watched a video entitled *10 Student Expectations from Schools*. During this phase, participants wrote down their reactions and reflections and identified any considerations missing, helping the focus group's collective "why" to surface. This, in turn, developed ideas regarding the City of Williamsburg's "North Star," or Portrait of a Graduate, specifically regarding student success measures and themes. This report includes these emergent themes.

This process, however, was only an initial step. If the City of Williamsburg pursues becoming an independent school division, it is recommended that an expanded focus group convene to develop an agreed-upon Portrait of a City of Williamsburg Graduate and a final mission statement. It is also recommended that the emerging themes of a City of Williamsburg Graduate and the sample mission statements provided in this report serve as a guidepost.

EMERGING PORTRAIT OF A GRADUATE THEMES

The six emerging themes and associated competencies of the Portrait of a Graduate that the focus group agreed to be included in the K-12 Research and Feasibility Study Report are as follows:

- The Portrait of a City of Williamsburg Graduate is *inspired*. Graduates will have discovered their unique gifts and will be motivated to follow their passion and path of life-learning. As such, graduates are personal agents of their learning.
- The Portrait of a City of Williamsburg Graduate is *civically responsible*. The graduates have been engaged in the teaching and learning process and will have had the opportunity to cultivate community relationships that are aligned with their interests and future aspirations through mentorships. Graduates understand they are an integral part of a community. Graduates are positioned to make a difference in their communities and the world.
- The Portrait of a City of Williamsburg Graduate is *connected*. Graduates are collaborative community builders who possess empathy, and are able to resolve conflicts. They care about others and important causes, appreciate differences, and are team players.

- The Portrait of a City of Williamsburg Graduate is *purposeful*. Graduates experienced and created opportunities for connectedness. They possess a meaningful sense of self and confidence. They are grounded and well-rounded and feel “whole.” They have a strong sense of reality and their positive place in it.
- The Portrait of a City of Williamsburg Graduate is ready to *contribute*. Graduates are critical thinkers and problem-solvers who possess life and career competencies. They have engaged in real world experiences and possess the necessary skills to make a positive difference in the world.
- The Portrait of a City of Williamsburg Graduate is *future-facing*. Graduates are prepared for unique opportunities and cutting edge possibilities. They possess intellectual curiosity and flexibility.

OVERARCHING MISSION STATEMENT THEMES

The emergent themes of the Portrait of a Graduate served as the springboard for developing potential mission statements, which are also included in the report for consideration. The overarching mission statement themes included the following:

City of Williamsburg School Division...

- Provides every student with an excellent education, characterized by relevance, rigor, and civic engagement.
- Provides a community-centered education that embraces innovation.
- Creates and ensures partnership with the community.
- Commits to providing a rigorous and comprehensive school experience.
- Leverages unique opportunities of the community.
- Fosters nurturing environments.
- Prepares/enables young people to be future-facing.
- Ensures learning is student-centered.
- Meets students where they are in life and their learning.
- Provides tools for success.
- Ensures resources are aligned with student needs.
- Fosters civically responsible, connected students.
- Equips students with life and career competencies.
- Provides all students regardless of race and ability with innovative, student-centered community focused and academically enriched learning opportunities.

- Empowers learners.
- Engages learners, families, and community.
- Provides a relevant, cultural, civically, and academically challenging career/life-focused education.
- Expands excellence.
- Provides rigorous, strong academic, and unique opportunities.
- Ensures innovative partnerships.
- Provides a comprehensive education (academics, climate, and culture).
- Ensures global and local readiness of learners.
- Provides a world-class education that is student-centered.

EMERGING MISSION STATEMENTS

The potential mission statements developed by the focus group for consideration are as follows:

Option 1

Williamsburg City Schools provides every student with a world-class education through innovative partnerships, community opportunities, and student-centered learning opportunities.

Option 2

Williamsburg City Schools are committed to providing every student with a rigorous and innovative experience through unique community-based opportunities that will prepare students with a well-rounded, world-class education.

Option 3

Williamsburg City Schools commits to a student-centered, community-driven (vested) approach, fostering innovation and partnerships that cultivate civic-minded leaders uniquely equipped to engage in an ever-evolving world.

5. STAFFING STANDARDS & HR REQUIREMENTS

STAFFING REQUIREMENTS

Staffing is not an event, rather, it is a process. According to Heneman and Judge (2003), “staffing is a process that establishes and governs the flow of people into the organization, within the organization, and out of the organization” (p. 6). The process involves “acquiring, deploying, and retaining a workforce of sufficient quantity and quality to create positive impacts on the organization’s effectiveness” (Heneman & Judge, 2003, p. 4). Staffing is a critical component of K–12 education systems, as the caliber of personnel significantly impacts the school division’s ability to effectively deliver a quality education and affect positive educational outcomes for students (Podolsky et al., 2019). The purpose of this section of the feasibility study is to explain requirements and potential procedures for recruiting and retaining positions necessary for running an independent school division.

RECRUITMENT AND RETENTION

Recruiting, selecting, and retaining highly qualified personnel pose a fundamental challenge in K–12 education (Ingersoll, 2017). Teacher shortages exist throughout the country at all levels and in all subject areas (Putman & Peske, 2022). Shortages particularly persist in the areas of elementary and special education, science, technology, engineering, and mathematics (STEM) (Darling-Hammond, 2017). School leaders must work diligently to attract and retain quality personnel; therefore, attention must be given to hiring and personnel management, professional development opportunities, compensation and benefits, support for new teachers, and working conditions (Podolsky et al., 2019). Regarding working conditions, Podolsky et al. (2019) suggest that school leadership, opportunities to work collaboratively with colleagues, accountability, and classroom resources are major factors in teacher retention.

Support staff also play an essential role in the success of a school division, directly or indirectly impacting the success of the students. Thus, leaders must pay attention to the recruitment and retention of these employees. Just as compensation, growth opportunities, support, and working conditions affect recruitment and retention for instructional staff, these areas also impact support staff. Because high staff turnover rates can negatively impact student learning and school division stability, recruiting and retaining qualified instructional and support personnel is critical in K–12 education (Ingersoll & Strong, 2011).

INSTRUCTIONAL STAFF

Generally, instructional staff includes all positions that directly impact instruction. This section will address the requirements as set forth by the Virginia Standards of Quality (SOQ) for student-teacher ratios, and the licensing of and evaluations for teachers and school administrators. According to the SOQ, school boards are required to employ, at minimum, full-time equivalent (FTE) positions in a number of staffing areas. As a means of comparison, current staffing ratios for Williamsburg-James City County Schools (WJCC) can be found in the Finance portion of this report.

Building Administrators (Principals and Assistant Principals)

Ratios: Based on the SOQ, there must be one full-time principal in each elementary, middle, and high school on a 12-month basis. For assistant principals, the SOQ specifically addresses each level—elementary, middle, and high. The ratios for each level are as follows:

- Elementary School: One half-time position at 600 students; one FTE at 900 students
- Middle School: One FTE for each 600 students
- High School: One FTE for each 600 students (SOQ, Chapter 13.2, Standard 2)

Licensure: School administrators must be licensed by the Virginia Department of Education in accordance with the Code of Virginia.

Evaluation: The *Code of Virginia* requires that:

(1) principal evaluations be consistent with the performance standards set forth in the Board of Education's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents and (2) that school boards' procedures for evaluating principals and assistant principals address student academic progress.

The Virginia Department of Education (VDOE) has established a comprehensive evaluation process for school administrators that is to be used to identify and promote administrator strengths, effectiveness, and areas for growth.

Teachers and Teacher-Types (Librarians, Counselors, etc.)

Ratios: The SOQ requires school boards to employ licensed instructional personnel qualified in the relevant subject areas. Additionally, the SOQ set the minimum requirements for student-teacher ratios; however, school divisions may employ additional positions that exceed the minimal staff requirements. Below are the minimum full-time equivalent requirements.

- Kindergarten: 24 students to one teacher; if the number of students exceed 24, a teacher's aide must be assigned; no class should exceed 29 students
- Grades 1–3: 24 students to one teacher; no class should exceed 30 students
- Grades 4–6: 25 students to one teacher; no class should exceed 35 students
- English, Grades 6–12: 24 students to one teacher
- Middle School and High School: There is no maximum number per class but “school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools” (§ 22.1-253.13:2(C)).
- Librarians
 - Elementary Schools: 299 students to one half-time position; 300 students to one FTE
 - Middle School: 299 students to one half-time position; 300 students to one FTE; 1000 students to two FTE
 - High School: 299 students to one half-time position; 300 students to one FTE, 1000 students to two FTE
- School Counselors: 325 students to one FTE (K–12)
- Resource Teachers, Grades K-5 (art, music, and physical education): Five FTE positions per 1000
- Technology Support, Grades K–12: Two FTE per 1000 students (one for technology support, and one instructional technology resource teacher)

Regarding pupil/teacher ratios for special education programs, refer to 8VAC20-81-340, *Special education caseload staffing requirements*, for specific disabilities, which is included in the Appendix 5.1.

Licensure

Whether teaching in-person courses or virtually, all Virginia teachers must be appropriately licensed. The *Code of Virginia* states, “No teacher shall be regularly employed by a school board or paid with public funds unless such teacher holds a license or provisional license issued by the Board” (§ 22.1-299). The purpose of requiring teacher licensure is to ensure and maintain “standards of professional competence” (VAC 20-23-30).

Evaluation

It is required that all teachers be evaluated. Teachers new to the profession must be evaluated annually for three years. Teachers who have reached continuing contract status must receive a full summative evaluation every three years. The purpose of evaluating teachers, as indicated in the *Guidelines for Uniform Performance Standards and Evaluation for Teachers*, “is to recognize and develop good teaching” (p. 1), ensure contribution to the school division’s educational goals, improve the quality of instruction, promote positive work environment, collaboration, and professional growth, and to optimize student learning and growth (p. 2-3). The Virginia Department of Education (VDOE) developed an evaluation process that includes eight Performance Standards coupled with rubrics to measure teacher effectiveness. The Performance Standards are:

1. Professional Knowledge
2. Instructional Planning
3. Instructional Delivery
4. Assessment of/for Student Learning
5. Learning Environment
6. Culturally Responsive Teaching and Equitable Practices
7. Professionalism
8. Student Academic Achievement

School divisions may make some modifications to the teacher evaluation process within limits as outlined in the *Guidelines for Uniform Performance Standards and Evaluation for Teachers*.

SUPPORT STAFF

Support personnel are important to the overall success of the school division. Like instructional and administrative staff, the hiring of support personnel must be given thoughtful attention. The number of full-time or part-time personnel required depends on enrollment and student needs (e.g. teacher assistants, school office staff, cafeteria workers, bus drivers, etc.).

There are some support personnel positions that the school division may decide to contract with rather than hire as a division employee. The SOQ allows for contracted services for specialized student support positions including social workers, school psychologists, school nurses, licensed behavior analysts, and other licensed health and behavioral positions.

Below is a list of support personnel a newly formed school division in Virginia should consider employing:

- School Clerical Staff
- Instructional/Teacher Assistants
- Child Nutrition Workers
- Custodial Workers
- Transportation (drivers, bus assistants)
- Maintenance Personnel
- Technology Staff

While this list is not all-inclusive, it is a starting point to consider support personnel needed by the school division to fulfill a variety of roles and responsibilities.

Ratios

The SOQ do not address ratios for all support positions; however, some positions are included as indicated below:

- School-based clerical staff
 - Elementary School: 299 students to one part-time position; 300 students to one FTE
 - Middle School: One FTE, and one additional FTE for each 600 students beyond 200, one FTE for the library at 750 students
 - High School: One FTE, and one additional FTE for each 600 students beyond 200, one FTE for the library at 750 students

- At least three specialized student support positions per 1,000 students (social workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions)

As noted above, these SOQ ratios represent the minimum staffing requirements and school divisions may decide to exceed such minimum staffing ratios.

CENTRAL OFFICE STAFF

Central Office staff play an essential role in the school division and include employees who have practical experiences in the area for which they oversee or supervise. These personnel guide the school division in their specific area to ensure compliance with federal, state, and local laws, guidelines, and policies. The central office staff includes the division superintendent, and leaders in the following areas: finance, human resources, curriculum and instruction, and operations. Support and office staff are also included.

CONTRACTUAL GUIDELINES

The Code of Virginia provides specific guidance regarding contractual agreements for teachers, principals, and assistant principals, including type of contract, length of contract, and contract contents. The Code also addresses the contractual terms for the division superintendent. This section will provide a basic overview; however, detailed guidelines governing the employment of professional staff and appointment of division superintendent can be found in the following areas of the *Code*: 8VAC20-441, §22.1-60.

Instructional - Teacher and school administrators

Full-time teachers, principals, and assistant principals who are new to the role must satisfy a three-year probationary period in the same school division during which they will serve under an annual contract. After satisfactorily completing the probationary period, continuing contract status may be extended to the employees by the school board (8VAC20-441-50 & 8VAC20-441-70). Contracts must be in writing and include specific elements as outlined in 8VAC20-441-140. While local school boards may develop their own contracts that include the specified elements, prototypes are available and are included in Appendices 5.2.

Teachers may be contracted to work on a 10-month, 11-month, or 12-month basis. However, the Code specifically addresses the standard 10-month, 200-day contract which includes 180 teaching days or 990 instructional hours and up to 20 days for teaching, planning, evaluating, completing records, or professional development activities (8VAC20-441-30).

Division Superintendent

The local school board shall select a superintendent of schools from a “list of eligibles certified by the State Board” (§ 22.1-60). The initial term of the division superintendent is to be not less than two years or more than four years. Once the initial term is satisfied, the division superintendent may serve a term as specified by the local school board not to exceed four years.

Support Staff

The Code does not address contracts for support staff; however, the local school board may consider establishing a Letter of Appointment or Letter of Agreement that specifies the work for which the employee is hired, outlines expectations, length of the agreement, and compensation, at minimum.

SALARY, COMPENSATION, AND BENEFITS

Employee compensation and benefits are important factors in attracting and retaining employees. Studies have found that compensation positively affects employee retention, job satisfaction, and organizational commitment (Pertwi & Spartha, 2021). Regarding teachers specifically, Koerber et al. (2023) determined that adequate compensation is a factor in teacher recruitment and retention. Benefits are a major component in the overall compensation package and contribute to the financial well-being of employees. To attract top talent, the school division must take a holistic approach to developing its compensation and benefits package.

Salary & Compensation

While neighboring school divisions are the likely competitors for instructional and support staff, it is necessary to consider all potential competitors, including other neighboring and online organizations. In order to determine current salaries offered by potential competitors, in particular neighboring school divisions, compensation information can be found on each school division’s website. Williamsburg City must determine where its salary and compensation will fall in comparison to its competitors. Included in the Appendix 5.3 of this report are teacher 2023-24 salary scales for seven neighboring school divisions including Williamsburg-James City County Public Schools, New Kent County Public Schools, Newport News Public Schools, Hampton City Schools, West Point Public Schools, Poquoson Public Schools, and York County Public Schools. Below is a table which includes the beginning, 15-year, and 30-year salaries for teachers with a bachelor’s degree in each of these school divisions for the 2023-2024 school year.

Table 5.1. Teacher Salaries - Neighboring School Divisions

School Division/Step	0	15	30
Hampton City Schools	\$54,060	\$60,028	\$81,758
New Kent Public Schools	\$49,660	\$57,241	\$67,448
Newport News Public Schools	\$52,710	\$65,903	\$82,394
Poquoson Public Schools	\$46,273	\$55,678	\$65,518
West Point Public Schools	\$52,417	\$60,864	\$73,990
Williamsburg-James City County Schools	\$52,700	\$59,172	\$76,877
York County Public Schools	\$53,005	\$63,430	\$80,152

Note: Salary information retrieved from each school division’s website.

Most teacher salary scales include “steps” which may equate to years of service. For example, a new teacher with no teaching experience may be on step 0, a teacher with one year of service may be on step 1, etc. For support staff, Williamsburg City may consider implementing similar salary scales with steps that equate to years of experience. An alternative to salary scales for support staff may be salary ranges with a minimum, middle, and maximum amount. Once the base salary is determined for each position within the school division, Williamsburg City must determine the percentage increase for each year of service.

Benefits

Benefits are an integral part of the compensation package. In a competitive job market, prospective employees evaluate compensation packages carefully, and the presence of appealing benefits may be a deciding factor (Jones & Brown, 2020).

Health Insurance/Dental/Vision

Health insurance is a cornerstone of employee benefits. According to Smith (2018), healthcare packages are a tool to safeguard employees’ physical health and contribute to overall job satisfaction. Likewise, dental and vision packages provide additional protection for employees and their families.

Health insurance provider options that are readily available in the Hampton Roads area include (but are not limited to): Anthem, Sentara Health Plans (formerly Optima), Cigna, and Aetna. The school division may also consider exploring the state option for health insurance that is offered through the Department of Human Resource Management (DHRM) called The Local Choice. Additionally, the school division should explore dental and vision provider options. Some dental insurance providers who serve the region include Delta Dental, MetLife, and United Concordia. Vision insurance providers in the region include Blue View Vision, Humana, and EyeMed. The names of insurance providers listed in this section are presented as examples, not necessarily recommendations.

Health and wellness go hand-in-hand. Wellness programs have positive effects on employees. Such programs improve physical health and mental well-being by promoting healthier lifestyles and preventive care, which may lead to decreased absenteeism and reduced healthcare costs for the employer and the employee (Serxner et al., 2003). Most insurance providers also offer some wellness options.

Retirement Plans and Other Benefits

All Virginia school divisions participate in the Virginia Retirement System (VRS). According to their website (www.varetire.org), VRS is an independent state agency that provides retirement and other benefits to covered Virginia public sector employees including full-time public school employees. Employees who work for a participating agency (school division) and meet the membership eligibility requirements are automatically enrolled by the school division. Membership eligibility requires that an employee be full-time salaried employees of the school division, including positions such as instructional, clerical, and administrative personnel. Full-time bus drivers, bus aides, custodians, and maintenance workers are also eligible.

The school division may also consider offering deferred compensation options such as 403b, 457, and Roth accounts through a third-party administrator. Other optional benefits offerings to take into consideration include disability coverage, accidental death and dismemberment (AD&D) coverage, legal coverage, and flexible spending accounts.

It is important that the school division assemble a robust compensation and benefits package as part of its recruitment and retention strategy. Incorporating these benefits enhances the overall value proposition for employees, fosters a positive workplace culture, and contributes to organizational success.

IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

Teacher staffing shortages in the U.S. have been a persistent and concerning issue for several years. Factors contributing to this problem include high turnover rates, low teacher wages, and increasing demand for qualified educators (Bryner, 2021). Along with declining enrollment in teacher training programs, the COVID-19 pandemic also exacerbated shortages. Teachers faced challenges in remote and hybrid teaching, leading to burnout and, for some, early retirement (Nguyen et al., 2022). Nevertheless, school divisions continue to work diligently to recruit and retain qualified staff. While

attending college job fairs used to be the main avenue to recruit teachers, school divisions are now holding their own job fairs, not just for teachers, but for all staff positions. Offering virtual interviews and partnering with sources to hire teachers internationally are additional means to recruit instructional staff.

Because the cost of human resources is approximately 80% of a school division's annual budget, the City of Williamsburg must give careful and thoughtful consideration to the organizational structure, recruitment and retention strategies, as well as a competitive compensation and benefits package.

Sample Implementation Plans

The purpose of the following implementation plans is to outline potential ways in which Williamsburg may recruit teachers, administrators and other staff. These plans are meant only as samples; each plan could be used in its entirety, elements can be "mixed and matched" per community desires, or Williamsburg could research and choose entirely different elements to best meet their needs.

Sample Staffing Structure - Plan 1

Recruit and Hire

Williamsburg, as an independent school division, may consider hiring all of its employees through the traditional hiring process (advertise, receive applications, interview, and make offers to hire). The school division should start this process at least 12 to 18 months in advance of the opening of schools. The first hire the school board should make is the superintendent. The superintendent would then begin the process of hiring a central office staff (e.g. human resources, finance, curriculum and instruction, etc.) A potential organizational structure is discussed in the *Governance and Management Structure* portion of this report, specifically under the "Organizational Structure of School Division" section. That section explains that the organization is led by the superintendent with the remaining organizational structure driven by the size and budget of the school division. Additionally, the Finance portion of this report includes central office positions and related cost projections.

Central office staff should be in place to assist with hiring staff throughout the school division (e.g. transportation staff, custodial staff, social worker, psychologists, etc.). Initial hires should also include school administrators, in particular, principals. Once in place, principals can begin to build/hire their team including assistant principal, office staff, teachers, librarian, and other essential staff.

*Sample Staffing Structure - Plan 2***Combination: Hire and Contracted Services**

The school division may decide to hire the majority of its personnel while contractually engaging professionals outside the school division for certain services. As noted above, the SOQ permits contracted services for specialized student support positions including school social workers, school psychologists, school nurses, licensed behavior analysts, licensed assistant behavior analysts, and other licensed health and behavioral positions. Other contracted services for consideration include custodial services, mechanic services to maintain buses, cars, etc., and substitutes. Contracted services may offer budgetary cost savings, but must be thoroughly investigated.

6. FINANCIAL FEASIBILITY

School financial management is a fundamental function and practice of a school system. Sound fiscal and financial management includes the planning, organizing, directing, and controlling of fiscal and financial activities to ensure that available resources are used in an efficient and effective manner in support of school division goals.

To this end, Section 22.1-92 of the Code of Virginia states:

It shall be the duty of each division superintendent to prepare, with the approval of the school board, and submit to the governing body or bodies appropriating funds for the school division, by the date specified in § [15.2-2503](#), the estimate of the amount of money deemed to be needed during the next fiscal year for the support of the public schools of the school division. The estimate shall set up the amount of money deemed to be needed for each major classification prescribed by the Board of Education and such other headings or items as may be necessary.

Sound fiscal and financial management is a cornerstone of an effective educational program. Current and future economic climates require increased accountability for both school administrators and school board members. As such, school finance policies and practices should be developed and implemented to promote transparency and engender public trust.

TOPIC OVERVIEW

The following topics will be described in this section of the report:

- 1) School Board's Role in School Finance
- 2) Superintendent's Role in School Finance
- 3) Major Finance Functions
- 4) Budget Basics for Sound Fiscal Governance
 - a) Working Definition of "Budget"
 - b) Budget & Planning Functions
 - c) Major Funds
 - d) Major Revenue by Source
 - e) Major Expenditures by Category
- 5) Budget Development Process
- 6) Year 1 Estimated Operating Fund Fiscal Plan for *Williamsburg City Public Schools*
- 7) Other Funding/Fiscal Planning Considerations

SCHOOL BOARD'S ROLE IN SCHOOL FINANCE

The governance of school divisions in the Commonwealth of Virginia is clearly delineated in the Code of Virginia. One of these essential governance responsibilities is the review and approval of the school division's budget and subsequent expenditure of appropriated funds. To that end, the school board is expected to play a key role in the effective and efficient stewardship of a school division's financial resources. These roles include:

1. Developing a general (practical) knowledge and understanding of school finance management policies and practices;
2. Ensuring that division financial operations remain solvent;
3. Playing an integral role in setting the tone and creating a culture for sound fiscal stewardship;
4. Developing and maintaining an effective working relationship with the division superintendent to ensure that school finance policies, practices and decisions are aligned with division goals and remain in compliance with applicable laws and regulations;
5. Working closely with the division superintendent to develop budget goals and priorities;
6. Working closely with the division superintendent to ensure that school finance decisions support student achievement goals and objectives; and
7. Performing its duties and responsibilities in a manner that promotes accountability, transparency, and public trust.

SUPERINTENDENT'S ROLE IN SCHOOL FINANCE

The position of superintendent has evolved from that of a "Teacher-Scholar" to that of a multifaceted "Chief Executive Officer" in what is often one of the largest and most complex organizational entities in a local community. The superintendent is responsible for preparing, for school board approval, the estimate of funds needed for the annual support of the public schools. To effectively carry out these duties, the division superintendent must play an active leadership role in the effective and efficient management of the division's fiscal resources. The role of the superintendent includes, but is not limited to:

1. Leading the school division with honesty, integrity, and fairness;
2. Developing and nurturing the organization's culture, including sound fiscal stewardship;
3. Hiring and developing a team of competent and ethical professionals;
4. Developing and implementing processes and practices that promote accountability and transparency to engender public trust;
5. Overseeing the day-to-day operation and management of the school division;
6. Overseeing the overall fiscal and operational performance of the school division;
7. Working with the school board and division staff to ensure that the goals and objectives of the school division are achieved;
8. Working closely with the School Board in the development of school board policies and practices that promote sound fiscal management;
9. Working closely with the School Board in the development of division goals and priorities;
10. Developing and presenting the proposed budget;
11. Aligning the proposed budget with the division's policies, goals, and priorities.
12. Developing and implementing best practices in budget development, implementation, and management.
13. Ensuring that the budget is developed based on reasonable and accurate revenue and expenditure assumptions and estimates.
14. Developing and presenting a budget proposal that is clear and understandable.

BUDGET BASICS FOR SOUND FISCAL GOVERNANCE

Typically, school financial operations are performed through five major functions that include:

- Budgeting & Planning
- Accounting & Reporting
- Payroll Operations
- Procurement
- Student Activity Fund Accounting

The remaining focus of this section will include the “basics” of budgeting and planning for a school division, culminating with the inclusion and presentation of a fiscal plan (budget) that outlines the major revenue and expenditures deemed necessary for the start-up of a separate school division for the City of Williamsburg.

Budget Basics

A budget is the plan that structures and describes how fiscal and human resources will be allocated and used over a stated period to support the achievement of organizational goals and objectives. In many ways, a fully funded school division budget should translate the priorities, values, and needs of the school community (students, staff, parents, & businesses). Finally, it is an estimate of revenues and expenditures for a set period.

The major functions and activities of a typical annual budget process include:

- Student Enrollment Forecasting & Monitoring
- Staffing Projections & Position Control
- Class Size Analysis/Pupil-Teacher Ratios
- Revenue Forecasts
- Expenditure Estimates: Personnel & Nonpersonnel Costs
- Budget Monitoring & Forecasting: Revenues & Expenditures
- Periodic Trend Analyses

The major funds to be established and managed in a typical school division are as follows:

- General Operating Fund
- Grants Fund (Title I, IDEA, Carl Perkins, ESSR, etc.)
- School Food Services Fund
- Capital Improvement Fund (CIP)
- Textbook Fund (New & Replacement), optional

Major Revenues by Source

The three major sources of revenue for a school division are as follows:

- Local (City Council/Board of Supervisors)
- State (Virginia General Assembly)
- Federal (U.S. Congress via the Virginia Department of Education)

State and local funding comprise approximately 90% of total K-12 funding for Virginia's schools. (Source: *Virginia's K-12 Funding Formula: 2023*, JLARC: Joint Legislative Audit and Review Commission, July 10, 2023.)

Note: For WJCC schools, 60% of its operating budget is funded by the City of Williamsburg and James City County, while 39% is funded by the Commonwealth. (Source: *Williamsburg-James City County Schools 2023-2024 Adopted Budget*)

VIRGINIA'S K-12 FUNDING FORMULA

Standards of Quality

The Constitution of Virginia (Article VIII, § 2) requires the Board of Education to prescribe standards of quality for the public schools of Virginia, subject to revision only by the General Assembly. These standards, found in the *Code of Virginia* at §§ 22.1-253.13:1 through 22.1-253.13:10, are known as the Standards of Quality (SOQ) and encompass the requirements that must be met by all Virginia public schools and school divisions. The SOQ are established in the Virginia Constitution as the *minimal* educational program that school divisions must provide.

A funding formula is used by the General Assembly to fulfill its constitutional obligation regarding the establishment and funding of the Commonwealth’s public schools under the SOQ. This formula determines the state’s minimal funding obligation for school divisions. The formula estimates how many staff positions are needed for each school division, then applies cost assumptions to estimate the cost of K-12 staff needed in each division. The cost is then apportioned between the state and each local government using the Local Composite Index (LCI).

The LCI determines a locality’s ability to pay education costs required by the SOQ with local funds. The LCI is calculated every two years (biennium) using three indicators of a locality's ability to pay:

- True value of real property (weighted 50%)
- Adjusted gross income (weighted 40%)
- Taxable retail sales (weighted 10%)

Each locality's index is adjusted to maintain an overall statewide local share of 45% and an overall state share of 55%. The City of Williamsburg’s LCI for the past three bienniums were as follows:

State Biennium	Local Composite Index
2024 – 2026	.7426
2022 - 2024	.7217
2020 - 2022	.7459

For the 2024-2026 biennium, the City of Williamsburg has the 12th highest LCI among the Commonwealth’s 134 school divisions. So, relative to the other 122 school divisions in Virginia, Williamsburg’s LCI indicates that it has a significantly greater fiscal ability to fund its share of the SOQ. The biennial LCI calculation process for a potential independent City of Williamsburg school division would remain the same.

MAJOR EXPENDITURE BY CATEGORY

Expenditures are organized and accounted for using various functions, programs, and type codes. These categories include, but are not limited to:

- Expenditures by major function -
 - Instruction
 - Administration, Attendance and Health
 - Pupil Transportation
 - Operation and Maintenance
 - Facilities
 - Debt Service
 - Technology
- Expenditures by major program
 - Regular Education
 - Special Education
 - Vocational (Career & Technical) Education
 - Gifted Education
 - Other Programs (Athletics & Co-curricular Activities)
 - Non-Remedial Summer Programs
 - Adult Education
 - Pre-Kindergarten
 - Non-LEA
- Expenditures by major object/type
 - Personnel Services
 - Employee Benefits
 - Purchased Services
 - Utilities
 - Supplies & Materials
 - Capital/Equipment

THE BUDGET DEVELOPMENT PROCESS

The budget development has evolved into a year-round process, and includes the following phases and activities:

1. Governance/Policies/Community Input
 2. Preliminary Planning & Data Gathering
 3. Revenue Estimates
 4. Expenditure Estimates
 5. School Board Budget Review & Approval
 6. Local Appropriating Body Review & Appropriation
-
1. *Governance/Policies/Community Input Phase*
 - Adoption of Annual School Board Goals/Priorities (August-September)
 - Pre-budget Public Hearing (October/November)
 - Adoption of Budget Goals/Priorities (December)
 2. *Preliminary Planning & Data Gathering Phase*
 - Distribution of Budget Development Guidelines and Instructions (November)
 - Capital Improvement Plan Budget Developed (December)
 - Development of Student Enrollment Projections (November/December)
 - Development of Initial Staffing Needs, including Class Size Targets (December)
 - Compensation and Benefits Recommendation (December-January)
 - School/Departmental Budget Requests (December)
 3. *Revenue Estimates*
 - State Revenue Projection Established (December)
 - Other Revenue Sources Projected (December-January)
 4. *Expenditures Estimates*
 - Proposed Personnel and Non-Personnel Operating Budget Scenarios Developed (December-January)
 5. *School Board Budget Review & Approval*
 - Superintendent's Proposed Budget Presented (January/February)
 - Public Hearing on Superintendent's Proposed Budget (January/February)
 - School Board Work Sessions on Proposed Budget (January - March)
 - School Board Adopts Budget, with adjustments (February/March)

6. Local Appropriating Body Review & Appropriation

- School Board's Adopted Budget forwarded to City Manager/County Administrator for funding consideration (April 1)
- City Manager's/County Administrator's Proposed Budget Presented, including the School Board's Adopted Budget (February - April)
- Public Hearing on City Manager's/County Administrator's Proposed Budget (April)
- Final Budget Adoption & Appropriation (April/May)

IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

One of the primary deliverables of this study is the development and presentation of an economically sound financial plan for the operation and startup of a separate, independent school division for the City of Williamsburg. To that end, this study includes an Estimated Operating Budget of Revenues and Expenditures. This fiscal plan includes detailed revenue estimates by major source and detailed expenditure estimates by cost center, function, program, and object. Expenditures by the cost center include school-based operating costs for a PreK-5 elementary school, a 6-8 middle school, and a 9-12 comprehensive high school.

This plan also includes detailed staffing projections and scenarios that meet and exceed Virginia's Standards of Quality staffing mandates. (See section 5: *Staffing Standards and HR Considerations*.) In addition, this study provides updated five-year student enrollment projections by grade.

Finally, in addition to providing an estimated operating fund fiscal plan for the first year of a City of Williamsburg school division, this study includes a subsection outlining entitled "other funding/fiscal planning considerations" for review. Among these considerations are:

Start-up and Potential Multiyear Investments and Strategies in and for the following functional and programmatic areas:

- Varsity Athletics
- Operational and Instructional Technology
- Pupil Transportation Services
- School Food Services
- Purchasing Services
- Risk Management
- Grounds Maintenance

Year 1 Estimated Operating Fund Fiscal Plan

An estimate of fiscal, staffing, and operational needs has been developed to inform this feasibility study. To that end, several underlying assumptions form the basis for the development of the year 1 operating fiscal plan. Among those assumptions are the following:

Staffing:

- Staffing standards will meet or exceed state requirements, where applicable.
- Class Sizes/Pupil-Teacher Ratios will align with current WJCC Schools practices.
- Staff qualifications and experience will meet or exceed state requirements and current WJCC Schools practices.

Compensation:

- Teacher compensation, including benefits, will be competitive with WJCC and other surrounding school divisions.
- Compensation, including benefits, for other professional and support staff will be competitive with WJCC and other surrounding school divisions.

Student Enrollment and Building Capacity:

- Projected K-12 student enrollment for state funding calculation purposes totals 1,103 for FY 2024-2025.
Source: VDOE State Funding Calculation Tool, based on Governor Youngkin's Introduced Biennial Budget (HB 30/SB 30) as of December 20, 2023.
- Based on information provided by WJCC, the capacity of the three schools is as follows: Matthew Whaley (452), Berkeley Middle (779), James Blair Middle (608). The September 2023 Fall Membership report listed the number of City of Williamsburg students as follows: 485 students in grades K-5, 234 students in grades 6-8, and 350 students in grades 9-12.

Estimated Revenues

Local Funding

Local (City of Williamsburg) funding scenario estimate included in this plan for year 1 operating costs equals the City's current contribution of \$10.4 million to the jointly operating school division for FY 2023-24.

State Funding

State funding scenario estimate included in this plan for year 1 operating costs totals \$5.7 million, based on the Virginia Department of Education's calculation of state funding for the City's portion of the jointly operated school division for fiscal year 2024-2025.

Source: Virginia Department of Education Calculation Tool per Governor Youngkin's Introduced 2024-2026 Biennial Budget (HB 30/SB 30) as of December 20, 2023.

Federal Funding

Federal revenue scenario estimates include: Title I, Title II, IDEA, and Carl Perkins totals \$0.5 million. The estimate is based on a percentage of current WJCC federal grant awards for these programs.

Total Funding (Revenue) Scenario (All Sources): \$16.5 million.

Note: This revenue scenario includes \$250k in nonresident tuition for 25 student slots at \$10k each. It is anticipated that Berkeley Middle School and what would be James Blair High School would have additional capacity to accommodate nonresident tuition-paying students. The calculation provided is intended to be illustrative. Tuition cost was calculated based on the City's current contribution to WJCC of \$10.4 million/approximately 1,100 students.

Estimated Expenditures

Salary Costs

Overall, personnel costs included in this plan are driven by salary schedules currently adopted by the jointly operated WJCC Schools. However, it is important to note that salary and benefit costs included in this plan are based on FY 2023-2024 salary schedule values and DO NOT make any adjustments for inflation or future salary adjustments.

Total Salary Scenario Costs: \$11.6 million.

Employer-Provided Benefits Costs

Employee benefit costs include the following standard employer-funded benefits provided by WJCC Schools and other school divisions in Virginia. Combined, employer provided benefits represent approximately 45 percent additional costs based on the employee's qualifying salary. These benefits include:

- FICA
- Retirement
- Health Insurance

Total Employer-Provided Benefits Cost: \$5.2 million

Other Operating Costs

In addition to the above-mentioned salary and benefits costs, this plan includes estimates for the following:

- Utilities: Electricity, Heating Fuel, Water & Sewage, Communications
- Vehicle Fuel
- Insurances: Property, Casualty, and Workers' Compensation
- Purchased Services: Contracted Services
- Materials & Supplies

Total Other Non Personnel Operating Costs: \$2.1 million

Finally, as public education is a people-intensive service, salary and benefits costs in this plan account for approximately 89% of total estimated costs. The actual costs are subject to adjustment based on future salary market conditions, staffing levels, program initiatives, and outside mandates.

Total Expenditure Scenario: \$18.9 million

Total Funding Scenario Gap: (\$2.4 million)

Estimated Cost Per Pupil for City of Williamsburg Independent School Division: \$16,935

FY 2022 Cost Per Pupil for WJCC: \$14,803

Note: The above FY2022 WJCC Cost Per Pupil was derived from the FY 2021-2022 Virginia Department of Education Superintendent's Annual Report, Table 15.

Year 1 Estimated Revenue and Expenditure Summary

<i>Projected Revenue Scenario by Source</i>				
Description	FY2024 Budget	FY2025 Scenario	Change (\$)	Change (%)
Local Revenue:				
City of Williamsburg	\$ 10,364,741	\$ 10,364,741	\$ -	-
Total Local Revenue	\$ 10,364,741	\$ 10,364,741	\$ -	-
State Revenue:				
Sales Tax	\$ 1,532,763	\$ 1,572,819	\$ 40,056	2.6%
Standards of Quality	2,243,699	3,018,510	774,811	34.5%
Incentive Programs	1,082,950	287,195	(795,756)	-73.5%
Categorical Programs	3,322	3,324	2	0.1%
Lottery-Funded Programs	369,424	392,698	23,274	6.3%
Total State Revenue	\$ 5,232,158	\$ 5,274,546	\$ 42,388	0.8%
Federal Revenue	500,000	506,500	\$ 6,500	1.3%
Other Revenue	100,000	330,500	230,500	230.5%
Total: Operating Revenue	\$ 16,196,899	\$ 16,476,287	\$ 279,388	1.7%

<i>Projected Expenditure Scenario by Function</i>				
Description		FY2025 Scenario		
Expenditures:				
Instruction		\$ 13,876,279		
Administration		761,666		
Attendance & Health		775,041		
Pupil Transportation		1,288,170		
Operations & Maintenance		1,537,315		
Technology		711,458		
Total: Operating Expenditures		\$ 18,949,929		
Difference: Funding Gap		\$ (2,473,642)		

OTHER FUNDING/FISCAL PLANNING CONSIDERATIONS

Varsity Athletics

Below are the estimated equipment and uniform costs to launch the division's varsity athletics program:

Description	Amount
Football	\$144,653
Track & Field	83,392
Baseball & Softball	44,877
Basketball	43,019
Soccer	30,114
Wrestling	16,589
Cheer	15,000
Volleyball	12,965
Tennis	12,605
Cross Country	2,700
Golf	1,170
Total	\$407,084

Operational and Instructional Technology

The school division will need to develop a long-range instructional and operational technology plan to forecast initial hardware and software needs, along with refresh cycles. The plan should include total cost of ownership estimates for at least the first five years of deployment.

Pupil Transportation Services

The safe, efficient, and effective transportation of students is an essential function of a school system. To that end, the school division will need to develop a long-range transportation plan. For the purposes of this study, transportation operations and maintenance staffing and fuel cost estimates are based on a two-tier morning and afternoon pick-up and return home plan. *Tier I* would include bell schedules that would allow secondary students (middle and high school) to ride to and from school together. *Tier II* would allow for elementary students to be picked up, dropped off and returned home shortly after Tier I riders/students.

Under the Tier II system, twenty (20) drivers would be required; along with three bus attendants. In addition, 18 regular and five special needs passenger buses would be required.

Note: The estimated budget provided in this study includes the projected personnel costs under this two-tier plan. However, the budget DOES NOT include funding for the procurement of the 23 buses.

School Food Services

Every school division is expected to provide its students with access to freshly prepared, nutritious, locally sourced, and culturally inclusive meals. Therefore, each school division is required to operate or outsource school food services that adhere to prescribed federal and state policies and regulations governing such. A well developed and functioning school food service program requires significant planning with respect to program development, administration, and staff training.

Unlike the operating fund budget, food service operations are expected to function as a “self-sustaining” enterprise, without the ongoing fiscal support of local funds. Each school division is expected to maintain a separate school food services fund and budget to account for revenues, expenditure, and fund balance of the program. The school division is required to develop and present for adoption by the school board an annual budget of revenues and expenditures, and use of fund balance. The major revenue and expenditures of a typical school food services budget are:

Revenues:

Federal Reimbursements

State Reimbursements

Sale of Meals

Expenditures:

Salaries and Benefits

Food Supplies

Materials & Supplies

Contracted Services

Note: This study DOES NOT include any budgetary estimates for the operation of the school food service program. However, should the City of Williamsburg decide to

continue to assess the feasibility of operating a separate school system, a comprehensive fiscal, operational, and programmatic analysis and plan would be needed.

Other Administrative/Operational Considerations:

The city would need to develop strategies and plans to carry out the following administrative functions: Purchasing, Risk Management, and Grounds Maintenance. One such strategy for consideration could be the implementation of a shared services model.

More details about the budget can be found in the Appendix as follows:

Appendix 6.1: Revenue and Expenditures Summary

Appendix 6.2: Projected Revenue Scenario, Summary, Operating Budget

Appendix 6.3: Projected Revenue Scenario, Detail, Operating Budget

Appendix 6.4: Estimated Operating Budget by Cost Center Level

Appendix 6.5: Estimated Operating Budget by Cost Center Level (Matthew Whaley)

Appendix 6.6: Estimated Operating Budget by Cost Center Level (Berkeley)

Appendix 6.7: Estimated Operating Budget by Cost Center Level (James Blair)

Appendix 6.8: Estimated Operating Budget by Cost Center Level (Divisionwide)

Appendix 6.9: Estimated Operating Budget by Function

Appendix 6.10: Estimated Operating Budget by Program

Appendix 6.11: Estimated Operating Budget by Object

Appendix 6.12: Staffing Scenario for Matthew Whaley

Appendix 6.13: Staffing Scenario for Berkeley

Appendix 6.14: Staffing Scenario for James Blair

Appendix 6.15: Staffing Scenario for All Staff

Appendix 6.16: K-12 Student Enrollment Trends, Historical & Projected

7. OPERATIONAL AND INSTRUCTIONAL TECHNOLOGY

Every modern educational organization must embed technology within all aspects of its operations, both as a means and an end. Technological tools introduce efficiencies and capabilities that are not possible for the organization to achieve otherwise. Further, when students do not have access to instruction with technology, they face post-education disadvantages in almost every workplace, as well as limits on the potential for self-directed learning. Therefore, it behooves any educational organization to provide quality technological infrastructure and training to all staff and students in a way that will benefit both students and the community long-term.

CLOSING THE DIGITAL DIVIDES

The digital divide, which is also called the digital gap or digital inequality, refers to the different levels of access that students have to information and communication technologies, and includes not only physical access, but also the ability and motivation to use these technologies (Soomro et al., 2020). There are generally considered to be two levels to the digital divide. The first level concerns physical access, and is frequently called the first digital divide. The second level concerns the use of technology, and is usually called the second level digital divide. Even where divisions have worked to close the first digital divide by providing students with devices and internet at school, the digital divide can still frequently be seen in the way in which the technology is used, with students from poverty being more likely to use technology for test preparation rather than critical and creative thinking (McLeod & Shareski, 2017).

TECHNOLOGY CONSIDERATIONS OVERVIEW

The following sections will explore the considerations tied to the adoption and use of technological tools in the educational context. The considerations will include Internet access, educational hardware and software, infrastructure, enterprise systems, personnel, and startup and refresh aspects. Each section will offer one or more options or high-level implications. However, due to a wide variety of options for sharing resources with the city as well as innumerable levels of product and service offerings from potential vendors, budgetary considerations will vary significantly based upon division choices. To that end, certain product-level industry price ranges are suggested where applicable.

INTERNET CONNECTIVITY

Reliable and fast Internet access for all administrative, operational, and instructional aspects of a school division is non-negotiable. Every subset of a division is touched by the capabilities Internet access provides and no subset can fully function without it.

Division Internet Access

Owned or Leased Lines

Divisions must have a mechanism to connect physical locations to sources of Internet data. In most modern non-rural environments, this is typically done through the use of buried fiber optic cables. In the context of a school division, these cables would begin at the Internet ingress/egress location of the division—typically the network operations center or data center—and would lead to all endpoint buildings, usually in a ring fashion. These cables will also carry internal network traffic between division buildings, allowing division users to access internally-hosted systems without routing traffic out to the Internet and back in again. (Note: The physical layout of the fiber optic cables will likely transcend notions of exclusivity to the division because the owner of the lines likely allocates multiple customers to their use; the “begin at” and “ring” terms are conceptual, not literal.)

A division has the option of owning fiber optic cables or leasing them from a vendor. Owning the cables generally requires significant up-front costs associated with permitting, digging trenches, and laying cables as well as ongoing maintenance and repair costs. The prime benefit, in contrast, is being free from future vendor leasing expenditures—and more importantly, *future increases* in vendor leasing expenditures. Moreover, if a division lays more cables than they will need for the foreseeable future (at a low marginal cost), they can later implement large increases in bandwidth without needing to dig and lay more cables again.

A majority of school divisions, however, do not invest in owning their lines and instead opt for leasing. This avoids up-front construction costs and moves all maintenance and repair responsibilities to the vendor. Typically, vendors will not come close to maximizing their own cable capacity even across multiple clients and therefore can “turn on” more available bandwidth for a division easily and quickly (at a higher cost) when requested to do so. Leasing costs for the full set of fiber optic cables that carry Internet data and internal traffic for the entire division may run from several hundred to a few thousand dollars per month, depending primarily on the desired bandwidth and the length of cable involved in servicing the division.

Whether some or all of the existing fiber optic cables within the city could be used to carry Internet traffic to the prospective school, administrative, and operational sites, or whether the cables that are associated with the county can do the same, is beyond the scope of this report. It is likely that the ingress/egress point would need to be somewhere other than Warhill High School. A new point would need to be established at one of the city's three school buildings, or a city-owned network operations center that can connect to the fiber optic ring connecting the three schools, or an as-yet undetermined site that can connect to the fiber optic ring.

Provider

Typically, Internet providers are not and need not be tied to the specific fiber optic cables that carry their signals *among and between customers' buildings*. Urban and suburban divisions therefore usually have multiple options for Internet vendors. A provider will deliver the signal to the division ingress/egress location, at which point the owned or leased lines will carry it between endpoint buildings. Contractual aspects that will affect monthly or annual costs include the desired level of available bandwidth, the level of guaranteed uptime/service level agreements, the potential to spike above standard available bandwidth when needed, and the number of ingress and egress points. Just as with fiber optic line leasing, costs may run from several hundred to a few thousand dollars per month. Sharing the provider that currently services the city is an option that could potentially lead to lower costs.

Home Internet Access

City of Williamsburg Household Internet Access

The below tables explain the percentage of families in Williamsburg and James City County that currently have internet access and to what extent.

A state assigned code which describes a student's most readily available internet access for remote learning. This is required for all students, regardless of instructional method. The codes are as follows:

1 - Internet access at home allows for live streaming, classroom instruction, real time interaction with teachers and classmates	2 - Internet access at home is available but too slow for live streaming or real time interaction	5 - No internet connection available for unknown reasons	7 - No internet connection due to cost of service	8 - No internet connection due to availability
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Students with an active status code of "active" or "virtual" on the Fall student record collection for school year 2023-2024 are included in the above tables. Note - internet codes 3, 4 and 6 have been retired from the collection.

Student records were differentiated as "James City County" or "Williamsburg" based on the responsible division code of 47 or 131.

Internet Access for Remote Learning Percentages	Total # of Students	1 - Internet access at home allows for live streaming, classroom instruction, real time interaction with teachers and classmates	2 - Internet access at home is available but too slow for live streaming or real time interaction	5 - No internet connection available for unknown reasons	7 - No internet connection due to cost of service	8 - No internet connection due to availability
James City County	10639	94%	3%	3%	0.3%	0.1%
Williamsburg	1119	91%	3%	5%	1%	0.1%

Internet Access for Remote Learning Counts	Total # of Students	1 - Internet access at home allows for live streaming, classroom instruction, real time interaction with teachers and classmates	2 - Internet access at home is available but too slow for live streaming or real time interaction	5 - No internet connection available for unknown reasons	7 - No internet connection due to cost of service	8 - No internet connection due to availability
James City County	10639	9976	287	342	28	6
Williamsburg	1119	1013	32	57	16	1
Combined WJCC	11758	10989	319	399	44	7

Internet Assistance Programs

Within any community, some fraction of households will not have reliable broadband connections to the Internet to support student use for at-home work, let alone family use for socio-cultural and employment benefits. These families should not be left behind due to a lack of financial resources. This lack of access to the Internet and devices is frequently called the first digital divide (Gorsky, 2002), and has multiple implications for individual students and the community as a whole. Lack of access to quality Internet and devices was correlated with lower student achievement (Gonzales et al., 2020). United States adult groups that tend to demonstrate lower digital problem-solving skills tend to be Blacks, Hispanics, and those born in other countries, even when controlling for age, education, and employment status (Mamedova & Pawlowski, 2018). Beam et al. (2018) also found that “despite the relatively widespread proliferation of Internet access in the United States, Internet skill remains a significant predictor of inequality in online citizen engagement” (p. 1090). In other words, those who are able to skillfully use the Internet are more likely to experience success not only in careers and in their personal lives, but also be more engaged in the political process overall. Therefore, access to high speed Internet at both school and home can be seen as a requirement for equity of all.

School divisions can help to address this issue by facilitating access to certain financial-assistance programs from major home Internet providers that offer either free

or reduced-cost broadband access in the home to qualifying households. Local examples include the Cox and Verizon implementations of the FCC's Affordable Connectivity Program. While any such contracts are between families and vendors and do not involve the division itself, the division may facilitate such access by providing promotional material to families, referring them to the programs when receiving inquiries, providing required school division paperwork efficiently, and even providing translation assistance when language barriers exist.

MiFi Devices

If a household does not qualify for or still cannot afford any version of an Affordable Connectivity Program, the school division may consider paying for MiFi devices, leasing service, and loaning those devices to families. MiFi devices use cellular networks to provide Internet hotspot connections to computing devices. MiFi devices are available from all major telecommunications providers. Aside from the cost of the device itself (typically \$100–\$300), there are service fees - typically applied monthly. These fees can range from \$10/month to \$30/month; lower cost options usually have data caps wherein service pauses or slows after a certain amount of data consumption. One major consideration of this approach is the quality and strength of the cellular signal available within a household. If, for example, a specific wireless vendor offers poor cellular coverage in a particular neighborhood, the division should not consider leasing MiFi service from that vendor for that neighborhood.

DEVICES, EQUIPMENT, & INSTRUCTIONAL SOFTWARE

Classroom Equipment

Display and Interactivity Devices

In modern education, teachers have always had a need to display content to large groups of students at one time. Devices such as overhead and film projectors, televisions, computer projectors, computer projectors with interactive whiteboards, and interactive LCD displays have all been used to accomplish this.

Currently, there is a generally accepted practice of including a large monitor (typically wall-mounted) in every classroom. Such a monitor can range between 60" and 86" diagonally. It displays the output of the teacher's computing device, either through a wired or wireless connection, but may also be able to function as a stand-alone content device. It may also support displaying the output of student computer devices. It typically

has some level of touchscreen interactivity so that teachers and students can physically interact with content.

Leading vendors of such devices include SMART Technologies and Promethean. Costs will range from around \$2,500 to around \$5,000 per display, primarily based on size. These costs do not include installation, which would be expected to be multiple hundreds of dollars per display if contracted through a third party. Moreover, the state of the mounting surfaces in the classrooms may affect both the cost and the aesthetics. Are there whiteboards or chalkboards already in place, and if so, will they be taken down or will the displays be mounted in front of them? Are there legacy asbestos conditions that would create hazardous environments during the install or post-install? Is the layout of the furniture and of existing classroom devices such as phones going to be affected by the placement of the display? These are all substantial considerations, the answers of which could vary both between and within schools.

It should be noted that teachers' proclivity to use or design interactive content will vary wildly across classes, grades, curricular content, and teachers' levels of expertise with technology. Some school divisions therefore choose to install non-interactive displays as a cost-cutting measure. Comparably-sized non-interactive displays (or what basically amount to televisions) will be priced substantially lower in the marketplace. Caution should be exercised, however, with this particular choice. Non-interactive displays are far more fragile and therefore replacement costs could quickly outstrip the savings. Additionally, reassigning teachers to different rooms, as well as teacher turnover, may quickly result in teachers who would ideally use the interactivity being placed in rooms with non-interactive displays. A uniform approach is suggested for these reasons. For this reason, most divisions choose to install interactive displays and provide teachers with training on using them effectively.

A less traditional option would be to forgo a central classroom display entirely, instead relying on the teacher to share content directly to student devices using one method or another. In situations where a) every student has a suitable device, b) each of those devices is functioning properly, c) the teacher has a tool to share the content to the devices, and d) the teacher has a tool to prevent the students from closing or navigating away from the content, then a lack of a central display could be a viable option. However, if any of those conditions break down (e.g., a student forgets their 1:1 device, a device malfunctions, the website that shares content goes down, or a student closes the

content beyond the teacher's control), then the lack of a central display can negatively affect the teaching and learning.

Other Devices

A school division may decide to supplement classroom technologies (i.e., displays and staff and student computers) with other devices. Examples include document cameras, video cameras, speakers, and student response systems. However, the apparent trend in most modern classrooms, despite vendor claims to the contrary, is a consolidation down to the three key technologies hereby mentioned because together they accomplish a great deal of necessary tasks. Therefore, this report will not address such options.

That being said, there may well be courses in which the curricular content requires highly specialized devices. For instance, high school science courses may require a wide variety of electronic sensors to be used in lab exercises. Similarly, a Career and Technical Education class may require computer-controlled power tools for precise and delicate operations. In these and other cases, the devices (and potentially software) should be planned in collaboration with technology and instructional technology staff as part of the curriculum design process.

Staff Devices

Personal Computing Devices for Instructional Staff

Due to curricular and instructional needs, it is a common expectation that school divisions will issue computing devices to the large majority of its instructional staff. This certainly includes teachers, likely this includes specialists, and possibly includes assistants. In any case, instructional staff should have a computing device suitable for the full set of work responsibilities they have. A laptop computer is the *de facto* device of choice given its portability and flexibility.

If the instructional staff are required to use some tools that are both application-based and web-based, a Windows or macOS laptop computer are the primary options, ranging from approximately \$500 to around \$1,500. If all necessary tools are web-based, a cloud-based device such as a Chromebook may meet the need, ranging from approximately \$500 to around \$1,000. Extended warranties, accidental damage warranties, and even loss insurance are important considerations to explore. Leading vendors include Microsoft, Lenovo, HP, Dell, and Apple. Usable life durations should be expected to be four to six years, with significant performance and battery degradation in the latter half of that timeframe.

Device platform decisions (e.g., Windows, macOS, ChromeOS, etc.) should not be made in isolation. These decisions should be made with decisions regarding infrastructure and support systems, instructional systems, and persistent online tools (described later). Tight integration between these systems usually produces efficiencies in labor, training, management, and knowledge acquisition. Conversely, the tighter the integrations, the more difficult it becomes to transition to alternative platforms in the future. Therefore, multiple forward-thinking stakeholders from a variety of affected departments should be involved in all major platform decisions.

Personal Computer Devices for Administrative, Leadership, and Support Staff

A similar approach should be taken for the selection and issuance of computing devices to non-instructional staff. Such staff should have computing devices suitable for the full set of work responsibilities they have. The form of these devices are more likely to vary here than for instructional staff. For example, administrative support staff may have little need to work outside of their immediate office areas, and therefore desktop computers may be more suitable. Trades specialists who spend most of their time in the field performing maintenance and repair may benefit most from tablet devices. Data analysts or programmers may require higher-powered devices than other staff groups. Collectively, costs would be expected to range from \$500 to \$3,000 per device, inclusive of warranties.

Bring Your Own Device Policies for Staff

A school division should have policies in place to address 1) staff use of personal computer devices on the network and 2) security, privacy, and liability issues created by personal device usage. There are practical considerations such as whether to allow wired or wireless connection, or both. There are security considerations such as what network protections would be in place to prevent the spread of malware or confidential data exfiltration. There are legal considerations such as whether traffic over the network to and from personal devices may be examined by division staff. A division should develop these policies through collaboration between division executive leadership, division legal representatives, and technology experts.

Student Devices

1:1 Program Devices

The necessity for teaching students how to use technology in collaborative and creative ways requires digital teaching and learning tools. These tools require that suitable

computing devices be in students' hands for large portions of the school day, as well as potentially in their homes. This is often a key driver of divisions' decisions to offer 1:1 programs in some or all of their grades. For the purposes of this report, a "1:1" program refers to students being issued a *specific* device that is "theirs" to carry with them daily, so long as it functions and so long as they are enrolled in the division. 1:1 devices usually take the form of a laptop computer, a tablet computer, or a device that functions as both.

Divisions should decide which grades will be a part of their 1:1 program. Further, they should choose a device that will function well with the teaching, learning, and assessment systems they have put in place. Refer to earlier descriptions of platform choices for staff devices; similar concerns are relevant here. Devices should be rugged enough to withstand typical use and handling by students in the chosen grades, should be manageable through the Device Management System (described later), and should come with suitable warranties to cover malfunctions over their expected life-cycles.

Additional considerations and budgetary commitments should be given to how the devices will be repaired after accidental or intentional damage. Some device vendors or third-party repair companies offer some form of accidental device damage repair services for an upfront per-unit cost, essentially offering a warranty that covers accidental damage. Non-accidental damage repair warranties are not widespread and are typically expensive. However, a division must plan for repair fees and replacement-after-disposal costs when planning 1:1 program expenditures because there will inevitably be some fraction of devices annually that will be damaged by students. Further, some fraction of devices will be irretrievably lost by students and therefore additional replacement costs must be planned as well. Lastly, as outlined later in this report, all devices have expected durations before they become unsuitable for use and therefore any 1:1 program plan must account for a refresh cycle.

Prominent vendors of potential 1:1 devices include major manufacturers such as Lenovo, HP, Dell, and Apple. When accounting for the price of the hardware, software licenses, warranties, and accidental damage protection, a division could expect to spend between \$400 and \$1,000 per device, and could reasonably expect a device to have a usable life of three to four years.

Non-1:1 Program Devices

A school division may decide that their approach to teaching and learning does not require that 1:1 devices be given to students in all grade levels. This will depend on the fraction of the day that a student would be expected to use a device, whether it matters which *specific* device a student uses at any point in time, and whether the device should go home with the student on some or all days. If a particular grade does not participate in the 1:1 program, that does not mean that the teaching and learning in that grade does not use electronic resources. Instead, it generally means that devices will remain in schools and classrooms, will not be associated with specific students, and will usually be interchangeable for a variety of uses. Frequently, this manifests as carts of devices either available in all classrooms or shared between classrooms.

The form factor, brand, and even model may well be the same as the 1:1 devices in other grades, especially if there is a substantial cost savings in adopting one model for all uses. However, a division should take into account the developmental needs of students when selecting a device for that population to use. For example, younger students may be less able to type long strings of text such as passwords. Younger students may have less fine motor control, making the manipulation of trackpads more difficult. Higher-resolution screens with software interface elements that are not sufficiently large enough may exceed the ability of younger students to reliably “click.” For those reasons, a one-size-fits-all device may not, in practice, fit all.

From a budgetary standpoint, devices that do not travel with students throughout the school and do not go home with students will likely have fewer incidents of both accidental and intentional damage and, with effective teacher supervision, fewer incidents of loss. Further, non-1:1 devices for younger students may require less computing power than those in higher grades. Therefore, a division can expect to allocate less money per device for non-1:1 devices. However, devices that stay in schools and classrooms require mobile carts to move them around, store them securely, and charge them. Typical mobile carts can be purchased for several hundred to just over \$1,000 per unit, holding 20-30 devices.

Dedicated Computer Labs

Irrespective of a school division’s decision concerning the grades in which to enact a 1:1 program, there will inevitably be particular teaching and learning use cases where a typical 1:1 *or* non-1:1 device is not sufficient to achieve the learning objective. As an

example, a Visual Arts computer animation class may task students with using software to create an animated short film. Typically, animation software requires a high-powered computer to use effectively—a power that potentially exceeds that of a typical 1:1 device. One approach to meeting that educational need is to purchase 1:1 devices that have the necessary computing power. However, that would lead to over-buying device specifications that the vast majority of students would never need. An alternative approach is to have computer labs filled with higher-power computers dedicated for specific uses or whose use can be scheduled by teachers as needed. While there are many positive reasons for choosing to install a dedicated computer lab, one challenge is that students will not be able to work on these devices at home, therefore limiting their practice with such devices to regular school hours.

In such dedicated computer labs, desktop computers (rather than laptop computers) will provide a lower price-to-performance ratio, making them more attractive from a budgetary perspective. Moreover, desktop computers usually will have larger screens and will be less susceptible to loss or theft. Consideration should be given, however, to how infrastructure can be set up to obviate the need for specific students to always use the same specific computers. For example, can files be stored centrally through a networked file system, or can they only be stored on the local computer? If network storage is used, is the wireless network in the computer lab sufficient for the need or will wired infrastructure need to be put into place? How will students access information available on their 1:1 devices while using the dedicated computer lab? What is the effect of removing one lab computer for repair and replacing it with another? Can the lab computers be managed using the same tools that manage the 1:1 devices?

Leading vendors of desktop computers are similar to those mentioned for 1:1 devices - Lenovo, HP, Dell, and Apple. Prices should be expected to range between \$1,000 and \$1,500 depending on the computing power needed. Additionally, licensing costs for the specific high-requirement software to be used on the lab computers are considerations above and beyond what would be considered for typical 1:1 devices.

Instructional Software

Persistent Online Tools

Persistent online tools handle tasks such as communication between students and teachers, distribution and collection of electronic assignments, and collaborative work between students. Examples of these include Google Workspace for Education and Microsoft Office 365 for Schools and Students, though lesser-known vendors also offer

such tools. These platforms allow synchronous and asynchronous teaching and learning to occur across a variety of devices, timeframes, operating systems, and physical and virtual contexts—and therefore should be considered essential for teaching and learning in a division. They also reduce the amount of internal network storage divisions need to maintain for their staff and students given that they act as cloud storage repositories for educational materials.

Major vendors offer both free versions and premium-feature paid versions under an annual or multi-year subscription model generally tied to student enrollment counts and staff counts. However, licensing costs will vary widely, especially if a division purchases other services, subscriptions, or devices from that vendor. Traditionally, a division can expect to spend between \$5 and \$10 per user per year for the premium-feature paid versions. Moreover, despite the fact that these are web-based platforms that generally work in a variety of web browsers, there may be certain benefits to matching one of these platforms to the operating system found on the majority of student and staff devices for tighter and more feature-rich integrations.

Further considerations include the fact that it is not advisable to use multiple persistent online tool platforms within one organization, such as using one vendor's platform for operations and another's for education. Doing so increases the diversity of skills and knowledge needed by the administrators of the systems and increases the likelihood of information-exchange difficulties between end users. Similarly, teachers will need to understand both systems so that they can complete personal tasks and also integrate technology-rich instruction into daily lessons, therefore requiring more professional development. Additionally, transitioning from one of these platforms to another is very difficult, both due to practical limitations and to explicit vendor intentions to make it difficult, and so any adoption of such a system should be done with long-term intent even though that reduces the cost negotiation leverage a division will have with a vendor.

Learning Management Systems

A Learning Management System is a web-based or application-based system for deploying educational content to students, monitoring the content's access and usage, and administering assessments based on the content. Some school divisions choose to adopt fully-featured Learning Management Systems as their primary electronic teaching and learning platforms. Popular products in this area include Moodle, Blackboard, Schoology, Google Classroom, Canvas, and Brightspace, nearly all of which offer

per-student annual subscription rates. Pricing can vary widely but generally ranges from \$5 to \$20 per student per year.

Another choice available to divisions, however, is to split the main features offered by such systems across a variety of disparate platforms, such as having an independent content-delivery system and an independent assessment system. This may allow divisions to leverage tools they have already acquired for other purposes (using Google Classroom for assignments and Edulastic for assessments, as an example). This approach lacks the tighter integration and “one-stop” resource for teachers and students available in a Learning Management System, but creates less vendor lock-in, a wider variety of feature choices, and may reduce the overall costs.

Electronic Assessment System

School divisions must regularly assess their students' learning in formal, quantitative fashions. Many divisions therefore choose one or more assessment systems that will allow them to create and deliver assessments to students, to collect and analyze the data, and to export the data in formats suitable for the prior-mentioned purposes.

Over the past decade or more, the proliferation of division-owned devices in students' hands has pushed almost all prominent assessment systems to online-only platforms as compared to previous technologies such as paper-answer-scanning machines. Key features divisions must pursue in choosing such a system include a low barrier to efficient assessment creation and deployment, integration with curricular resources in the division, a diverse offering of question types, and robust customer-customizable reporting and data export capabilities. Further integration with the division's Student Information System and Persistent Online Tools are other important considerations where possible. Some Learning Management Systems, mentioned previously, include such Electronic Assessment Systems, but the features offered may or may not meet the full range of assessment needs of the division. Common examples include Edulastic, Mastery Connect, and PowerSchool Assessments. Costs could be expected to run between \$4 and \$8 per student.

Content-Specific Electronic Resources

Within the curricular program of the school division, curriculum authors will undoubtedly plan for the use of websites, software, and other electronic tools to support the teaching and learning of various subjects. Evaluating these resources for quality, safety, cost, practicality, and adherence to relevant laws and data privacy practices such as COPPA and FERPA needs to be a joint effort between experts in the curriculum, technology, and instructional technology areas. One group making a decision about these resources independent of the other groups can lead to challenges in support, delivery, network and device safety, and budget planning. Therefore it is recommended that a standard evaluation process involving relevant stakeholders be developed and regularly employed for the inclusion and reliance upon content-specific electronic resources—whether they are paid *or* free.

Copying and Printing

Copiers

A paper-free workplace may well be a laudable goal but is a goal not yet feasible in a school division. For cost and resource efficiency, networked copy machines should be made available to at least a subset of division staff. Ideally, these machines would be set up to allow printing from staff computer devices, and would allow administrators to set up quota restrictions or print-on-release restrictions.

It makes little budgetary sense for a school division to purchase their own networked copy machines. Instead, leasing is the traditional and most cost effective model. Typical leasing costs for a high-volume copier with unlimited usage (with paper supplied by the division) will range between \$3,000 and \$4,000 per unit per year.

Printers

Networked printers may also be a practical necessity for some fraction of staff, especially if color printing is required. Color-capable copy machines may come at a price premium higher than the purchase cost of a color printer. Laser printers are preferred for lower operating costs, better print quality, and better printer quality. Inkjet printers should be avoided for all but the narrowest of use cases. Black and white desktop laser printers can be expected to cost between \$300 and \$500, and color desktop laser printers can be expected to cost between \$500 and \$800.

Divisions should also have a policy in place addressing whether staff are allowed to bring and use their own printers, and more specifically, if they are allowed to connect such printers to the division networks. Connecting such printers has implications for the security of the network as well as for the support from technology staff that may be required.

INFRASTRUCTURE & ENTERPRISE SOFTWARE

To this point, the technology for teaching and learning that have been described are typically considered “end-user-centric.” However, implementing and supporting those systems, along with the needs of end users in administration and operations, requires a significant ongoing investment in infrastructure and enterprise-level systems.

Physical Infrastructure

Network Operations Center

School divisions need to maintain control over staff and student access to the Internet and need to manage the use of the district's internal networks. Typically, this starts by locating such controls at a Network Operations Center, alternatively called a Data Center. This location, whether owned or leased by the division, would contain the devices needed to accomplish the previously stated goals. This would include connections to the Internet ingress/egress point, connections to the fiber optic cables running to division buildings, network routing hardware, firewall hardware, network monitoring and management servers, application servers, networked storage, and more. In essence, it would function both as the brain and the heart of the division's electronic presence. It might be feasible to share such a location with the city, especially if Internet service and fiber optic lines are shared as well. However, within that location there would need to be hardware dedicated exclusively to the use of the school division, due to considerably different practical, legal, and operational needs of students and staff versus city employees and public-facing services. Moreover, it is possible to operate certain components, such as application servers, out of locations other than the Network Operations Center, but there are personnel advantages to be gained by having all such systems in one location, especially if the team that has the responsibility of operating such systems is small.

Servers

Many of the electronic tools mentioned to this point will run under a client-server model, as will the majority of the systems described subsequently. This necessitates that the division operate multiple independent servers—powerful computer hardware and software combinations—for a wide variety of purposes and software tools. One option is to dedicate a physical server to each tool or to each collection of related tools. This can lead to excessive costs for hardware, power, and cooling. An increasingly popular option, however, is to virtualize multiple independent servers within a fewer number of physical servers. This can be an attractive price-per-performance option specifically because most tools residing on the servers will not use or require the full performance of the physical server they reside on at all times. By virtualizing the servers they can share hardware resources, reducing costs. As with all tools mentioned in this report, servers (whether physical or virtual) also need a planned refresh cycle to account for changing division technological needs over time.

Another option is to lease servers through a third party, such as Amazon Web Services, Microsoft Azure, or Google Cloud. Under this approach, divisions pay for how much computing power their systems use and how much data is exchanged, eliminating the need to buy and refresh server hardware locally. This may offer attractive budget implications for certain kinds of servers, such as telephone or personnel systems, whereas it could be cost prohibitive for others, such as firewall systems.

Enterprise Software

Network Management System

A school division must be able to know the states of its networks, both wired and wireless, at any time, given how dependent staff and students are on network availability. Network management includes the monitoring of network activity, network security, the availability, alerting and diagnosing of network problems, and the quantitative evaluation of throughput to and among end points. The networking team within the division should have access to tools that perform those tasks, whether running on local server hardware or through leased servers. Leading vendors of such tools include SolarWinds, Aruba, and ManageEngine, though the field is filled with many viable options. Pricing of such tools can run to a few thousand dollars per year for a small to moderately-sized division. It might be possible to share such tools with the city, given appropriate safeguards to avoid sharing of confidential information between the city and the division, but this would depend highly on how integrated or disparate the city and division's networks will be.

Device Management System

School divisions that deploy devices to staff and students should seek to have one or more ways to monitor and affect the state of those devices remotely. For example, a division may benefit from having devices report their location to a central system to help track potential instances of loss or theft. A division may need to centrally deploy malware protections to devices or may need to install end-user software tools. Being able to do this remotely through a Device Management System can create an enormous cost savings compared to the alternative of collecting all devices for hands-on work. Prominent operating system vendors such as Microsoft and Google offer device management tools (i.e., Group Policy and Google Admin Console, respectively) to help with this under their standard licensing agreements.

However, these tools may not have all of the features needed or desired. Third-party vendors offer systems to further extend device management capabilities, especially in

the areas of remote software installation and remote user management. Examples include Jamf and FileWave. Pricing for these systems can be quite substantial and are usually based on the number of devices to be managed. The costs, however, should be weighed against the costs associated with needing to perform needed tasks on a per-device in-hand basis—especially the deleterious effect of teaching and learning downtime when devices are not in staff and student hands.

Asset Management System

A school division that intends to place division-owned devices into staff and student hands or into classrooms should use an electronic inventory system to keep track of them. This Asset Management System should be available, at a minimum, to technology staff. It should track the devices' known locations, to whom the devices are issued, and their purchase details. Ideally, the system would integrate with the IT Work Order System. In fact, the most prominent commercial Asset Management Systems for school divisions are usually subsets of larger work order systems. For that reason, pricing cannot be presented independently. However, this may be one type of system that a school division could consider creating internally using in-division programmers, as it is ultimately a reasonably-simple database with user-friendly front ends. Alternatively, sharing this resource with the city could be a reasonable approach.

Student Information System

The Student Information System is one of the bedrock systems of a school division (along with financial and human resources) that is essential to nearly all aspects of division operations. Moreover, unlike commodity hardware that can be replaced with products from different vendors with relative ease, a Student Information System is incredibly challenging to move away from once adopted, and so great care should be exercised in evaluating options and selecting a product for adoption.

A Student Information System is tasked with being the system of record for all biographical and demographic student information. It also must handle family contact information, student enrollment and withdrawal, student medical information, grade information, course scheduling, student program assignments, subgroup eligibility tracking, class enrollment, student attendance, formal discipline tracking, and course credit tracking. Divisions may opt to use optional features such as special education documentation, teacher gradebooks, integrations with electronic assessment systems, and even communication with parents and guardians.

It is extremely important to *evaluate the ease of use in extracting data* from such a system *before* adoption. This is because both the state and federal governments require divisions to provide many different reports on student achievement, student services, staffing levels, and more throughout the year—reports that require data held within the Student Information System. Funding, staffing, and other resources, along with accreditation status, are highly dependent on the timeliness and accuracy of those reports, and therefore any significant barrier to data extraction from a Student Information System could have catastrophic effects on the school division.

There are very few major differences between leading commercial Student Information Systems; most vendors attempt to differentiate themselves via their user interfaces and through integrations with non-essential tangential products that they also sell. Traditionally, such systems could be hosted locally. However, more and more vendors are moving to vendor-hosted-only solutions. Products prominent in the space include PowerSchool, Synergy, GradeLink, and Alma. Traditional pricing of Student Information Systems may make them one of the most expensive systems described in this report, with prices ranging from around \$7 to around \$15 per student per year, with additional costs potentially associated with custom reports, integrations with other systems, and training.

Beyond the licensing costs associated with Student Information Systems, there are implicit personnel costs. Division staff must act as the trainers of multiple types of end users and must be able to effectively respond to innumerable types of end user help requests. Potentially different staff must know the laws and regulations governing public education in the state well enough to direct the vendor to implement specific system logic and internal rules (e.g., seat time in relation to attendance tracking and course scheduling). Still other staff may need to be familiar with SQL query writing or raw database access in order to fully extract all the data needed for reporting. A project planner may be required to develop the sequence of events the division needs to engage in to roll out a major version change of the system - potentially on the vendor's timeline. Most of these skills are highly specific to the system itself and are not generally transferable from staff that happen to know other unrelated systems. Therefore, the brand new adoption of any Student Information System should include a fully responsive staffing plan.

Financial System

This report's authors have been instructed to proceed under the assumption that the financial system used by the city would become a shared-use system available to the school division. In that scenario, two primary considerations would be raised.

First, are there sufficiently siloed controls and permissions within the system that would allow the city and the division to independently process their financial transactions under the laws, policies, and rules that are specific to each without interfering with each other's transactions or exposing confidential data between the two parties? If so, the system should of course be configured to do so, while at the same time be configured to leverage any suitable techniques that would reduce the per-transaction costs through the addition of the larger transaction base.

Second, are the city staff members who are involved in the implementation, management, support, and training of the system for the city capable (through their knowledge, experience, *and* available time) of performing the same duties for the *combined* city and division employee base? If not, what are the knowledge and skills required for the tasks that could not reliably and regularly be done by city staff for which new employees would need to be recruited?

Human Resources System

The two considerations described above for the shared financial system likewise apply to a shared human resources system. However, a third consideration is specific to human resources: Are there legal restrictions as a consequence of employment law that would prevent a *city* human resources staff member from being able to provide the full range of human resources services and obligations to a *school division* staff member, even if they had experience, knowledge, and time to do so? If so, what are the knowledge and skills required for the tasks for which new employees would need to be recruited?

Safety and Security System

A comprehensive electronic school division security system would include a number of integrated elements, including but not limited to: a VOIP phone in every classroom, electronic locks on all school exterior doors, two-way voice and one-way video communication at school entrances, security cameras inside common areas of schools, security cameras outside schools, visitor check-in and check-out stations, and weapons-detection systems in schools and offices. It is likely that the management and

operation of these elements will require more than one unrelated electronic system, and as such no realistic pricing estimate can be offered. However, it may be possible to share certain management systems with the city.

Student Transportation Management System

Efficient school bus routing and tracking, even for small school divisions, is a challenge best-solved by a Student Transportation Management System. Features of such a system may include integration with student identity accounts, bus stop information for parents and guardians through websites/apps, route planning, alternative bus assignments, field trip bus assignments, bus tracking (with additional hardware), traffic-aware navigation for bus drivers, security camera integration, student embark/disembark tracking, and more.

Systems may be cloud-based or hosted locally. Most will require compatible GPS hardware to be installed on the buses. Some will require RFID-based scanners for student badges. Potential candidates include TripSpark, School Bus Manager, Edulog, and Samsara. Pricing is highly dependent on fleet size. For the presupposed division, costs should range from several hundred to a more realistic few thousand dollars per year.

Cafeteria Management System

The staff responsible for the provision of meals to students in schools would require a Cafeteria Management System to effectively and efficiently perform their work duties. Features of such a system include integration with student identity accounts, food/ingredient ordering, inventory management, meal planning, and student payment acceptance (frequently through connection to an internal or external student-focused financial system.) Further, such a system would need to import and export enough information about students and their purchases to fulfill reporting requirements of food-assistance programs such as the National School Lunch Program and the Supplemental Nutrition Assistance Program.

Systems may be cloud-based or hosted locally and may run on a variety of commodity computer hardware, though some systems may require a proprietary student-input device. Prominent products in the space include LunchTime, LINQ Nutrition, and MealManage. Pricing can range from several hundred to a few thousand dollars per school per year or may be priced on a per-student basis.

IT Work Order System

A school division's end users should have access to an IT Work Order System to report and request help for technological issues they are experiencing. In turn, the division's technical support staff should use such a system to monitor staff requests and to document the work done to resolve issues. Moreover, when such a system is integrated with the Asset Management System and Device Management System, the division gains the ability to look for trends over time (e.g., problematic hardware, recurring software issues, building-level critical areas) that can help reveal the need for more or different support resources or for validating or refuting a budgetary commitment to specific hardware and software. Web-based tools in this area are far too numerous to list leading candidates. Adopting and sharing the city's existing system may be ideal, however, especially if any of the city's technical support staff will have any responsibilities over the division's technical support.

Maintenance and Operations Work Order System

The nature of the work of maintenance and operations staff frequently mirrors the work of technology staff in that each group needs an electronic system to receive end-user help requests and to document their actions in response to those requests. For that reason, the system chosen as the IT Work Order System may also meet the needs of maintenance and operations, or vice versa. If the school division decides to scan the marketplace for a solution to one or the other, choosing one system that can support the needs of both departments may offer substantial cost savings. Similarly, sharing an existing system with the city may be an attractive approach.

PERSONNEL

Every technological system implemented and managed by school division or city technology staff, whether a server or an application or a data-exchange process or a network, needs a qualified staff member to ensure that it runs effectively, safely, securely, and with minimal downtime. In some cases, the skills and knowledge required for one system, such as network installation and setup, may well be held by the same staff member holding the skills and knowledge required for another, such as network monitoring and troubleshooting. In other cases, skills and knowledge are too disparate (e.g., server virtualization vs. student information system management) to be common to one staff member. In still other cases, a staff member could perform the same duty (e.g., protecting the network against external threats) for both the city and the school division.

In all cases, however, the approach for determining how many personnel are needed should start with the question, “What are the tasks to be done and what expertise does it take to do them?” instead of the question, “How can we distribute the tasks among the personnel that we already have?” The former question will lead to the recruitment of more personnel *when and where needed*, whereas the latter will lead to employee burnout and turnover as well as ineffective service.

Technical Support Personnel

The Virginia Standards of Quality for school divisions require that divisions employ one FTE per 1,000 students for technology support. In the creation of a City of Williamsburg division, with an enrollment of just over 1,000 students across three school buildings, that equates to one technology support FTE. However, from a practical perspective, having just one person providing support to all students, staff, and devices between three buildings would likely result in significant wait times for help requests to be fulfilled, especially during critical time periods such as state testing windows. It is recommended that the one per 1,000 students mark be exceeded through an additional FTE, through a part-time position, or by way of cross-trained technology staff from elsewhere in the department. Moreover, in the scenario in which there is only one technology support staff member, the division would not be able to maintain a call-in help line for staff (or students or their families) because the single FTE would not be able to answer calls while fulfilling help requests—or the division would need to assign call-answering duties to another employee.

Instructional Technology Resource Teacher Personnel

The Virginia Standards of Quality for school divisions require that divisions employ one FTE per 1,000 students as an instructional technology resource teacher, a data coordinator, or a hybrid of the two. As with the technology support FTE requirement, practical limitations as a result of three school buildings (with three independent sets of administrators, teachers, students, and data, along with three school-level-variant curriculums) would likely result in some aspects of professional development, planning, co-teaching, data-analysis, and testing administration responsibilities going unfulfilled. It is recommended that the 1 per 1,000 students mark be exceeded through an additional FTE or through a part-time position. Additionally, it is recommended that the supervision of this position fall within the instructional leadership of the division, not the technological leadership, as the position is a licensed educator primarily responsible for helping fellow teachers to become *better* teachers.

System Administrators/Network Administrators

The possible number of variations of technological systems implemented and managed by the school division, or shared with the city, is extremely large. These could include physical servers, leased cloud servers, local applications, cloud applications, virtualization, user directory management, email systems, device security, network security, networked storage, and more. The range of knowledge and skills required will be vast, some with overlap, and some without. Nevertheless, each of the systems will be critical to the operation of the school division, and every one can have staggeringly negative impacts on the division if administered poorly. Employing highly qualified and experienced system and network administrators, even at a possible compensation premium compared to neighboring school divisions, is highly advised to implement and maintain smoothly-operating systems that fully support rather than inhibit the work of all of the other staff and students in the division.

IMPLEMENTATION AND REFRESH CONSIDERATIONS

Startup Costs of Implementing Wide-Scale Projects

The acquisition of a specific technology product, system, personnel group, or approach carries implementation costs (beyond the per-unit or per-audience stated costs from vendors) that must be considered up front—frequently, but not always, on a one-time basis. Examples of such costs may include: developing an implementation and transition plan, examination of existing systems by vendors to customize integrations, setting up internal and internal-external data exchange processes, training or professional development for staff, physical or virtual installation and removal, recruitment and onboarding for new positions, and downtime for system transitions.

Ongoing Costs of Wide-Scale Projects

Beyond the startup point, costs are associated with ongoing support, maintenance and repair, minor but necessary system upgrades, feature additions, security audits and actions, and depreciation and removal/replacement of like-for-like products. Additionally, licensed products and services from vendors may be subject to explicit contract escalation clauses as well as unexpected price increases which can create extreme budgetary pressures. Vendor lock-in (i.e., customizing data, processes, and practices to a particular vendor's system) makes a decision to accept such increases vs. the costly prospect of shopping for and adopting an alternative product or service particularly challenging.

Refresh Costs of Wide-Scale Projects

At some point in a technological product, service, or process life-cycle, a judgment must be made concerning whether the existing benefits, efficiencies, and capabilities of the in-use version are outweighed by the benefits, efficiencies, and capabilities of adopting a replacement. In other words, technological resources inevitably need to be refreshed at some interval. Computers become too slow to meet new software requirements; Internet delivery mechanisms become too saturated to keep up with usage needs; enterprise systems fail to support new standards required to create mandated reports or data exchanges; licensed software becomes too old to receive support and security updates from vendors.

The timelines of such refreshes are neither predictable nor uniform due to the variable speed in which technology advances (by fits and starts more often than by steady, linear

progression) and to the changing priorities of organizations that oversee or influence school divisions. Despite this unpredictability, however, the acquisition of any technological product, service, or approach should always include at least a one-cycle refresh plan at a predetermined time interval. For example, a plan to acquire staff computers should include a timeline of when they should be replaced and a budgetary impact for doing so. Similarly, a lease of Internet services from a provider should include a timeline of when the bandwidth should be increased. Failing to make reasonable estimates of refresh timelines and costs upfront could result in significant budget implications at a later point in time.

It should also be understood that any major technological adoption should proceed under the assumption that staff or students will become so dependent on its use that it would be professionally negligent to remove it at the end of its useful life without adopting a replacement. This aspect of dependence on technology carries a potentially hidden but pernicious implication: the use of one-time funding sources to acquire technology is highly advantageous upfront but can be highly disadvantageous later on. Technology acquisition that is tied to one-time funding (such as non-recurring grants) sets up an organization for a severe budgetary challenge when the refresh time arrives. In general and where possible, technology acquisitions should be tied to recurring, predictable funding sources. The use of one-time funds to acquire technology should be limited to cases where it is widely understood and accepted that there will be few negative impacts upon the expiration and removal of the technology or to cases where the refresh costs become definitively built into recurring funding plans.

8. CURRICULUM, INSTRUCTION, AND ASSESSMENT

The process of developing a curriculum for a new school division is dynamic and ongoing. It is crucial to stay current with educational research, leverage available resources, and maintain flexibility to adapt to the evolving needs of students and the community. Collaboration with experienced educators, professional curriculum developers, and educational consultants can also be invaluable in this process.

One of the foundational pillars of a school division is the design and implementation of a robust Curriculum, Instruction, and Assessment (CIA) department. The curriculum, which is the backbone of any educational program, will define the knowledge and skills students acquire, while instruction and assessment will shape how they learn and demonstrate their understanding. The creation of a guaranteed and viable curriculum is imperative to set the stage for an innovative and progressive approach to education (Marzano, 2003). This section of the study is dedicated to delineating the considerations that underpin the creation of the CIA department, highlighting the pivotal role that its staff will play in leading the development of curriculum, assessments, and the provision of essential professional development for educators.

A VISION FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

At the heart of the school division, stakeholders envision a curriculum that is not just comprehensive and standards-aligned, but is also responsive to the diverse needs of the student body and incorporates relevant and experiential learning opportunities. The curriculum should ignite a passion for learning and empower students to navigate an ever-evolving world. It should cultivate critical thinking, creativity, cultural competence, digital literacy, and it should support collaborative learning. To make this vision a reality, the CIA department serves as the beacon, guiding the way.

THE CIA DEPARTMENT - LEADERS OF EDUCATIONAL INNOVATION

The CIA department should be staffed with dedicated professionals who are not just experts in their respective fields but also visionaries in educational innovation. They will be responsible for crafting a curriculum that is forward-thinking and inclusive. With a commitment to equity, they will ensure that every student, irrespective of background or circumstance, has the opportunity to excel. Moreover, they will spearhead professional development for educators, empowering them with the tools and strategies to implement this innovative curriculum effectively. This dual role, as curriculum designers and professional development facilitators, underscores the significance of the CIA department in shaping the division's educational landscape. An important consideration

that should guide the possible creation of a new curriculum is that the interconnectedness of curriculum, instruction, and assessment will be integral to the design.

Curriculum, Instruction, and Assessment (CIA) Roles

Director of Curriculum, Instruction, and Assessment

This position oversees the entire department, including: curriculum development, instructional strategies, and assessment practices; the selection, purchasing and distribution of instructional materials and resources; and the division's professional learning plan.

Curriculum Supervisors

These professionals focus on one or more specific subject areas (e.g., math, science, English, career and technical education) and are responsible for aligning curriculum with state standards, developing curriculum guides, working with external stakeholders to embed relevant and experiential learning opportunities into the curriculum, and providing ongoing support to teachers. Additionally, this role is responsible for organizing and facilitating professional development opportunities for teachers.

Coordinator of Testing, Accountability, and Assessments

This role is responsible for designing and implementing assessment strategies including formative and summative assessments, overseeing state and national testing, and analyzing data analysis. Student data is collected and analyzed to inform curriculum and instruction decisions and assess the effectiveness of educational programs. Student data is also disseminated to division leaders, school administrators, and teachers for instructional decision-making purposes as well as progress monitoring. Further, this position frequently handles the many required state and federal required reports.

Coordinator of Diverse Student Needs

This position is responsible for coordinating support and services for students with disabilities, English Language Learners, and gifted education services. The role focuses on working collaboratively with members of the CIA Team and other educators/stakeholders to ensure differentiation of learning through curriculum, instruction, and assessment above and beyond the division's Tier 1 program of instruction.

Coordinator of Instructional Technology

This position is responsible for ensuring quality digital learning resources are embedded into the curriculum and that teachers have the knowledge and skills needed to implement these resources in the classroom. This position ensures that students use technology in ways that develop their capacity to be creative, collaborative, critical-thinking citizens.

Coordinator of Federal Programs

The person in charge of federal programs ensures that all federal and state requirements are met for any entitlement grants, such as Title I, Title II, Title III, Title IV and the Perkins Grant. This position conducts needs assessments, creates budgets and justifications, and verifies that these monies are used to supplement rather than supplant the regular educational program.

CURRICULUM DEVELOPMENT OVERVIEW

Developing a curriculum for a new school division is a complex and multifaceted process. Research and best practices suggest several steps and considerations to create an effective curriculum. This section provides a general overview for curriculum development, along with potential sources and templates for guidance. Each element will be discussed in more detail in subsequent sections.

Educational Philosophy and Goals

1. Define the educational philosophy and goals of the new school division. This can include a mission and vision statement as well as a Portrait of a Graduate document. What do stakeholders want all graduates of the city to know, understand, and be able to do upon graduating from the school division?
2. Review educational research on effective school philosophies, such as constructivism or experiential learning, and choose one that aligns with the division's vision.

Needs Assessment

1. Begin by conducting a thorough needs assessment to understand the educational needs and goals of the community.
2. Seek input from stakeholders, including parents, teachers, community members, and students, to gather diverse perspectives.

Culturally Responsive Teaching & Learning

1. Integrate cultural responsiveness and inclusivity into the curriculum to address the diverse needs of the student population.
2. Refer to resources like the National Education Association's Culturally Responsive Curriculum Scorecard for guidance.

Community Engagement

1. Continuously engage the community in curriculum development and updates, fostering transparency and collaboration.
2. Share drafts of the curriculum with the community for feedback and input.

Standards Alignment

1. Align the curriculum with state and national educational standards to ensure academic rigor and compliance.
2. Use official standards documents and resources provided by educational authorities, such as state education departments and the Common Core State Standards.

Curriculum Mapping

1. Curriculum mapping involves documenting what will be taught, when, and how. It helps in creating a scope and sequence for the curriculum.
2. Consider using curriculum mapping software, like CurriculumMapper, to streamline the process.

Curriculum Design

1. Design the curriculum by specifying the content, skills, and assessments for each grade level and subject.
2. Create curriculum development teams comprising educators with expertise in different subjects and grade levels.
3. Consider other options such as purchasing an already existing curriculum from another school division in Virginia or joining a consortium of other divisions in Virginia who jointly create and utilize the same base curriculum.

Instructional Materials

1. Select textbooks, digital resources, and supplementary materials that align with the curriculum.
2. Consider open educational resources (OER) and educational publishers for a variety of materials.

Assessment and Evaluation

1. Develop a system for ongoing, balanced assessment and evaluation of curriculum effectiveness, including both traditional and performance-based assessments.
2. Consider using assessment templates and rubrics to measure student learning outcomes.

Professional Learning

1. Plan professional learning opportunities for teachers to effectively implement the curriculum and for school administrators to become learning leaders.
2. Collaborate with educational organizations or institutions that offer training programs.
3. Create short (12 months) and longer term (three to five year) professional development plans.

Progress Monitoring

1. Implement a system to monitor the progress of curriculum implementation at the school and division level.
2. Use data analysis tools and educational software to track student achievement, teacher performance, school performance, and division performance.

Continuous Improvement

1. Regularly review and update the curriculum to incorporate new research, best practices, and changing educational standards.
2. Encourage a culture of continuous improvement.

Template Resources

1. Educational organizations and institutions often provide curriculum development templates and resources. For example, the Understanding by Design (UbD) framework by Grant Wiggins and Jay McTighe offers a template for designing curriculum units.
2. State education departments may also offer curriculum templates and guidelines.

The following section outlines each of these elements in more detail.

CURRICULUM DEVELOPMENT IN DETAIL

Needs Assessment

A needs assessment is a systematic process of collecting and analyzing data to identify the specific educational needs and goals of a community. It serves as the foundation for making informed decisions about curriculum, programs, resources, and strategic planning. Conducting a thorough needs assessment ensures that a new school division can effectively meet the unique requirements of its students and community. The process is critical for laying the groundwork for informed decision-making and successful educational outcomes.

Involving Stakeholders

Engaging various stakeholders is central to the success of a needs assessment. The following key groups should be included:

1. **Parents/Guardians:** Families play a vital role in shaping the educational experience of their children. Seek their input through surveys, focus groups, and parent-teacher meetings to understand their expectations, concerns, and aspirations.
2. **Teachers:** Teachers possess valuable insights into the learning needs of students. Conduct interviews, surveys, and workshops to gather their input on curriculum, resources, and professional development.

3. **Community Government/Businesses/Organizations/Citizens/Higher Education:** Engage this group of stakeholders in town hall meetings, forums, or online platforms to understand their expectations for the school division, their hopes for students, and any concerns they may have.
4. **Students:** Students are direct beneficiaries of the educational system. Consult with student councils, conduct surveys, and organize focus groups to hear their thoughts on their learning environment, extracurricular activities, and support services.

Data Collection and Analysis

Use a variety of methods to collect data, including surveys, interviews, focus groups, and review of existing educational data. Analyze the data to identify common themes and trends. Consider factors such as academic performance, demographic changes, and emerging educational needs.

Educational Philosophy & Goals

The importance of determining a division's educational philosophy and goals cannot be understated. The philosophy and goals provide roadmaps for all the work that follows. The philosophy and goals are the foundation for a system of teaching and learning that aligns the written, taught, and assessed curriculum. The stronger the alignment, the greater the positive impact on student achievement (Early et al., 2016; Hitt & Tucker, 2016; Squires, 2012).

It is essential that the school division work with a variety of stakeholders to create the philosophy and goals. A school division is an open-system, and it must work collaboratively with community government, businesses, organizations, and citizens by engaging in many ways to collect stakeholder input, such as focus groups, surveys, work teams, and more.

When considering philosophy and goals, the division and the community should consider: What does an educational system owe its learners? Does the division believe that "What any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning" (Bloom, 1978, p. 564)? If so, then the division might choose a philosophy based on mastery learning and a standards-based grading system. The division might choose to use the work of John Dewey, who stated that "it is impossible to prepare the child for any precise set of conditions" (p. 86). In this case, the division might choose a philosophy that centers on

the 5Cs: citizenship, collaboration, communication, creative thinking, and critical thinking. Similarly, a philosophy might be based upon the work of Wiggins and McTighe (2008), who wrote that the point of school is to help students develop both content and skills, and will focus on performance-based assessments. Whatever philosophy and goals are chosen, the written curriculum, instruction, and assessments of learning should all uplift this philosophy.

Culturally Responsive Leadership & Teaching

Cultural responsiveness refers to the ability of the school division to recognize, respect, and address the diverse cultural backgrounds, perspectives, and identities of its students, staff, and the broader community (Hammond, 2015). It entails creating an inclusive and equitable educational environment that fosters a sense of belonging for all. Cultural responsiveness must take place on multiple levels. First, leaders must model what is expected. Khalifa (2020) explained that Culturally Responsive School Leadership is composed of four characteristics: “(a) being critically self-reflective; (b) developing and sustaining culturally responsive teachers and curricula; (c) promoting inclusive, anti-oppressive school contexts; and (d) engaging students’ Indigenous (or local neighborhood) community contexts” (p. 13). Strong leadership actively promotes these ideas to ensure a system of culturally responsive teaching.

To better understand what is required for culturally responsive teaching, schools should consider the Building Equity Taxonomy (Smith et al., ASCD, 2017), of which there are five levels: (1) Physical Integration considers the degree to which schools have diverse students—and the degree to which that diversity is valued; (2) Social-Emotional Engagement looks at whether the school is welcoming and supportive of the whole child; (3) Opportunity to Learn investigates whether the students’ individualized learning needs are met; (4) Instructional Excellence requires that a school have high expectations for all students; and (5) the Engaged and Inspired Learners level considers whether students have ownership of, and agency in, their own learning.

A critical key to schools with culturally responsive classrooms is whether the educators build the learning experiences *with* their communities (Hammond, 2015). Moreover, Hammond argued that it is necessary for educators to prioritize relationships and trust with students and the community, which in turn can lead to successful results.

Community Engagement

The commitment to active, transparent, and meaningful collaboration with the community is vital to the success of educational initiatives and often represents the cornerstone of a school division's mission. It involves the process of building and sustaining mutually beneficial relationships with parents, guardians, community members, and stakeholders to support student success, enhance educational outcomes, and ensure that the division remains responsive to the needs and aspirations of the community. Key elements of a community engagement plan include:

1. **Open Communication Channels:** Establish and maintain open lines of communication with the community. This includes sharing regular news updates via a division website and a variety of social media platforms.
2. **Parent and Community Advisory Groups:** Form parent and community advisory groups to provide valuable input and feedback on division policies, initiatives, and decision-making processes.
3. **Collaborative Decision-Making:** Involve community members in the decision-making process, especially when it comes to significant policy changes or budget allocation. Solicit their input to inform important decisions.
4. **School Partnerships:** Establish partnerships with local businesses, nonprofit organizations, institutions of higher education, and community leaders to create resources and opportunities for students. These collaborations can include internships, mentorship programs, externship opportunities for teachers, and support for extracurricular activities.
5. **Volunteer Programs:** Promote volunteer opportunities with the division, encouraging community members to get involved in school activities, mentorship, and tutoring.
6. **Education on Division Initiatives:** Provide information and education to the community around division initiatives, curriculum changes, and educational goals to ensure a shared understanding and support.
7. **Feedback Mechanisms:** Create feedback mechanisms such as surveys and electronic suggestion boxes for collecting input from stakeholders.

Accountability and Evaluation

To evaluate the effectiveness of community engagement initiatives, school divisions can establish metrics and benchmarks. Regularly assessing the division's progress in fostering and collaboration and making adjustments as needed contributes to continuously improving stakeholder relationships.

Key Considerations

1. **Equity and Inclusivity:** Ensure that the needs assessment process is inclusive and considers the unique requirements of diverse groups, including students with disabilities, English language learners, and underrepresented communities.
2. **Long-Term Vision:** The needs assessment should not only address current needs but also anticipate future trends and educational goals, ensuring the school division's sustainability.
3. **Transparency:** Communicate the findings and progress of the needs assessment to all stakeholders, building trust and accountability in the process.

Standards Alignment

In order to truly understand what standards are asking of students, educators must “unpack standards” for the **content** (*what* the students are learning), the **cognitive level** (*what* students will do with what they know), and the **context** (the parameters under which students will do this work). For instance, students may be learning about poetic structures—that is the content. The cognitive level tells the educator whether students must be able to memorize a list of poetic structures, identify them in poems, judge the effectiveness in a poem, employ them effectively in original poems, etc.. The context describes parameters in which the student must be able to do this: for instance, whether students are learning about free-verse, or Romantic, or Shakespearean poetry.

Perhaps the most difficult of these three elements (content, cognitive level, and context) to understand and appropriately employ in a classroom is the cognitive level. For that reason, many divisions use a **learning taxonomy** that helps to identify the different levels of cognitive engagement for students. According to Anderson and Krathwohl (2001), a taxonomy provides a framework that “may help teachers plan and deliver appropriate instruction, design valid assessment tasks and strategies, and ensure that instruction and assessment are aligned with the objectives” (Anderson et al., 2001, p. xxi).

The most common learning taxonomies used in education are Bloom's Taxonomy of Educational Objectives (Bloom & Krathwohl); A Taxonomy for Learning, Teaching, and Assessing: A Bloom's Taxonomy Revised (Anderson & Krathwohl); Webb's Depth of Knowledge; and Six Facets of Understanding (Wiggins & McTighe). Each taxonomy has its pros and cons (e.g., Bloom's is the most versatile, while Webb's Depth of Knowledge is frequently used to create assessments), and Williamsburg is encouraged to review the major taxonomies and choose the one that best meets their needs. When creating a curriculum, it is essential that all standards are unpacked for content, cognitive level, and context using a taxonomy. In the next step, Curriculum Mapping, educators determine the order and duration of study for each standard.

Curriculum Mapping

After unpacking standards, educators create curriculum maps for each course (e.g., Grade 3 Social Studies, Algebra I). These curriculum maps show when each standard will be taught and for how long it will be taught. Special attention should be given to "power standards," or those standards which are most important for student success in future courses or real life.

Power Standards

The term **power standards** was first coined by Douglas Reeves of the Leadership and Learning Center, and refers to those standards and indicators that are "critical for student success" (Ainsworth, 2003). He calls them "those standards that, once mastered, give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives." He breaks them into two categories: "essential" and "nice to know." In their seminal book on curriculum development, Wiggins and McTighe (1998) similarly divided standards into two types: "worth being familiar with" and "important to Know and Do," which are crucial to student learning.

Course Pacing Guides

The most common tool for curriculum mapping is the pacing guide. The pacing guide provides a school-year calendar and maps out specifically which standards will be taught and for how long. The curriculum is generally separated into units along common themes. The Virginia Department of Education provides several resources to create pacing guides, including Curriculum Frameworks (which explain what content and skills students must know) and Test Blueprints (which explain what standards will be tested and with how many items per assessment).

Horizontal and Vertical Articulation Guides

A division will also want to consider how subjects within a particular grade level connect (horizontal articulation) and how standards spiral through grade levels and build upon one another (vertical articulation). Horizontal and vertical articulation guides allow teachers to help students make connections with prior and current learning, which in turn can positively impact student achievement.

Curriculum Design

When divisions write curriculum, they most likely will elect to use an established curriculum creation process. The overall curriculum design will include plans (frequently arranged into units) that detail elements such as Standards of Learning or Career/Technical Education competencies, student learning targets/objectives, formative and summative assessments, and learning experiences/lesson plans. There are many well-known curriculum design processes in the education world; below are a few listed in alphabetical order by author's(s') last name.

Ainsworth, Larry

His works include titles such as: *Power Standards: Identifying the Standards that Matter the Most* (2004), *Unwrapping the Standards: A Simple Process to Make Standards Manageable* (2004), *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning* (2007), *Rigorous and Relevant Curriculum Design* (2019). Ainsworth advocates for a step-by-step process for unpacking standards, outlining what will be taught when, and using assessments to inform instruction.

Hayes Jacobs, Heidi

Her works include titles such as: *Interdisciplinary Curriculum: Design and Implementation* (1989), *Mapping the Big Picture: Integrating Curriculum and Assessment K-12* (1997), *Getting Results with Curriculum Mapping* (2004), and *Streamlining the Curriculum: Using the Storyboard Approach to Frame Compelling Learning Journeys*. The emphasis of Hayes Jacobs' work tends to be on horizontal and vertical articulations, or aligning learning within and across content areas and grade levels.

Wiggins, Grant & McTighe, Jay

Wiggins and McTighe are the authors of *Understanding by Design* (1998, 2005), *Schooling by Design: Mission, Action, and Achievement* (2007), and *Essential Questions: Opening Doors to Student Understanding* (2013). Their process uses a

“backwards design” in three stages: 1) identify intended student outcomes; 2) create assessments to determine student learning; 3) design intentional learning experiences. Their emphasis is on deeper learning concepts that transfer between content areas and grade levels to real life.

Templates

For consistency across grade levels and content areas, it is crucial that a school division uses a basic template for each curriculum document that includes the division’s chosen elements for building a written curriculum, daily lessons, and assessments. It is necessary, of course, for divisions to balance the need for consistency with the knowledge that different disciplines use different curriculum models, and therefore some differences in templates are necessary.

For instance, math is a *building blocks* curriculum—it is difficult to proceed from one concept to the next without mastering the first concept. Therefore, a section for spiral review is crucial in a mathematics curriculum. On the other hand, science courses are frequently a topical curriculum (at least in the elementary and middle school grades), meaning that one unit may have nothing to do with the unit taught before or after it, meaning that spiral reviews are not as important. English and music, on the other hand, use a spiraling curriculum model, therefore infusing many standards into a single unit.

Thankfully, many curriculum designers (such as those discussed previously in this section) have various templates for unit plans, pacing guides, daily lessons, and even assessments available. Whatever the division chooses, it is recommended that curriculum writers and teachers be trained on how to properly implement and adapt these models to best fit the needs of the specific curriculum and school or division priorities.

Assessment & Evaluation of Student Learning

A strong assessment program balances two main types of assessments: traditional assessments and performance-based assessments. **Traditional assessments** are generally thought of as tests and quizzes that use multiple choice, true/false, matching, fill-in-the-blank, short answer, and essay items to assess student learning (Gareis & Grant, 2015). One of the overall benefits of traditional assessments is they can usually be completed by students in a single sitting. Even when they include short answer and essay items, these types of assessments are generally considered to be more objective overall than assessments such as projects and discussions. Traditional assessments

tend to be faster for teachers to grade and do not require multiple rounds of feedback and revisions. Divisions should employ traditional assessments when they want or need to assess students' understanding of basic knowledge and application.

Performance-based assessments, on the other hand, “require more in-depth thinking and analysis, assessing a range of intended learning outcomes within one task” (Gareis & Grant, 2015). Performance-based assessments require three specific elements: the prompt (what are students to do or solve), the response format (how will they show their learning), and scoring criteria. The scoring criteria generally consists of checklists, rating scales, and/or rubrics (Brookhart, 2013). These require more instructional and grading time, but are essential to truly assess students' deeper learning.

To create a **balanced assessment framework**, a division first needs to unpack all standards to determine which can be tested using traditional assessments, and which will require performance-based assessments. Creating a document called a **Table of Specifications** can help considerably. In a Table of Specifications, educators list out all the standards for a given unit in a chart, note their cognitive levels, and determine the best method of assessment for each.

Professional Learning

Professional learning for education is a key component to any successful initiative. Fraser et al. (2007) defined professional learning as processes “that, whether intuitive or deliberate, individual or social, result in specific changes in the professional knowledge, skills, attitudes, beliefs or actions of teachers” (p. 157). Without a strong culture of professional learning, innovation and progress can be hard to achieve.

According to Hirsch (2019), there are four key aspects of professional learning. The first aspect, Lead with Equity, requires that each organization define what they mean by equity and learning for *all* students, and then create a vision for what this should look like in everyday work. The next aspect, Invest in Team Learning, means that “everyone shares collective responsibility for the success of every student” (p. 4). The schools design, implement, and enforce structures that encourage this mindset. The third aspect, Leverage High-Quality Instructional Materials, requires delving into the evidence for various instructional programs and materials to determine which will best meet the desired outcomes and needs of the particular school. Lastly, Advocate with Evidence means that professional learning should be based on data, monitored, and evaluated.

Hirsch also argued that the best type of professional learning is job-embedded and “focused on what is happening in classrooms” (p. 8).

When it comes to evaluating the effectiveness of professional learning, Guskey (2002) outlines five levels that should be considered. Level One is Participants’ Reactions, and basically looks at whether participants enjoyed the professional learning. Level Two, Participants’ Learning, builds upon this, requiring investigation into whether participants actually learned the intended knowledge and skills. Level Three, Organization Support & Change, is crucial, and delves into whether the organization devotes the time and other resources to allow for teachers’ growth and development around the particular initiative. In Level Four, evaluators of professional learning must consider whether and to what extent participants have been able to use their new knowledge and skills, and adjust professional learning and programs accordingly. Most important, however, is Level Five: Student Learning Outcomes, which determines whether there has been actual change in student learning because of the implemented professional learning.

Progress Monitoring

The establishment of a robust progress monitoring system is a key component of building an educational system that continually adapts to the changing needs of students and the community. Such a system is designed to track and evaluate the effectiveness of educational initiatives, identify areas for improvement, and ensure that the division remains aligned with its goals and values. It enables educators and administrators to make data-informed decisions and adjust strategies to support student success. Key elements of the progress monitoring process include:

1. **Establishing Clear Objectives:** Define clear and measurable objectives aligned with the division’s mission and vision. Objectives may relate to academic achievement, student well-being, and school performance.
2. **Selecting Appropriate Assessment Tools:** Choose assessment tools that align with the defined objectives. These may include standardized tests, formative assessments, surveys, and qualitative data collection methods.
3. **Data Collection and Analysis:** Collect data regularly from various sources, including student assessments, surveys, attendance records, and feedback from teachers and parents. Analyze the data to identify trends, strengths, and areas that require improvement.
4. **Ongoing Evaluation:** Assess (continuously) the division’s performance against the established objectives. Review and update the monitoring plan as needed to address emerging needs and challenges.

5. **Data-Driven Decision-Making:** Use the data collected to inform decisions about curriculum, resource allocation, professional development, and student support.
6. **Communication and Transparency:** Maintain open communication with stakeholders, including parents, teachers, and community members about the progress monitoring process and its outcomes.

Consider using technology to streamline data collection and analysis. Educational software and digital platforms can facilitate the gathering and interpretation of data, making the progress monitoring process more efficient and accessible.

Continuous Improvement

Continuous improvement in education is a process that seeks to enhance teaching, learning, and administrative practices. It is a commitment to adapting and evolving to meet the changing needs of students, staff, and the broader community. By actively seeking feedback, using data for informed decision-making, and embracing innovation, school divisions can ensure that they continue to evolve to meet the needs of the students and the community. There are several integral components to continuous improvement for school divisions:

1. **Data-Driven Decision-Making:** Embrace data as a fundamental tool for decision-making. Regularly collect data and analyze data on student performance, teacher effectiveness, and administrative operations. Use this data to identify areas for improvement and set clear goals (Sanzo et al., 2014).
2. **Formative Assessment:** Implement a comprehensive formative assessment process to evaluate teaching and learning on an ongoing basis. Use the results to provide timely feedback to teachers and students and adjust instruction as needed (Sanzo et al., 2014).
3. **Professional Development:** Provide opportunities for ongoing professional development for educators/staff and encourage them to stay updated on best practices in education, new pedagogical techniques, and emerging technologies (Sawyer et al., 2019).
4. **Innovative Teaching and Learning:** Encourage innovative approaches to teaching and learning. Support teachers in experimenting with new instructional methods, technology integration, and interdisciplinary approaches (Pitler et al., 2007).

5. **Feedback Loops:** Create systems for soliciting feedback from stakeholders and actively seek input, using it to drive improvements in curriculum, school climate, and educational outcomes (Morgan, 2006).
6. **Data Sharing and Transparency:** Share data and progress reports with the community to maintain transparency. Engage stakeholders in conversations about the division's performance and invite their input on areas that require attention (Sanzo et al., 2014).
7. **Resource Allocation:** Regularly assess how resources are allocated to ensure that they align with the division's strategic goals and needs. Adjust resource allocation as necessary to support continuous improvement initiatives (Guskey, 2002).
8. **Monitoring and Evaluation:** Establish clear metrics and benchmarks to evaluate the success of improvement efforts. Regularly review progress and make adjustments to the improvement plan as needed (Wallace & Poulson, 2003).

IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

To design and implement a dynamic educational system that meets the needs of the students and community it serves requires careful consideration of various aspects, including curriculum, instruction, and assessment. While the Program Curriculum and Instructional Design section of this study highlights a number of considerations in these areas, this section explores two key implementation and feasibility considerations related to curriculum, instruction, and assessment: the investment of time and the allocation of resources.

Time Investment

While the Virginia Department of Education provides school divisions with comprehensive documents that outline the state's standards for each content area and course of study (Standards of Learning), it does not produce a written curriculum for school divisions to adopt. As such, the creation of an independent school division would require the design of a written curriculum by the division based on Virginia's standards and other educational outcomes identified by stakeholders.

The investment of time is a key consideration, as the creation of a new curriculum involves many facets, to include: (a) the selection or creation of a curriculum template; (b) the design of curriculum maps by the division's curriculum writers, which outline when standards are taught and for how long; (c) the creation of curriculum units of study based on the curriculum maps; (d) the selection of resources and materials, to include

textbooks; (e) the design or purchase of formative and summative assessments aligned to the curriculum; and (f) ongoing professional development for staff in the areas of instructional models and course specific information, such as instructional strategies.

Due to the significant investment of time and human resources required to create a guaranteed and written curriculum (12 to 24 months), it is important to note that some smaller school divisions across Virginia work in a collaborative manner as a part of a consortium to pool together resources in the areas of writing curriculum as well as the creation of assessments. This opportunity would help to expedite the implementation timeline for a new school division if it were to use an existing written curriculum and accompanying assessments.

The development of a realistic implementation timeline will be integral to success. This timeline should also include assessing existing infrastructure and facilities to determine if any modifications or expansions are necessary to support the educational goals of the division (e.g., transformation of learning spaces).

Resource Allocation

Budget allocation of resources is a key consideration in the area of curriculum design and implementation. School divisions need to account for a variety of resources in a number of areas. These include, but are not limited to:

1. **Curriculum Development:** Due to limited human and financial resources in smaller school divisions, creating a guaranteed and viable curriculum from scratch can present challenges based on the number of courses in a public K-12 education setting. While many materials and resources can be purchased to support teaching and learning, school division staff still must create curriculum guides, unit plans, and assessments for use across all grade levels, subjects and courses. As noted earlier, this is one reason why a number of smaller school divisions across Virginia collaborate in this area through a consortium which costs approximately \$25,000 per year. Participating divisions decide to use this resource solely or as a supplement or blueprint to a division-designed curriculum and assessment program.
2. **Textbooks and Digital Technology:** Schools divisions need to budget for the acquisition of both print and digital textbooks, which can vary depending on the division's technology infrastructure. While orders for textbooks (print and digital) are traditionally not placed on an annual basis for all subject areas/courses, as divisions traditionally use a cyclical review process that permits costs to be

spread out over an extended period of time, there are significant financial implications for new school divisions regarding the purchase of textbooks (e.g., securing textbooks for all students in all subjects and grades for the first year of school for a new division). Additionally, in today's classrooms many divisions purchase a variety of software applications to complement and enhance learning. Such applications are frequently purchased on an annual subscription basis and will also need to be accounted for during the budgeting process. Student workbooks that are consumable in nature must also be accounted for in the annual budget allocation for textbooks.

3. **Classroom Materials and Supplies:** Similar to textbooks, while classroom materials and supplies are not a significant expense for existing school divisions, they can represent a significant financial investment for a new school division. For example, outfitting science classrooms with the appropriate tables and supplies, creating book rooms at the elementary and middle school levels for teacher use during small group reading instruction, musical instruments, sports equipment, and resources to support students with disabilities. Budgeting for such classroom materials and supplies ensures that educators have the tools and resources necessary to deliver new curriculum effectively, creating an engaging and supportive learning environment for students.
4. **Web-Based Assessment Platform:** Today's teachers and school leaders understand the importance of using student achievement data to make instructional decisions and have come to expect access to web-based solutions to drive this important work. As such, the purchase of a web-based assessment platform to administer both formative assessments (e.g., unit quizzes, chapter tests, quick checks for understanding) and summative assessments (e.g., division-administered end-of-quarter assessments) is essential to the work surrounding data-based decision-making. Such web-based platforms help school divisions to be strategic about their deployment of resources to support schools, help to inform curricula adjustments, and drive strategic planning efforts through the monitoring of various student achievement outcome measures.

SAMPLE IMPLEMENTATION PLANS

The purpose of the following implementation plans is to outline potential ways in which Williamsburg could build their curriculum, instruction, and assessment plans around a chosen educational philosophy and goals. These plans are meant only as samples; each plan could be used in its entirety, elements can be “mixed and matched” per community desires, or Williamsburg could research and choose entirely different elements to best meet their needs.

Sample Plan 1: An Emphasis on the Past, Present, and Future with Integrated Projects

<p>Needs Assessment</p>	<p>School Division A conducts a needs assessment that includes as many stakeholders as possible. They send home surveys to staff and to families of all students within the schools’ boundaries asking parents and guardians to describe their priorities for a school. The school division then uses the survey information to create focus group questions to delve deeper into the <i>why</i> behind the data, and these focus groups include cross sections of educators, parents, students, and community and business members. The school division also conducts meetings with prominent organizations and institutions of higher education to determine potential areas for partnership.</p> <p>Additionally, the school division completes an inventory of materials and resources already on-hand. What curriculum already exists? What technology and infrastructure is already present? All of this information is compiled into a report that is shared with all stakeholders. A key committee of heterogeneous stakeholders is then convened to work on the philosophy and goals of the division.</p>
<p>Educational Philosophy & Goals</p>	<p>School Division A is located in an area steeped in history with a plethora of nearby historical organizations. They work to create partnerships with these organizations to help develop written curriculum, implement the taught curriculum, and provide a variety of in-school experiences, field trips, and internships for students. They work with the community and eventually adopt the mission statement, “As a community of learners, we investigate the past to understand our present and build a better future for all.” This philosophy emphasizes their dedication to collaboration with the community, to engaging with the past with an empathetic yet critical</p>

	eye, and to visioning a dynamic, prosperous future for the community.
Culturally Responsive Teaching & Learning	To accomplish this, School Division A works closely with the community to determine a curriculum and learning sequence for all students. In addition to educating the community on the requirements of the Virginia Department of Education Standards of Quality and other regulations, they use the community’s input to determine potential course offerings for students. They decide that they will partner with the local university to offer dual enrollment courses that can allow a student to graduate with one or two years of college already complete. They also determine that in addition to required history classes, they will infuse local history into the curriculum where appropriate, and require capstone projects at the 5th, 8th, and 12th grade levels in which a student focuses on a current issue by researching its past and making recommendations for the future.
Community Engagement	School Division A creates a community task force to review curriculum at the elementary and middle school levels, and to help create and review curriculum at the high school level, specifically for Career and Technical course offerings. This task force is made up of parents/guardians, students, and community and business partners. A process is created for regular feedback to/from the committee. A process is also created for any community member, at any time, to review the curriculum as necessary.
Standards Alignment	School Division A convenes groups of curriculum writers for all content areas and grade levels. They decide to use the Larry Ainsworth and Doug Reeves concept of power standards, and each group is therefore tasked with going through and identifying the power standards for their course.
Curriculum Mapping	Next, each curriculum group looks at all the standards and determines the order in which they will be taught. Standards are organized into units of study, which each have a theme. It is decided that two a year, students will complete interdisciplinary projects with local community organizations.
Curriculum Design	For the actual curriculum design, Division A decides to use the Heidi Hayes Jacobs <i>Mapping the Big Picture</i> (1997) method so that they can capitalize on opportunities for integration of content areas. They decide to use Essential Questions as their themes for each unit and consider the developmental and cognitive characteristics of students

	<p>at each level of learning. The curriculum writing team consists of 2-3 teachers and a student at the nearby graduate School of Education. All social science courses also have a team member from one of the local historical organizations.</p>
<p>Templates</p>	<p>The school division decides to use a streamlined version of Ainsworth & Donovan’s (2019) Rigorous Curriculum Design Template. They work with the local university to tweak it for each content area. For daily lessons, they use either a direct instruction model that includes Introduction/Review, Present/model new material, guided practice with feedback, independent practice, and evaluation OR they use the 7-E model for inquiry learning (Lubiano, 2021).</p>
<p>Instructional Methods</p>	<p>School Division A decides to create a Bank of Instructional Methods organized by Webb’s Depth of Knowledge. Teachers work together with university education professors to create and submit one-page write-ups that describe the various Instructional Methods, and the division plans training for all teachers on these methods.</p>
<p>Assessment & Evaluation</p>	<p>The school division develops a rubric that focuses on the skills needed for success (5Cs): citizenship, collaboration, communication, creative-thinking, and critical thinking. Versions of this rubric are created for each of the capstone projects in a developmentally appropriate way for students in grades 5, 8, and 12. The division also creates quarterly benchmark assessments that are aligned with standards or Career and Technical Education competencies to determine student proficiency in these areas.</p>
<p>Professional Learning</p>	<p>To support all these initiatives, School Division A creates a 3-year professional learning plan that involves job-embedded coaching provided by the local university, mentor teachers, peer observations, and one professional day per quarter for teachers to collaboratively share their knowledge and skills with one another.</p>

<p>Progress Monitoring</p>	<p>The division monitors progress by requiring weekly walkthroughs by all administrators, including Central Office administrators. This data is captured using a walkthrough form created by the division and housed in an online observation platform. The division also disaggregates data from each semester project and each quarterly benchmark assessment. Teachers meet in data teams every two weeks to review data and make plans for future learning to reteach, remediate, or enrich. Once a quarter, principals and Central Office administrators sit down to review data and determine what further supports are needed.</p>
<p>Continuous Improvement</p>	<p>Twice each year, School Division A holds a Community Collaboration Workshop, in which they share current data, discuss trends, and receive stakeholder input on a variety of topics. Each year during the summer, this information is combined with staff, student, and parent surveys and student achievement data to review the curriculum and instruction portion of the Division’s Strategic Plan and determine whether updates need to be made.</p>

Sample Plan 2: An Emphasis on Innovation and Real-World Learning

<p>Needs Assessment</p>	<p>School Division B conducts a needs assessment that includes as many stakeholders as possible. They send home surveys to staff and to families of all students within the school’s boundaries asking parents and guardians to describe their priorities for a school. The school division then uses the survey information to create focus group questions to delve deeper into the <i>why</i> behind the data, and these focus groups include cross sections of educators, parents, students, and community members. The school division also conducts meetings with prominent organizations and institutions of higher education to determine potential areas for partnership.</p> <p>Additionally, the school division completes an inventory of materials and resources already on-hand. What curriculum already exists? What technology and infrastructure is already present? All of this information is compiled into a report that is shared with all stakeholders. A key committee of heterogeneous stakeholders is then convened to work on the philosophy and goals of the division.</p>
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<p>Educational Philosophy & Goals</p>	<p>Based upon their needs assessment results, School Division A determines that they want a school division that leads in innovative techniques and focuses on real-world learning. Their mission becomes, “We lead the way in innovative learning that ignites the success of every student.” They develop a strong partnership with the local university and implement “lab classrooms”–classes in which students receive the latest teaching methods and technologies, co-taught by teachers and university professors. At the high school level, School Division A works with Ford Next Generation Learning to become a wall-to-wall Academy School, with six potential Academies for students, based on the opportunities within the community: 1) Freshman Academy (introduction to work-based learning), 2) Science, Technology & Engineering (partnered strongly with the local amusement park); 3) Service, Hospitality, and Tourism (partnered strongly with the various tourism attractions in the area); 4) Teaching, Learning, and Scholarship (students complete two years of college by working with local universities, with an emphasis on teaching and learning courses); 5) Media and Fine Arts; 6) Business, Law, and Leadership. The goal is for each student to graduate with an industry certification, one or more years of college, or an internship leading toward employment after graduation.</p>
<p>Culturally Responsive Teaching & Learning</p>	<p>Beginning in third grade, students begin taking career inventories as a part of their school guidance program. Once per year, students in grades 5-12 also attend a career and technology fair in which they hear from local business owners and learn about the latest technologies from the various local industries. Starting in Grade 6, students complete a 10-Year Plan, in which they select a career and describe how they will accomplish their goals. Each year after, students update their 10-Year Plan and add another year to it.</p> <p>Starting in Grade 11, all students are expected to complete an internship of no less than 4 weeks (20 days). These can take place on breaks, on weekends, or during the junior/senior year during “free” periods.</p>
<p>Community Engagement</p>	<p>Although teachers and educators create the curriculum, community and business members, especially those in fields related to the Academies, are an integral piece of the process. They not only sit on Steering Committees for each of the Academies–they also review curriculum and conduct walkthroughs at each level. Community members participate in projects and career fairs for students in grades 5 and up.</p>

<p>Standards Alignment</p>	<p>Starting in Grade 8, each course is taught through the lens of one or more Academies. In Grade 8, all 5 Career Academies are represented throughout the various courses to help expose students to the various high school Academies and help them make a determination regarding their preference of Academy. For instance, Grade 7 Life Science is taught through the lens of local community gardens, farms, parks, etc., and Grade 8 (physical science) is taught with support from the local amusement park's and the local college's engineering departments. The Grade 8 Civics curriculum is taught in conjunction with the local university's law department and has a focus on local laws and civic organizations.</p>
<p>Curriculum Mapping</p>	<p>Because of the priority of real-world learning, Division B opts to use the <i>Understanding by Design</i> model for curriculum and assessment. They lay out all standards and group them into units based upon unifying "Big Ideas" and "Enduring Understandings." They infuse career and real-world skills throughout each course in a systematic plan to have the skills build upon one another. Their middle school curriculum gets students ready for the wall-to-wall Academies, which get students ready for post-graduation life.</p>
<p>Curriculum Design</p>	<p>School Division B uses the <i>Understanding by Design</i> unit template with its three stages of curriculum design: 1) Desired Results (including Understandings, Essential Questions, and Standards); 2) Assessment Evidence, to include a performance task for each unit) and traditional assessments as appropriate; 3) Learning Plan. Because they use this method of backwards design, after first identifying the standards, competencies, or goals for each unit, they then work to create a performance task based on real-world application of the concepts in the unit. After creating the performance-task, they then use traditional assessments to assess the other knowledge and skills not included in the performance assessment. Lastly, they work with the community to plan specific learning experiences that will help students do well on both the performance tasks and the traditional assessments.</p>

<p>Templates</p>	<p>The <i>Understanding by Design</i> three stages can be used to plan both units and daily lesson plans. For the actual daily lesson plans, teachers are encouraged to first determine how student success with the lesson will be measured based upon the standards, then to create the learning experiences. Division B acknowledges the need for direct instruction for some learning experiences, but also encourages the use of project-based learning (using longer term projects to delve deeper into the content), inquiry-based learning (focusing on students developing and answering their own questions), and field-based learning (working with community partners to provide learning in locations beyond the school).</p>
<p>Instructional Methods</p>	<p>As part of their instructional methodology, Division B requires that at least once per unit, teachers do a mini-lesson discussing potential careers that use the content and skills from that unit. They also prioritize hands-on learning, and consistently seek grants to buy new materials and technologies for students. Each teacher works with one or more student teachers from the local university to design and deliver lessons, and teachers frequently engage in the “lesson study” process (in which educators work together to create a lesson, one teacher implements while others observe and take notes, and then the lesson is modified and re-taught with another group of students).</p>
<p>Assessment & Evaluation</p>	<p>Division B determines that a standards-based grading model best represents their philosophy (Guskey, 2015). Rather than simply recording grades using percentages and letters, the main standards and skills taught and assessed for each quarter are listed, and students receive one of the following designations for each based upon teacher evidence: Not Addressed, Beginning, Practicing, Mastered. At K-4 level, these are the only grades that students receive. In grades 5-12, students receive an additional letter grade based upon the number of skills mastered during the quarter.</p> <p>In addition to traditional assessments, teachers use a variety of division-created rubrics to assess students’ quality and accuracy of work on performance tasks.</p>

<p>Professional Learning</p>	<p>Division B provides a plethora of professional learning opportunities to teachers. Teachers at the middle and high school levels complete externships each summer, in which they spend a paid week each summer learning about a local industry on-site. Teachers at all levels also participate in professional development work sessions to create performance tasks, review previous performance tasks, and grade performance tasks together to promote inter-rater reliability. The local university also provides job-embedded coaching on new instructional methods at least once per semester for each school. Each teacher engages in at least one lesson study group per year.</p>
<p>Progress Monitoring</p>	<p>The community is welcomed and encouraged to visit the school frequently both to monitor and be a part of the learning. Similarly, professors from the local university conduct walkthroughs with administrators to determine areas of strength and needs and inform curriculum development and professional learning needs. Data from both the traditional assessments and the performance tasks are evaluated every two weeks at data meetings.</p> <p>At the high school level, the Academies work with Ford NGL, who provides coaching and support to leaders on implementing interdisciplinary projects, teaming, and teaching through the lens of the Academy.</p> <p>Each quarter, the superintendent delivers a “State of the Schools” address in a town hall style meeting that is also live-streamed.</p>
<p>Continuous Improvement</p>	<p>Division B works closely with the community each year to determine the innovations that will be included the following year, whether those are instructional or technological. Student data regarding industry certifications or college-course completions is also monitored. Educators are aware that there will be changes each year to the curriculum, instruction, and assessments to stay current with the latest technologies and research on the brain and teaching.</p>

9. STUDENT TRANSITION PLAN AND DISPLACEMENT OF STUDENTS

Transitions from one school to another can pose both opportunities and challenges for students and families. Therefore, student transitions must be thoughtfully planned and executed. Creating a new school division will add transitions for some elementary students who would transfer to a Williamsburg school. Some middle school and all high school students will be impacted as high school students will attend what is currently James Blair Middle School, and middle school students will attend what is presently Berkeley Middle School.

Addressing transitions is essential in order to ensure that student achievement does not lag behind for some students. For example, Barone et al. (1991) found that after the transition to high school, some students' grade point averages and attendance declined. Lower levels of engagement resulting from transitions can also cause student achievement concerns by interfering with students' social networks, self-confidence, and support systems (Kristo, 2021). The research indicates that transitional programs, which include counseling, school visits, specialized summer courses, and summer bridge programs, can support students in adapting to a new school environment, while at the same time, mitigating some of the aforementioned potential challenges. The creation of support for transitioning students and staff will need to be part of the overall design (Barone et al., 1991; Hertzog et al., 1996).

TRANSITION PLANS

This section discusses considerations regarding possible student transition plans at the elementary, middle, and high school levels. This section also addresses the creation of individual student transition plans for students with disabilities, addressing the social-emotional needs of transferring students, enrollment capacity figures, and other implications as a result of student transition.

Matthew Whaley Elementary School Transitions

For the remaining students, the schools they currently attend could collaborate with Matthew Whaley Elementary School staff and work to focus on easing the impact of the transition for transferring students. For example, teachers from both schools could meet to discuss possible student support plans, particularly for students working below grade level expectations and/or whom teachers know such a transition would call for a support

plan. There will be a need for a strong transition program for students with disabilities, with the sending school crafting the Individualized Education Program (IEP) and holding transition meetings with staff from Matthew Whaley.

Additionally, supporting students' social-emotional learning (SEL) development will help the transition. Developing executive function and emotional management skills is crucial to social-emotional learning. These skills will be essential in creating a successful transition plan. By providing explicit social-emotional instruction, students can develop the skills required to manage the transitions. Site visitations to Matthew Whaley Elementary School and other team-building activities can ease the transition for affected staff, students, and families. The newly formed school division should continue to provide this level of support in order to lessen the impact of the transitions.

Potential Overcrowding

Matthew Whaley's effective facility capacity is 490 students (School Capacity Prior to New Construction, 2016). Placing 535 elementary school students in the facility has the potential to lead to overcrowding. Additionally, enrollment projections indicate that Williamsburg's student population will increase by 4% over the next ten years. There are several options to explore to address potential overcrowding at Matthew Whaley's facility due to the City of Williamsburg's elementary school population exceeding the facility's capacity, such as:

1. Expanding the existing facility or renovating it to accommodate additional students.
2. Designing Berkeley Middle School to include Grade 5 students, resulting in an enrollment of 317 students in grades 5 through 8 using a grade progression model.
3. Designing Berkeley Middle School as a K-8 school to provide additional space at Matthew Whaley, whereby elementary-aged students could be served in two schools.

Berkeley Middle School Transition

Approximately 63% of the middle school students who reside in Williamsburg are currently zoned for Berkeley Middle School. Roughly 25% of the middle school students who reside in Williamsburg are zoned for or attend the current James Blair Middle School. Transitioning from elementary to middle school and transitioning from James Blair Middle School to another school can be challenging for students. It can result in stress and adversity as students adjust to new surroundings and routines.

At Berkeley Middle School, some new students in grades 6 through 8 may feel like they do not belong, potentially negatively impacting their academic performance and career goals. However, schools can assist students in feeling supported by creating small learning communities and promoting a sense of belonging. Social belonging interventions can assist students in recognizing that many people have gone through similar struggles when transitioning to a new school. These interventions should occur as soon as possible after the transition, similar to growth mindset interventions. This intervention is cost-effective and scalable, making it a valuable tool for schools to address the decline in positive attitudes and academic outcomes that often accompany the transition to middle school.

To ensure students feel supported, school leaders and staff should address the following questions: How clear are the school's rules and expectations? Who can students and families turn to for assistance? Is assistance provided willingly? Teachers and principals should create a welcoming and accepting environment that lets students know they want them to succeed. By taking these steps, students can feel more welcome and accepted and be set up for success in their new school (Borman et al., 2019).

Funding to hold summer family welcoming sessions will also enhance middle school students' transition. Additionally, funding is suggested to be allocated to promote team identity, such as t-shirts and signage.

James Blair High School Transition

Studies suggest that when middle school students transition to high school with their peers, they achieve higher academic performance when they share the same educational journey with their middle school peers (Lessard & Juvonen, 2019). This positive outcome is linked to a sense of connection and identity, fostering increased self-esteem, active participation, and reduced anonymity. The collaborative efforts among students and teachers across different grade levels further contribute to this enhanced sense of belonging. Therefore, transitioning Berkeley and James Blair Middle School students to the newly redesigned James Blair High School can be considered an exemplary approach as they travel as cohorts. However, a concerted effort is needed to minimize disruptions to students, families, and school staff.

Redistricting high school students is a controversial topic mainly due to community members' emotional ties with schools. Often, identity is linked with the local school, and

the severance of this connection can be met with resistance and angst (Cox & Cox, 2010). Including the community members in the decision, implementation, and transition is vital. Parents and students will be interested in information on the new school programming, curriculum, co-curricular and extracurricular clubs, organizations, and sports.

Parent and Community Involvement

The transition team should establish advisory committees or task forces to gather input and feedback. Providing opportunities for meaningful engagement of parents, teachers, students, and community members in the decision-making process and the new high school design and programming will help bring a sense of community. Equally important are activities such as naming the school, school color, mascots related to the geographical area, and points of pride to bring a sense of ownership. Providing tours through the new high school to show the facility design and technology upgrades to support the programmatic design and curriculum will help ease concerns. Establishing parent/teacher/student organizations at the onset of the transition work will be necessary.

Schools must be able to provide every child with the opportunity to discover their talents and interests and then prepare each academically to succeed in those aspirations. However, the expectations required for success will now be established in a global marketplace far beyond the borders of Williamsburg, Virginia, and the United States.

School Culture

The transition planning team will need to create a positive school culture with a clear vision and core values by engaging a wide range of stakeholders. This endeavor can lead to trust among team members, build a strong sense of community, and encourage effective leadership from principals and teachers. These values will form the foundation of the school's organizational culture, influencing whether administrators and teachers prioritize individual autonomy or teamwork, stick to entrenched traditions or embrace innovation, and engage in fierce competition or constructive collaboration.

Fostering a positive school culture necessitates the presence of deliberate frameworks to uphold it, as asserted by Kasinitz et al. (2008). These frameworks enable regular meetings between principals and teachers, facilitate shared decision-making, promote

collective learning, encourage collaboration on innovative teaching methods, and foster close engagement with students. The innovative school designs in the feasibility study address the deliberate framework to support a positive school culture, including teacher teams and organizational structures.

IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

This section outlines considerations for implementation, including a division transition team and financial considerations.

Division Transition Team

The Code of Virginia provides guidance as to how a school division is led and managed. The Governance and Management section of this study outlines the steps that will need to be taken to establish a school division for the City of Williamsburg and the legal requirements for school boards and superintendents in Virginia. Once the school division is established with a school board, a superintendent will need to be hired by the new school board. It should be noted that the school board will need clerical support for the hiring process for the superintendent. It is also recommended that the new school board hire a search firm, whether from the Virginia School Board Association (VSBA) or another state or national firm.

A team of interim executive administrators, representing all parts of a school division, will be recruited to assist the school board and superintendent. It is estimated that this work will take six months to a year. Funding will be needed to support these activities before students enter the schools, at which point the school division will be eligible for state funding. The team's primary responsibility will be to support the school board and school superintendent in establishing all components of a new school division and to ensure a smooth transition for students, families, and employees. The transition team will work with the superintendent to actively manage day-to-day operations and oversee all transitional activities, starting with recruiting key positions identified in the organizational chart and sample budget provided in this study. As part of their work the team will be responsible for posting various positions, pre-screening applicants, and supporting incoming administrators in building their respective departments and ensuring policies and regulations are established.

Anticipated Expenses

Establishing the new district will involve fees for developing internal and district-wide policies, curriculum, and long-range plans. Moreover, creating various operational departments offers an opportunity to reimagine the provision of services. As detailed in this section, initial steps have been taken to separate transportation and food services. Consulting experts in these areas are recommended to devise the most optimal organizational structure to meet the division's needs.

Rebranding the new division, encompassing signage, stationary, website, social media, and similar elements, constitutes a genuine additional expense. However, estimating this cost accurately is only possible with a comprehensive inventory of impacted locations. The elementary school is anticipated to retain its identity without incurring rebranding expenses. Berkeley and James Blair may need rebranding. The extra rebranding costs can be absorbed within existing supply, maintenance, and technology budgets, though a modest allocation is included for additional expenses.

Table 8.1: Anticipated Transition Expenses

Transition Expense	Amount	Assumptions
Strategic planning	\$5,000	School Board, Superintendent, and Community charting new direction
Policy development	\$2,000	New policy manual
Curriculum and program development	\$60,000	Determine innovative programs and K12 Curriculum
Rebranding and communication	\$5,000	
Facility and grounds review	\$6,000	Determine facility needs to meet programmatic designs; ADA compliance

TRANSITION IMPLEMENTATION PLANS

The purpose of the following implementation plans is to outline potential ways in which Williamsburg could conduct student transitions. These plans are meant only as samples; each plan could be used entirely, elements can be “mixed and matched” per community desires, or Williamsburg could research and choose entirely different elements to best meet their needs.

Splitting the consolidated school division will require time, intentionality, planning, and resources. An experienced transition team will be needed to manage the numerous decisions to reshape departments, logistics, policies, procedures, and protocols. This process will involve substantial community involvement, careful deliberation, effective communication, training, and coordination. This opportunity, however, also presents a chance to update practices and redefine programming and service delivery for Williamsburg students.

Full Transition of Elementary, Middle, and a Grade Level Phase-In of High School Students

Plan 1

All Williamsburg Students Begin in the Inaugural year.

In Plan One, all Williamsburg students in grades K-12 would transition to the newly formed school division during its inaugural year, encompassing those high school students slated for James Blair High School. Students enrolled in specialized high school courses not offered within the Williamsburg School Division may apply to become tuition-based students at their former high school.

To foster a seamless transition from the middle grades to high school, ninth graders would form a dedicated Freshman Academy, serving as a small learning community within the school. However, this community would collaborate and leverage shared facilities such as world language classrooms, the Library/Media Center, gymnasium, and pathway courses. Freshman class scheduling will be strategically employed to maintain separation in shared programs while intentionally integrating students and exposing them to the broader high school community. The Freshman Academy curriculum would encompass five courses: English, social studies, math, science, and a freshman seminar.

For students in grades 10 through 12 at James Blair, the course offerings would align with the model chosen by the school division. Section 12 of this report (*Innovative Programs for Schools*) delineates three viable options, including the International Baccalaureate Programme (IB), the Ford Next Generation Learning model (Ford NGL), and Big Picture Schools.

Emphasizing teacher collaboration across grades K-12, this plan underscores the importance of sharing instructional practices and tools to enhance student learning at all levels, while fostering student-centered classroom practices. A tiered system of support would be implemented effectively and efficiently, not only identifying struggling students but also recognizing those who would benefit from additional instruction in Language Arts or Math.

Plan 2

Elementary, Middle, and Grade Nine Students

In this implementation plan, all students in grades PreK through 9 would begin in the city schools during the established inaugural school year. Supports highlighted above in this

report section would be implemented to help ensure a smooth transition. Grades 9 through 12 would be phased in one year at a time, beginning with Grade 9. For example, if the inaugural school year began in the fall of 2026, the high school transition time would be as follows:

- 2026-2027 Grade 9
- 2027-2028 Grades 9 and 10
- 2028-2029 Grades 9, 10, and 11
- 2029-2030 Grades 9, 10, 11, and 12

Phase-in High Schools

Only ninth-grade students would begin the city high school during the first year of implementation. This would allow a teach-out, or an arrangement by which James City County would provide its current high school students who reside in Williamsburg with the opportunity to complete their program of study until graduation. New teachers would be added and placed on teams, learning from first-year teachers to receive the support they need to adjust to the school programs and culture.

IO. STUDENTS WITH SPECIAL NEEDS

The *Education for All Handicapped Children Act* (EHA), also known as Public Law 94-142, is a landmark law enacted by Congress in 1975 to support states and localities in protecting the rights of, meeting the individual needs of, and improving the results for infants, toddlers, children, and youth with disabilities and their families. Prior to the enactment of EHA, many children were denied access to education and opportunities to learn. In fact, schools in the United States educated only one in five children with disabilities, and many states had laws excluding certain students, including children who were deaf, blind, emotionally disturbed, or had an intellectual disability (National Center for Education Statistics, 2023).

Since the passage of EHA, renamed during the reauthorization in 1990 to *the Individuals with Disabilities Education Act* (IDEA), significant progress has been made toward meeting major national goals for developing and implementing effective programs and services for early intervention, special education, and related services. The United States has progressed from excluding nearly 1.8 million children with disabilities from public schools prior to EHA implementation to providing more than 7.5 million children with disabilities with special education and related services designed to meet their individual needs in the 2020-21 school year. According to the National Center for Education Statistics (2023), the number of students ages 3–21 who receive special education and related services in the United States increased from 6.4 million in school year 2010–11 to 7.3 million in school year 2021–22. Nationally, this accounts for 15 percent of all public school students, and in the Commonwealth of Virginia, it equates to 14–17 percent of all public school students. This upward trend in the numbers for students with disabilities is occurring despite the decrease and subsequent stagnation in total public school enrollment over the past several years.

Locally, there are 2,109 students with disabilities in Williamsburg-James City County Schools in preschool through Grade 12 during the 2023-2024 school year. Of that number, 231 of those students are residents of the City of Williamsburg, which is the singular focus of this feasibility study.

RESPONSIBILITY OF LOCAL SCHOOL DIVISIONS

IDEA codified the right of all American children to a “free and appropriate public education” through the provision of special education and related services. As defined in the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (2010), “special education” means specially designed instruction, at no cost to the parent(s), to meet the unique needs of a child with a disability, including instruction conducted in a classroom, in the home, in hospitals, in institutions, and in other settings and instruction in physical education. The term includes each of the following if it meets the requirements of the definition of special education: (1) Speech-language pathology services or any other related service, if the service is considered special education rather than a related service under state standards; (2) Vocational education; and (3) Travel training. (§ 22.1-213 of the Code of Virginia; 34 CFR 300.39). “Specially designed instruction” means adapting, as appropriate to the needs of an eligible child under this chapter, the content, methodology, or delivery of instruction: 1. To address the unique needs of the child that result from the child’s disability; and 2. To ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency. (34 CFR 300.39(b)(3)). Special education services are provided at the public expense across a variety of educational environments to students who have an individualized education program (IEP). This legal mandate guarantees special education and related services to those who need it ascertains a right to a free, appropriate public education, or what is more commonly known as FAPE.

The concept of FAPE is the most impactful standard outlined in the IDEA. It ensures that a child’s access to education in public schools is one that is specially designed to meet their unique, individualized needs in a manner that will provide academic progress. FAPE is an acronym that is defined as follows:

- Free (at no cost to the parent)
- Appropriate (IEPs outline a program for students to meet their unique needs)
- Public (students have the same rights to attend public schools as all children)
- Education (guarantees students with disabilities receive related services)

The *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (2010) charge local school divisions with the responsibility for providing FAPE. Specifically, the regulations articulate that “*Each local school division shall ensure that all children with disabilities aged two to 21, inclusive, residing in that school division*

have a right to a free appropriate public education” (§ 22 .1-214 of the Code of Virginia; 34 CFR 300 .2, 34 CFR 300 .101, 34 CFR 300 .124 and 34 CFR 300 .209).

The children include: 1) children with disabilities who are migrants; 2) children with disabilities who are homeless, in accordance with the provisions of the McKinney-Vento Homeless Assistance Act (*42 USC § 11431 et seq .*); 3) children with disabilities who are in need of special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade; 4) children with disabilities who are served in a public nonprofit charter school; 5) children with disabilities who have been suspended or expelled from school; 6) children with disabilities who are incarcerated for 10 or more days in a regional or local jail in its jurisdiction, with the exception of those additional provisions identified in 8VAC20-81-110 I; 7) children with disabilities who are residents of the school division and who are on house arrest, as ordered by a court of competent jurisdiction; 8) children with disabilities who are in foster care and residents of Virginia; 9) children with disabilities who are placed for noneducational reasons; and 10) children with disabilities regardless of citizenship or immigration status” (*§ 22 .1-214 of the Code of Virginia; 34 CFR 300 .2, 34 CFR 300 .101, 34 CFR 300 .124 and 34 CFR 300 .209).*

These regulations further articulate the local school division’s responsibility as it relates to the age of eligibility for those entitled to FAPE:

“A free appropriate public education shall be available to all children with disabilities who need special education and related services, aged two to 21, inclusive, who meet the definition of “age of eligibility” as outlined in 8VAC20-81-10 and who reside within the jurisdiction of each local educational agency. This includes children with disabilities who are in need of special education and related services even though they have not failed or been retained in a course or grade and are advancing from grade to grade, and students who have been suspended or expelled from school in accordance with the provisions of 8VAC20-81-160. The Virginia Department of Education has a goal of providing full educational opportunity to all children with disabilities aged birth through 21, inclusive, by 2015” (*§ 22.1-213 of the Code of Virginia; 34 CFR 300 .101 and 34 CFR 300 .109).*

In order for the local education agency (i.e., City of Williamsburg) to provide FAPE to students with disabilities, they must also engage in the child find process. By regulation, each local school division shall maintain an active and continuing child find program

designed to identify, locate and evaluate those children residing in the jurisdiction who are from birth to age 21, inclusive, who are in need of special education and related services, including children who: a. are highly mobile, such as migrant and homeless children; b. are wards of the state; c. attend private schools, including children who are home-instructed or home-tutored; d. are suspected of being children with disabilities under this chapter and in need of special education, even though they are advancing from grade to grade; and e. are under age 18, who are suspected of having a disability who need special education and related services, and who are incarcerated in a regional or local jail in its jurisdiction for 10 or more days.

As it specifically relates to students who are enrolled by their parents in private, including religious, elementary schools and secondary schools, the local school division's child find process must ensure the equitable participation of parentally placed private school children. It is important to note that the school division in which the private school is located and which the child attends is responsible for the child find activities, and thus is applicable to children who are *not residents* of the locality where the private school is located. Not only must the locality maintain an accurate count of these students but they must also undertake activities similar to the activities undertaken for its public school children. (34 CFR 300.131, 34 CFR 300.133, 34 CFR 300.134).

Through consultation, the local school division and private school representatives and representatives of parents of parentally placed private school children with disabilities develop the process for special education and related services will be equitably identified, evaluated, and provided for these children. At a minimum, the discussion covers the following: (1) the process will operate throughout the school year to ensure that parentally placed children with disabilities identified through the child find process can meaningfully participate in special education and related services; (2) how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities; (3) the types of services, including direct services and alternate service delivery mechanisms; (4) how special education and related services will be apportioned if funds are insufficient to serve all parentally placed private school children; and (5) how and when those decisions will be made, including how parents, teachers and private school officials will be informed of the process.

The regulations state “no parentally placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.” Accordingly, these children may receive a different amount of services than children with disabilities in public schools.

Decisions about the services provided are made through a services plan that describes the specific special education and related services that the local school division will provide to the child in light of the services that the local school division has determined it will make available to private school children with disabilities. The services plan, to the extent appropriate, shall meet the requirements for the content of the IEP with respect to the services provided, and be developed, reviewed, and revised consistent with the requirements of IEPs.

The local school division is responsible for making the final decision with respect to the services to be provided to eligible parentally placed private school children with disabilities. The services outlined in the plan may be provided by employees of a local school division, through contract by the local school division with an individual, association, agency, organization, or other entity and may be provided on site at the child’s private school. To the extent that it is necessary for the child to benefit from or participate in the services provided, a parentally placed private school child with a disability shall be provided transportation from the child’s school or the child’s home to a site other than the private school and/ or from the service site to the private school or to the child’s home depending on the timing of services.

MEETING THE NEEDS OF STUDENTS WITH DISABILITIES

The IDEA and Virginia regulations both assert that “the local educational agency shall ensure that an IEP is developed and implemented for each child with a disability served by that local educational agency, including a child placed in a private special education school by: (34 CFR 300.112).” An IEP is a legal document that clearly defines how a school plans to meet a child’s unique educational needs that result from a disability.

The IEP process is based on eligibility requirements established by the IDEA. To be eligible, a child must fit under at least one of thirteen disability categories (see <https://www.understood.org/en/articles/conditions-covered-under-idea> for more information) listed in the act and the disability must significantly and adversely affect a child’s ability to demonstrate academic achievement. The IEP is a document that is designed to meet a child’s unique educational needs. It is not a contract, but it does

guarantee the necessary support and services that are agreed upon and written for a child.

Each IEP must contain the child's present levels of academic achievement and functional performance, describing: (1) how the child is currently doing in school and how the child's disability affects their involvement and progress in the general curriculum; (2) annual goals for the child (i.e., what parents and the school team think he or she can reasonably accomplish in a year); (3) the special education and related services to be provided to the child, including supplementary aids and services (such as a communication device); (4) changes to the program or supports for school personnel; (5) how much of the school day the child will be educated separately from nondisabled children or not participate in extracurricular or other nonacademic activities such as lunch or clubs; (6) how (and if) the child is to participate in state and district-wide assessments, including what modifications to tests the child needs; (7) when services and modifications will begin, how often they will be provided, where they will be provided, and how long they will last; and (8) how school personnel will measure the child's progress toward the annual goals.

Related Services

Related services, as defined in the 2010 Virginia regulations, are:

“Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education and includes speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services; social work services in schools; and parent counseling and training. Related services do not include a medical device that is surgically implanted including cochlear implants, the optimization of device functioning (e.g., mapping), maintenance of the device, or the replacement of that device” (§ 22.1-213 of the Code of Virginia; 34 CFR 300.34(a) and (b)).

It is important to note that the aforementioned list of related services is not exhaustive and may include other developmental, corrective, or supportive services, such as artistic

and cultural programs and therapies, if they are required to assist a child with a disability to benefit from special education (*§ 22.1-213 of the Code of Virginia; 34 CFR 300.34(a) and (b)*). The type and amount of related services a child requires is determined by the IEP team. A child who is eligible for special education is eligible for related services; however, a child may not be eligible for related services if he or she is not already eligible for special education.

Least Restrictive Environment (LRE) and Placements

The below section outlines how the regulations governing special education programs in Virginia codify the local school division's responsibility for Least Restrictive Environment (LRE) provision:

“Each local educational agency shall ensure: (34 CFR 300 .114) a. That to the maximum extent appropriate, children with disabilities, aged two to 21, inclusive, including those in public or private institutions or other care facilities, are educated with children without disabilities; and b. that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

Least restrictive environment (LRE) is a guiding principle in the IDEA. LRE plays a critical role in determining not only where a student will spend their time in school but also how special education services will be provided. Specifically, the LRE requirement within IDEA necessitates that (1) students with disabilities receive their education alongside their peers without disabilities to the maximum extent appropriate; and (2) students should not be removed from the general education classroom unless learning cannot be achieved even with the use of supplementary aids and services LRE is determined on a case-by-case basis during the development of a student's IEP (Parent Guide to Special Education, 2010).

During this process, the IEP team, composed of a multidisciplinary group of professionals and the student's parents, discuss what individualized program of instruction and related services the student requires based on their present levels of performance and areas of strengths and needs. These services and supports should enable the student to: (1) make progress toward meeting identified academic or

functional annual goals; (2) be involved and make progress in the general education curriculum, as well as to participate in extracurricular and other nonacademic activities; and (3) take part in these activities with other students, both with and without disabilities.

LRE does not merely refer to a particular setting; rather, identifying the LRE involves making programmatic decisions about what services and supports a student needs to be successful and where and how those services and supports can be provided effectively. Because LRE is determined by the student's individualized program of instruction and related services rather than by setting, IDEA requires that school districts create a continuum of alternative placement options. This continuum represents a range of educational placements in which an IEP can be implemented to meet the individual needs of students with disabilities. These placement options range from the least restrictive setting (i.e., general education classroom) to the most restrictive setting (e.g., residential facility, hospital, or home-based).

When using this continuum to determine where services and supports will be provided, the IEP team should first make an effort to place, and maintain, the student in the general education setting. Recall that according to IDEA, students with disabilities should be educated alongside their peers without disabilities to the maximum extent appropriate. In addition, the law indicates that, when needed, supplementary aids and services must be provided to enable the student to be educated in the general education classroom. However, when the nature or severity of the disability is such that satisfactory progress cannot be achieved in this setting, even with supplementary aids and services, placement in a more restrictive setting(s) might be necessary to ensure an appropriate education.

While this section predominantly focuses on the location of special education services, the amount of time that a child receives special education services, (referred to as level of services in the Virginia regulations), is an equally integral and relevant part of the IEP process. The level of services is calculated on the basis of special education services described in the individualized education program, rather than the location of services. "Level I services" means the provision of special education to children with disabilities for less than 50 percent of their instructional school day (excluding intermission for meals). "Level II services" means the provision of special education to children with disabilities for 50 percent or more of the instructional school day (excluding intermission for meals). The level of services play a significant role in special education staffing.

It should be noted that placement options are fluid. A student might receive some services in one setting and other services in a different setting. Further, placements can change over time based on factors such as changes in a student's progress or needs. For some students, the general education classroom is not necessarily the least restrictive setting. Based on the review of special education data for students with disabilities who reside in the City of Williamsburg, there are varied placements for students along the continuum, ranging from full inclusion in the general education setting to separate private day programs. These placements are required to provide FAPE in accordance with students' individualized needs.

FUNDING FOR SPECIAL EDUCATION

Special education is commonly referred to as “the unfunded mandate.” Under IDEA, the federal government committed to pay 40 percent of the average per pupil expenditure for special education. However, that pledge has never been met, and current funding is at less than 13 percent nationally. According to the 2021 Congressional Research Service report, the IDEA shortfall in the 2021-2022 school year nationwide was \$23.92 billion. The H.R. 4519–IDEA Full Funding Act, introduced in July 2023 and co-sponsored by more than 20 Senators and over 60 House members, would require regular, mandatory increases in IDEA spending to finally meet the obligation to America's children and schools.

Programs are similarly underfunded at the state level. According to a new study conducted by the Joint Legislative Audit and Review Commission (JLARC), Virginia school divisions are underfunded in large part due to flaws and inadequacies in the state's Standards of Quality (SOQ) funding formula (JLARC, 2023). State funding for at-risk students, special education students, and English learner students is less than the level of funding determined necessary to educate them in cost studies performed in other states. Over the last 10 years, while state funding has increased per student for at-risk students (+46%) and English learner students (+23%), it has declined for special education students (-16%). The total amount of state funding for special education has remained fairly constant over this period, but the special education student population has grown. While state funding per student has declined, the *total* actually spent per student on special education has increased 17 percent from FY13 to FY21, after adjusting for inflation. This additional funding for special education has mostly come from local governments.

Additionally, the formula does not adequately account for higher needs students, and the methodology for at-risk students undercounts students in poverty. Virginia is one of nine states that use a staffing-based education funding model; most states use a student-based K-12 funding formula. In a staffing-based funding model, the state estimates the number of staffing positions needed for special education services based on the total number of students—this number is frequently far less than the actual total number of students receiving special education services (Elwood, 2023).

Federal Funding

Federal special education funding comes primarily from two sources: the *Every Student Succeeds Act* (ESSA) and the IDEA. ESSA provides categorical funding to support student achievement in low-income areas, while the IDEA accounts for the bulk of the federal government's ongoing contribution to special education. Additionally, IDEA ensures services to children with disabilities, and thus, it governs how states and public agencies provide early intervention, special education, and related services to children and youth. Infants and toddlers with disabilities (birth to age 2) and their families receive early intervention services under IDEA Part C. Children and youths (ages 3–21) receive special education and related services under IDEA Part B. The total IDEA state allocation is split between Parts B and C. The state distributes the funds to the local systems to be used in accordance with state and federal law. The state has the option to reserve a small portion of the total federal allocations for discretionary purposes.

State Funding

Each local educational agency (LEA) including school divisions, state-operated programs, and the Virginia School for the Deaf and Blind located in Staunton, Virginia, is required by state and federal law to submit an annual plan to the Virginia Department of Education for providing special education services to identified children with disabilities residing within the jurisdiction and demonstrate their funding eligibility. Each LEA must complete the Special Education Annual Plan and Application for Federal Funding workbook.

State funds are made available to school divisions to assist in the cost of implementing the state's special education program standards. For each child counted in the school division's average daily membership (ADM), an amount is paid to the school division for this purpose. This per-child amount is referred to as the special education add-on. This amount is determined by calculating the theoretical number of teachers and aides necessary to meet the special education program standards in each school (based on

information supplied on the December 1 Count of Children Receiving Special Education and Related Services), and then determining the state's share of the theoretical cost of those teachers and aides. The state's share of this cost is determined according to the locality's composite index of local ability to pay.

Intensive Support Services

Historically, the Virginia Department of Education (VDOE) provided funds to school divisions to offset the high cost of providing instructional and other services for students identified in low incidence disability categories. These funds were provided to school divisions that were participants in partnerships previously known as Special Education Regional Program. In 2015, the VDOE was directed to conduct a study of entities formerly known as Special Education Regional Programs and to review the funding model used to provide funds to school divisions that provided certain services to certain students through these Regional Programs. As a result of the study, in 2017 the VDOE began to transition to a new funding model, whereby all school divisions would be eligible to receive funds for services provided to students that meet the criteria for students identified as Students with Intensive Support Needs (SISNA).

The purpose of SISNA is to: (a) provide an opportunity for school divisions to offset the high cost of providing instructional and direct services to students with intensive support needs; (b) provide an equitable model for all school divisions to apply for these funds; (c) determine the “actual” cost of instruction and services for identified students; and (d) provide a system for LEAs to be reimbursed based on actual financial costs for providing actual services and increased accountability.

As part of the transition to a new funding model, school divisions must meet three primary requirements for eligibility:

1. Submit a SISNA application.
2. Submit a detailed accounting for all expected, estimated annual costs for each student that meets the criteria as a Student with Intensive Support Need.
3. Develop a Memorandum of Understanding between the school divisions of the required partnership.

Intensive Support Services state funds are available to school divisions that claim reimbursement for certain costs for certain services provided to students that meet the criteria as Students with Intensive Support Needs. These funds are provided in lieu of the state funds referred to above, when a school division has an approved Students with Intensive Support Services Needs Application (SISNA) on file with the Virginia Department of Education (VDOE's) Office of Special Education and Student Services' unit of Special Education Finance and Budget. Intensive Support Services funds reimbursed represent the State Share of the actual costs incurred, after the school division's Local Composite Index is applied to the reported costs.

Funds are authorized through a line item in the Governor's Budget specifically allotted to what are still called Special Education Regional Programs. These funds are now identified by the VDOE as Funds for Students with Intensive Support Needs. The Students with Intensive Support Needs Application, or SISNA, is submitted annually to the VDOE and information on the SISNA is available to all school divisions. Funds for students identified as meeting the criteria as a Student with Intensive Support Needs are provided through a reimbursement model. The amount reimbursed is determined after the school division submits the actual costs expended for an individual student. Once school divisions have identified students to be included in the SISNA, and once they have identified the expected annual costs to be expended for those students (also to be included in the SISNA), the school division analyzes whether the state share of these reimbursement costs will provide a greater fiscal benefit to the school division than the typical average daily membership (ADM) or Standards of Quality (SOQ) funds. The VDOE staff provide individual school divisions guidance with this analysis when they meet with school divisions.

Students who require intensive support services must meet the mandatory requirements:

- All students included in the application have a current IEP
- All students have been identified on their IEP as having one of the following as their primary disabilities: autism, emotional disability, deaf-blindness, hearing impairment, multiple disabilities, or traumatic brain injury; and
- All students receive special education services for 85 percent or more of their instructional school day as indicated by their IEP

Additionally, each student must have three or more of the following:

- Current IEP demonstrates significant cognitive disabilities which impact their ability to access the general curriculum;
- Present level of performance reflects the need for additional support services; such as intervention services, to access the curriculum;
- Currently making minimal academic progress toward their IEP goals and/or objectives as indicated by their IEP progress report;
- Has a current Functional Behavior Assessment (FBA) and/or Behavior Intervention Plan (BIP) that has been implemented for at least one month (30 calendar days);
- Documented behaviors identified in the student's IEP, FBA, and BIP indicate the student has a significant safety risk (s) to self and/or others;
- Requires behavioral support staff to access the general education curriculum with non-disabled peers;
- Has a significant medical condition(s) and/or sensory impairment;
- Requires a device(s) and/or service(s) to support positive social/emotional adaptive relationships; and/or
- Requires a device(s) and/or services to increase their overall capacity to work, accomplish specific tasks, and/or participate in activities that otherwise might have been difficult and/or impossible.

Once the SISNA has been submitted and reviewed by VDOE, their staff meet with every school division that submits a SISNA to discuss the application, possible implications, and answer questions. Once the SISNA is approved, school divisions will receive reimbursement of the costs reported.

No SISNA applications were submitted for special education students who are residents of the City of Williamsburg for the 2023-2024 school year.

Comprehensive Services Act

Children placed in private special education schools are funded through an interagency pool to pay the state's share of the cost of services for children who are in (or at risk of) out-of-home placement by any local public agency. The Comprehensive Services Act for At-Risk Youth and Families (CSA) establishes the collaborative administration and funding system for services for certain at-risk youths and their families. Funding under the CSA (§§ 2 .2-5211 through 2 .2-5212 of the Code of Virginia) supports the cost of special education and related services for children with disabilities whose IEPs specify private day or private residential placements. CSA funding also covers certain non-special education services for children with disabilities that the CSA and IEP teams identify as necessary to maintain the child in a less restrictive special education setting. The local school division is responsible for the transportation costs for students placed in special education private day schools. As of January 2024, there are three special education students that are residents of the City of Williamsburg receiving educational services in private special education placements.

Local Funding

Local school boards determine how much local funding to request from the governing body (City Council, Town Council, or Board of Supervisors) by costing out all its programs and then subtracting out the anticipated revenues from state, federal, and other sources. School divisions may also seek federal Medicaid reimbursement for certain students and services by applying to the Virginia Department of Medical Assistance Services. School divisions can submit reimbursement claims to Medicaid for some services provided to students such as speech, occupational therapy, physical therapy, behavioral therapy and counseling, and other medically-related services, to name a few.

SPECIAL EDUCATION PERSONNEL NEEDS

There are a plethora of professionals needed to provide students with the free, appropriate public education they require. Since the high-quality, specially designed instruction and related services are delivered in the school setting, various regulatory requirements establish standards for school-based personnel.

School-based Staffing

The Standards of Quality (§ 22.1.253.13:2 of the *Code of Virginia*) and Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC20-131-240) direct the following pursuant to special education staffing requirements:

Personnel Assignment

a) Each student shall receive special education services from special education personnel assigned in accordance with the Virginia Licensure Regulations for School Personnel (8VAC20-22); b) Special education teachers who are the teachers of record shall be highly qualified; c) General education qualified personnel who are knowledgeable about the students and their special education, may implement special education services in collaboration with special education personnel; d) Special education services include those services provided directly to the student and those provided indirectly.

Caseload Standards

a) The maximum instructional caseloads for special education teachers and speech-language pathologists, for which public schools receive state funds in accordance with the Virginia Appropriation Act are listed in 8VAC20-81-340. Special education services for children with visual impairments are established, maintained, and operated jointly by the local school board and the Virginia Department for the Blind and Vision Impaired; b) If children with disabilities in a single building receive academic content area instruction from multiple special education teachers, the teachers' caseloads shall be determined by using a building average.

(1) A building average is computed by dividing the total weights (found in 8VAC20-81-340) for all children served in this fashion by the number of special education teachers providing services. Any itinerant teacher shall be counted according to the amount of time the teacher spends in the school.

(2) The building average shall not exceed 20 points if services are provided to students receiving Level I services and to children receiving Level II services. The building average shall not exceed 24 points if services are provided only to children receiving Level I services.

(3) No more than 14 children shall be assigned to a single class period if there are similar achievement levels and one subject area and level are taught. No more than 10

students shall be assigned to a single class period when there are varying achievement levels.

The chart below outlines the staffing requirements for the special education caseloads by disability category for students who require level II services. These are typically the self-contained classrooms where students spend 50% or more of their instructional day in these settings. For clarification purposes, a self-contained classroom for students with autism with a full-time paraprofessional (teacher assistant) must not exceed eight students. Alternatively, if a paraprofessional is not assigned to the class 100% of the time, the maximum number of students that can be served in this class is six.

8VAC20-81-340. Special education caseload staffing requirements.

Figure 1: Local school division caseload maximums as funded by the Virginia Appropriation Act.

Disability Category	Level II		Level I
	With Paraprofessional 100% of the time	Without Paraprofessional 100% of the Time	
Autism	8	6	24
Deaf-blindness	8	6	
Developmental Delay: age 5-6	10	8	
Developmental Delay: age 2-5	8 Center-based 10 Combined	12 Home-based and/or Itinerant	
Emotional Disability	10	8	24
Hearing Impairment/Deaf	10	8	24
Intellectual Disability	10	8	24
Learning Disability	10	8	24
Multiple Disabilities	8	6	
Orthopedic Impairment	10	8	24
Other Health Impairment	10	8	24
Speech or Language Impairment	NA	NA	68 (Itinerant)
Traumatic Brain Injury	May be placed in any program, according to the IEP.		
Combined group of students needing Level I services with students needing Level II services	20 Points (see Figure 2)		

Additional Special Education Personnel Needs

In addition to school-based instructional personnel, there are various other professionals who are often needed to oversee the provision of special education and related services

for the school division. Those integral positions and a brief description of the applicable responsibilities are as follows:

Director of Special Education

This role provides leadership, management, supervision, evaluation, coordination, and direction of all special education programs and services for students with disabilities aged 3 to 21. Responsibilities include strategic professional development, creating and managing budgets, monitoring compliance to meet state and federal mandates, and supporting equitable evidence-based practices and programming for academic growth and achievement, social-emotional learning, and behavior management within a multi-tiered system of support framework.

Coordinator of Special Education

The job of Special Education Coordinator is for the purpose of ensuring compliance to established policies, procedures and/or regulations. They also address other duties and processes required to maintain the districts' program of services. Responsibilities include: managing the school's special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff; serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements. Significant time is required for analyzing data, planning activities, monitoring programs/services, responding to others and consulting with program personnel.

School Psychologist

Under the direction of the Director of Special Education, the School Psychologist: conducts comprehensive psychoeducational evaluations; consults with school personnel and parents regarding planning, implementing and evaluating individual and group interventions; and functions as a member of the building-based team in providing services to students.

Transition Specialist

This position plays a pivotal role in supporting the implementation and monitoring of secondary transition services for students with disabilities. It involves: (1) collaborating with school teams, students, and families to ensure successful college, career, and community planning for post-secondary outcomes; and (2) assisting in the development,

implementation, and monitoring of effective instructional programs in areas such as career academics, career exploration, planning, independent living, self-advocacy, and community involvement. This role also serves as a valuable resource for students, families, teachers, and specialists, by providing support through the IEP process for successful post-secondary outcomes.

Behavior Intervention Specialist

This position assists individuals, groups and systems through the application of positive behavior supports. The Behavior Specialist helps coordinate Functional Behavior Assessments and Behavior Intervention Plans that address students' inappropriate behaviors and provide a means to help the students become more academically successful. Behavior Intervention Specialist also provides classroom and school-wide behavior management strategies.

Speech-Language Pathologist

Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders. SLPs also provide aural rehabilitation for individuals who are deaf or hard of hearing as well as augmentative and alternative communication (AAC) systems for individuals with severe expressive and/or language comprehension disorders, such as autism spectrum disorder or progressive neurological disorders.

Occupational Therapist

The role of the occupational therapist in schools is to improve, develop, or restore functions impaired or lost through illness, injury, or deprivation, improve ability to perform tasks for independent functioning if functions are impaired or lost; and prevent, through early intervention, initial or further impairment or loss of function.

Physical Therapist

Physical therapists help individuals with injuries and chronic health conditions regain their range of motion, manage their pain, and improve their quality of life. Their services support students with disabilities to access their educational environment.

GOVERNANCE

Per Virginia special education regulations, every locality must have a local special education advisory committee for (SEAC) appointed by each local school board to advise the school board through the division superintendent. Membership of the SEAC must be

a majority of parents of children with disabilities or individuals with disabilities. The committee must also include one teacher; additional local school division personnel may only serve as consultants to the team. Public notice must be published annually listing the names of committee members and including a description of ways in which interested parties may express their views to the committee. The committee must meet at least four times a year and all meetings are open to the public.

The function of the SEAC is multifaceted. As an initial matter, the committee is to advise the local school division of needs in the education of children with disabilities. It also participates in the development of priorities and strategies for meeting the identified needs of children with disabilities. In the role of advisors, the members of the committee periodically submit reports and recommendations regarding the education of children with disabilities to the division superintendent, who then transmits these to the local school board. Other duties of the committee include assisting the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services, reviewing the policies and procedures for the provision of special education and related services prior to submission to the local school board; and participating in the review of the local school division's annual plan (§ 22 .1-215 of the Code of Virginia; 34 CFR 300 .200 and 34 CFR 300 .212).

IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

According to the 2023 Fall Membership data for Williamsburg-James City County Schools, there are a total of 2,109 students with disabilities in grades PreK through 12. Of this number, 231 are students who reside in the City of Williamsburg. In exploring the feasibility of operating as a single, independent school division, there are various considerations to take into account as it relates to serving students with disabilities.

Increase in Identification and Enrollment of Special Education Students

The child find process, as articulated in the regulations, requires each local school division to maintain an active and continuing child find program designed to identify, locate, and evaluate those children residing in the jurisdiction from birth to age 21. This process is inclusive of children who are in need of special education and related services, including children who:

- A. Are highly mobile, such as migrant and homeless children;
- B. Are wards of the state;
- C. Attend private schools, including children who are home-instructed or home-tutored;

- D. Are suspected of being children with disabilities and in need of special education, even though they are advancing from grade to grade; and
- E. Are under age 18, who are suspected of having a disability who need special education and related services, and who are incarcerated in a regional or local jail in its jurisdiction for 10 or more days. (*34 CFR 300 .102 and 34 CFR 300 .111*).

Given the fluidity of this process, it is typical to experience growth in the numbers of students who are eligible for special education and related services throughout the school year. Likewise, enrollment can also be impacted based on students with disabilities who transfer into the locality. Since schools are unable to know which newly eligible and/or transfer students might enroll in the future, increases in the enrollment of students with disabilities can have implications for staffing and the delivery of services even when the increase represents a handful of students.

Addressing Intensive Needs

In addition to an increase in the number of special education students potentially creating barriers to staffing, there may also be situations where eligible students require more intensive services and restrictive placements along the LRE continuum of options. Given the limited placement options available in the public school setting, as well as caseload standards in the self-contained programs, the locality will need to explore other options beyond what is offered in the City of Williamsburg to ensure the student has access to FAPE. This would also require transportation, as the regulations state “each child with a disability, aged two to 21, inclusive, placed in an education program, including private special education day or residential placements, by the local school division shall be entitled to transportation to and from such program at no cost if such transportation is necessary to enable such child to benefit from educational programs and opportunities“ (*§§ 22 .1-221 and 22 .1-347 of the Code of Virginia; 34 CFR 300 .107*).

This same concern may arise if a student with a disability requires specialized resources (both instructional and human) to access their education. Notably, it is not uncommon for a child’s disabling condition to exist and/or manifest in a way that compels the local school division to provide additional resources to address the student’s FAPE needs (e.g., specialized curriculum, 1:1 assistant, nursing services, behavioral support). Since these needs may not have been anticipated or known in advance, it may create a

challenge in securing the appropriate resource in a timely manner, not to mention addressing the fiscal implications it may potentially create.

SAMPLE IMPLEMENTATION PLANS

The purpose of the following implementation plans is to outline potential ways in which Williamsburg could provide special education and related services to students with disabilities. These plans are meant only as samples; each plan could be used in its entirety, elements can be “mixed and matched” per community desires, or Williamsburg could research and choose entirely different elements to best meet the city’s needs.

Sample Plan 1: Current Delivery Model

The City of Williamsburg could provide special education and related services using a comparable model to what is currently being implemented in partnership with James City County. With a school at each level (elementary, middle, and high), as well as access to separate public day and private day special education programs, a continuum of placement options, albeit limited, exists to meet the needs of special education students as early as pre-school and up to post-secondary.

The benefit of this model is that the tax dollars generated for public education are used to support its residents. As a caution, however, use of this model may be prohibitive in instances where a child with a disability requires specialized resources and/or an educational placement that is not currently available at their respective grade level. For example, should an elementary student with autism whose IEP indicates level II services and their LRE is a self-contained class, there is currently no such program at the only elementary school in the City of Williamsburg (Matthew Whaley Elementary School). Even if such a program were to exist, if the program is at maximum capacity when a newly identified or transfer student enrolls and requires that placement, the division will need to find a way to meet that students’ needs, most likely at further expense to the division.

Sample Plan 2: Hybrid Delivery Model

A hybrid model for the City of Williamsburg is a viable option worthy of consideration. This model mirrors the current model mentioned above and is used as a first resort to meet the needs of students with disabilities. However, it differs because it provides a secondary level for service delivery by way of a contractual agreement with James City County Schools. Under the hybrid model, the City of Williamsburg could purchase “seats” in special education programs in James City County if the programs within the

City of Williamsburg schools are at maximum capacity and/or do not exist. There is reciprocity with this model which would allow James City County Schools to do the same.

To illustrate, Berkeley Middle School currently has a self-contained class serving students with autism, intellectual disabilities, emotional disturbance, and other health impairments. This class is at its maximum capacity of 10 students and all of the students being served in this program are residents of James City County. While there are comparable programs at the three other middle schools, none of those programs, either individually or collectively, have the capacity to accommodate the 10 students from Berkeley Middle. Given such, in this instance, it may prove to be less disruptive for students and much more efficient and feasible to enter into a fiscal arrangement with the City of Williamsburg to allow those students to be educated in that setting. The reciprocity of a collaborative relationship of this nature is not uncommon when localities lack the programs and/or space availability to meet the needs of students with disabilities. It allows the locality to meet the letter of the law with the provision of FAPE using all available resources.

II. ENGLISH LANGUAGE LEARNERS

English learners (ELLs) are a growing group of students across the United States. In the past, ELL students came from other countries, but today many students are born in the United States and are heritage speakers. Understanding ELL students, the types of programs and services available, and how to evaluate ELL programs is pivotal to ensuring all students and families within the school division are able to access the curriculum, are able to participate in all programs, and achieve academically and socially.

ENGLISH LANGUAGE LEARNERS OVERVIEW

The following sections will outline the different components of ELL programs. At the heart of an ELL program are the different models of instruction available to help students acquire English while learning necessary academic vocabulary to participate fully in their classes and achieve academically. Other considerations for ELL students are also detailed such as newcomers, students with limited or interrupted formal education (SLIFE), dual language immersion programs, and family engagement. Finally, information relating to dually identified and potentially dually identified students is outlined to ensure proper identification and compliance with English learner and special education laws.

The sections below are important factors to consider when staffing, building a master schedule, and allocating resources to ensure that ELLs are able to effectively acquire English, academic and social vocabulary, receive all necessary supports and services, and ensure families are able to participate meaningfully in their students' education.

PROGRAM REQUIREMENTS

Title III, Part A

Localities that have identified English learner students receive the Title III, Part A Grant, which is part of the entitlement grants as a part of the Elementary and Secondary Education Act (ESEA). These grant funds are allocated to school divisions based on the enrollment of ELLs within the school division. Title III, Part A funds may be used to supplement, but not supplant, locally funded instruction and materials, but may not be used for initial services or required materials and staffing. Title III, Part A funds must be used within the time frame of the grant application and all spending is approved by the Virginia Department of Education.

Screening and Identification Process

Every local education agency (LEA) is responsible for establishing a process to identify and screen potential English learners. Under Virginia law, LEAs must identify and screen potential English learners within 30 days of enrollment. Potential English learners are identified by the answers the parent/guardian puts on the home language survey when registering the student. If a language other than English is listed on any of the three questions, the student must be evaluated for English proficiency to determine if the student is an English learner and eligible for English support services.

Once the student is screened, the results of the assessment must be shared with the parent and information about the ELL program must also be shared so parents/guardians can make an informed decision about the services available to their students. If the parent also has limited English proficiency an interpreter must be used so that all information is presented in a language the parent/guardian understands. Based on the results of the screening assessment and the parent's/guardian's understanding of the programming available, parents can opt for their student to receive services or they can decline services for their student.

If a parent/guardian does not list a language other than English on the home language survey, the student is not considered a potential English learner and cannot be screened for English proficiency—even if a family is speaking a language other than English, or the student does not speak English. This is the right of the parent.

If a student transfers into a school division and the parent does not list a language other than English on the home language survey, but then when school records are received and it shows a student was in an ELL program and/or previously identified as an English learner, that previous identification supersedes the home language survey, and the student can be considered an English learner. The LEA must then speak with the parent/guardian about the student's previous identification and participation in an ELL program and ask if the parent/guardian would like the student to receive services in the current division or if they would like to exercise their right to opt out of services.

Monitoring Formerly Limited English Proficient Students

ELL students may exit the ELL Program after achieving an overall proficiency score of 4.4 or higher on the annual WIDA ACCESS for ELLs 2.0 Assessment. After achieving this score, students are considered formerly limited English proficient (FLEP) and have a “monitor” status for the next four school years. During this time, the school division still has a responsibility to monitor the student’s academic performance, even though it does not provide direct instructional support to the student. In addition, during the first two years of their monitor status, FLEP students are still eligible to receive testing accommodations on their end-of-year SOL tests. These accommodations should be determined in consultation between the ELL teacher, the general education teacher, the parent/guardian—and the student, when appropriate.

In order to effectively monitor FLEP students, the ELL Program should monitor their grades at least quarterly and solicit feedback from their teachers. This process is intended to determine if a student was potentially exited prematurely from the ELL Program and if they need additional support. The feedback from general education teachers can also identify potential training needs for general education teachers to effectively support ELL students and FLEP students.

Local Funding Requirements

Title III is a federal grant that is part of the Elementary and Secondary Education Act (ESEA) that provides funds for English Language learners to attain proficiency with English and succeed academically. Similar to other federal programs, Title III must supplement and not supplant the requirements of LEAs. Under the requirements of Title VI of the Civil Rights Act of 1964, LEAs must ensure English learners can participate meaningfully and equally in educational programs and services.

To that end, all initial instruction of English learners, screening and assessments, and other materials required for equitable access must be purchased using local school funds. No federal grants, such as Title III funds, may be used to cover these costs. For example, dictionaries for students to use in classroom activities and on state assessments must be purchased with local funds. In addition, all instructional personnel used to meet the instructional service minutes for English learners must be paid using local school funds.

Title III and other grant funds may only be used to supplement what is already being provided by the school division. For example, a school division may hire a tutor to provide

additional instruction to English learners, as long as their required services are provided by a locally funded teacher. Grant funds may be used to provide professional development for teachers, and additional instructional materials may be purchased to supplement classroom instruction.

Yearly WIDA ACCESS for ELLs 2.0 Assessment

The Commonwealth of Virginia is a member of the WIDA Consortium that uses the WIDA ACCESS for ELs 2.0 Assessment to assess English learners' English proficiency and growth toward English proficiency. The assessment is given yearly in the spring and assesses students' English reading, writing, speaking, and listening abilities. The cost of the assessment is the LEA's responsibility and must be paid using local funds. The cost is dependent on the number of students being assessed each year.

MODELS OF INSTRUCTION

Providing English language instruction for ELLs generally involves three different models: push-in services, pull-out services, and sheltered ELL classes. Instruction may be given using only one model, all three, or a combination. To determine which model should be used, schools should take into account the students' needs, scheduling considerations, and staffing.

Push-In Services

Push-in services for English language learners (ELLs) involve the integration of language support directly within the mainstream classroom setting. In this approach, ELL teachers collaborate with content teachers to provide targeted language assistance to ELLs during regular class time. This model fosters a supportive learning environment where ELLs can participate in authentic, grade-level content alongside their peers while receiving language support tailored to their proficiency levels. This collaborative approach not only helps ELLs to grasp the subject matter but also encourages social interaction and cultural integration within the broader school community. This model also allows students to not feel separated from their peers while receiving English language instruction.

Co-Teaching

Using a co-teaching model differs from a traditional push-in model because the ELL teacher and the general education teacher plan lessons together and then share the instructional duties. This model allows ELL teachers to integrate ELL instructional techniques, help general education teachers break down content into basic terms and

concepts, and create a classroom environment that normalizes having the ELL teacher and ELL students in the class. In order for this to be successful, there must be a culture of trust and collaboration between the ELL teacher and general education teacher to create an authentic co-teaching classroom.

Individual Student Support

The more traditional push-in model involves the ELL teacher working individually with an ELL student or with a small group of ELL students within a general education classroom. This model usually has the ELL teacher sitting with the ELL student and providing support concurrently with the general education teacher's instruction. During individual practice the ELL teacher will support the ELL student in breaking down vocabulary and concepts, as well as reinforcing concepts and skills taught by the general education teacher.

Pull-Out Services

Pull-out services for English learners involve specialized language instruction provided in a separate setting that is distinct from the mainstream classroom. In this model, ELLs are temporarily "pulled out" of their regular classrooms to receive targeted English language support from ELL teachers. These sessions often focus on language skills such as listening, speaking, reading, and writing, tailored to the individual needs and proficiency levels of the students. This approach allows for more personalized attention and a focused, scaffolded language curriculum that addresses specific linguistic needs. The effectiveness of pull-out services depends on a balanced integration with in-class instruction to ensure that ELLs can successfully apply their language skills across various academic contexts.

Grouping

ELL teachers should be purposeful in selecting the groups for pull-out services. All students in Virginia are screened upon enrollment using the WIDA Screener which assigns them a proficiency level based on their reading, speaking, writing, and listening abilities. In addition, students who have been given the yearly WIDA ACCESS for ELLs 2.0 Assessment receive a breakdown of their abilities in the four domains as well as their literacy, comprehension, and oral skills. The WIDA assessment also provides an overall proficiency level. ELL teachers use these data points to group students and design instruction to increase their academic and social vocabulary as well as work to bring the students to the next level in each domain.

Sheltered ELL Class

Sheltered ELL classes at the secondary level take the place of an elective period for ELLs. These classes consist solely of an ELL teacher and ELLs. These sheltered classes give the ELL teacher a dedicated time in the ELL students' schedules to work on language acquisition and development. ELL teachers can use a standard curriculum or base their instruction on the needs of the students. Sheltered ELL classes allow the integration of language instruction with support for content learned in other courses. A major benefit of sheltered ELL classes is preserving the minute instruction requirements for students.

NEWCOMERS

Newcomer English learner students are individuals who have recently arrived in the US and are navigating both the challenges of adapting to a new culture and the complexities of acquiring a new language. These students often face unique linguistic and cultural barriers as they strive to comprehend and participate in an educational environment that may be unfamiliar to them.

Newcomer Programs

Newcomer programs typically provide specialized support to address the immediate language needs of these students, offering intensive English language instruction alongside strategies to promote cultural assimilation. Educators working with newcomer English learners focus on creating a welcoming and inclusive atmosphere and acknowledging the diverse backgrounds of these students. The goal is not only language proficiency, but also the overall integration and well-being of newcomers, fostering a sense of belonging in their new academic and social settings.

Newcomer programs are special classroom settings that keep newcomer ELLs together to focus on necessary survival skills while also beginning language acquisition. These classes are fluid: when students no longer need the intense instruction provided, they graduate into the general education classrooms where they receive support from an ELL teacher in either a push-in, pull-out, or sheltered ELL class model. Student numbers may also fluctuate as new students enter the school and enroll in a newcomer program. These programs should not be seen as a permanent setting but a way to integrate students into the learning environment and transition them when they are ready into the mainstream educational setting of the school.

Students with Limited or Interrupted Formal Education

Students with limited or interrupted formal education (SLIFE) face distinct challenges in the educational system due to disruptions in their formal learning experiences. These students often have limited access to consistent, structured schooling, either due to frequent relocations, refugee experiences, or other factors that interrupt their education. As a result, SLIFE may enter school with significant gaps in their academic knowledge and skills. Educators working with SLIFE must employ flexible and targeted instructional approaches that address these gaps and accommodate diverse learning backgrounds. Providing additional language support and integrating culturally responsive teaching methods can help bridge the gaps these students may face, creating a smoother transition into formal academic settings and promoting equitable educational opportunities for all learners.

DUAL LANGUAGE IMMERSION PROGRAMS

Dual Language Immersion (DLI) programs offer another opportunity to support ELLs as well as build and develop language skills in monolingual English-speaking students. Depending on the makeup of the student population, DLI programs can take on a 50-50 model, where half of the instructional day is taught in English and the other half of the instructional day is taught in the target language. These programs are best utilized when half of the student population are native speakers of the target language and the other half are monolingual English speakers. When there is not an even amount of monolingual English speakers and speakers of the target language, a 90-10 model may be better utilized. In these models 90% of the instructional day is taught in the target language and 10% of the instructional day is taught in English. Each year this program model continues, the percentage of English instruction time will increase and the target language instruction will decrease until it is at 50-50.

As a DLI program is being implemented, there should be an English-speaking teacher to teach the identified subjects in English and a target language-speaking teacher to teach the identified subjects in the target language. It is important to have this distinction so that students learn to associate each teacher with their primary language, and do not try to “fall back” into using the student’s preferred language outside of the appropriate class time. Having one teacher who is bilingual is not impossible for a DLI program, but to truly honor each language and ensure students actively engage in the instructional language, it is beneficial to have two teachers. Having two teachers also increases the number of students able to participate, and can account for natural attrition, due to family relocations or removal from the program.

Another key component of an effective DLI program is establishing a building culture that this program will exist within the school community and may do things differently than traditional general education classrooms. Administrator training is key in being able to explain the benefits of the program, describe the different instructional models, and create an atmosphere of acceptance and equity within both educators and families.

FAMILY ENGAGEMENT

While instructing ELL students and helping them acquire English is a main focus of school divisions, there must also be a focus on family engagement and support. Under the Every Student Succeeds Act (ESSA), all school divisions:

“Have language assistance obligations to LEP parents under Title VI and the EEOA. LEAs must ensure meaningful communication with LEP parents in a language they can understand and adequately notify LEP parents of information about any program, service, or activity of an LEA or State that is called to the attention of non-LEP parents. As part of this obligation, an LEA must provide language assistance to LEP parents effectively with appropriate, competent staff or appropriate and competent outside resources” (Department of Education, 2016, p. 27).”

To accomplish these requirements, every school division must establish a procedure for providing families with real-time language assistance as well as identifying processes for informing families in writing of important school notifications. All funding for real-time interpretation and document translation must be paid for with local funds. (Title III, Part A funds may not be used as it is a program requirement to communicate with families in languages they understand.)

School divisions should also intentionally create opportunities for students to demonstrate work in their home languages, celebrate different cultures throughout the building, and provide training on cultural diversity. Other opportunities for families to feel engaged and welcome in the school division include offering adult English classes and basic job skills.

DUALLY IDENTIFIED STUDENTS/POTENTIALLY DUALLY IDENTIFIED STUDENTS

Another important area relating to ELLs is the intersection with special education. The process of identifying English learners who also present with disabilities is multi-faceted and challenging. It is important that all stakeholders who are involved with the evaluation and identification of these students have a clear understanding of language acquisition, factors that should be considered when making decisions, what may be considered “typical” development of skills, and what may be “atypical” requiring further consideration. It is also important to understand how culture plays a role in student functioning. As educators, we have an obligation to have the necessary skills and tools to be able to effectively identify English learners with disabilities and the knowledge to make informed decisions, while at the same time avoiding over-identification.

In order to ensure ELLs who are dually identified or are potentially dually identified, any special education committee must have a representative who has expertise in second language acquisition. While this may be a speech language pathologist, in order to bring in the cultural identity of the student, it is recommended that the student’s ELL teacher is the representative. Including the ELL teacher not only satisfies the representation requirement for the team, but it also provides student insight so that students may be accurately identified but not overidentified. The ELL teacher can help the team differentiate between language development stages and an actual disability.

Collaboration between the special education, psychological services, social work, and ELL departments can ensure ELLs who are dually identified or potentially dually identified receive all the necessary support and reduce overidentification.

IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

The following sections should be taken into consideration when planning for and implementing an ELL program. The two most important areas to consider are staffing and the local funding requirements for all initial staffing and required materials.

Staffing

Staffing for ELL teachers has a Standards of Quality (SOQ) baseline. According to the Virginia Code §22.1-253.13:2(F), school divisions:

“Shall be provided to support (i) 18.5 full-time equivalent instructional positions in the 2020-2021 school year for each 1,000 students identified

as having limited English proficiency and (ii) 20 full-time equivalent instructional positions in the 2021-2022 school year and thereafter for each 1,000 students identified as having limited English proficiency, which positions may include dual language teachers who provide instruction in English and in a second language.”

While the SOQ stipulate the baseline number of teachers funded per a select number of students, more teachers may be needed if students are spread across multiple school sites and the number of SOQ-funded teachers are unable to meet the needs and requirements of all the students. In order to accomplish this, school divisions may utilize other state and local funds to employ other ELL teachers to provide necessary instruction to ELL students.

Funding Requirements

Discussed throughout the above narrative are the requirements of local funds to be spent on all ELL program requirements to include interpretation and translation services, dictionaries, and all screening and testing materials. Title III, Part A funds may be used to supplement these requirements but cannot be used to cover the costs of program requirements.

SAMPLE IMPLEMENTATION PLANS

The purpose of the following implementation plans is to outline potential ways in which Williamsburg could develop and implement a successful ELL Program. These plans are meant only as samples; there are a variety of ways to implement a successful plan that meets regulations.

Implementing an ELL Program must include certain requirements. The plan below provides a sample to include these elements. Guidance from the U.S. Department of Education in the English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs) (2017) provides sample documents for all the required components of an ELL Program.

Identification and Screening Process

The first part of implementing an ELL Program is to establish an identification and screening process. All families when they enter a Virginia school must complete a home language survey. These questions are provided by the Virginia Department of Education and are typically found on the student registration form at the school level. When a language other than English is listed on any of the three questions, that student must be

screened for English proficiency by a member of the ELL Department. Upon completion of the screening, families will be notified of their student's status, and if found eligible for ELL services, have the programs offered in the school division explained, and have the opportunity to accept or decline ELL services. Students found eligible and whose parents accept ELL services will receive language support from the ELL teacher. Students found eligible and whose parents decline ELL services and those not found eligible will not receive language support from the ELL teacher. Students who have opted out of the ELL Program are still eligible for testing accommodations.

Staffing and Instruction

Working under the assumption there will be one elementary school, one middle school, and one high school, using the 2022-2023 ELL WIDA ACCESS for ELLs 2.0 Assessment data, Williamsburg will need the following number of ELL teachers:

- Elementary school: 2 full-time teachers
- Middle school: 1.5 full-time teachers
- High school: 2 full-time teachers.

Note: This does not account for any incoming kindergarten students that may increase the number of teachers needed at the elementary level.

At the elementary level it is recommended to use a predominantly pull-out model and include push-in instruction when possible based on the anticipated student counts and number of ELL staff. Co-teaching has shown to be more effective and decrease the amount of time students are pulled from general education instruction and increase their access to the curriculum (Williams & Ditch, 2019). While access to the general curriculum is very important, there must also be explicit English language acquisition instruction, which at times is best done in a pull-out model. In addition, to ensure that co-teaching is done effectively, the master schedule must be built around co-teaching pairs and there must be ample amount of trust, planning, and staffing to ensure it is done with fidelity.

For Williamsburg, because there are at least 39 students in grades 1-5 and it is unclear how many kindergarten students will enter, there may not be sufficient staffing and time to effectively co-teach. With two ELL teachers for the entire building, they may be able to service students more effectively through a predominant pull-out model while building in co-teaching opportunities. To ensure the most effective use of the teachers' time,

grouping students in the general education class can facilitate smoother pull-out instruction and allow the ELL teacher to facilitate small group instruction and co-teaching within the general education class.

At the middle school level, the ELL teachers could either use pull-out instruction and group students based on needs or they could offer a combination of sheltered ELL class (that would function as one of the students' elective block) and pull-out/push-in services. The sheltered block would give the teacher a guaranteed 90-minute block every other day to focus on students' language acquisition and academic language. The additional pull-out/push-in services could be used to provide additional support and target lower level and newcomer students.

At the high school level, the recommendation would be to offer sheltered ELL classes by proficiency level. This would group the students by their proficiency level in grades 9-12 to allow targeted instruction to address their needs and build different language skills (speaking, listening, reading, and writing). These classes also can count as a student's world language credit that can be used toward earning an advanced studies diploma. These sheltered classes would give the ELL teachers guaranteed service minutes with the students. With two full-time ELL teachers, the sheltered classes could be split between them and the remaining schedule for the ELL teachers could be used to push into general education classes and provide additional support for lower level and newcomer students.

In addition to ELL-specific instruction, ELL students are eligible for classroom accommodations that can better support their academic experience in the general education classroom. These accommodations should be determined in collaboration between the ELL teacher, the general education teacher(s), the parent or guardian, and the student when appropriate. While there are no VDOE-specific classroom accommodations, they should be carefully determined by the school division to ensure equitable access and participation in the academic program.

Testing and Program Evaluation

Every year all identified ELL students must be given the WIDA ACCESS for ELLs 2.0 Assessment. This testing window is from mid-January to the end of March. Planning for this assessment begins in November, and includes obtaining testing labels, uploading testing accommodations for students with disabilities, providing training for assessors, and creating a testing schedule.

The Title III, Part A coordinator or the ELL Program Director may be in charge of this process and testing oversight. This person should coordinate with the schools to identify a logistics and technology point of contact, locate testing locations within the building, and be aware of any other testing or prior planned activities that may conflict with a testing schedule. The ELL Program director, as well as all ELL teachers who will administer the WIDA ACCESS for ELLs 2.0 Assessment, must complete test administration training through the WIDA Secure Portal. An account for the ELL Program Director can be obtained through the Title III Department at VDOE and then subsequent accounts are created by the ELL Program Director for other ELL teachers and assessors. Certification of these trainings must be kept on file and updated yearly. VDOE and WIDA offer multiple training opportunities for program directors on administering the assessment and all its requirements.

In addition to the annual WIDA assessment, ELL students participate in Standards of Learner (SOL) assessments. ELL students have a variety of accommodations available to them. VDOE has a specific list of available testing accommodations for ELL students on SOL tests. These accommodations should be decided on in collaboration between the ELL teacher, the general education teacher(s), the parent or guardian, and the student (when appropriate). The VDOE document that lists the accommodations also provides information regarding when ELL students may be exempt from certain SOL tests. These exemptions and when they are used should be documented and kept for future reference and ensuring multiple exemptions are not provided.

A major component of an ELL Program is its evaluation by the school division. A team of different stakeholders should be assembled to discuss the efficiency of the program, identify any needs, as well as provide input for its future direction. These teams not only allow for a more robust evaluation of the program but also ensure family engagement in the process and ensure all needs of ELL students are met.

12. GIFTED EDUCATION

Chapter 40 of the Regulations Governing Educational Services for Gifted (8VAC20-40-10) outlines the requirements for all local school divisions in the Commonwealth to screen, identify, and service gifted students through appropriately differentiated curriculum and instruction.

The Virginia Board of Education requires each local school board to approve a comprehensive local plan for gifted education.

The following is a condensed listing of the required plan components:

1. A statement of philosophy for the gifted education program and the local operational definition of giftedness for the school division.
2. A statement of the division's program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, equitable representation of students, and parent and community involvement.
3. Procedures for early and ongoing screening, referral, identification, and placement of gifted students, beginning with kindergarten through twelfth grade.
4. Procedures for written notification to parents and legal guardians for testing.
5. A policy for written notification to parents and legal guardians for identification and placement decisions.
6. Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations.
7. Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions.
8. Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free

- appropriate public education, shall be incorporated into the student's gifted education services.
9. Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.
 10. Evidence that service options from kindergarten through twelfth grade are continuous and sequential and parents and legal guardians shall receive assessment of each gifted student's academic growth.
 11. A description of the program's differentiated curriculum and instruction demonstrating accelerated and advanced content.
 12. Policies and procedures that allow access to programs of study and advanced courses.
 13. Evidence that school divisions provide professional development opportunities specific to gifted education for instructional personnel.
 14. Procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the equitable representation of students, the review of student outcomes and the academic growth of gifted students. (Regulations Governing Educational Services For Gifted Students, 2012).

Once the local plan is developed, it needs to go through a process that provides opportunities for public review. After that, it is approved by the school board and submitted to the Virginia Department of Education (VDOE) for technical review on a schedule determined by the VDOE.

CREATING A PHILOSOPHY AND OPERATIONAL DEFINITION OF GIFTEDNESS

The division's philosophy of gifted education communicates the aspirations and values of its gifted program. The division will outline aspects of its educational program that it considers to be paramount in the service and development of gifted children. It reveals the elements that are the necessary components to maximize ability and potential. The philosophy will also provide a foundational understanding of how students are identified and how services are implemented. It will be the basis for the development of the division's local operational definition of giftedness.

Williamsburg-James City County's (2021) current philosophy is structured around talent development. The 2021-2026 Local Plan for the Education of the Gifted states:

WJCC holds a philosophy of talent development with regard to gifted education. School is a talent development process, and students who demonstrate one or more areas of academic strength or the potential for academic strength must be nurtured through appropriately differentiated curriculum and instruction in their strength area(s). Students exhibiting extremely high levels of performance in academics need curriculum and instruction that is specially designed for gifted learners. Giftedness and potential giftedness occurs in all cultural and socio-economic backgrounds. In addition, all students must have exposure to and training in higher level critical thinking and creative thinking and activities as part of the core curriculum (Tier I Instruction) beginning in Kindergarten.

Giftedness can show itself in many ways (including high intelligence scores), but new research helps us understand that giftedness is malleable, affected by opportunity, and develops over time from potential to increased competency and expertise. The WJCC GTD Department will provide efforts in every school to nurture the academic potential of all students. As a result of these efforts, in addition to other WJCC initiatives, every student will be ready to access rigorous coursework that matches their academic strengths. (Williamsburg-James City County Public Schools Local Plan for the Education of the Gifted, 2021, p.5)

The National Association for Gifted Children (NAGC) also emphasizes a multi-faceted approach to services that ensures equitable identification and comprehensive services. The NAGC advises that gifted programs ensure students have access to appropriate learning opportunities to realize their potential. Gifted programs must acknowledge that gifted children come from across all economic strata and all racial, ethnic, and cultural populations. In addition, gifted children with learning and processing disorders must be afforded specialized interventions and accommodations. The NAGC also advises gifted programs should provide support and guidance to gifted students to develop their talent and help them develop socially and emotionally. Gifted programs should provide gifted students with varied services based on their changing needs (National Association for Gifted Children, 2019).

OPERATIONAL DEFINITION OF GIFTEDNESS

In Virginia, the definition of giftedness is established by every educational division. Each educational entity is permitted to develop its own definition of giftedness because this definition correlates with how students will be identified and served.

The VDOE (June 2012) *Regulations Governing Educational Services for Gifted Students* 8VAC20-40-20 provides the following definition of gifted student students and defines the different categories in which gifted students can be identified.

Gifted students means those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in one or more of the following areas:

- General intellectual aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers.
- Specific academic aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas that include English, history and social science, mathematics, or science.
- Career and technical aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent technical curiosity; advanced use of technical language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age level peers in career and technical fields.

- Visual or performing arts aptitude. Such students demonstrate or have the potential to demonstrate superior creative reasoning and imaginative expression; persistent artistic curiosity; and advanced acquisition and mastery of techniques, perspectives, concepts, and principles beyond their age-level peers in visual or performing arts. (Regulations Governing Educational Services For Gifted Education, 2012)

Williamsburg-James City County (WJCC) provides this operational definition of giftedness in its current gifted local plan:

“Gifted students” means those students in public elementary and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of achievement or who show the potential for higher levels of achievement when compared to others of the same age, experience, environment, or cultural background. Their aptitudes and potential for achievement are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated aptitudes in the area of General Intellectual Aptitude. Further, students identified as gifted in the area of “General Intellectual Aptitude” demonstrate or have the potential to demonstrate several of the following characteristics beyond their age level peers: advanced thinking and reasoning; persistent intellectual curiosity; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; or creative and imaginative expression across a broad range of intellectual disciplines. The multiple criteria collected for gifted identification cover four categories: student’s ability, achievement, display of gifted behaviors, and performance on high level work products. The data collected for these categories include scores and ratings from nationally norm-referenced ability and achievement tests, nationally norm-referenced gifted behavioral teacher and parent checklists, and gifted task assessments and in class gifted behavioral teacher and parent checklists, and gifted task assessments and in class work samples. Students are eligible for services when the majority of their performance as shown by their data in the four categories is in the advanced range as compared to others of the same age, experience, environment, or cultural background. (Williamsburg-James City County Public Schools Local Plan for the Education of the Gifted, 2021, p.6)

This definition provides a context of the division's definition of giftedness, the category of giftedness that WJCC identifies (General Intellectual Aptitude) and it identifies what components are examined in the identification of students for services.

For a new emerging school division in Virginia, it is critical to determine which category will be used to identify gifted students. Traditionally, divisions select to identify students in the categories of General Intellectual Aptitude or Specific Academic Aptitude.

PROGRAM GOALS & OBJECTIVES

The comprehensive plan the school board submits to the VDOE needs to include a statement of the school division's gifted education goals and objectives.

In the National Association for Gifted Children's 2019 publication *Gifted Programming Standards*, educators are charged to use a variety of programming options, such as acceleration and enrichment, in varied grouping arrangements and within individualized learning options to enhance students' performance in cognitive, psychosocial, and social-emotional areas to assist them in identifying future postsecondary and career goals and talent development pathways (NAGC, 2019, p. 14).

In addition to outlining what differentiated educational experiences will be provided, the local plan should also communicate how these services are offered from grades K–12 in a continuous and sequential manner. Will the focus of these experiences be to enrich the gifted learner or will the main objective of the gifted services provided be to accelerate the gifted learner? The answer to this question will impact who is identified as gifted by the division. Students could be identified according to the student's general intellectual aptitude or by the student's specific academic aptitude.

General Intellectual Aptitude (GIA)

Identification

Identification means the multi-staged process of finding students who are eligible for service options offered through the division's gifted education program. The identification process begins with a divisionwide screening component that is followed by a referral component, and concludes with the determination of eligibility by the school division's identification and placement committee or committees. The identification process includes the review of valid and reliable student data based on criteria established and applied consistently by the school division. The process shall include the review of

information or data from multiple sources to determine whether a student's aptitudes and learning needs are most appropriately served through the school division's gifted education program. (Regulations Governing Educational Services For Gifted Students, 2012)

When the gifted program is created to serve students with exceptional general intellectual aptitude, these students have "demonstrated or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age level peers" (Regulations Governing Educational Services For Gifted Students, 2012).

Screening

"Screening" means the annual process of creating a pool for candidates from kindergarten through twelfth grade using multiple criteria through the referral process, the review of current assessment data, or other information from other sources. Screening is "the active search for students who are then referred for the formal identification process" (Regulations Governing Educational Services For Gifted Students, 2012).

The 2019 Pre-K–Grade 12 Gifted programming standards by National Association for Gifted Children recommends that educators use universal screening and multiple indicators of potential and achievement at various grade levels from PreK–12 to provide multiple entry points to services designed to meet demonstrated needs. When universal screenings are administered, every student in the division at a particular grade level is assessed. A universal screening program has been found to lead to significant increases in the numbers of poor and minority students who met the IQ standards for gifted status (Card & Guiliano, 2016). Researchers Ford and Naglieri (2023) examined the effectiveness of the Naglieri Nonverbal Ability Test (NNAT) in identifying gifted Black and Hispanic students. In their study with 20,270 participants in grades K–12, similar percentages of White, Black, and Hispanic children performed at the 95th percentile rank. This led to their conclusion that the NNAT may be useful as a part of a procedure to identify diverse students for gifted education services.

Two divisions in Virginia that use the NNAT in their universal screening process are Roanoke City Public Schools and Prince William County Schools. Roanoke City Public

Schools administers the NNAT to all 1st graders, the Cognitive Ability Test (CogAT) to all 2nd and 5th graders, and NWEA's MAP reading and math tests to all students in grades K–12. Prince William County administers the NNAT to all 2nd, 6th, and 9th graders, and the CogAT to all 3rd graders. In addition to universal screening, Prince William County Schools uses local norms on these assessments as one of its strategies to increase equitable representation in Gifted Education (Bailey & Kelly, 2013).

Local norms provide the ability for divisions to compare students with similarly-aged students who are located across the nation, across the division, and within the school. These top performers are identified as potential students to be evaluated for participation in specialized services like differentiated services, cluster grouping, and advanced curriculum. When researchers Peters, Rambo-Hernandez, Makel, Mathews and Plucker (2019) examined the effect of using local norms on racial and ethnic representation in gifted education, they found that there was at least a 20% improvement in the representation index for African American and Latinx students being identified as gifted. They explain that “shifting identification criteria from national norms to any more proximal norming group (with exception of state norms) appeared to lead to a meaningful increase in gifted representation rates for African American and Latinx students across mathematics and reading” (Peters et al., 2019).

The talent development model has been promoted as an effective way to screen for gifted students. Fairfax County Public Schools and Williamsburg-James City County Public Schools implement this model. This model has the goal to identify students who may not be considered for gifted programs using traditional methods of identification. It also seeks to nurture gifted potential at an early age so that the primary students will be prepared to engage in challenging subject matter and rigorous courses in elementary school, middle, high school, and beyond (Horn, 2015).

The talent development model uses multiple staff to work together to find and nurture gifted potential as early as kindergarten to ensure that no student is overlooked. Beginning in kindergarten, school professionals (including principals, teachers, and educational specialists) work together to find and nurture potential talent using a wide variety of observations and assessments. Evidence of academic strengths and interests are recorded and collected in student portfolios. As a result, every child has an opportunity to engage with lessons which develop talent and portfolios contain evidence of student work and anecdotal evidence of when gifted characteristics are displayed in the classroom.

Delivery of Services

According to Belcastro (1987), all gifted programs should meet seven criteria:

1. Integration with regular curriculum
2. Identification of students
3. Daily program experience
4. Placement with intellectual peers
5. Pace of program is matched with students learning rates
6. Complex and higher level curriculum
7. Excellent teachers

It is recommended that a combination of talent development, cluster grouping, and pullout services be offered to serve students identified as gifted using General Intellectual Aptitude.

The ***talent development model*** is integrated into the regular curriculum and uses critical and creative thinking lessons to assist in the identification of gifted students. Cluster grouping provides students with a daily higher level curriculum. Currently WJCC provides quarterly push-in, whole-class higher level thinking lessons as part of their talent development program for all students in grades K through 2. Talent development plans such as these expose all students to advanced learning opportunities. It provides a method to document progress and this documentation can be used to initiate a gifted referral and identification.

Pull-out services provide an opportunity for students to be placed with intellectual peers for learning experiences that promote achievement through opportunities to learn from higher level curriculum designed to meet the needs of the gifted learner. When gifted services are designed to offer pull-out services, gifted students are in heterogeneous classrooms for most of their instruction and are re-grouped with other gifted students in a special class setting for a portion of the school day or week. It provides time for students to be grouped with like-peers for enrichment. Vaughn et al. (1991) explained that, "This program has been used frequently because it is easy to implement, uses only a few trained teachers to develop and teach the curriculum, leaves bright children in the regular classroom while still permitting them interaction with their intellectual peers, is highly visible, and potentially easy to evaluate" (p. 93). Pull-out programs were found to positively impact student achievement, critical thinking, and creative thinking (Vaughn et al., 1991).

In the primary grades, *a talent pool* can be used to serve students who exhibit high potential but are not yet enrolled in gifted and talented programs. This is a pull-out service that provides opportunities for gifted resource teachers to work with students using a curriculum specially designed to expose students to higher level thinking tasks and gauge the students' learning through interaction, informal assessments, and formal assessments. A pull-out talent pool program for students with gifted potential would make the identification process of giftedness an ongoing process rather than a single event (Siegle, 2019).

Cluster grouping places students who are identified as gifted in the same classroom for core instruction. WJCC also uses cluster grouping to serve gifted students in grades K through 12. Gifted students are grouped together in a heterogeneous classroom with a teacher who has been trained in gifted characteristics, differentiated instruction, and implementing gifted curriculum.

Specialized teacher training, content acceleration, higher order thinking skills, and the use of advanced materials were found in programs which used instructional grouping where students were exposed to supplemental curriculum via gifted resource instruction (Van Tassel-Baska, 2023). These elements of best practices were also evident in classrooms which replaced the curriculum for the cadre of gifted learners. On the secondary level, specialized training, content acceleration, higher order thinking skills, and advanced materials were all observed in Advanced Placement (AP) classes, International Baccalaureate (IB) courses, and honors classes with an established curriculum.

Curriculum and Instruction

The goal of a talent development program is to provide opportunities for all primary students to have an opportunity to engage with a challenging curriculum. This curriculum integrates experiences for students to build background knowledge and provides experiences that give insight to teachers on how students approach challenges, demonstrate flexibility in thinking, or develop creative solutions.

In the Virginia Code, Chapter 40 Regulations Governing Educational Services 8VAC20-40-20 for Gifted Students identifies that an appropriate differentiated curriculum needs to provide enrichment opportunities that are suitable for the gifted students' need

for advanced content, original research, problem solving, higher level thinking, and focus on issues, themes, and ideas.

Examples of differentiated curriculum can be found in Appendix 11.1.

Professional Development

The Council for Exceptional Children provides training for teachers to implement Project U Stars with fidelity. The Institute for the Habits of Mind also provides professional development opportunities in online and asynchronous formats. Each organization publishes manuals that assist school divisions implement the educational programs with fidelity.

William and Mary's Center for Gifted Education provides different formats of training for divisions developing a highly educated faculty to instruct gifted students. The center can provide professional development in an online synchronous or asynchronous format. In-person training is also available in a face to face professional development format. Sessions may be tailored to a specific unit listed above or in a general educational topic through the lens of gifted education:

- Differentiation for Advanced Learners
- Critical Thinking Strategies
- Curriculum Compacting
- Social and Emotional needs of gifted students (Peer Relations / Suicide)
- Twice Exceptional learners
- Gifted Identification
- Creativity
- Career Planning

William and Mary's Center for Gifted Education can also provide guidance in creating the gifted local plan, developing a curriculum, and/or a gifted program.

Equitable Representation of Students

Virginia's Regulations 8VAC20-40-60 outlines that the gifted local plan identifies the division's procedures for the annual review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students.

Ethnic representation in the district's referrals and screening will be reported yearly to the Virginia Department of Education in the Gifted Annual Report. It will be critical to determine proactive procedures that otherwise will be adopted so that ethnic representation in gifted services and referrals mirror the representation of the ethnic group in the general population.

Parent and Community Involvement

The gifted local plan created by Williamsburg may outline the creation of a Local Gifted Advisory Committee.

Virginia's Regulations Governing Educational Services for Gifted Students (8VAC20-40-10.14B) outlines that the local advisory committee needs to be composed of parents, school personnel, and other community members who are appointed by the school board. The committee shall reflect the ethnic and geographical composition of the school division.

The Local Gifted Advisory Committee should create and review surveys of students and parents to evaluate the communities' perceptions of the screening, referral, identification, services of the gifted department and its communication with the public.

Following the review of the gifted local plan, the gifted local advisory committee provides a written report to the division superintendent and the school board. This annual review outlines the effectiveness of the gifted program and provides recommendations to strengthen the program.

Specific Academic Aptitude (SAA)

Identification

Chapter 40 Regulations Governing Educational Services For Gifted Students 8VAC20-40-20 defines "identification" as:

"The multi staged process of finding students who are eligible for service options offered through the division's gifted education program. The identification process begins with a divisionwide screening component that is followed by a referral component, and concludes with the determination of eligibility by the school division's identification and placement committee or committees. The identification process includes the review of valid and reliable student data based on criteria established and applied consistently by the school division. The

process shall include the review of information or data from multiple sources to determine whether a student's aptitudes and learning needs are most appropriately served through the school division's gifted education program."

When the gifted program is created to serve students with specific academic aptitude, these "students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas that include English, history and social science, mathematics, or science"(Chapter 40 Regulations Governing Educational Services For Gifted Students 8VAC20-40-20. Definitions).

If the division decides to identify gifted students through Subject Academic Aptitude, it is strongly recommended that students be screened and identified to participate in whole grade and subject acceleration. Acceleration allows students to progress through an educational program at faster rates or at younger ages than they would conventionally. It shortens the number of years a student spends in the K-12 system.

The National Association of Gifted Children reports that "educational acceleration is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature on gifted education" (Lupkowski-Shoplik, A., Behrens, W. & Assouline, S., 2018.)

"Acceleration strategies, such as advancing students an entire grade level or in specific subjects, are one of the most effective approaches to help ensure all children who demonstrate readiness for more advanced instruction receive quality gifted and talented programming. They allow students to access curriculum content, skills, and understandings before their expected age or grade level" (Krisel & Islas, 2018).

Screening

It is recommended that policies and procedures be developed that allow for early entrance into kindergarten and/or first grade. These procedures should include multiple measures of a child's readiness for school. The multiple criteria could include a common first grade readiness assessment, a comprehensive evaluation using multiple valid and reliable instruments, and an assessment of cognitive, social, and emotional developmental domains. Researchers Robinson and Weimer (1991) report bright

children learn best when they are appropriately challenged at a level for which they are ready. Early entrance to kindergarten or first grade can offer an appropriate learning environment to young children who are intellectually advanced.

The acceleration policy for early entrance should align with state kindergarten expectations; use multiple instruments for assessments; include parent and teacher observations of the child's knowledge, skills, and abilities; and outline the timeline for parental requests for services, evaluation, and communication of the decision to accelerate.

It is also recommended that policies and procedures be developed to implement whole grade and single grade acceleration. Whole grade acceleration is a type of grade based acceleration. It shortens the number of years the students remain in the K–12 school system. An example of whole grade acceleration is when a student who has completed 1st grade is placed in 3rd grade instead of 2nd grade. An example of single subject acceleration is a 3rd grade student goes to a fourth grade class for reading every morning for language arts instruction.

Acceleration has proven to have short term and long term positive impact on student development (Lupkowski-Shoplik et al., 2018). Vaughn et al. (1991) explained that, "Accelerated students performed as well as other students already in the advanced grade and performed almost a year ahead of non accelerated, talented students" (p. 92).

When both single subject and whole grade level options are available for acceleration, a student with an uneven profile (i.e., with peaks in performance and ability in one area but not others) will have access to gifted services to develop an area of strength. Subtest scores could be highlighted for consideration for learning opportunities and programs.

Nationally normed assessments administered to every student on a grade level should be used to identify students who are ready for acceleration. Ability tests like the Cognitive Abilities Test (CogAT) contain subtests that measure reasoning using nonverbal, verbal, and quantitative questions. Students' abilities are able to be compared with students across the nation with other students who are the same age. Age percentile scores can be used to identify students for whom acceleration opportunities may be suitable. Performance on this indicator could be paired with an

achievement test like the Stanford 10. This assessment also provides nationally normed percentiles in reading, mathematics, language, science, and social studies achievement. High percentile performance in an area that aligns with core subjects assessed in Virginia can also be valuable as a criteria to be considered when selecting students who would thrive in an accelerated program.

It will be important to base acceleration decisions using multiple criteria. The *Iowa Acceleration Scale, 3rd Edition* is a paper-based guide that could be used by the acceleration committee to help make effective decisions regarding a grade-skip.

The *Iowa Acceleration Scale* provides an analysis of the major factors to be considered in acceleration decisions. It is promoted as a tool that provides an objective examination of students by providing guidelines for weighing documentation of students' strengths and concerns. It also provides a standard of comparison with students who have been successfully accelerated to guide discussions and the decision whether to accelerate.

Multiple options exist for offering college-level coursework to high school students. The Cambridge Assessment International program is one organization that has been approved by the State Council of Higher Education for Virginia to award credit to students who take Cambridge AS and A Level Courses. All Virginia public higher education institutions recognize Cambridge coursework and assessments, and provide credit and placement opportunities for students.

Virtual Virginia (VVA) is another possible pathway for 11th and 12th grade students to earn college credit in high school. The school division formulates a partnership with Virginia Peninsula Community College to participate in programs: Career Studies Certificate in Cybersecurity and Network Foundations, Virginia Community College System Uniform Certificate of General Studies, and the Virginia Community College System (VCCS) Passport. The Career Studies Certificate provides a foundational understanding of technology concepts that prepare students to prevent and defend against threats to information in operating systems, hardware, and programming. The Uniform Certificate of General Studies (UCGS) allows students who plan to transfer to a four-year public college or university to satisfy lower division general education requirements. The VCCS Passport offers credits that are also transferable to satisfy lower division general education requirements at any public institution of higher education. Although the Passport and UCGS do not guarantee students admission into an institution, they provide a pathway to maximize credit acceptance for transferring students.

Currently, WJCC participates in New Horizons Governor's School for Science and Technology. Students in grades 11 and 12 who are enrolled in this program are engaged in coursework in the disciplines of mathematics, science, and engineering. Some of the coursework can be classified as dual enrollment and are therefore considered college-levelled. These courses provide opportunities for students to participate in research, mentorships, and tackle real-world problems.

Delivery of Services

Any new school division in Virginia will need to develop policies and procedures to provide access to advanced study that meets the gifted student's needs. All students should participate in division-wide screenings and use high-performance benchmarks to initiate full evaluation for gifted services in the area of Subject Academic Aptitude. In addition to providing access to above grade level content and instruction, Williamsburg would also need to provide opportunities to students to engage in college-levelled coursework once students complete traditional high school leveled courses.

House Bill 1184 created opportunities for students to complete an associate degree concurrently with a high school diploma. Community colleges were charged to develop agreements that allow high school students to complete an associate's degree or a one year Uniform Certificate of General Studies from a community college concurrently while earning a high school diploma.

Curriculum and Instruction

The Cambridge AICE Diploma encompasses the Cambridge International AS & A Level qualifications. It offers students the opportunity to tailor their studies to their individual interests, abilities, and future plans within an international curriculum framework. It provides a curriculum with a balance of math, science, languages, humanities, and interdisciplinary subjects. Prince William County Schools' Potomac High School currently participates in the Cambridge AICE Diploma Program. To achieve the Diploma, all learners will need to study and pass the revised Cambridge International AS Level Global Perspective and Research.

There are over [50 Cambridge International AS and A Level subjects](#) to choose from across four subject groups: mathematics, languages, arts and humanities, and interdisciplinary subjects.

- Group 1: Mathematics and Sciences with coursework in
 - Biology
 - Chemistry
 - Computer Science
 - Design and Technology
 - Environmental Management
 - Further Mathematics
 - Information Technology
 - Marine Science
 - Mathematics
 - Physical Education
 - Physics
 - Psychology
- Group 2: Languages with coursework in
 - Arabic
 - Chinese
 - English Language
 - French
 - German
 - Hindi
 - Japanese Language
 - Language and Literature in English
 - Portuguese
 - Spanish
 - Tamil
 - Urdu
- Group 3: Arts and Humanities with coursework in
 - Accounting
 - Art and Design
 - Biblical Studies
 - Business
 - Classical Studies
 - Design and Textiles

- Digital Media & Design
- Drama
- Economics
- Environmental Management
- Geography
- Hindi Literature
- Hinduism
- History
- Islamic Studies
- Language and Literature in English
- Law
- Literature in English
- Media Studies
- Music
- Physical Education
- Psychology
- Sociology
- Spanish Literature
- Travel & Tourism
- Group 4: Interdisciplinary subjects (optional)
 - English General Paper
 - Thinking Skills

Learners must achieve at least one credit from each of Groups 1, 2 and 3. A maximum of two credits can count from Group 4, which is optional. A Cambridge International AS Level is awarded one credit, and a Cambridge International A Level is awarded two credits. Cambridge International AS Level is typically a one-year course and Cambridge International A Level is typically a two-year course.

Two credits study (A Levels)		One credits study (AS Levels)	
Grade	Points	Grade	Points
A*	140	-	-
A	120	A	60
B	100	B	50
C	80	C	40
D	60	D	30
E	40	E	20

Learners who meet the requirements will receive a Cambridge AICE Diploma at one of three levels: Pass, Merit or Distinction.

Cambridge AICE Diploma with Distinction: Awarded to students with a score of 360 points or above. The maximum Diploma score is 420 points.

Cambridge AICE Diploma with Merit: Awarded to students with between 250 and 359 points.

Cambridge AICE Diploma at Pass level: Awarded to students with between 140 and 249 points.

Learners who do not meet the requirements of the group award will receive certificates for their individual subjects.

Virtual Virginia offers the Commonwealth [Dual Enrollment Pathways Program](#) to students in grades 11 and 12. Dual enrollment courses are held in partnership with Virginia Peninsula Community College. Students in Grade 12 can enroll in the VCCS Passport program. Students in 11th grade can complete the career studies certificate in cybersecurity and network foundations or the VCCS uniform certificate of general studies. Students complete the Passport and UCGS by satisfying the credit requirements within each general education block at the two-year institution.

Sequence of Coursework for Cyber Security

- For students starting in Grade 12
 - Introduction to Network Concepts
 - Microcomputer Operating Systems
 - Personal Computer Hardware & Troubleshooting
 - Network Security Basics
- For students starting in Grade 11
 - Introduction to Network Concepts
 - Personal Computer Hardware & Troubleshooting
 - Microcomputer Operating Systems
 - Network Security Basics
 - Software Design

Sequence for Uniform Certificate of General Studies

- For students starting in 12th grade
 - General Environmental Science
 - Pre Calculus
 - United States History to 1877
 - Art Appreciation
 - United States History Since 1865
 - US Government & Politics
 - College Composition
 - Economic Essentials: Theory & Application
 - Intermediate Spanish
 - College Composition
 - Comparative Mythology
 - Intermediate Spanish IOI
- For students starting in 11th grade
 - General Environmental Science
 - Pre-Calculus I
 - United States History Since 1865
 - US Government & Politics
 - College Composition
 - Economic Essential: Theory & Application
 - Intermediate Spanish I
 - College Composition II
 - Comparative Mythology

- Intermediate Spanish II

Sequence of Coursework for the Passport

- For students starting in 12th grade
 - College Composition I
 - General Environmental Science I
 - Pre Calculus I
 - Art Appreciation
 - US Government & Politics

Students accepted into New Horizons Governor's School for Science and Technology are entered into one of three tracks: engineering, biological science, or computational science. While earning high school credits, dual enrollment credits can also be earned through Virginia Peninsula Community College. Depending on the track, students have the opportunity to earn up to 19 credit hours.

Sequence of Coursework for Engineering

- Calculus based Engineering Physics I & II
- Research Methodology & Ethics
- Calculus
- Multivariable & Linear Algebra
- Calculus Based Engineering Physics III & IV
- Honors & Mentorship
- Calculus
- Differential Equations
- Multivariable & Linear Algebra

Sequence of Coursework for Biological Science

- Advanced Chemical Analysis
- Research & Methodology Ethics
- Pre-Calculus
- Calculus
- MultiVariable & Linear Algebra
- Advanced Biological Analysis
- Honors Research & Mentorship
- Calculus
- Differential Equations
- MultiVariable & Linear Algebra

Sequence of Coursework for Computational Science

- Computational Physics
- Research Methodology & Ethics
- PreCalculus
- Calculus
- Multivariable & Linear Algebra
- Engineering Design, Innovation & Entrepreneurship
- Honors Research & Mentorship
- Calculus
- Differential Equations
- Multivariable & Linear Algebra

Professional Development

Professional development should be provided to the members of the gifted department who make up the acceleration committee. This committee would determine the students who qualify for single subject or whole grade acceleration. The Belin-Blank Center offers full-day and half-day workshops, in person and online, to educators who are interested in using the Iowa Acceleration Scale. The Belin-Blank Center also offers an online 3-semester-hour graduate course on academic acceleration

Cambridge offers training workshops for Cambridge International A and AS level syllabuses. This training is also available virtually. The training is asynchronous and builds the instructor's knowledge and skills to help students perform well on the culminating exams. In addition to the asynchronous training, the program offers a support hub for teachers of Cambridge courses.

Virtual Virginia provides online professional learning opportunities for all Virginia public school educators at no cost. They are fully online and include: webinars, courses, certifications, credentials, workshops, and conferences.

All teachers who work with gifted students are encouraged to be endorsed by the VDOE. This add-on endorsement in Gifted Education will provide graduate level instruction to teachers on the characteristics of gifted children, strategies suitable for instructing gifted students, the framework for developing and creating gifted curriculum, and the social emotional needs of gifted students. In addition, the staff employed by the gifted department should also provide training to other educators on the division's gifted model and its referral and identification policies.

Equitable Representation of Students

The existence of a policy increases awareness and acknowledges the validity of the intervention. Lupkowski-Shoplik et al. (2008) explain: “The existence of a division level policy would ensure equal application of any appropriate intervention. Education policy gives voice to those who do not have advocates for their special needs. In this case, the intervention is academic acceleration, which is the most effective intervention for highly able students who are ready for a faster pace at a younger age” (p.8).

Referral and gifted identification data should be collected and analyzed for signs of equitable representation in accelerated programs. Ethnic representation should mirror the ethnicity’s representation in the general population of the school system. If a discrepancy is found, a re-examination of screening practices, assessment bias, and identification tools should be conducted.

Parent and Community Involvement

The gifted local plan created by Williamsburg may outline the creation of a Local Gifted Advisory Committee.

The Virginia Regulations Governing Educational Services for Gifted Students (8VAC20-40-10.14B) outlines that the local advisory committee needs to be composed of parents, school personnel, and other community members who are appointed by the school board. The committee shall reflect the ethnic and geographical composition of the school division.

The Local Gifted Advisory Committee could create and review surveys of students and parents to evaluate the communities’ perceptions of the screening, referral, identification, services of the gifted department, and its communication with the public.

Following the review of the gifted local plan, the gifted local advisory committee delivers a written report to the division superintendent and the school board. This report contains an annual review of the effectiveness of the gifted program and provides recommendations for increased effectiveness.

Parents can also be surveyed and participate in focus groups to receive insight on their understanding of acceleration and the type of acceleration they would find most beneficial. Workshops should be provided to educate on the challenges and benchmarks to expect as their child experiences the acceleration program.

IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

A strategic planning process should be used to develop a gifted local plan for any school division. This process could be used to provide multiple points for community feedback to build the document that defines the philosophy the division will use to service and identify gifted students in the division. Following the creation of the gifted local plan, it will need to be submitted for a public review process, approved by the school board, and submitted to the VDOE for a technical review.

Create a Philosophy and Mission of Gifted Education

A focus group will need to be convened to define the core values and important beliefs in educating and nurturing gifted students. It is recommended that this group be composed of gifted researchers, gifted administrators, principals, teachers, parents, students, and community members. These core values can be integrated into the division's philosophy and mission that will be shared with the community via the Gifted Local Plan.

Create an Operational Definition of Giftedness

This definition provides an observable and measurable understanding of giftedness.

Select Goals and Objectives for the Gifted Program

The school division's goals and objectives surrounding gifted education outline the division's plan to screen, identify, serve, and determine the growth of students in gifted education. In addition, the school division will outline how policies and procedures are built upon evidence-based practices. These goals and objectives will guide practices of assessment, identification, grouping, enrichment, and/or acceleration.

Select the Type of Service

The gifted local plan will communicate whether the division will identify and serve students according to General Intellectual Ability (GIA) and/or Specific Academic Aptitude (SAA). School divisions that select a GIA model must begin identification in kindergarten and continue services through 12th Grade. If the school division selects a SAA specific model, it may identify students in more than one area according to the availability of assessment instruments. Once the division identifies a student for services in the category of specific academic aptitude, it must provide continual services through 12th Grade.

Select tools for Identification

Whether the GIA or SAA model is selected, multiple ability assessments should be used. The multiple criteria can be a mixture of quantitative and qualitative measures. Portfolios that include student work samples, teacher's anecdotal notes, and classroom observations can be included in the multiple criteria. The multiple criteria should include norm-referenced aptitude test data. The level of performance on these assessments used to identify giftedness can be based on school, local, or national norms. Each component should contribute to a non-biased evaluation which leads to equitable ethnic identification and representation in gifted services. Nonverbal tools or assessments in the student's native language should be considered to provide access to gifted education to the English Language Learners. The assessments used in the annual screening should be identified as well as those used to collect additional data to contribute to eligibility decisions.

Create A Service Model

The division will need to map out the route it will use to serve gifted students once they are identified. This service model will outline where and how students are being served at each grade level and which members of the staff will be the deliverers of content and gifted curriculum. The local plan should communicate how the specially trained personnel will provide differentiated instruction. It will outline how the division plans to meet the needs of gifted students for advanced and complex content. For example, gifted resource teachers could provide talent development lessons in the traditional classroom to all students and provide opportunities for classroom teachers to observe how students respond to creative or critical thinking prompts. Gifted resource teachers could also provide enrichment experiences a certain number of hours per week through a gifted resource class. Gifted students could also be identified for specialized acceleration, Advanced Placement, or college courses. At every grade, students are exposed to content which is paced and sequenced to respond to the gifted student's intellectual curiosity, rapid acquisition of information, exceptional problem solving abilities, and conceptual thinking abilities.

Create A Differentiated Curriculum

The division needs to use a comprehensive and continuous scope and sequence to provide differentiated learning experiences to students with gifts and talents. The division may need to adapt, modify, or replace the core curriculum to incorporate advanced and conceptually challenging content in an in-depth and complex way. For example, gifted units from William and Mary's Center for Gifted Education span

instruction from primary to secondary education. Units are based on the integrated curriculum model which provides exposure to advanced content and higher-level thinking processes through interaction with concepts, themes, and issues. The written gifted curriculum should also weave higher level thinking strategies and visible thinking practices into the traditional core curriculum so that gifted students have multiple opportunities to interact with complex content. The division will need to create memorandums of understanding with the educational organizations and higher education institutions that receive access to the curriculum which provides early college experiences to high school students.

Create A Professional Development Plan for Teachers

Professional development should be provided on diverse levels. General training should be provided to all teachers who instruct gifted children on the characteristics of gifted students, the social and emotional needs of gifted students, and effective ways to instruct high-ability learners. Teachers who participate in the talent development program need to be educated on the ways giftedness can manifest in students from diverse cultures or what examples to look for in displays of flexibility, innovation, creativity, or wonder when students are observed in the heterogeneous classroom. Educators of accelerated courses also need professional development. This training would familiarize the instructor with the content of the course and pedagogy on how to integrate gifted strategies into their core instruction. A plan for how to support full time teachers of the gifted in their efforts to earn VDOE's add on gifted endorsement should also be created. Partnering with a university, like the the College of William and Mary or Shenandoah University, may aid the division in providing convenient access to graduate level coursework. In addition, all teachers who are required to submit evaluations used in the gifted identification process should participate in training on how to use assessment documents so that the evaluations provide valid and unbiased ratings for the division.

Write and Submit the Division's Gifted Local Plan

Virginia's Regulations Governing Educational Services for Gifted Students (8VAC20-40-60) outlines the development process for the school division's local plan. It also states that the plan's development process shall include opportunities for public review. Following its approval by the local school board, it needs to submit the comprehensive plan to the Department of Education for technical review.

The plan needs to include the following components:

1. A statement of philosophy for the gifted education program and the local operational definition of giftedness for the school division
2. A statement of the school division's gifted education program goals and objectives for identification, delivery of services, curriculum and instruction, professional development, equitable representation of students, and parent and community involvement
3. Procedures for the early and on-going screening, referral, identification and placement of gifted students, beginning with kindergarten through twelfth-grade in at least a general intellectual or a specific academic aptitude program; and, if provided in the school division, procedures for the screening, referral, identification, and placement of gifted students in visual or performing arts or career and technical aptitude programs
4. A procedure for written notification of parents or legal guardians when additional testing or additional information is required during the identification process and for obtaining permission of parents or legal guardians prior to placement of a gifted student in the appropriate service options
5. A policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement or exit from the program. Such notice shall include an opportunity for parents or guardians to meet and discuss their concerns with an appropriate administrator and to file an appeal
6. Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations
7. Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by a trained personnel in conformity with the developer's instructions
8. Assurances that accommodations or modifications determined by the school division's special education Individualized Education Program (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services

9. Assurances that a written copy of the school division's approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request
10. Evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently, and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth
11. A description of the school division's program of differentiated curriculum and instruction demonstrating accelerated and advanced content
12. Policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with their learning needs
13. Evidence that school divisions provide professional development based on the teacher competencies outlined in [8VAC20-542-310](#) related to gifted education
14. Procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. Such review shall be based on multiple criteria and shall include multiple sources of information.

A SAMPLE IMPLEMENTATION PLAN

<p>6 months Examine the current practices of Williamsburg—James City County for gifted education.</p>	<p>Using the gifted local plan, conduct an analysis of gifted local plan, identification and referral rates by ethnicity, division-wide data on achievement and ability tests to compare national norms, division, and school level norms to list the strengths, weaknesses, opportunities, and threats of the current gifted practices.</p>
<p>6 months Solicit feedback from stakeholders on current practices of screening, referral practices, identification practices, services, and communication.</p>	<p>Conduct a series of surveys made up of parents, classroom teachers, gifted educators, administrators, and community organizations to obtain perceptions on what is working in gifted education.</p>
<p>6 months Solicit feedback from stakeholders to consider crucial components of the division’s philosophy of gifted education, its vision, and mission.</p>	<p>Provide informational sessions with division leaders and gifted researchers to provide overview of best practices in two gifted models: General Intellectual Aptitude and Specific Academic Aptitude.</p>
<p>6 months Project the funding costs for the purchase of curriculum, site licenses, staffing needs, and establish a curriculum review committee to review, evaluate, and select a model of gifted service designed to provide enrichment or acceleration: General Intellectual Aptitude (GIA) and Specific Academic Aptitude (SAA)</p>	<p>GIA Program Talent Development Habits of Mind Project U Stars Options for Gifted Resource Curriculum - from William and Mary’s Center for Gifted Education College Board’s Advanced Placement Course offerings New Horizons Governor’s School for Science and Technology</p> <p>SAA Program Early K - 1 Acceleration Talent Development Habits of Mind Whole Grade Acceleration Subject Acceleration Cambridge International College</p>

	<p>Virtual Virginia’s Dual Enrollment Pathways Program Governor’s School New Horizons Governor’s School for Science and Technology</p>
<p>6 months Build identification matrices for different programs using multiple criteria.</p>	<p>Gifted Director creates or selects tools for referrals, screening, nationally normed ability tests or achievement assessments, ratings, portfolio prompts and determines level of performance on each criteria that indicate giftedness.</p> <p>Identify entry points for consideration for qualifying for different gifted coursework or acceleration tracks.</p> <p>Determine what services will be provided for gifted students formerly identified by Williamsburg-James City County.</p>
<p>3 months Develop a professional development plan.</p>	<p>The gifted director creates a budget that supports professional development of gifted staff:</p> <ul style="list-style-type: none"> ● VDOE’s Gifted Add On Endorsement ● Gifted Competency Training ● Administration of Specialized Curriculum: ● Project UStars ● Habits of Mind ● College of William and Mary’s Gifted Center for Gifted Education’s curriculum units ● College Board’s Advanced Placement ● Cambridge University ● Virtual Virginia ● Iowa Acceleration Scale ● Training on the administration of

	<p>nationally normed ability and achievement assessments</p>
<p>1 year Create the Gifted Local Plan</p>	<p>The Gifted Director creates the Gifted Local Plan using feedback from previous listed steps.</p> <p>Provide opportunities for community input on the new local plan.</p> <p>Revise according to feedback and alignment to the new division’s philosophy, vision, goals, and objectives.</p> <p>Submit the gifted local plan to the local school board for approval and submission to the Department of Education.</p>

13. CO-CURRICULAR/ATHLETIC OFFERINGS

HIGH SCHOOL

The value of athletics in high schools cannot be overlooked when planning the organization of a new school system. Athletics not only has a proven impact on academic success, but also provides essential life skills. Participation in athletics contributes to success with time management skills, promotes a life of health and wellness, and teaches teamwork and leadership. Athletics helps to develop relationship opportunities, school pride, and school recognition.

State, Region, and District Organization

The following section outlines the Virginia High School League (VHSL) organization, regional team makeup, and the potential district under which the new Williamsburg high school will fall.

Virginia High School League

The VHSL member schools are classified based on enrollment into six classifications, 1 through 6, with schools having an enrollment of 475 or less in the smallest (1) classification. March ADM (Average Daily Membership) numbers for students in grades 9 through 11 are used every four years by the VHSL to reorganize schools. Using the current predicted number of students (277) who would be attending the new Williamsburg high school, the students would be competing in Class 1. The VHSL alignment information can be found at:

<https://www.vhsl.org/alignment/alignmentdistrictregion-table/>

Region

Each VHSL classification is divided into four regions based on geography. The new Williamsburg high school would be placed in Region 1A. Region 1A is currently composed of 13 schools. Region 1A school listings can be found at:

<https://drive.google.com/file/d/1G0q0XtL8iPICe2WJRntf9hIK5UkMCKv7/view>

District

Districts are created based on geography without respect to classes or regions. The new Williamsburg high school would likely be placed in the Tidewater District. The Tidewater District is made up of the following schools: Carver Academy, Charles City, King & Queen, King William, Mathews, Middlesex, and West Point.

When planning for the new high school’s athletic team offerings, it is important to consider what teams the Tidewater District sponsors. Below are the current district team offerings. Comparing ADM numbers from the anticipated enrollment of the new high school to schools currently competing will provide an idea regarding what sports can be offered with full rosters. Using this information, proposed sports at the new high school can be determined.

District Team Offerings

The Tidewater District offers the following season activities:

Fall Sports	Winter Sports	Spring Sports
Football Cheer Golf Cross Country Volleyball Theatre	Basketball Cheer Scholastic Bowl Forensics Indoor Track Wrestling	Baseball Softball Soccer Outdoor Track Tennis

**Other sports for consideration could include lacrosse, swim, and field hockey as well as others. The above list is not intended to be exhaustive.*

Comparison of District ADM Numbers

When comparing ADM numbers, the new Williamsburg high school (277), Mathews High School (277) and Middlesex High School (254) are comparable in size. For informational purposes, Mathews and Middlesex offer all activities listed above; however those activities may not field teams on both levels (Varsity and JV) or both genders.

Proposed Sports For Williamsburg High School

It is proposed to offer the following sports and teams at the new Williamsburg High School for the initial year, operating under the assumption that the new high school would house students in grades 9 through 12:

Fall Sports	Estimated Students Participating
Varsity and JV Football	60
Varsity and JV Cheer	20
Boys and Girls Varsity Golf	12
Boys and Girls Varsity Cross Country	30
Girls Varsity and JV Volleyball	30

Winter Sports	Estimated Students Participating
Boys Varsity and JV Basketball	24
Girls Varsity and JV Basketball	24
Varsity and JV Cheer	30
Boys and Girls Varsity Indoor Track	30
Boys and Girls Varsity Wrestling	20

Spring Sports	Estimated Students Participating
Varsity and JV Baseball	28
Varsity and JV Softball	26
Boys Varsity and JV Soccer	30
Girls Varsity and JV Soccer	30
Boys and Girls Varsity Outdoor Track	30
Boys and Girls Varsity Tennis	24

Academic Activities	Estimated Students Participating
Forensics, Scholastic Bowl, Theater, E-Sports, Debate, Publications, Robotics, etc	30 Total

PARTNERSHIPS

Partnerships with The College of William & Mary and the Williamsburg Parks and Recreation Department can be a valuable resource. For example, these partnerships can address the needs of a new high school (personnel, services and facilities needs). More importantly, partnerships will enhance student athletes’ community involvement, build confidence, develop teamwork, and offer a resource to assist students who desire to compete at the college level.

The College of William and Mary

The potential partnership opportunities with William and Mary could include, but are not limited to, the following:

- Summer camps
- Tutoring
- Community volunteering
- Campus (college and high school) volunteering
- Admission to college events
- Media events
- Educating students on NCAA eligibility
- College athletes hired to coach high school teams
- Coaches clinics
- Using college venues for occasional high school events
- College interns for athletic department
- High school interns for college teams

*All activities will follow the guidelines set by the NCAA and the VHSL.

City of Williamsburg Parks and Recreation Department

The potential partnership opportunities with the City of Williamsburg Parks and Recreation Department could include, but are not limited to, the following:

- Summer camps
- Tutoring
- Clinics
- Collegiate athletes attending Williamsburg games and vice versa
- Sharing facilities
- Coaching opportunities

Implementation and feasibility considerations

The implementation of an athletic program at the high school level requires an extensive knowledge of high school athletics. It is recommended that an experienced athletic director be hired to oversee all aspects of the athletic and academic activities.

Athletic Director

It is proposed that the High School Athletic Director (AD) serve as the city-wide AD, overseeing the middle school AD (stipend position) as well. The work of the AD during the inaugural school year will no doubt determine the early success of the schools' programs. Similar to other administrative positions, it will be essential to hire the AD in advance of the inaugural school year due to the planning needed in the following areas:

- Team offerings
- Coaches handbook
- Coaches education (VHSL, concussion, cardiac arrest, and CPR/AED training)
- Booster club orientation
- Stakeholders' meetings (W&M, Recreation Department, and community members)
- Creating Emergency plans
- Scheduling of games and facilities
- Implementing a sportsmanship program
- Developing school board policies related to athletics
- Determining academic expectations for participation
- Working with school division finance department to purchase equipment and develop budget

- Working with school division human resources department to assist with staffing and distribution of stipends
- Working with stakeholders as a part of the process to develop a school mascot and logo
- Creating an inventory system
- Designing an evaluation system for staff
- Working with school division transportation department regarding scheduling and expectations
- Working with the school division leadership team to determine eligibility requirements for student athletes

Below are samples of ideas to plan for student interest in sport teams, the required equipment and cost for all teams, hiring staff, facilities, and event scheduling.

Planning For The Sport Teams Makeup Of The High School Program

The AD will need to work with the high school principal to determine the sports/teams offered based on student interest. In order to determine interest, the athletic director should:

- Hold community meetings with students.
- Visit current WJCC high schools and meet with students during lunch or before/after school.
- Meet with the Williamsburg Director of Recreation to understand the participation numbers in the sports currently being offered at the middle and high school levels.
- Attend state, region and district meetings to keep abreast of additions or deletions of sport activities.

Ordering of Equipment

Appendix 13.1 provides a list of the initial equipment needed, to include the total cost, for the inaugural school year.

Hiring Staff

After determining the amount of teams the school will field, the athletic director can then begin to hire staff. Staff will include coaches, athletic trainers, and facility workers.

Appendix 13.2 contains a list of the coaching positions needed.

Facilities

The athletic director will need to plan for the facilities to hold practices and competitions. Most practices and competitions will take place on the school campus; however, sometimes teams must travel off campus to a facility. In this case, the athletic director will need to coordinate with other facilities and the city's recreation department to determine availability.

The maintenance of athletic facilities must also be established. For example, who will be responsible (physically and financially) for the maintenance and upkeep of the facilities? While this feasibility study does not include a comprehensive review of existing athletic facilities, it is proposed that Williamsburg City Schools would maintain all of their athletic facilities. The proposed facilities to be used for Williamsburg High School can be found in Appendix 13.3.

There are some additional considerations regarding the facilities at the current James Blair Middle School. These include, but are not limited to, the following:

1. Parking is a concern for the varsity and junior varsity high school games played at Cooley Field. The James Blair Middle School (JBMS) parking lot is currently used, but occasionally there are concurrent events in Kiwanis Park which limits the use of the parking spaces on one side of Cooley Field.
2. JBMS does not have its own softball field, and one of the fields is currently rented from Kiwanis Park for home games. Practice occurs on the baseball field at JBMS, so scheduling there for practices would potentially be a challenge, unless a different schedule was arranged with the city for one of the Kiwanis fields to be used.
3. Depending on how many sports would be run by JBMS, storage of equipment would need to be examined. Currently, there is one indoor storage space that is concurrently used for health and physical education equipment and JBMS athletics equipment. There is also a small shed that houses some additional football equipment. It is anticipated that additional storage space would be needed.
4. There are no tennis courts on the current JBMS property. There are seven courts at Kiwanis Park, so a partnership would likely need to be made to use those courts for school purposes in the spring for practices and competitions, if tennis was to be added to the athletic program.

5. There is currently no scoreboard at JBMS, nor are there lights on the baseball field.
6. When JBMS was rebuilt, space on the school side of the athletic fields was occupied by the new school. This is not a dedicated practice field, and there is only one set of bleachers on Cooley Field, as there is no space to have a set of visitor bleachers with the field backing right up against the bus loop.
7. Regarding practice field space, it would be worth exploring a partnership between the city and the College of William and Mary, as the fields at the Dillard complex are next to JBMS. There is an opportunity for a variety of teams (e.g., soccer, field hockey, football) to practice on those fields.

Event Scheduling

The district AD would work with staff to develop a district schedule. Each school's AD would then plan for any additional games to fill a team's schedule. The schedules would then be communicated to the appropriate staff and media. VHSL schools are required to input their schedules on rschooltoday (<https://rschooltoday.com/>). This is a website where others can find information on rosters, schedules, coaches, etc. The Tidewater District link is [here](#):

(<https://www.tidewaterdistrictva.org/g5-bin/client.cgi?G5genie=309>). The new Williamsburg high school would be added to this page. Williamsburg High School's sports schedules would be similar to the ones at Middlesex High School: (<https://www.tidewaterdistrictva.org/public/genie/309/school/4/>) and Mathews High School (<https://www.tidewaterdistrictva.org/public/genie/309/school/3/>).

Certified Athletic Trainer

A certified Athletic Trainer to oversee the safety of student athletes during athletic practice/competition will be imperative. It is proposed to contract out this service through one of the local health systems.

MIDDLE SCHOOL CO-CURRICULAR/ATHLETIC OFFERINGS

The value of athletics in middle schools cannot be overlooked when planning the organization of a new school system. Athletics not only has a proven impact on academic success, but also provides essential life skills. Participation in athletics contributes to success with time management skills, promotes a life of health and wellness, and teaches teamwork and leadership. Athletics also develops relationship opportunities, school pride, and school recognition.

Organization: Team Offerings

Berkley Middle School currently competes with the following middle schools: Grafton, Page, Peasley, Tabb, Hornsby, New Kent, Queens Lake, Toano, and Yorktown. The current teams participate in alignment with the Bay Rivers District high school teams. The new Williamsburg high school would be a member of the Tidewater High School District. The Tidewater District middle schools offer a limited number of teams. It is for this reason that it is proposed that Berkeley Middle School remain in the current league.

District Team Offerings

The league Berkeley Middle School is currently participating in offers the following teams: football, cheer, volleyball, field hockey, basketball, cheer, baseball, and softball.

Proposed Sports For Berkeley Middle School

It is proposed to offer the following sports and teams at Berkeley Middle School during the inaugural year:

Fall Sports	Estimated Students Participating
Football	30
Cheer	15
Volleyball	15
Field Hockey	15

Winter Sports	Estimated Students Participating
Boys Basketball	12
Girls Basketball	12
Cheer	12

Spring Sports	Estimated Students Participating
Baseball	15
Softball	15

Partnerships

Partnerships with the College of William & Mary and the Williamsburg Parks and Recreation Department can be a valuable resource. The partnerships can assist to address the needs of Berkeley Middle School (personnel, services and facilities needs). More importantly, partnerships will enhance student athletes’ community involvement, build confidence, develop teamwork, and serve as a resource for students looking to compete at the high school level.

The College of William and Mary

The potential partnership with William and Mary could include, but limited to:

- Summer camps
- Tutoring
- Community volunteering
- Campus (college and middle school) volunteering
- Admission to college events
- Media events
- College athletes hired to coach middle school teams
- Coaches clinics
- Using college venues for occasional middle school events
- College interns for athletic department
- Career day

*All activities would need to follow the guidelines set by the NCAA.

City of Williamsburg Parks and Recreation Department

The potential partnership with the City Of Williamsburg Parks and Recreation Department could include, but would not be limited to, the following:

- Summer camps
- Tutoring
- Clinics
- Collegiate athletes attending Williamsburg games and vice versa
- Sharing facilities
- Coaching opportunities

IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

The implementation of an athletic program at the middle school level requires an extensive knowledge of middle school athletics. It is proposed that the middle school athletic director position be a stipend position and that this staff member would receive guidance from the high school athletic director.

Athletic Director

The middle school athletic director would be responsible for assisting their school's principal and the high school athletic director with the following duties:

- Determining team offerings
- Creating a coaches' handbook
- Participating in coaches' education (concussion, cardiac arrest, and CPR/AED Training)
- Attending stakeholders' meetings (W&M, Recreation Department, and community members)
- Creating emergency plans
- Scheduling of games and facilities
- Implementing a sportsmanship program
- Determining school board policies related to athletics
- Determining academic expectations
- Working with the principal to purchase equipment and budget for future
- Working with the principal to determine staff and stipends
- Maintaining an inventory system
- Implementing an evaluation system for staff

- Working with school division transportation department regarding scheduling and expectations

Ordering of Equipment

Berkeley Middle School currently participates in the proposed activities noted above. Therefore, the school’s athletic department should have all necessary equipment.

Hiring Staff

After determining the number of teams the school will be able to field, the principal should begin to hire staff. This will include coaches, athletic trainers, and facility workers. A sample of coaching positions is below:

Coaching Positions	Number of Coaches
Baseball Head Coach	1
Assistant Coach	1
Basketball Head Coach	2
(Boys and Girls) Assistant Coach	2
(7th Grade) Assistant Coach	1
Cheerleading Head Coach, Fall	1
Cheerleading Head Coach, Winter	1
Field Hockey Head Coach	1
Assistant Coach	1
Football Head Coach	1
Assistant Coach	2
Softball Head Coach	1
Assistant Coach	1
Volleyball Head Coach	1
Athletic Director	1

Facilities

The middle school athletic director will need to plan for the facilities to hold practices and competitions. Most practices and competitions will take place on the school campus; however, sometimes teams must travel off campus to a facility. In this case, the athletic director will need to coordinate with other facilities and the recreation department to determine availability.

Because facilities have already been established for Berkeley Middle School, it is recommended that they should remain the same.

NON-ATHLETIC EXTRACURRICULAR OFFERINGS

There are many other potential extracurricular activities that can be offered in addition to athletics. A new district should survey their students and families to determine which of the following would be of the greatest interest.

Below are some examples of common extracurriculars at the middle and high school levels, though this list is by no means exhaustive.

- Band (Concert, Marching, Jazz, etc.)
- Chess
- Choir
- CHROME (Cooperating Hampton Roads Organizations for Minorities in Engineering)
- Dance
- DECA (formerly Distributive Education Clubs of America, a career and technical student organization)
- Drama/Theatre
- Ecology
- E-Sports
- FBLA (Future Business Leaders of America)
- FEA (Future Educators of America)
- Forensics
- Girls Who Code
- Key Club (international service organization)
- Language Clubs

- LGBTQIA+ Clubs
- Literacy Magazine
- Math Competition Team
- Model UN
- National Honors Society
- Newspaper
- Odyssey of the Mind
- Student Council Association
- Yearbook

14. INNOVATIVE PROGRAMS FOR SCHOOLS

School division leaders are often interested in bringing innovative programs to their schools as they seek to ensure that all students are prepared for their next steps after graduation. These programs may span the elementary and secondary grades, or focus solely on secondary programs. As consideration is given to the feasibility of the City of Williamsburg creating its own school division, it is important that the community has a sense of some innovative programs that are in place in schools across the country. It should be noted that final decisions about these specific programs would need to be made after the school division is formed and the local school board and superintendent are in place because the programs could impact multiple school division structures and, in some instances, could require approval by the State Board of Education (Board). Virginia Administrative Code allows a local school board to submit documentation as part of an application process for consideration of a *school division of innovation* designation (School Division of Innovation designation, Administrative Code 8VAC20-760-20 2019).

INTERNATIONAL BACCALAUREATE (IB)

IB is a well-known international program that is established in countries throughout the world. It can be established in a single school or across all schools in a school division. Research related to the effectiveness of the Diploma Programme (DP) and its impact on its students has been completed in numerous countries. One study in the UK found that DP students were more likely to achieve many positive higher education outcomes when compared to other students (Duxbury et al., 2021). A study across several countries found that DP students had significantly higher levels of critical thinking when compared to non-DP students (Hopfenbeck et al., 2021). In Australia and East Asia, universities reported that DP graduates showed higher capacity for various 21st-century skills (Lee et al., 2017).

The IB program also includes a Career-related Programme (CP) for secondary schools. A study by Hopfenbeck et al. (2001) showed that CP students progress and do well at universities. Additionally, the majority of CP students reported that the program offered them the opportunity to develop their academic skills, work-based skills, and personal skills (Hopfenbeck et al., 2021).

It should be noted that schools that wish to offer IB programs must complete the candidacy and authorization process. It is only after that process that schools can be identified as IB schools.

IB Primary Years Programme (PYP)

This program is designed for children ages 3-12. As is true for all levels of the IB Programme, it is student centered. The curriculum framework centers on the belief that students are “agents of their own learning and partners in the learning process.” Online [Primary Years Programme \(PYP\) - International Baccalaureate® \(ibo.org\)](https://www.ibo.org/Programmes-and-Certifications/Primary-Years-Programme/PYP)

The students in the program are able to own their learning and collaborate with teachers to deepen their learning experiences. They are also engaged in ongoing assessment and are accustomed to receiving constructive feedback. “Guided by six transdisciplinary themes of global significance, students broaden their learning by developing their conceptual understandings, strengthening their knowledge and skills across, between and beyond subject areas.” [Primary Years Programme \(PYP\) - International Baccalaureate® \(ibo.org\)](https://www.ibo.org/Programmes-and-Certifications/Primary-Years-Programme/PYP)

Middle Years Programme (MYP)

This programme serves students ages 11 through 16. It is a five year program that can be implemented between schools in a different format over two, three or four years. Students who complete this are believed to be prepared to take the IB Diploma Programme (DP) and the Career-Related Programme (CP). The MYP is a school program although it can also be used in a more selective fashion. MYP programs span eight subjects to include language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Students are engaged in STEM projects throughout their experience.

Students participate in a collaborative unit that involves at least two of the subject groups They also must complete a long-term project. During the experience the students work with concepts to inquire about issues and ideas that may be of personal, local, and global significance. Community service is an important component of the IB experience.

Diploma Programme (DP)

The DP was established in 1968 and is the longest running program under the IB umbrella. This IB program is intended for students ages 16 through 19. It is focused on helping students develop excellent breadth and depth of knowledge. It is made up of six subject areas and the DP core. The six areas include studies in language and literature, language acquisition, individuals and societies, sciences, mathematics, and arts. Numerous courses fall under each of the content areas.

The core includes three different areas, with the first being the theory of knowledge. Students are required to complete an essay in which they reflect on the nature of knowledge. The extended essay is another part of the core and is a self-directed piece of research and culminates with a 4,000 word essay. Finally, students are required to take part in experiences related to creativity, activity, and service. They need to complete a

project in at least one of the three areas. Currently, students are immersed in the DP in person but IB launched an online program in 2022 and is currently piloting it with a small number of select partners.

Career Related Programme (CP)

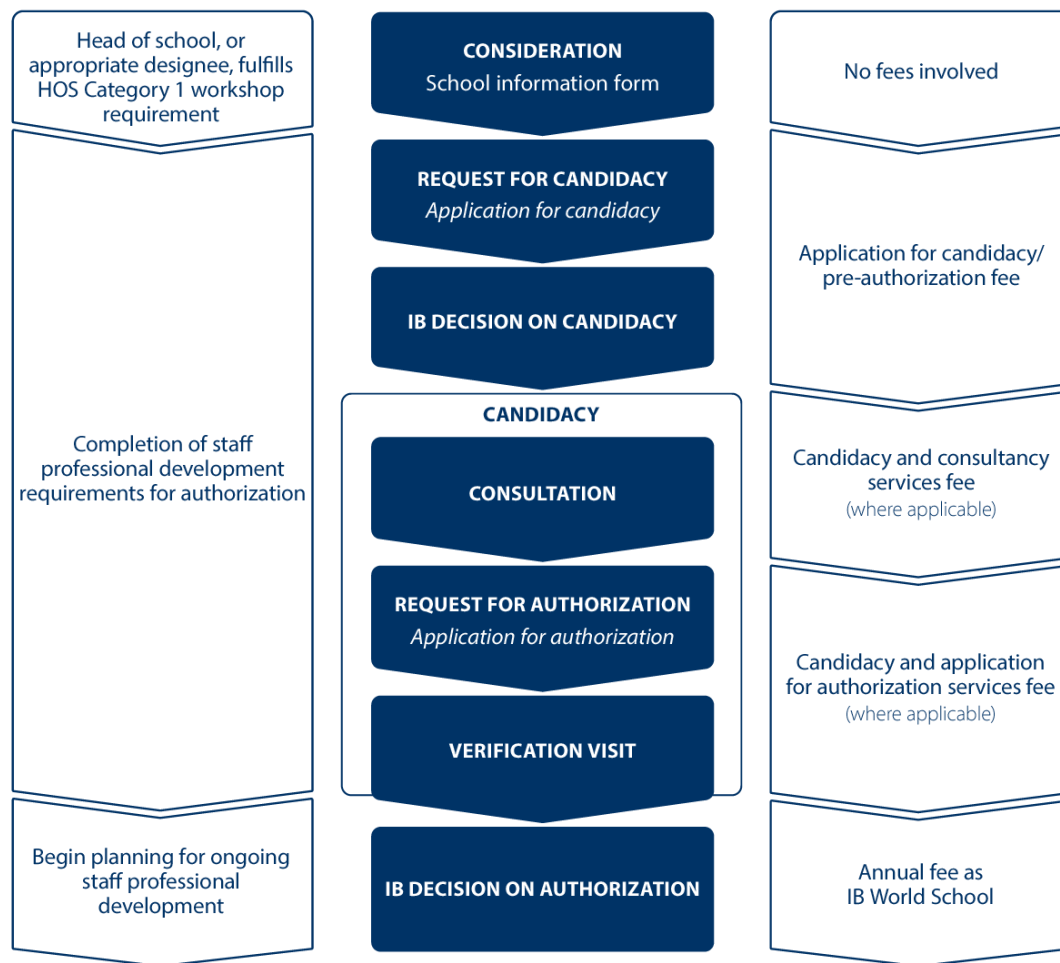
This program is intended to allow students who are engaged in career-related education to participate in an IB program. It is the newest of the programs and has been in full operation since January 2016. Students in the program take at least two DP courses, a core that has four components, and a career-related study. The core includes personal and professional skills, service learning, a reflective project, and language development. The personal and professional skills are learned through a course while service learning occurs through service done by the students. The reflective project is in-depth and focuses on a body of work produced over a period of time. The project focuses on an ethical issue that arose from the students' career-related studies. Finally, language development ensures they improve in a language other than their native language.

IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

Authorization Process

In order to become an IB school the applicants must go through an authorization process (see *Figure 13.1*). Once a school becomes a candidate school, a point of contact will be provided and called the programme relationship manager.

Figure 13.1: IB Authorization Process



Cost of IB

Schools that are going through the process of being authorized must pay a fee of \$9,500 that covers the cost of processing. Once authorized, schools pay annual fees for the services. The fee for the DP is \$12,233, for MYP is \$10,553, PYP is \$8,946, and CP is \$1,554 if the school offers the DP. If a school does not, the cost is \$8,925. There are also additional fees for assessments taken by the students. Finally, there are fees for the professional development that administrators and teachers will need in order to participate in IB.

FORD NGL: A COMMUNITY-CONNECTED LEARNING MODEL

Successful schools and communities provide an education that prepares students for college, career, and life. This section explores alternatives to the traditional K-12 education model to ensure future-ready students. The Ford Next Generation Learning (NGL) model is an innovative strategy for school and community transformation to produce college, career, and life-ready graduates. The model is a collaborative, community-driven approach to achieve the following outcomes: (1) increased community prosperity shared by all; (2) a strengthened talent pipeline; (3) young people prepared for college, careers, lifelong learning, and leadership; (4) educational equity and justice for all; and (5) the capacity to contribute and go further (Executive Summary, 2017). Ford Motor Company Fund, through the Henry Ford Learning Institute, supports business, civic, and educational partners in a community to adopt the Ford NGL framework and join a national network of communities that are transforming education. Ford NGL guides a community to bring together key stakeholders, develop a shared vision, and begin implementing the NGL essential practices.

The Roadmap to Innovation

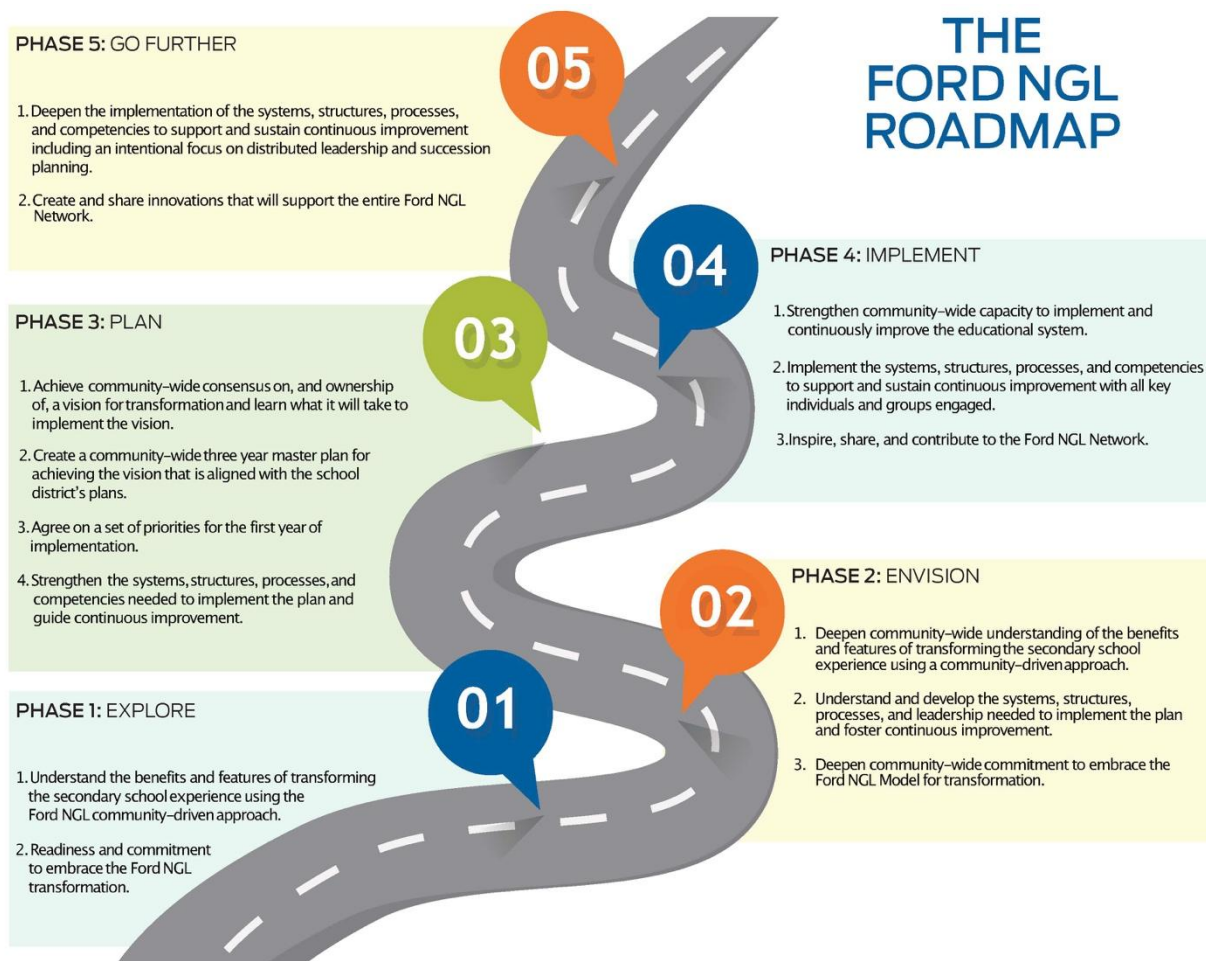
The Ford NGL model of education is designed to engage today's learners in relevant, authentic, and real-world experiences. A student-centered personalized learning approach that uses the best instructional strategies, both in and outside the classroom, helps students combine their interests, abilities, and passions to maximize their K-12 experience. Personalized learning helps teachers focus on each student, with the support of school-based team members and the community, through guaranteed K-12 learning experiences, including project-based learning and authentic world-based learning experiences.

A proven roadmap process guides the development of the school experience through a structured, community-connected process. The roadmap outlines sequential phases, activities, and outcomes for the school and community to strategically achieve the desired portrait of a graduate. Aligning private and public resources around schools promotes student success and positive economic development for the city.

Ford NGL provides the infrastructure and the roadmap (*Figure 13.2*), from exploration to deepening and broadening the K-12 experience. Community stakeholders convene with government officials during the first phase to learn more about the roadmap process to create the desired schools, structures, and procedures. During the second phase,

community partners convene to gain a deeper community-wide understanding and commitment to the Ford NGL model and secure members for the Phase Three tactic teams, operating board, and steering committee. The master plan is written to connect students' academic experiences in the classroom to college and career aspirations, align academic and real-world experiences with workforce demands, create environments where students feel a sense of purpose and belonging, and prepare students academically, socially, emotionally, and technically for 21st-century careers and life. During the fourth and fifth phases, the master plan and tactics guide the blueprint toward the city's ability to implement and ultimately go further as a school division and city to serve as a model of educational excellence for others.

Figure 13.2: The Ford NGL Roadmap



Framework

Ford NGL blends the expertise of stakeholders within and across communities. Three distinct but interconnected strands comprise the Ford NGL framework, which enables whole communities to design and carry out a long-term plan for revitalizing education. The first strand examines the student experience in the classroom, focusing on transforming teaching and learning. Strand two focuses on the systems, structures, and processes necessary to support changing high school from the traditional, industrial model still prevalent in most secondary schools today to career-themed wall-to-wall career academies. Strand three focuses on building robust business and community partnerships to support teachers and students. When implemented with fidelity, the approach leads to strong outcomes: (1) increased community prosperity shared by all; (2) a strengthened talent pipeline; (3) young people prepared for college, careers, lifelong learning, and leadership; (4) educational equity and justice for all; and (5) the capacity to contribute to the educational transformation and give back (*Executive Summary*, 2017).

Figure 13.3: Ford NGL Framework

The Ford NGL Framework

A Community-Connected Transformation Model for Students

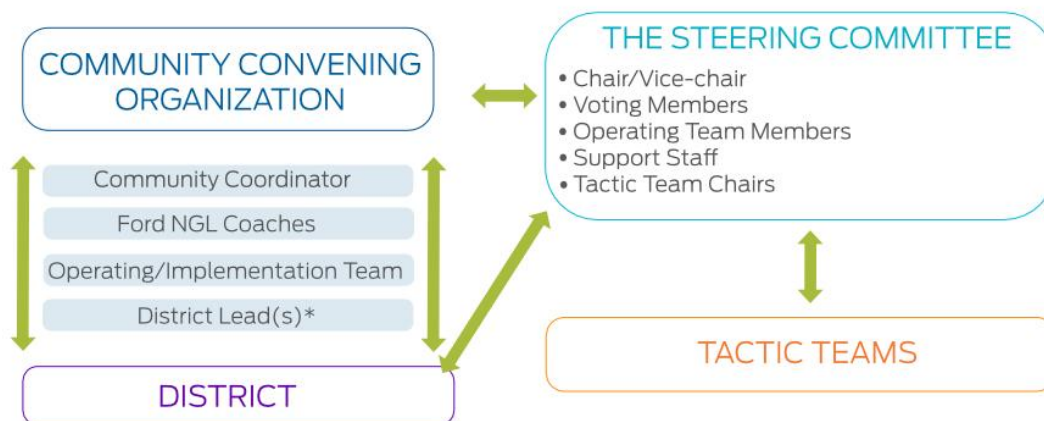


OUR PRINCIPLES. EQUITY. STUDENT VOICE. COMMUNITY CONNECTED APPROACH. PASSION. INNOVATION.

Governance Structure

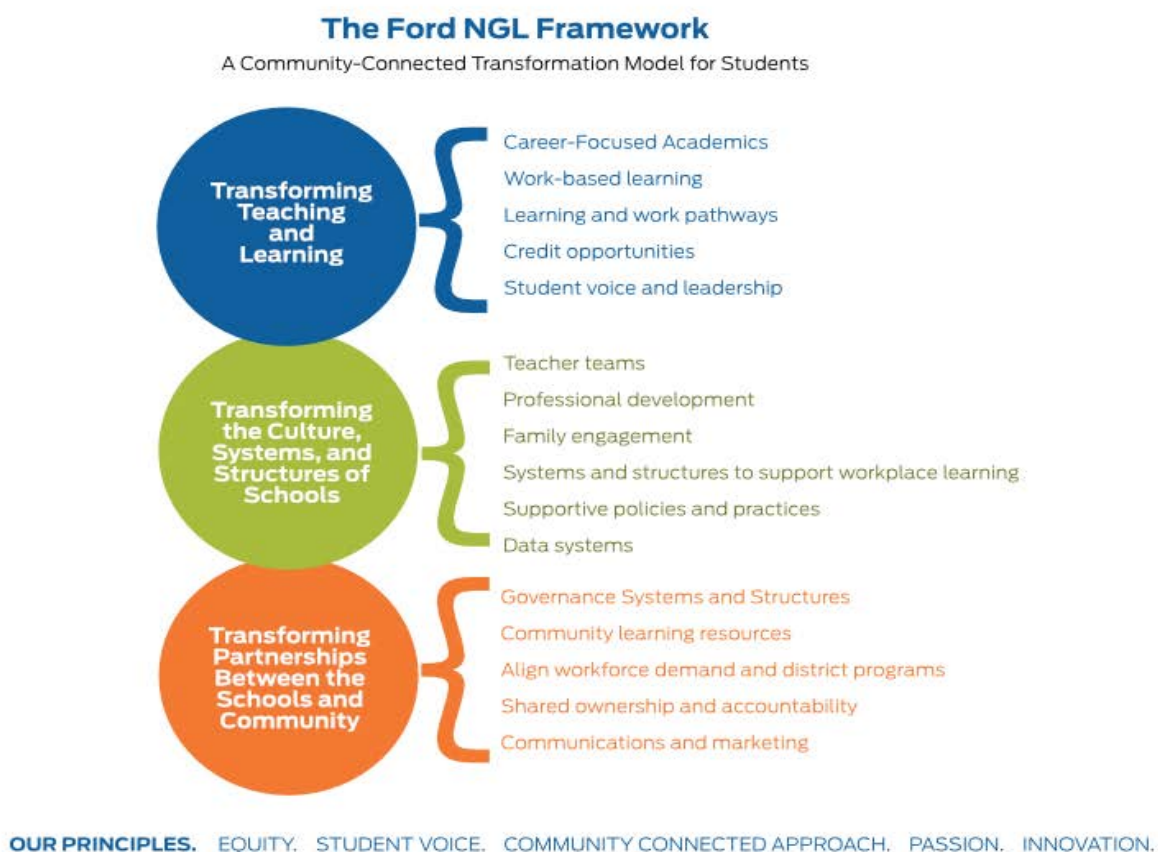
The transformational model requires a multi-tiered governance structure that includes government, industry, business, postsecondary partners, division administration, building-level administration, and community partners. This structure includes a convening organization, community coordinator, steering team, advisory boards, tactic teams, community partnerships, and division leadership. A distributed leadership model is used in schools to share responsibility and to change the structure and culture. Talented leaders transform teaching and learning by developing the teachers on their teams. Leaders emphasize interdependent interactions and practices, rather than individual and independent actions. This model requires high levels of trust, transparency, and mutual respect. Leaders must create conditions and structures that encourage others to lead. Leaders also provide training and progress monitoring so teacher teams develop the skills for focused, disciplined professional collaboration around student learning and social/emotional needs (*Executive Summary, 2017*). The governance structure (*Figure 13.4*) ensures the transformation of partnerships between schools and community, and provides coordination, accountability, consistent communication, and intentional collaboration with all stakeholders.

Figure 13.4: Governance Structure



The community convenes stakeholders to envision and frame the portrait of a graduate and write a master plan to implement academically rigorous, workforce-aligned small learning communities in the division. The strands are three distinct yet interconnected strategies that enable whole communities to design, implement, and sustain a long-term community-connected plan for transforming education. Each strand has vital benefits that communities can achieve by implementing the tactics aligned with the strands, as outlined in *Figure 13.5*.

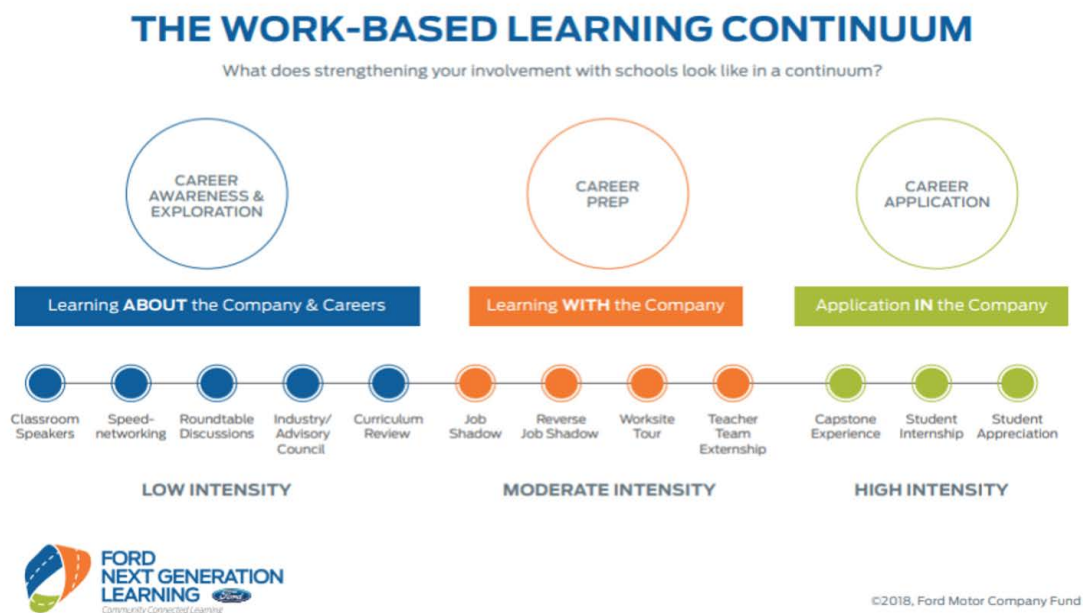
Figure 13.5: Framework Tactics



The community-connected model engages many community stakeholders to help transform the traditional school environment to integrate authentic, work-based learning (WBL) experiences in the K-12 curriculum, instruction, and extended learning opportunities for all students. At the high school level, students thrive in career-themed, smaller learning communities (or academies). In these academies, students develop the skills and aptitudes deemed vital by post-secondary and business leaders for success in today’s ever-changing and globally connected world. Career Technical Education (CTE)

pathways provide the foundation for teams of teachers to facilitate students’ learning of the required standards in their respective content areas using an integrated approach. “Teaching through the lens” of the career themes increases student engagement and builds connections between subjects and the world outside school. Relevance increases when lessons are enhanced by project-based learning and other experiential learning opportunities from business and community partners, as identified in Figure 13.6.

Figure 13.6: Work-Based Learning Continuum



While high school learning experiences focus on preparing students for their role in the world, elementary and middle school learning helps students see the connection between what they learn in the classroom and the issues and events around them through a continuum of career awareness experiences for every student aligned to career pathways. As indicated in Figure 13.7, Elementary students learn more about their world and the opportunities available. Middle school experiences are grounded in service learning, enabling students to find their place in the world and learn how to navigate the world around them.

Figure 13.7: K-12 Work-Based Learning Continuum



Williamsburg Economics

The City's vision statement (“One Williamsburg that is courageously leading, innovating a modern city, prioritizing safety and wellness, engaging with our partners while connecting with the world, “*Introduction to Williamsburg, Virginia*, 2023) will provide the basis for school goals. Through intentional partnerships and collaborative structures, students can engage in learning that is rigorous, relevant, and based on relationships with the community.

Williamsburg Occupations

By working alongside city partners, all students can reach their potential through equitable and relevant community-connected experiences. Williamsburg’s major employers include the College of William and Mary, Colonial Williamsburg Foundation, Aramark, Riverside Doctors’ Hospital, and the National Center for State Courts. According to data from the US Census Bureau and the Bureau of Labor Statistics, 2021 employment data for Williamsburg reflected the following occupations by percentage (*Data USA*, 2023):

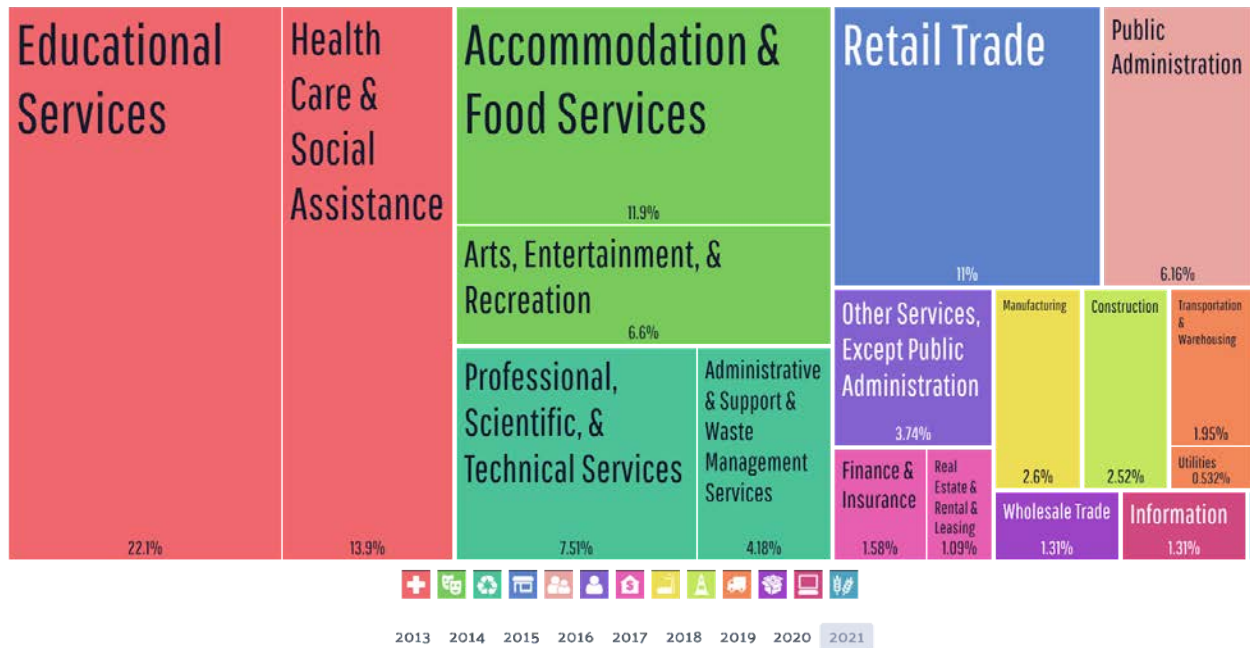
Figure 13.8: Williamsburg, VA Occupations by Percentage



Similarly, Figure 13.9 illustrates employment data by industry:

Figure 13.9: Williamsburg Employment by Industry

6,579 workers



The employment and occupational future projections can inform the creation of pathways for students (*Virginia Works, 2023*).

Figure 13.10: Williamsburg Growth Occupations

	Employment			Openings			Average Annual Salary
	Estimated 2020	Projected 2030	% Change	Replacements	Growth	Total	
Nurse Practitioners	275	434	57.82%	185	159	344	\$119,614
Cooks, Restaurant	1,329	1,940	45.97%	2,361	611	2,972	\$31,946
Reservation and Transportation Ticket Agents and Travel Clerks	***	***	***	***	***	***	N/A
Self-Enrichment Education Teachers	331	452	36.56%	444	121	565	\$44,810
Amusement and Recreation Attendants	***	***	***	***	***	***	N/A
Bartenders	***	***	***	***	***	***	N/A
Nonfarm Animal Caretakers	***	***	***	***	***	***	N/A
Physician Assistants	262	347	32.44%	168	85	253	\$121,150
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	165	217	31.52%	475	52	527	\$25,762
Coaches and Scouts	273	355	30.04%	431	82	513	\$48,859
Fitness Trainers and Aerobics Instructors	***	***	***	***	***	***	N/A
Manicurists and Pedicurists	***	***	***	***	***	***	N/A
Industrial Machinery Mechanics	680	863	26.91%	654	183	837	\$56,885
Medical and Health Services Managers	526	662	25.86%	450	136	586	\$114,507
Industrial Engineers	643	798	24.11%	445	155	600	\$98,673
Speech-Language Pathologists	151	187	23.84%	100	36	136	\$93,291
Physical Therapist Assistants	248	306	23.39%	327	58	385	\$60,806
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	***	***	***	***	***	***	N/A
Industrial Truck and Tractor Operators	1,073	1,319	22.93%	1,278	246	1,524	\$47,477
Medical Transcriptionists	***	***	***	***	***	***	N/A

Note: Asterisks (***) indicate non-disclosable data. Projections and OES wage data are for Greater Peninsula (LWDA XIV). No data available for Williamsburg city.

Source: Virginia Employment Commission, Economic Information & Analytics, Long Term Industry and Occupational Projections, 2020-2030 Occupational Employment Statistics (OES) Survey, 2022.

Based on future growth projections, this data provides valuable insight into what occupations are considered high-demand and high-wage in the Williamsburg area. The Williamsburg population is forecasted to grow, and maintaining a stable workforce that is nimble and well-trained to meet future demands is essential. Retaining young people in the community to join the workforce, engage in postsecondary training, or return to Williamsburg after completing post-secondary studies is a strategy for community prosperity. To help increase measures of growth and prosperity in the city, Williamsburg is working on diversifying its economy through economic development incentives. Current employment counts and projections will help decide which academies Williamsburg should consider.

“New Collar” Jobs

The industries with the highest projected growth in Williamsburg are accommodation and food services, healthcare and social assistance, education, retail, transportation and logistics, science, technology, engineering, and mathematics.

The prevalence of new-collar jobs has grown throughout the United States. New-collar jobs do not necessarily require a college education, but rather an individual who develops the technical and soft skills needed to work in technology jobs through nontraditional education paths. The new-collar worker is trained through community colleges, vocational schools, software boot camps, technical certification programs, high school technical education, and on-the-job apprentices and internships. “Middle-skill” jobs require a high school diploma, a math and science foundation, and additional skills and training acquired through apprenticeships and/or credentialing programs (*Virginia Works*, 2023). According to the Bureau of Labor Statistics (BLS), the United States economy will create millions of new-collar careers, and only 27.1 percent will require a college degree. The job market is evolving; however, 63% of high school graduates still enroll in college, and 53% of recent college graduates are unemployed or underemployed.

The City of Williamsburg is well positioned to partner with the community to ensure K-12 education meets students' and future workforce needs through academies and career pathways. In addition to tailored career pathways, Williamsburg can rely on the Virginia Peninsula Community College, the College of William and Mary, and New Horizons Regional Education Center for necessary training and support for specific careers, dual enrollment, and credentialing opportunities.

IMPLEMENTATION AND FEASIBILITY CONSIDERATIONS

For scheduling purposes, an A/B block schedule is the recommended scheduling model at the middle and high school levels. This scheduling model will allow for sharing middle and high faculty when needed. During ninth grade, students will be in freshman academy pathways. Students in cohorts have shared experiences through courses that are part of their program of study. Freshmen are in an academy with a team of core teachers and take a freshman seminar course that focuses on helping students successfully transition to high school. The freshman seminar course allows students to explore individual interests, skills, and aptitudes in preparation for selecting a college and career academy and pathway. Once students choose, they are enrolled in courses that allow them to learn academics through the lens of a potential career. They can participate in guaranteed work-based learning opportunities, job shadows, and other career exploration activities with local employers. Students work closely with professionals in their field of interest, adding relevance to their studies and connecting academic knowledge to success in postsecondary education and beyond. College and career pathways include 3-4 sequential courses linked with academic courses at each grade level for at least 50% or more of the school day.

Figure 13.11: Eight A/B Schedule

English 9	English 10	English 11/AP/Dual Enrollment	English12/ AP/Dual Enrollment
Mathematics	Mathematics	Mathematics/AP/Dual Enrollment	Mathematics/AP/Dual Enrollment
Laboratory Science	Laboratory Science	Laboratory Science/AP/Dual Enrollment	Laboratory Science/AP/Dual Enrollment
History and Social Sciences/AP Human Geography	History and Social Sciences/AP World History	VA/US History/ AP/Dual Enrollment	Government/ AP/Dual Enrollment
Health and PE	Health and PE/DE Health	World Language	World Language/ AP/Dual Enrollment
Freshman Seminar*	Pathway*	Pathway*	Pathway*
World Language	World Language	Economics and Personal Finance/ AP/Dual Enrollment	Elective
Elective	Elective	Elective	Elective

*Pathway sequence

**The sample schedule meets or exceeds the advanced studies diploma requirements of 4 English credits, 4 math credits, 4 laboratory science credits, 4 history and social science credits, 3 world language credits, 2 physical education credits, 1 fine arts or technical education credit, 1 personal finance credit, and 3 elective credits. To graduate with an Advanced Studies Diploma, a student must earn at least 26 standard credits and 5 verified credits.

Additional Course Opportunities

Early College Program with Virginia Peninsula Community College (VPCC)

The Early College Program would be a partnership between VPCC and the school division. Eligible high school seniors would begin college coursework during the fall semester at their high school and transition to the VPCC campus in the spring to continue their studies (Early College, 2023).

Dual Enrollment Academy

This college and career academy allows students to complete a sequence of college-credit courses that will also count for high school graduation and earn up to two years of transferable college credit, tuition-free, while still in high school. In partnership with the VPCC, and beginning during their sophomore year in high school, the dual enrollment academy offers a three-year, academically rigorous program that allows students to progress toward their next academic goal by compressing the timeline to obtain a college degree. In addition to the opportunity to earn a high school diploma and

college degree simultaneously, the benefits include saving money on college tuition costs, a seamless transition from high school to college, and increased opportunities to earn higher wages. Students can earn an Associate of Social Science, Associate of Science, or Associate of Health Science degree before graduating high school, which increases career opportunities and postsecondary options.

New Horizons Career and Technical Education Center

Students can enroll in programs at the New Horizons Regional Education Center (NHREC). The Peninsula School Divisions operate NHREC to provide educational services most efficiently implemented through a regional partnership. The centers include:

- Career and Technical Education Center
- Governor's School for Science and Technology
- Center for Autism
- Newport Academy
- Center for Apprenticeship and Adult Training
- Youth Workforce Center
- Family Counseling Center

Virtual Virginia

Virtual Virginia (VVA) provides online instruction to students throughout the Commonwealth. Virginia-certified instructors teach courses from kindergarten through the twelfth grade through daily synchronous instructional sessions and asynchronous content, assignments, and feedback.

VVA offers the Commonwealth Dual Enrollment Pathways Program with Virginia Peninsula Community College. Students enrolled in the program have access to high-quality teachers, instruction, and resources while earning dual enrollment college credit or a work-ready cybersecurity certification.

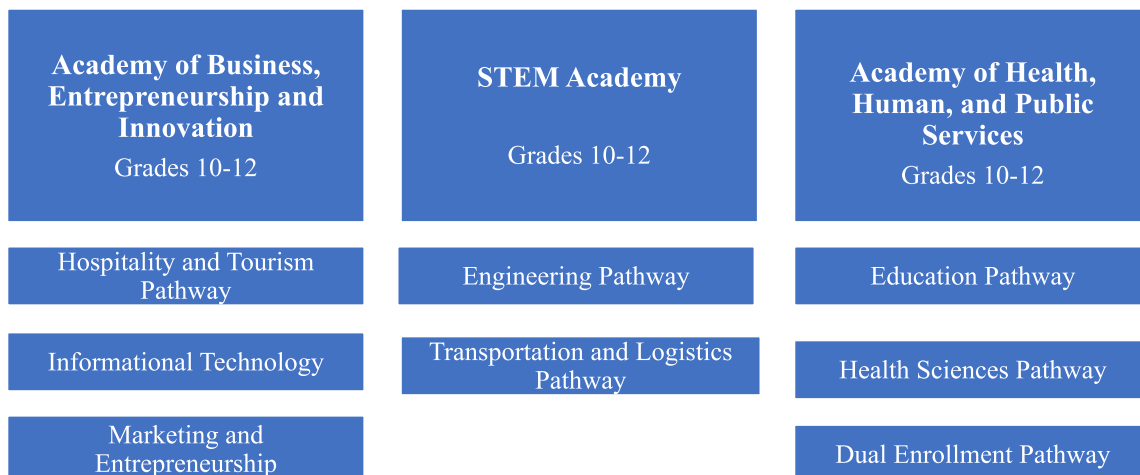
Additionally, VVA offers credit recovery courses for grades 6–12 that are available for online instruction by VVA teachers during the Summer Session to help schools address unfinished learning and help students meet graduation requirements.

Sample College and Career Academies and Pathways

The purpose of the following implementation plans is to outline potential ways in which Williamsburg could implement college and career academies based on high-wage, high-demand, high-skill occupations. These plans are meant only as samples; each plan could be used in its entirety, elements can be “mixed and matched” per community desires, or Williamsburg could research and choose entirely different elements to best meet their needs.

The college and career academy model provides students a college- and career-focused lens that connects their classroom learning experiences to real-world career aspirations. An important component of the academy model is to ensure that young people are being prepared for careers that are linked to growing workforce projections. The academies are committed to offering students the opportunities to experience academic programs focused on their interests. The goal of all academies is to prepare students to be ready for the challenges of college, career, and life. Figure 13.12 illustrates possible academies and pathways based on Williamsburg’s projected future growth occupations.

Figure 13.12: Sample College and Career Academies and Pathways



Staffing and Resource Support Needed

Students can expect to be supported by a consistent and dedicated student-focused team of academy educators composed of core content and pathway teachers, as well as an academy principal (included in the base budget as assistant principal), academy director, school counselor (included in the base budget), and an academy coach. The academies would be led by an administrator serving as the academy director. The

director would manage the academies, which would be led by an academy coach and teacher team lead (supplemental stipend). High school students can access global, non-academy classes and many co-curricular and extracurricular activities, including sports, clubs, and service organizations. Additionally, two Ford NGL coaches will guide the community through the roadmap journey. There is an annual fee associated with the Ford NGL model for education, training, support, and professional development.

BIG PICTURE LEARNING: ONE STUDENT AT A TIME

This study and literature review examined various school design processes exploring innovations in school revitalization and its impact on student learning, mainly through improvements in teaching and learning processes and engagement of community stakeholders. Big Picture Learning emerged as an exemplary case that has implemented its approaches in numerous cities, states, and countries. Big Picture Learning's mission is to lead vital changes in education, both in the United States and internationally, by generating and sustaining innovative, personalized schools that work in tandem with the real world of the greater community (Big Picture Learning, 2023). Big Picture Learning high schools are intentionally small, with an average enrollment of 120 students.

Big Picture Schools Program Design

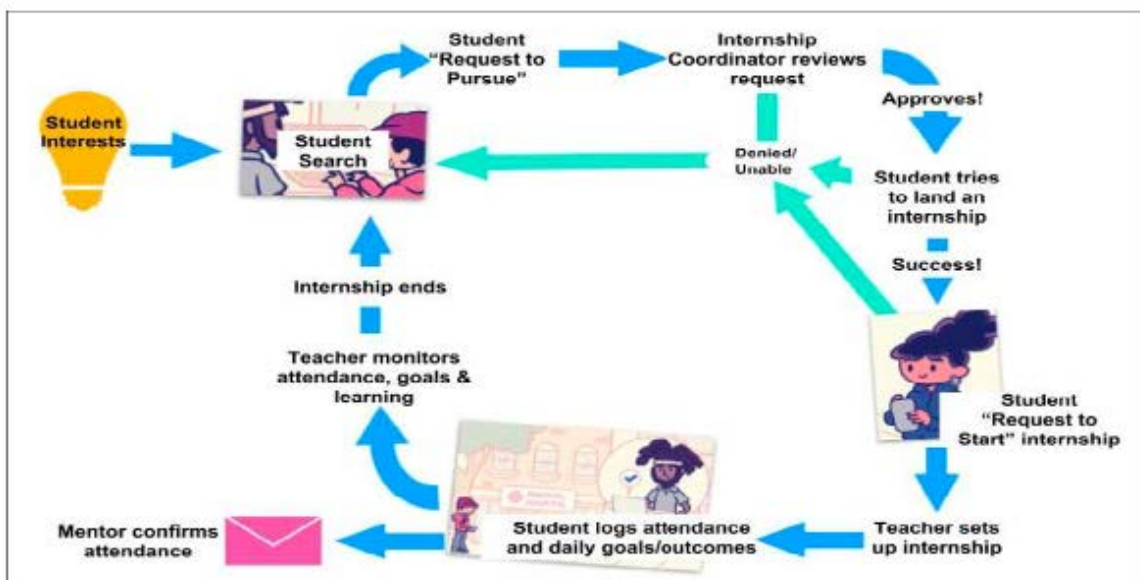
Big Picture Learning (BP) is a school network that aims to engage every student in individualized learning experiences focusing on their interests and curiosities. The network partners with schools, divisions, and communities to transform teaching and learning environments in ways that ensure students will graduate from high school with the knowledge, relationships, dispositions, and abilities that make them more likely to thrive in college, career, and civic participation. Big Picture's mission is "the education of a nation, one student at a time" (Big Picture Learning, 2023). The BP model has proven that all young people, including under-served students, can succeed in high school, college, or any other post-secondary learning path or career. BP has three design principles: Learning must be based on each student's interests and needs. Secondly, the curriculum must be relevant to the students and allow them to work in the real world. Lastly, students' growth and abilities must be measured by the quality of their work and how it changes them (Big Picture Learning: Spreading Relationships, Relevance, and Rigor One Student at a Time, 2019).

Big Picture Learning high schools are designed to provide students with a personalized, relational, real-world-based experience that supports them in reaching their goals, including higher education, preparing for the workforce, and gaining college admission.

The advisory, led by a teacher, is the core of the Big Picture experience in these small schools. Students enter high school in an advisory of 13–25 students and remain with the same advisor (teacher) and group of fellow students until graduation. Advisors customize learning activities for each student, established at personalized learning plan meetings held each semester with the student, a parent/guardian, and a field placement mentor. Advisors use the learning plans to coordinate each student’s learning across independent studies and internship projects. Advisors assist students in implementing their learning plans, including completing projects and preparing assessment presentations (Arnold & Mihut, 2020). According to Sonn Sam, students and advisors include the standards in the curriculum and successfully verify credits by passing tests like the Standards of Learning (SOLs) based on the rigor and relevance embedded in the personalized curriculum (S. Sam, personal communication, November 2, 2023).

During advisory, students engage in interdisciplinary learning, combining academic content with work-based learning experiences to apply to personalized projects. Advisors apply Big Picture Learning’s five learning goals—communication, social reasoning, quantitative reasoning, empirical reasoning, and personal qualities—to guide interdisciplinary instruction and student projects (*Figure 13.14*).

Figure 13.14: Big Picture Learning’s Real-World Learning Cycle



(*Big Picture Learning, 2023*)

All students in the Big Picture Learning schools complete an internship through a process called Learning Through Internships (LTIs). LTIs entail an extensive work-based learning experience related to each student’s self-identified area of interest. Spending two full days a week of immersion in real-world employment sites is intended to help students identify their passions, develop workplace proficiency, plan future career goals, and practice academic skills in settings beyond the classroom. Each semester, students develop and document a learning plan in a series of meetings with their advisor, internship supervisor, and parent or guardian—this individualized plan maps internship projects and tasks to academic competencies. BP students demonstrate the ability to describe and engage their passions by deciding, developing, implementing, and publicly presenting the products of their student-led LTI experiences. In addition, Big Picture schools hold formal classes where students learn in groups during in-school days. Most schools require mathematics to be taught in a traditional class setting with application in a work-based learning model (S. Sam, personal communication, November 2, 2023). Students spend the school week working at their internship sites, meeting in one-on-one conferences with advisors, and doing independent work for individualized project-based learning. Depending on their interests and academic needs, students may take Advanced Placement or dual enrollment courses during the school day (Arnold & Mihut, 2020).

Family engagement is institutionalized in Big Picture Learning schools, with designated roles for students’ parents and guardians. Advisors are expected to get to know their students’ families and the parent/guardian attends student learning plan meetings and exhibitions, which are arranged to accommodate parents’ schedules. Parents are also included in the schools’ extensive college information and admission support activities.

Student-centered Big Picture Learning consists of: personalized learning around student interests; extensive experiential learning in internships and work-based learning opportunities; assessment by doing; and close informal relationships among students, school advisors, workplace internship mentors, peers, and parents.

Big Picture Schools Personalized Learning

Big Picture Learning identifies ten features or “distinguishers” that are key to its approach and advance the network’s interest-based, more profound learning vision. BP describes the distinguishers as interrelated and informing each other, as indicated in Figure 13.13.

Figure 13.13: Big Picture Learning's 10 Distinguishers

ONE STUDENT AT A TIME - The entire learning experience is personalized to each student's interests, talents, and needs. Personalization expands beyond mere academic work and involves looking at each student holistically.

ADVISORY STRUCTURE - Advisory is the core organizational and relational structure of a Big Picture Learning school, its heart and soul, often described as a "second family" by students. Students stay with an advisor and a group of fellow classmates for four years, building close personal relationships that last a lifetime.

LEARNING THROUGH INTERESTS AND INTERNSHIPS (LTIs) - Real-world learning is best accomplished in the real world. Big Picture students intern--often twice a week for an entire school day--with experts in their field of interest, completing authentic projects and gaining experience and exposure to how their interests intersect with the real world.

PARENT AND FAMILY ENGAGEMENT - Parents are welcome and valued members of the school community and play a proactive role in their children's learning, collaborating in the planning and assessment of student work. They use their assets to support the work of the school, and often play an integral role in building relationships with potential LTI mentors.

SCHOOL CULTURE - In Big Picture schools, there is palpable trust, respect, and equality between and among students and adults. Students take leadership roles in the school, and teamwork defines the adult culture. Student voice is valued in the school decision-making process, and visitors are struck by the ease with which students interact with adults.

AUTHENTIC ASSESSMENT - Students are assessed not by tests, but by public displays of learning that track growth and progress in the student's area of interest. Assessment criteria are individualized to the student and the real-world standards of a project. Students present multiple exhibitions each year and discuss their learning growth with staff, parents, peers, and mentors.

SCHOOL ORGANIZATION - Schools are organized around a culture of collaboration and communication. They are not bound by the structures of buildings, schedules, bells, or calendars. There is an interdependence between school and community.

LEADERSHIP - Leadership is shared and spread between a strong, visionary principal, a dedicated, responsible team of advisors and other staff, and students. The community functions as a democracy. A pervasive sense of shared ownership drives a positive culture dedicated to ongoing improvement.

POST-SECONDARY PLANNING - Students develop plans that contribute to their future success--be it through college, trades, schools, travel, the military, or the workforce.

PROFESSIONAL DEVELOPMENT - Regular advisor PD is conducted at each school by principals, other school staff, and BPL staff and coaches. A Big Picture School is a community of lifelong learners who embrace continuous improvement.

(Big Picture Learning, 2023)

Big Picture Research and Findings

The Big Picture Longitudinal Study (BPLS) tracked 1,900 students who were members of six graduating classes in 23 Big Picture schools to study whether and how this personalized, interest-based secondary school approach is associated with improved post-secondary outcomes for low-income students. The study includes data about high school experiences, college plans, and college and career outcomes collected from multiple data sources, including: student surveys in the final semester of high school and the first fall after graduation, advisor surveys on college readiness for each graduating high school senior, advisor interviews about students' career and job status two to three years after high school, and college enrollment status provided by the National Student Clearinghouse Student Tracker (Arnold & Mihut, 2020). The BPLS found that the Big Picture Learning model successfully met its goals of fostering positive relationships, helping students discover and pursue their interests, and promoting high school graduation and college entrance.

Business Community Engagement and Internships

Engaging business and industry in the education of Big Picture Learning students is essential. As part of the internship with an expert mentor in the student's field of interest, the student completes a real-world project that benefits the student and the mentor at the internship site. The projects are connected to the student's interests and are the main root of deepening student learning and academic growth (Arnold & Mihut, 2020). Students work closely with mentors, parents, and advisors before selecting an internship. Advisors and coordinators use one-on-one conferences, interest exploration surveys, and school-hosted fairs to help students derive their passions and interests on which an internship is based.

Business partners who serve as mentors play a significant role in Big Picture Learning's approach to student learning. The role of the mentor includes supporting student project development and implementation, providing academic content knowledge, supporting postsecondary planning, and building authentic long-term relationships with students. Many BP graduates return after postsecondary education and training to work in the business or industry.

Figure 13.15: Big Picture Learning's Five Learning Goals

<p>EMPIRICAL REASONING <i>How do I prove it?</i></p> <ul style="list-style-type: none"> ■ Think like a scientist ■ Make hypotheses ■ Design research projects ■ Collect data ■ Analyze information ■ Discuss error 	<p>SOCIAL REASONING <i>What are other people's perspectives on this?</i></p> <ul style="list-style-type: none"> ■ Think historically and culturally! ■ Look at diverse viewpoints ■ Research the history of your topic ■ Analyze social systems ■ Discuss ethics ■ Take action in the community
<p>QUANTITATIVE REASONING <i>How do I measure, compare or represent it?</i></p> <ul style="list-style-type: none"> ■ Think mathematically! ■ Use numbers to evaluate problems ■ Estimate ■ Represent data with formulas, tables and graphs ■ Create and analyze budgets ■ Interpret formulas, tables and graphs ■ Measure shapes and create scale drawings and models ■ Analyze data, find trends, make predictions 	<p>PERSONAL QUALITIES <i>What do I bring to this process?</i></p> <ul style="list-style-type: none"> ■ Build skills for success! ■ Demonstrate respect ■ Empathize ■ Strengthen your health ■ Show responsibility ■ Organize your work ■ Manage your time ■ Increase your self-awareness ■ Work cooperatively ■ Enhance your community
<p>COMMUNICATION <i>How do I take in and express ideas?</i></p> <ul style="list-style-type: none"> ■ Communicate ideas! ■ Read ■ Write ■ Speak ■ Listen ■ Use Technology ■ Create Art: Visual art, Music, Theater, Dance 	

(Big Picture Learning: Spreading Relationships, Relevance, and Rigor One Student at a Time, 2019, p. 13)

Implementation and feasibility considerations

The Big Picture Longitudinal Study found that student-centered schools do an excellent job of graduating high school students and keeping them in the postsecondary pipeline longer than traditional schools. BPL students report the schools' rigor and relevance makes them feel cared for and connected to adults in the school and community. Big Picture Learning reported that 95% of its students were accepted into postsecondary institutions. Additionally, 88% of those who did not enroll in college secured full-time employment—with 75% of those students reporting this employment was facilitated through a mentor or professional contact from one of their high school internship experiences.

Another report from the American Institutes of Research (AIR) found Big Picture Learning students outperformed students in matched schools, controlling for student background, and BPL students scored higher on state literacy, numeracy, and science tests (Arnold & Mihut, 2020).

Another outcome of Big Picture Schools is the impact on interpersonal and intrapersonal skills needed in the workplace. Advisors, leaders, and mentors emphasize workplace skills (e.g., collaboration, motivation to learn, content engagement, and making real-world connections). These are the desired traits of today's graduates.

Sample Implementation Plans

The purpose of the following implementation plans is to outline potential ways in which Williamsburg could implement a Big Picture School. These plans are meant only as samples; each plan could be used in its entirety, elements can be “mixed and matched” per community desires, or Williamsburg could research and choose entirely different elements to best meet their needs.

Big Picture Learning Feasibility

With its large research base and record of success, the Big Picture School concept is a plausible example of an innovative school model for Williamsburg. Big Picture Schools generally have 120 students. A traditional school model would also be available to support students and families seeking the familiar high school model. In the proposed model, the staffing in the base budget would be split between the traditional model of high school education and the Big Picture School. In addition to the four core teachers (advisors) for the Big Picture School (e.g., two English, two math, 1.5 history, and two science advisors) that are part of the base budget, there is a need for a postsecondary

counselor, social worker, and internship coordinator. Additionally, there is an annual fee for coaching support during the implementation phase.

Individualized Approach to Getting Started

The path to becoming a Big Picture Learning school is personalized for the school division. To get started, The BPL School Success Study is a one or two-day on-site study of the school and community. BPL staff spend time interviewing students, parents, staff, and community stakeholders; analyze school data; and review current goals and past successes and/or gaps. At the conclusion of the study, BPL provides a customized report with suggested next steps for building an approach that puts students at the center of their own learning (Big Picture Learning, 2023).

K-12 AND HIGHER EDUCATION PARTNERSHIPS

The information included in this section provides an overview of K-12 partnerships with higher education institutions. Often, there are benefits of such collaborative partnerships on multiple fronts, such as fostering a seamless transition from secondary to post-secondary education. Some of the other value-added benefits include, but are not limited to, the following:

- *Enhanced Teacher Professional Learning and Development:* Research by Darling-Hammond (2017) highlights how teacher education programs at universities can partner with K-12 divisions/districts to provide ongoing professional development learning opportunities for teachers. Such collaborations have improved teaching practices and student outcomes.
- *Increased Access to College Credit Opportunities:* Early college programs create pathways and opportunities for high schools to offer students college credits (Karp and Bork, 2017). As a result, each credit earned often reduces the cost of higher education and increases college enrollment rates among underserved populations.
- *Embedded Educational Research and Innovative Learning Opportunities:* Partnerships between universities and K-12 have also fostered collaborative research efforts aimed at improving curriculum development, assessment creation, teacher pedagogy, and learning leadership, resulting in research that contributes to the development of evidence-based practices at the post-secondary and school division/district levels (Bryk, Gomez, Grunow, & LeMahieu, 2015).

General Potential Collaboration Opportunities

Listed below are some examples of potential partnership opportunities with any institute of higher education.

University-Assisted Community Schools

This model, as described by Anyon (2018), involves universities partnering with K-12 schools to provide comprehensive support services, such as health care, tutoring, and after-school programs, in addition to educational resources.

Dual Enrollment and Articulation Agreements

These agreements enable high school students to earn college credits and facilitate a more seamless transition into higher education (Karp & Bork, 2017).

Data Sharing and Analysis

Collaborative data initiatives have emerged, where universities and K-12 divisions share student data to identify struggling learners and develop targeted interventions (Gates & Tyner, 2018).

Young Scholars Program for Williamsburg Students (Scholarships)

A program like this one could help fund student attendance at colleges such as Virginia Peninsula Community College or the College of William and Mary.

Collaboration Opportunities with the College of William and Mary

The College of William and Mary (W&M), located in the City of Williamsburg, offers many potential avenues for collaboration for area school divisions. Some examples are listed here, but this is not an exhaustive list, and the City of Williamsburg is encouraged to conduct further interest discussions with the College to meet the specific needs of the City.

Robust Clinical Faculty Training Program & Student Teachers

The College of William and Mary already has agreements to place student teachers in nearby school divisions, such as WJCC and Newport News. These placements could be expanded to the City of Williamsburg, and mentor teachers could receive training through W&M.

Innovation Grants from the VDOE

W&M has previously worked with WJCC schools to write, receive, and implement Innovation Grants. These could include topics such as implementing project-based learning, literacy labs, or other innovative courses.

Professional Development

The W&M School of Education provides professional development opportunities for educators. The School-University Research Network (SURN) Academy provides professional development for leaders, new teachers, and family engagement. Additionally, W&M's Training and Technical Assistance Center (T/TAC), part of a statewide network funded through the VDOE, provides training on research-based practices to increase capacity and improve outcomes for students with mild to moderate disabilities.

Gifted Services

At this time, the W&M Center for Gifted Education focuses on research and providing services to educators and policy makers. They do, however, work in partnership with some grant-funded programs to provide gifted services to students outside of normal school hours, which is an avenue the City of Williamsburg may wish to explore.

Americorps & Other Volunteer Activities

The College of William and Mary works with Americorps to bring together stakeholders to discuss "prevalent and severe" issues that have been articulated by students and families, and look for answers. The City of Williamsburg could potentially participate in this work. Similarly, there is an opportunity to partner with the W&M Office of Civic Engagement, which works to provide undergraduates with volunteer opportunities.

While the opportunities are numerous, The College of William and Mary encourages their partner schools to narrow their focus for collaboration to a few key areas based upon their overall goals.

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APPENDICES

APPENDIX 5.I: SPECIAL EDUCATION STAFFING RATIOS

Virginia Administrative Code, Title 8. Education, Agency 20. State Board of Education, Chapter 81. Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Part VI. Compliance with § 504 of the Rehabilitation Act of 1973, as Amended 8VAC20-81-340. Special education caseload staffing requirements.

Figure 1: Local school division caseload maximums as funded by Virginia Appropriation Act.

Disability Category	Level II		Level I
	With Paraprofessional 100% of the time	Without Paraprofessional 100% of the Time	
Autism	8	6	24
Deaf-blindness	8	6	
Developmental Delay: age 5-6	10	8	
Developmental Delay: age 2-5	8 Center-based 10 Combined	12 Home-based and/or Itinerant	
Emotional Disability	10	8	24
Hearing Impairment/Deaf	10	8	24
Intellectual Disability	10	8	24
Learning Disability	10	8	24
Multiple Disabilities	8	6	
Orthopedic Impairment	10	8	24
Other Health Impairment	10	8	24
Speech or Language Impairment	NA	NA	68 (Itinerant)
Traumatic Brain Injury	May be placed in any program, according to the IEP		
Combined group of students needing Level I services with students needing Level II services	20 Points (see Figure 2)		

Figure 2: Values for students receiving Level I services when combined with students receiving Level II services.

Disability Category	Level II Values		Level I Values
	With Paraprofessional 100% of the time	Without Paraprofessional 100% of the time	
Autism	2.5	3.3	1
Deaf-blindness	2.5	3.3	1
Developmental Delay: age 5-6	2.0	2.5	1
Emotional Disability	2.0	2.5	1
Hearing Impairment/Deaf	2.0	2.5	1
Intellectual Disability	2.0	2.5	1
Learning Disability	2.0	2.5	1
Multiple Disabilities	2.5	3.3	1
Orthopedic Impairment	2.0	2.5	1
Other Health Impairment	2.0	2.5	1
Traumatic Brain Injury	2.0	2.5	1

Statutory Authority

§§ 22.1-16 and 22.1-214 of the Code of Virginia.

Historical Notes

Derived from Virginia Register Volume 25, Issue 21, eff. July 7, 2009; Errata, 26:4 VA.R. 447-448 October 26, 2009; amended, Virginia Register Volume 26, Issue 8, eff. January 25, 2010.

APPENDIX 5.2: EXAMPLE CONTRACTS**8 Va. Admin. Code § 20-440-160:1**

Section 8VAC20-440-160:1 - APPENDIX A.CONTRACT FORMS

THIS ARTICLE OF AGREEMENT, between the SCHOOL BOARD OF _____ Commonwealth of Virginia, ("School Board") and _____ ("Employee"). The School Board agrees to employ and the employee agrees to accept such employment in the position of _____ (administrator, supervisor, principal, teacher, librarian or other instructional staff) subject to the authority of the School Board, under the supervision and direction of the division superintendent of schools, and agrees to the following conditions:

1. The employee: (check one)

___ holds a valid Virginia license issued by the Board of Education

___ has completed the requirements and has filed a complete application for a Virginia license

___ is eligible for a Virginia license and will file a complete application within 90 days of employment.

2. The services to be performed hereunder shall begin on _____, 20___, and continue thereafter as prescribed by the school board.

3. The employee shall perform such pertinent duties during the period of this contract as are deemed necessary by the school board and superintendent for the efficient and successful operation of the school system.

4. The employee shall comply with all school laws, Board of Education regulations, and all regulations made by the school board in accordance with law and Board of Education regulations, and shall make promptly and accurately all reports required by the division superintendent of schools.

5. The employee agrees to abide by the provisions of the Constitution of Virginia and the Constitution of the United States.

6. The division superintendent shall have authority to assign employees to their respective positions in the school wherein they have been placed by the school board and may, with the approval of the school board, reassign any employee to any school within the division during the term of this contract; provided no change or reassignment shall adversely affect the salary of the employee under this contract.

7. The reassignments of administrative or supervisory personnel to a teaching position shall be in accordance with Section 22.1-294 of the Code of Virginia (1950), as amended.

8. Before the superintendent recommends to the school board the nonrenewal of the contract of an employee who has not achieved continuing contract status, the

superintendent shall notify the employee of the proposed recommendation in accordance with Section 22.1- 304 of the Code.

9. The school board, upon recommendation of the division superintendent, reserves the right to dismiss, suspend, or place on probation the employee, paying for services rendered in accordance with this agreement to date of dismissal.

10. In case schools are closed temporarily as a result of an epidemic or for other necessary cause, the said board may require such loss of time to be made up within the school term or may extend the school term.

11. This contract shall not operate to prevent discontinuance of employment as provided or allowed by law.

12. The employee may request that the school board release the employee from the terms of this contract by giving the school board two weeks notice in writing and setting forth

therein the reason considered just cause for resignation. In the event the school board declines to grant the request for release from the contract on the grounds of insufficient or unjustifiable cause, and the employee breaches the contract, the school board may pursue remedies prescribed by the Board of Education or other remedies consistent with law or contract.

13. The school board agrees to pay employee for the duration of this contract _____, payable:

(a) in ___ installments for services rendered, payable by the first day of each calendar month or as soon thereafter as possible.

or

(b) in accordance with schedule under "Special Covenants."

14. The school board shall not be obligated to the salary terms above unless and until sufficient funds are provided to fulfill the obligations of the school board by the appropriating body; provided, further, that the school board shall give the employee written notice of such approval or disapproval, as the case may be, within seven (7) days of such action.

15. In the event this contract is terminated by mutual consent prior to the end of the contract period, payment will be made for service rendered on a daily basis to be determined by dividing the salary stipulated in this contract by the number of days officially covered under the provisions of this contract.

16. The school board shall deduct monthly from the salary due the employee the computed amount due the Virginia Retirement System (including State-supported group insurance), and applicable state and federal statutes.

17. SPECIAL COVENANTS:

This contract shall at all times be subject to any and all laws, regulations, and policies existing during the term of the contract relating to conditions of employment such as leave, salaries, and length of school terms. Failure of the employee to fulfill this contract shall constitute sufficient grounds for the

termination of the contract by the school board.

The parties agree to the terms of this contract effective this _____ day of
_____ 20__

_____(Signature)

Chairman of the Board

_____(Signature)

Clerk of the Board

_____(Signature)

Division Superintendent

_____(Signature)

Employee

CONTINUING FORM CONTRACT WITH PROFESSIONAL PERSONNEL

State law provides for continuing contracts with local school boards for members of the instructional staff who are qualified by the terms of said law, and/or regulations of the Board of Education; therefore, this article of agreement, between the school board of _____ (county, city, or town) Commonwealth of Virginia, (the "School Board"), and _____ ("Employee").

The school board agrees to employ and the employee agrees to accept such employment in the position of _____ (administrator, supervisor, principal, teacher, librarian or other instructional staff) subject to the authority of the school board, under the supervision and direction of the division superintendent of schools, and agrees to the following conditions:

1. The employee agrees to abide by the provisions of the Constitution of Virginia and the Constitution of the United States.
2. The services to be performed hereunder shall begin on _____, 20____, and continue thereafter as prescribed by the school board.
3. During the term of this contract, the school board agrees to pay the employee an annual salary consistent with provisions of state law, plus any additional salary, but not less than the local scale, as may be determined by the school board in the local salary schedule as duly adopted from time to time; provided, however, that the school board shall not be obligated hereunder unless and until sufficient funds to meet the obligations of the school board hereunder have been approved by the appropriating body; provided, further, that the school board shall give the employee written notice of such approval or disapproval, as the case may be, within seven (7) days of such action.
4. The employee accepts this appointment and agrees to perform such pertinent duties during the period of this contract as are deemed necessary by the school board and superintendent for the efficient and successful operation of the school system.
5. The division superintendent shall have authority to assign employees to their respective positions in the school wherein they have been placed by the school board, and may, with the approval of the school board, reassign any employee to any school within the division during the term of this contract; provided no change or reassignment shall adversely affect the salary of the employee under this contract.
6. The reassignments of administrative or supervisory personnel to a teaching position shall be in accordance with Section 22.1-294 of the Code of Virginia (1950), as amended.
7. The employee shall comply with all school laws, Board of Education regulations, and all rules and regulations made by the school board in accordance with law and Board of Education regulations, and shall make promptly and accurately all reports required by the division superintendent of schools.

8. The length of the school term and the annual period of service shall be fixed by the school board in accordance with law.
9. This contract of employment shall remain in full force and effect from year to year, subject to all the provisions herein set forth, unless modified by mutual consent in writing by the parties to this contract. The employee may be dismissed, suspended, or placed on probation as provided by law. The school board, upon recommendation of the division superintendent, reserves the right to dismiss, suspend, or place on probation the employee, paying for service rendered in accordance with this agreement to date of dismissal. In case schools are closed temporarily as a result of an epidemic or for other necessary cause, the school board may require such loss of time to be made up within the school term or may extend the school term. In the event this contract is terminated, payment will be made for services actually rendered on a daily rate basis.
10. This contract shall not operate to prevent discontinuance of a position as provided by law.
11. The employee may request that the school board release the employee from the terms of this contract by giving the school board two weeks notice in writing and setting forth therein the reason considered just cause for resignation. In the event the school board declines to grant the request for release from the contract on the grounds of insufficient or unjustifiable cause and the employee breaches the contract, the school board may pursue remedies prescribed by the Board of Education or other remedies consistent with law or contract.
12. This contract shall be null and void and of no further force or effect and be terminated if, at any point during the term of this contract, the employee does not hold a valid license, as defined in regulations of the Board of Education.
13. The employee may be granted a leave of absence as provided by law, Board of Education regulations, and/or the policies of the local school board.
14. The school board shall deduct monthly from the salary due the employee the computed amount due the Virginia Supplemental Retirement system (including State-supported group insurance), and other applicable state and federal statutes.
15. SPECIAL COVENANTS:
This contract shall at all times be subject to any and all laws, regulations, and policies now existing or enacted during the term of the contract relating to conditions of employment such as leave, salaries, and length of school terms. Failure of the employee to fulfill this contract shall constitute sufficient grounds for the termination of the contract by the school board.

The parties agree to the terms of this contract effective this _____ day of _____ 20__

_____(Signature)

Chairman of the Board

_____(Signature)

Clerk of the Board

_____(Signature)

Division Superintendent

_____(Signature)

Employee

ATHLETIC COACHING CONTRACT WITH SCHOOL PERSONNEL

AGREEMENT, between the SCHOOL BOARD OF _____ (county, city, or town) ("School Board") and _____ ("Coach").

The school board and the coach agree that the coach will perform the following athletic coaching assignment _____ (football, basketball, baseball, track, or other specified athletic activity) subject to the authority of the School Board, under the supervision and direction of the superintendent or designee, subject to the Code of Virginia and subject to the following conditions:

1. The coach shall perform such pertinent duties during the period of this assignment as are deemed necessary by the school board and the superintendent or designee for the successful and efficient operation of the school system.
2. The coach shall comply with all applicable law, Virginia Board of Education regulations, school board policies, and regulations of the superintendent now or hereafter in effect.
3. This agreement may be terminated by either party with or without cause by providing reasonable notice in writing to the other party. Such reasonable notice may be set forth in the Special Covenants below.
4. The school board agrees to pay the coach \$_____ as monetary compensation for the duration of this agreement, payable in accordance with established payroll procedures. The coach agrees and acknowledges that this employment does not qualify as service toward continuing contract eligibility, does not constitute teaching experience, and does not create any rights of any type in favor of the coach other than the compensation referred to herein.
5. This agreement is for an athletic coaching assignment from _____ (month/day), 20__ to _____ (month/day), 20__, commencing _____ (month/day), 20__.
6. The school board shall deduct from the monetary compensation all deductions required by law.
7. Termination of this agreement by either party shall not, in itself, constitute cause for termination of any separate teaching contract between the coach and the school board.

8. SPECIAL COVENANTS:

The parties agree to the terms of this contract effective this _____ day of _____, 20____

_____ (Signature)

Chairman of the Board

_____ (Signature)

Clerk of the Board

_____ (Signature)

Division Superintendent

_____ (Signature)

Coach

EXTRACURRICULAR ACTIVITY SPONSORSHIP CONTRACT WITH
SCHOOL PERSONNEL

AGREEMENT, between the SCHOOL BOARD OF _____ (county, city, or town) ("School Board") and _____ ("Employee").

The school board and the employee agree that the employee will perform the following extracurricular activity sponsorship assignment subject to the authority of the school board, under the supervision and direction of the superintendent or designee, subject to the Code of Virginia and subject to the following conditions:

1. "Extracurricular sponsorship" means an assignment for which a monetary supplement is received, requiring responsibility for any student organizations, clubs, or groups, such as service clubs, academic clubs and teams, cheerleading squads, student publication and literary groups, and visual and performing arts organizations except those that are conducted in conjunction with regular classroom, curriculum, or instructional programs.
2. The employee shall perform such pertinent duties during the period of this assignment as are deemed necessary by the school board and the superintendent or designee for the successful and efficient operation of the school system.
3. The employee shall comply with all applicable law, Virginia Board of Education regulations, school board policies, and regulations of the superintendent now or hereafter in effect.
4. This agreement may be terminated by either party with or without cause by providing reasonable notice in writing to the other party. Such reasonable notice may be set forth in the Special Covenants below.
5. The school board agrees to pay the employee \$ _____ as monetary compensation for the duration of this agreement, payable in accordance with established payroll procedures. The employee agrees and acknowledges that this employment does not qualify as service toward continuing contract eligibility, does not constitute teaching experience, and does not create any rights of any type in favor of the coach other than the compensation referred to herein.
6. This agreement is for an extracurricular activity sponsorship assignment from _____ (month/day), 20__ -to _____ (month/day), 20__, commencing _____ (month/day), 20__.
7. The school board shall deduct from the monetary compensation all deductions required by law.
8. Termination of this agreement by either party shall not in itself constitute cause for termination of any separate teaching contract between the coach and the school board.

9. SPECIAL COVENANTS:

The parties agree to the terms of this contract effective this _____ day of _____, 20____.

_____(Signature)

Chairman of the Board

_____(Signature)

Clerk of the Board

_____(Signature)

Division Superintendent

_____(Signature)

Employee

8 Va. Admin. Code § 20-440-160:1

Amended, Virginia Register Volume 19, Issue 12, eff. March 28, 2003.

Statutory Authority

§§ 22.1-16 and 22.1-302 of the Code of Virginia.

Hampton City Schools						
10-Month Teacher Pay Scale						
FY 2023/2024 (effective January 1, 2024)						
Years of Credited Teaching Service	Step	23/24 Salary for BACHELOR'S	23/24 Salary for MASTER'S	23/24 Salary for MASTER'S	23/24 Salary for EDS/CAGS	23/24 Salary for DOCTORATE
0	0	54,060	56,712	57,528	57,732	58,752
1	1	54,944	57,729	58,586	58,800	59,871
2	2	55,935	58,859	59,759	59,983	61,108
3	3	56,195	59,326	60,290	60,530	61,734
4	4	56,455	59,636	60,615	60,858	62,081
5	5	56,722	59,946	60,940	61,189	62,429
6	6	56,981	60,272	61,284	61,537	62,801
7	7	57,107	60,398	61,409	61,663	62,929
8	8	57,234	60,525	61,537	61,790	63,055
9	9	57,360	60,650	61,663	61,917	63,181
10	10	57,487	60,777	61,790	62,043	63,369
11	11	58,185	61,558	62,719	63,006	64,459
12	12	58,856	62,444	63,616	63,909	65,376
13	13	59,416	63,006	64,180	64,475	65,941
14	14	59,699	63,289	64,459	64,753	66,218
15	15	60,028	63,617	64,790	65,083	66,547
16	16	60,969	64,560	65,731	66,024	67,491
17	17	61,968	65,556	66,730	67,024	68,488
18	18	62,407	65,996	67,167	67,463	68,928
19	19	63,210	66,802	67,971	68,266	69,731
20	20	63,657	67,247	68,418	68,713	70,176
21	21	64,613	68,203	69,374	69,667	71,134
22	22	65,151	68,739	69,913	70,207	71,673
23	23	66,368	69,958	71,132	71,424	72,890
24	24	66,834	70,424	71,594	71,890	73,355
25	25	75,648	79,238	80,413	80,705	82,173
26	26	78,306	81,896	83,070	83,362	84,826
27	27	78,790	82,383	83,551	83,848	85,313
28	28	79,598	83,186	84,359	84,654	86,120
29	29	80,092	83,680	84,856	85,147	86,612
30 or more	30	81,758	85,048	86,060	86,312	87,579

Poquoson City Public Schools Pay Plan

Fiscal Year 2023-2024

Teacher Salary Schedule

<u>Step</u>	<u>Bachelor's Degree</u>
0	\$46,273
1	\$47,162
2	\$48,069
3	\$49,002
4	\$49,670
5	\$50,337
6	\$50,954
7	\$51,346
8	\$52,007
9	\$52,782
10	\$53,284
11	\$53,516
12	\$53,694
13	\$54,259
14	\$55,066
15	\$55,678
16	\$55,678
17	\$55,678
18	\$57,351
19	\$58,212
20	\$58,212
21	\$58,212
22	\$58,762
23	\$59,354
24	\$59,698
25	\$60,098
26	\$61,422
27	\$62,650
28	\$63,903
29	\$64,855
30	\$65,518

Supplements:	
Master's Degree	\$2,725
21 Hours	\$1,144
15 Hours	\$749
Advanced Certificate	\$1,368
Doctoral Degree	\$2,725

Changes in salary will only occur when there is an approved adjustment to the Teacher Salary Schedule.

New Kent County Public Schools
 Teacher Salary Schedule - 200 day contract/7.5 hours per day
 Adopted FY 2023-24

Step	FY24 BASE	FY24 scales including supplements for further education				
	BA	BA+12	BA+24	MA	MA+30	EdD/PhD
		993	1,986	3,476	4,966	5,463
0	49,660	50,653	51,646	53,136	54,626	55,123
1	50,138	51,131	52,124	53,614	55,104	55,601
2	50,619	51,612	52,605	54,095	55,585	56,082
3	51,100	52,093	53,086	54,576	56,066	56,563
4	51,587	52,580	53,573	55,063	56,553	57,050
5	52,076	53,069	54,062	55,552	57,042	57,539
6	52,571	53,564	54,557	56,047	57,537	58,034
7	53,070	54,063	55,056	56,546	58,036	58,533
8	53,574	54,567	55,560	57,050	58,540	59,037
9	54,083	55,076	56,069	57,559	59,049	59,546
10	54,597	55,590	56,583	58,073	59,563	60,060
11	55,116	56,109	57,102	58,592	60,082	60,579
12	55,640	56,633	57,626	59,116	60,606	61,103
13	56,169	57,162	58,155	59,645	61,135	61,632
14	56,702	57,695	58,688	60,178	61,668	62,165
15	57,241	58,234	59,227	60,717	62,207	62,704
16	57,780	58,773	59,766	61,256	62,746	63,243
17	58,324	59,317	60,310	61,795	63,285	63,782
18	58,873	59,866	60,859	62,334	63,824	64,321
19	59,427	60,420	61,413	62,883	64,363	64,860
20	59,986	60,979	61,972	63,442	64,902	65,399
21	60,550	61,543	62,536	64,031	65,441	65,938
22	61,119	62,112	63,105	64,630	66,000	66,497
23	61,694	62,687	63,680	65,239	66,559	67,056
24	62,274	63,267	64,260	65,858	67,118	67,615
25	62,859	63,852	64,845	66,477	67,677	68,174
26	63,449	64,442	65,435	67,096	68,236	68,735
27	64,044	65,037	66,030	67,715	68,795	69,294
28	64,644	65,637	66,630	68,334	69,354	69,853
29	65,249	66,242	67,235	68,953	69,913	70,412
30	65,859	66,852	67,845	69,572	70,472	70,971
31	66,474	67,467	68,460	70,191	71,031	71,530
32	67,094	68,087	69,080	70,810	71,590	72,089
33	67,719	68,712	69,705	71,429	72,149	72,648
34	68,349	69,342	70,335	72,048	72,708	73,207
35	68,984	69,977	70,970	72,667	73,267	73,766
36	69,624	70,617	71,610	73,286	73,826	74,325

New Kent County Public Schools
 Teacher Salary Schedule - 202 day contract/7.5 hours per day
Adopted FY 2023-2024

Step	FY24 BASE	FY24 scales including supplements for further education				
	BA	BA+12 1,003	BA+24 2,006	MA 3,511	MA+30 5,016	EdD/PhD 5,517
0	50,157	51,160	52,163	53,668	55,173	55,674
1	50,639	51,642	52,645	54,150	55,655	56,156
2	51,126	52,129	53,132	54,637	56,142	56,643
3	51,611	52,614	53,617	55,122	56,627	57,128
4	52,102	53,105	54,108	55,613	57,118	57,619
5	52,597	53,600	54,603	56,108	57,613	58,114
6	53,097	54,100	55,103	56,608	58,113	58,614
7	53,601	54,604	55,607	57,112	58,617	59,118
8	54,110	55,113	56,116	57,621	59,126	59,627
9	54,624	55,627	56,630	58,135	59,640	60,141
10	55,143	56,146	57,149	58,654	60,159	60,660
11	55,667	56,670	57,673	59,178	60,683	61,184
12	56,196	57,199	58,202	59,707	61,212	61,713
13	56,730	57,733	58,736	60,241	61,746	62,247
14	57,269	58,272	59,275	60,780	62,285	62,786
15	57,813	58,816	59,819	61,324	62,829	63,330
16	58,448	59,451	60,454	61,959	63,464	63,965
17	59,092	60,095	61,098	62,603	64,108	64,609
18	59,742	60,745	61,748	63,253	64,758	65,259
19	60,399	61,402	62,405	63,910	65,415	65,916
20	61,064	62,067	63,070	64,575	66,080	66,581
21	61,735	62,738	63,741	65,246	66,751	67,252
22	62,414	63,417	64,420	65,925	67,430	67,931
23	63,101	64,104	65,107	66,612	68,117	68,618
24	63,794	64,797	65,800	67,305	68,810	69,311
25	64,496	65,499	66,502	68,007	69,512	70,013
26	65,206	66,209	67,212	68,717	70,222	70,723
27	65,923	66,926	67,929	69,434	70,939	71,440
28	66,648	67,651	68,654	70,159	71,664	72,165
29	67,381	68,384	69,387	70,892	72,397	72,898
30	68,122	69,125	70,128	71,633	73,138	73,639
31	68,872	69,875	70,878	72,383	73,888	74,389
32	69,629	70,632	71,635	73,140	74,645	75,146
33	70,396	71,399	72,402	73,907	75,412	75,913
34	71,381	72,384	73,387	74,892	76,397	76,898
35	72,380	73,383	74,386	75,891	77,396	77,897
36	73,394	74,397	75,400	76,905	78,410	78,911

New Kent County Public Schools
 Teacher Salary Schedule - 206 day contract/7.5 hours per day
 Adopted FY2023-2024

Step	FY24 BASE	FY24 scales including supplements for further education				
	BA	BA+12	BA+24	MA	MA+30	EdD/PhD
		1,023	2,046	3,581	5,115	5,627
0	51,150	52,173	53,196	54,731	56,265	56,777
1	51,642	52,665	53,688	55,223	56,757	57,269
2	52,138	53,161	54,184	55,719	57,253	57,765
3	52,633	53,656	54,679	56,214	57,748	58,260
4	53,134	54,157	55,180	56,715	58,249	58,761
5	53,638	54,661	55,684	57,219	58,753	59,265
6	54,149	55,172	56,195	57,730	59,264	59,776
7	54,662	55,685	56,708	58,243	59,777	60,289
8	55,181	56,204	57,227	58,762	60,296	60,808
9	55,706	56,729	57,752	59,287	60,821	61,333
10	56,235	57,258	58,281	59,816	61,350	61,862
11	56,769	57,792	58,815	60,350	61,884	62,396
12	57,309	58,332	59,355	60,890	62,424	62,936
13	57,854	58,877	59,900	61,435	62,969	63,481
14	58,403	59,426	60,449	61,984	63,518	64,030
15	58,958	59,981	61,004	62,539	64,073	64,585
16	59,606	60,629	61,652	63,187	64,721	65,233
17	60,262	61,285	62,308	63,843	65,377	65,889
18	60,925	61,948	62,971	64,506	66,040	66,552
19	61,595	62,618	63,641	65,176	66,710	67,222
20	62,273	63,296	64,319	65,854	67,388	67,900
21	62,957	63,980	65,003	66,538	68,072	68,584
22	63,650	64,673	65,696	67,231	68,765	69,277
23	64,350	65,373	66,396	67,931	69,465	69,977
24	65,058	66,081	67,104	68,639	70,173	70,685
25	65,774	66,797	67,820	69,355	70,889	71,401
26	66,497	67,520	68,543	70,078	71,612	72,124
27	67,228	68,251	69,274	70,809	72,343	72,855
28	67,968	68,991	70,014	71,549	73,083	73,595
29	68,715	69,738	70,761	72,296	73,830	74,342
30	69,471	70,494	71,517	73,052	74,586	75,098
31	70,236	71,259	72,282	73,817	75,351	75,863
32	71,008	72,031	73,054	74,589	76,123	76,635
33	71,790	72,813	73,836	75,371	76,905	77,417
34	72,795	73,818	74,841	76,376	77,910	78,422
35	73,813	74,836	75,859	77,394	78,928	79,440
36	74,847	75,870	76,893	78,428	79,962	80,474

New Kent County Public Schools
 Teacher Salary Schedule - 210 day contract/7.5 hours per day
 Adopted FY 2023-2024

Step	FY24 BASE	FY24 scales including supplements for further education				
	BA	BA+12	BA+24	MA	MA+30	EdD/PhD
		1,043	2,086	3,650	5,214	5,736
0	52,143	53,186	54,229	55,793	57,357	57,879
1	52,644	53,687	54,730	56,294	57,858	58,380
2	53,150	54,193	55,236	56,800	58,364	58,886
3	53,655	54,698	55,741	57,305	58,869	59,391
4	54,166	55,209	56,252	57,816	59,380	59,902
5	54,680	55,723	56,766	58,330	59,894	60,416
6	55,200	56,243	57,286	58,850	60,414	60,936
7	55,724	56,767	57,810	59,374	60,938	61,460
8	56,253	57,296	58,339	59,903	61,467	61,989
9	56,788	57,831	58,874	60,438	62,002	62,524
10	57,327	58,370	59,413	60,977	62,541	63,063
11	57,871	58,914	59,957	61,521	63,085	63,607
12	58,421	59,464	60,507	62,071	63,635	64,157
13	58,977	60,020	61,063	62,627	64,191	64,713
14	59,537	60,580	61,623	63,187	64,751	65,273
15	60,103	61,146	62,189	63,753	65,317	65,839
16	60,763	61,806	62,849	64,413	65,977	66,499
17	61,432	62,475	63,518	65,082	66,646	67,168
18	62,108	63,151	64,194	65,758	67,322	67,844
19	62,791	63,834	64,877	66,441	68,005	68,527
20	63,482	64,525	65,568	67,132	68,696	69,218
21	64,180	65,223	66,266	67,830	69,394	69,916
22	64,885	65,928	66,971	68,535	70,099	70,621
23	65,600	66,643	67,686	69,250	70,814	71,336
24	66,321	67,364	68,407	69,971	71,535	72,057
25	67,051	68,094	69,137	70,701	72,265	72,787
26	67,788	68,831	69,874	71,438	73,002	73,524
27	68,534	69,577	70,620	72,184	73,748	74,270
28	69,288	70,331	71,374	72,938	74,502	75,024
29	70,050	71,093	72,136	73,700	75,264	75,786
30	70,820	71,863	72,906	74,470	76,034	76,556
31	71,600	72,643	73,686	75,250	76,814	77,336
32	72,387	73,430	74,473	76,037	77,601	78,123
33	73,184	74,227	75,270	76,834	78,398	78,920
34	74,208	75,251	76,294	77,858	79,422	79,944
35	75,247	76,290	77,333	78,897	80,461	80,983
36	76,301	77,344	78,387	79,951	81,515	82,037

New Kent County Public Schools
 Teacher Salary Schedule - 220 day contract/7.5 hours per day
 Adopted FY2023-2024

Step	FY24 BASE	FY24 scales including supplements for further education				
	BA	BA+12	BA+24	MA	MA+30	EdD/PhD
		1,093	2,185	3,824	5,463	6,009
0	54,626	55,719	56,811	58,450	60,089	60,635
1	55,151	56,244	57,336	58,975	60,614	61,160
2	55,681	56,774	57,866	59,505	61,144	61,690
3	56,210	57,303	58,395	60,034	61,673	62,219
4	56,745	57,838	58,930	60,569	62,208	62,754
5	57,283	58,376	59,468	61,107	62,746	63,292
6	57,829	58,922	60,014	61,653	63,292	63,838
7	58,377	59,470	60,562	62,201	63,840	64,386
8	58,932	60,025	61,117	62,756	64,395	64,941
9	59,492	60,585	61,677	63,316	64,955	65,501
10	60,057	61,150	62,242	63,881	65,520	66,066
11	60,627	61,720	62,812	64,451	66,090	66,636
12	61,203	62,296	63,388	65,027	66,666	67,212
13	61,786	62,879	63,971	65,610	67,249	67,795
14	62,372	63,465	64,557	66,196	67,835	68,381
15	62,965	64,058	65,150	66,789	68,428	68,974
16	63,657	64,750	65,842	67,481	69,120	69,666
17	64,358	65,451	66,543	68,182	69,821	70,367
18	65,066	66,159	67,251	68,890	70,529	71,075
19	65,781	66,874	67,966	69,605	71,244	71,790
20	66,505	67,598	68,690	70,329	71,968	72,514
21	67,236	68,329	69,421	71,060	72,699	73,245
22	67,975	69,068	70,160	71,799	73,438	73,984
23	68,724	69,817	70,909	72,548	74,187	74,733
24	69,479	70,572	71,664	73,303	74,942	75,488
25	70,244	71,337	72,429	74,068	75,707	76,253
26	71,016	72,109	73,201	74,840	76,479	77,025
27	71,797	72,890	73,982	75,621	77,260	77,806
28	72,587	73,680	74,772	76,411	78,050	78,596
29	73,385	74,478	75,570	77,209	78,848	79,394
30	74,193	75,286	76,378	78,017	79,656	80,202
31	75,009	76,102	77,194	78,833	80,472	81,018
32	75,834	76,927	78,019	79,658	81,297	81,843
33	76,669	77,762	78,854	80,493	82,132	82,678
34	77,742	78,835	79,927	81,566	83,205	83,751
35	78,830	79,923	81,015	82,654	84,293	84,839
36	79,934	81,027	82,119	83,758	85,397	85,943

NEWPORT NEWS PUBLIC SCHOOLS
TEACHER GRADE 35A
BACHELORS DEGREE
2023-2024

Years Exp	192 Day* ANNUAL SALARY	195 DAY ANNUAL SALARY	197 DAY ANNUAL SALARY	202 DAY ANNUAL SALARY	212 DAY ANNUAL SALARY	220 DAY ANNUAL SALARY	245 DAY ANNUAL SALARY	202 DAY ANNUAL SALARY LEAD TEACHER SECONDARY	220 ANNUAL SALARY LEAD SECONDARY
0	52,710	53,534	54,083	55,455	58,201	60,397	67,260	61,469	66,946
1	53,501	54,337	54,894	56,288	59,074	61,303	68,270	62,392	67,951
2	54,304	55,153	55,718	57,132	59,961	62,223	69,294	63,328	68,970
3	55,119	55,980	56,554	57,990	60,861	63,157	70,334	64,277	70,005
4	55,946	56,820	57,403	58,860	61,774	64,105	71,389	65,242	71,056
5	56,785	57,672	58,264	59,743	62,700	65,066	72,460	66,221	72,122
6	57,637	58,538	59,138	60,639	63,641	66,042	73,547	67,215	73,205
7	58,502	59,416	60,025	61,549	64,596	67,034	74,651	68,223	74,302
8	59,380	60,308	60,926	62,473	65,565	68,040	75,771	69,247	75,417
9	60,271	61,213	61,841	63,410	66,549	69,061	76,908	70,285	76,548
10	61,175	62,131	62,768	64,361	67,547	70,096	78,062	71,339	77,696
11	62,093	63,063	63,710	65,327	68,561	71,148	79,233	72,410	78,862
12	63,024	64,009	64,665	66,307	69,589	72,215	80,421	73,495	80,045
13	63,969	64,969	65,635	67,301	70,632	73,298	81,627	74,599	81,246
14	64,929	65,944	66,620	68,311	71,692	74,398	82,852	75,717	82,464
15	65,903	66,933	67,619	69,335	72,768	75,514	84,095	76,852	83,701
16	66,892	67,937	68,634	70,376	73,860	76,647	85,357	78,005	84,957
17	67,895	68,956	69,663	71,431	74,967	77,796	86,637	79,176	86,231
18	68,913	69,990	70,708	72,502	76,091	78,963	87,936	80,363	87,524
19	69,947	71,040	71,769	73,590	77,233	80,148	89,255	81,568	88,838
20	70,996	72,105	72,845	74,694	78,391	81,350	90,594	82,792	90,170
21	72,061	73,187	73,938	75,814	79,567	82,570	91,953	84,035	91,523
22	73,142	74,285	75,047	76,951	80,761	83,809	93,332	85,294	92,895
23	74,239	75,399	76,172	78,106	81,972	85,066	94,732	86,573	94,288
24	75,353	76,530	77,315	79,278	83,202	86,342	96,154	87,872	95,702
25	76,483	77,678	78,475	80,466	84,450	87,637	97,595	89,189	97,137
26	77,630	78,843	79,652	81,673	85,716	88,951	99,059	90,528	98,595
27	78,794	80,025	80,846	82,898	87,002	90,285	100,544	91,886	100,075
28	79,976	81,226	82,059	84,141	88,307	91,639	102,053	93,265	101,576
29	81,176	82,444	83,290	85,404	89,632	93,014	103,584		
30	82,394	83,681	84,540	86,685	90,977	94,410	105,138		
**31	83,630	84,937	85,808	87,986	92,341	95,826	106,715		

*Standard teacher contract length.

NEWPORT NEWS PUBLIC SCHOOLS
 TEACHER GRADE 37A
 MASTERS DEGREE
 2023-2024

Years Exp	192 DAY* ANNUAL SALARY	195 DAY ANNUAL SALARY	197 DAY ANNUAL SALARY	202 DAY ANNUAL SALARY	212 DAY ANNUAL SALARY	220 DAY ANNUAL SALARY	245 DAY ANNUAL SALARY	202 DAY ANNUAL SALARY LEAD TEACHER SECONDARY	220 ANNUAL SALARY LEAD SECONDARY
0	56,400	57,281	57,869	59,338	62,275	64,625	71,969	65,772	71,633
1	57,246	58,140	58,737	60,228	63,209	65,594	73,048	66,759	72,708
2	58,105	59,013	59,618	61,131	64,158	66,579	74,144	67,761	73,798
3	58,977	59,899	60,513	62,049	65,120	67,578	75,257	68,777	74,906
4	59,862	60,797	61,421	62,980	66,098	68,592	76,386	69,808	76,030
5	60,760	61,709	62,342	63,925	67,089	69,621	77,532	70,857	77,171
6	61,672	62,636	63,278	64,884	68,096	70,666	78,696	71,920	78,329
7	62,597	63,575	64,227	65,857	69,118	71,726	79,876	72,998	79,503
8	63,537	64,530	65,192	66,846	70,155	72,803	81,076	74,094	80,697
9	64,490	65,498	66,169	67,849	71,208	73,895	82,292	75,205	81,906
10	65,457	66,480	67,162	68,866	72,275	75,003	83,526	76,333	83,135
11	66,440	67,478	68,170	69,900	73,361	76,129	84,780	77,478	84,382
12	67,436	68,490	69,192	70,948	74,461	77,270	86,051	78,640	85,648
13	68,447	69,516	70,229	72,012	75,577	78,429	87,341	79,820	86,933
14	69,474	70,560	71,283	73,092	76,711	79,606	88,652	81,018	88,238
15	70,516	71,618	72,352	74,189	77,861	80,800	89,981	82,232	89,559
16	71,574	72,692	73,438	75,302	79,030	82,012	91,331	83,465	90,903
17	72,648	73,783	74,540	76,432	80,216	83,243	92,702	84,718	92,267
18	73,737	74,889	75,657	77,577	81,418	84,490	94,091	85,988	93,650
19	74,843	76,012	76,792	78,741	82,639	85,758	95,503	87,278	95,056
20	75,966	77,153	77,944	79,923	83,879	87,044	96,936	88,587	96,481
21	77,105	78,310	79,113	81,121	85,137	88,349	98,389	89,917	97,929
22	78,262	79,485	80,300	82,338	86,414	89,675	99,866	91,265	99,398
23	79,436	80,677	81,505	83,573	87,711	91,020	101,364	92,633	100,889
24	80,628	81,888	82,728	84,827	89,027	92,386	102,885	94,023	102,401
25	81,837	83,116	83,968	86,099	90,362	93,772	104,427	95,433	103,937
26	83,064	84,362	85,227	87,390	91,717	95,178	105,993	96,865	105,497
27	84,310	85,627	86,506	88,701	93,092	96,605	107,583	98,319	107,080
28	85,574	86,911	87,802	90,031	94,488	98,054	109,196	99,794	108,686
29	86,858	88,215	89,120	91,382	95,906	99,525	110,834		
30	88,162	89,540	90,458	92,754	97,346	101,019	112,498		
31	89,484	90,882	91,814	94,145	98,805	102,534	114,185		

*Standard teacher contract length.

NEWPORT NEWS PUBLIC SCHOOLS
 TEACHER GRADE 38A
 MASTERS + DEGREE (EdS/Advanced Study)
 2023-2024

Years Exp	192 Day* ANNUAL SALARY	195 DAY ANNUAL SALARY	197 DAY ANNUAL SALARY	202 DAY ANNUAL SALARY	212 DAY ANNUAL SALARY	220 DAY ANNUAL SALARY	245 DAY ANNUAL SALARY	202 DAY ANNUAL SALARY LEAD TEACHER SECONDARY	220 DAY ANNUAL SALARY LEAD SECONDARY
0	58,374	59,286	59,894	61,414	64,455	66,887	74,488	68,073	74,140
1	59,250	60,176	60,793	62,336	65,422	67,891	75,605	69,095	75,252
2	60,139	61,079	61,705	63,271	66,403	68,909	76,740	70,132	76,381
3	61,041	61,995	62,631	64,220	67,399	69,943	77,891	71,185	77,528
4	61,957	62,925	63,570	65,184	68,411	70,992	79,060	72,252	78,690
5	62,887	63,870	64,525	66,162	69,438	72,058	80,246	73,337	79,872
6	63,831	64,828	65,493	67,156	70,480	73,140	81,451	74,436	81,070
7	64,788	65,800	66,475	68,162	71,537	74,236	82,672	75,554	82,286
8	65,761	66,789	67,474	69,186	72,611	75,351	83,914	76,688	83,521
9	66,747	67,790	68,485	70,223	73,700	76,481	85,172	77,837	84,774
10	67,748	68,807	69,512	71,277	74,805	77,628	86,449	79,005	86,044
11	68,765	69,839	70,556	72,347	75,928	78,793	87,747	80,190	87,336
12	69,796	70,887	71,614	73,431	77,066	79,975	89,063	81,392	88,646
13	70,843	71,950	72,688	74,533	78,222	81,174	90,399	82,613	89,975
14	71,906	73,030	73,779	75,651	79,396	82,392	91,755	83,853	91,325
15	72,984	74,124	74,885	76,785	80,587	83,628	93,131	85,111	92,695
16	74,079	75,236	76,008	77,937	81,796	84,882	94,528	86,388	94,086
17	75,191	76,366	77,149	79,107	83,023	86,156	95,947	87,683	95,496
18	76,318	77,510	78,305	80,293	84,268	87,448	97,385	88,998	96,929
19	77,463	78,673	79,480	81,498	85,532	88,760	98,846	90,333	98,383
20	78,625	79,854	80,673	82,720	86,815	90,091	100,329	91,688	99,858
21	79,804	81,051	81,882	83,960	88,117	91,442	101,833	93,064	101,357
22	81,001	82,267	83,110	85,220	89,439	92,814	103,361	94,460	102,876
23	82,216	83,501	84,357	86,498	90,780	94,206	104,911	95,876	104,418
24	83,450	84,754	85,623	87,796	92,143	95,620	106,486	97,314	105,986
25	84,701	86,024	86,907	89,113	93,524	97,053	108,082	98,773	107,574
26	85,971	87,314	88,210	90,449	94,926	98,508	109,703	100,255	109,188
27	87,261	88,624	89,533	91,806	96,351	99,987	111,349	101,761	110,828
28	88,569	89,953	90,875	93,182	97,795	101,485	113,018	103,286	112,490
29	89,898	91,303	92,239	94,580	99,262	103,008	114,714	104,836	114,182
30	91,248	92,674	93,624	96,001	100,753	104,555	116,436	106,412	115,918
31	92,616	94,063	95,028	97,440	102,264	106,123	118,182	108,018	117,694

*Standard teacher contract length.

NEWPORT NEWS PUBLIC SCHOOLS
TEACHER GRADE 39A
DOCTORATE
2023-2024

Years Exp	192 Day* ANNUAL SALARY	195 DAY ANNUAL SALARY	197 DAY ANNUAL SALARY	202 DAY ANNUAL SALARY	212 DAY ANNUAL SALARY	220 DAY ANNUAL SALARY	245 DAY ANNUAL SALARY	202 DAY ANNUAL SALARY LEAD TEACHER SECONDARY	220 ANNUAL SALARY LEAD SECONDARY
0	60,417	61,361	61,990	63,564	66,710	69,228	76,695	70,455	\$ 76,733
1	61,324	62,282	62,921	64,518	67,712	70,267	77,847	71,513	\$ 77,886
2	62,244	63,217	63,865	65,486	68,728	71,321	79,014	72,587	\$ 79,055
3	63,177	64,164	64,822	66,467	69,758	72,390	80,199	73,676	\$ 80,241
4	64,125	65,127	65,795	67,465	70,805	73,477	81,402	74,782	\$ 81,445
5	65,088	66,105	66,783	68,478	71,868	74,580	82,625	75,904	\$ 82,668
6	66,065	67,097	67,785	69,506	72,947	75,699	83,865	77,042	\$ 83,907
7	67,056	68,104	68,802	70,549	74,041	76,835	85,123	78,197	\$ 85,166
8	68,063	69,126	69,835	71,608	75,153	77,989	86,401	79,372	\$ 86,444
9	69,083	70,162	70,882	72,681	76,279	79,158	87,696	80,561	\$ 87,740
10	70,119	71,215	71,945	73,771	77,423	80,345	89,011	81,771	\$ 89,057
11	71,172	72,284	73,025	74,879	78,586	81,551	90,348	82,997	\$ 90,393
12	72,239	73,368	74,120	76,001	79,764	82,774	91,702	84,240	\$ 91,747
13	73,323	74,469	75,232	77,142	80,961	84,016	93,078	85,505	\$ 93,124
14	74,423	75,586	76,361	78,299	82,175	85,276	94,475	86,789	\$ 94,522
15	75,538	76,718	77,505	79,472	83,407	86,554	95,890	88,089	\$ 95,938
16	76,672	77,870	78,669	80,665	84,659	87,853	97,330	89,411	\$ 97,378
17	77,823	79,039	79,850	81,876	85,930	89,172	98,791	90,752	\$ 98,839
18	78,989	80,223	81,046	83,103	87,217	90,508	100,271	92,113	\$ 100,321
19	80,174	81,427	82,262	84,350	88,525	91,866	101,775	93,494	\$ 101,826
20	81,377	82,649	83,496	85,615	89,854	93,244	103,302	94,898	\$ 103,354
21	82,597	83,888	84,748	86,899	91,201	94,642	104,851	96,321	\$ 104,905
22	83,836	85,146	86,019	88,202	92,569	96,062	106,424	97,766	\$ 106,478
23	85,094	86,424	87,310	89,526	93,958	97,504	108,021	99,231	\$ 108,073
24	86,371	87,721	88,620	90,869	95,368	98,967	109,642	100,720	\$ 109,695
25	87,666	89,036	89,949	92,232	96,798	100,451	111,286	102,230	\$ 111,339
26	88,980	90,370	91,297	93,614	98,249	101,956	112,954	103,763	\$ 113,010
27	90,315	91,726	92,667	95,019	99,723	103,486	114,649	105,323	\$ 114,708
28	91,669	93,101	94,056	96,443	101,218	105,037	116,367	106,902	\$ 116,427
29	93,044	94,498	95,467	97,890	102,736	106,613	118,113	108,215	\$ 118,888
30	94,442	95,918	96,901	99,361	104,280	108,215	119,888	109,837	\$ 119,888
31	95,858	97,356	98,354	100,851	105,843	109,837	121,685		\$ 121,685

*Standard teacher contract length.

West Point Public Schools

2023-2024 Teacher Salary Scale

TEACHER SALARY SCALE

Step	BA/BS Salary Scale	BA/BS Plus Salary Scale	MA/MS Salary Scale
0	\$52,417	\$53,417	\$54,417
1	\$52,980	\$53,980	\$54,980
2	\$53,541	\$54,541	\$55,541
3	\$54,104	\$55,104	\$56,104
4	\$54,667	\$55,667	\$56,667
5	\$55,228	\$56,228	\$57,228
6	\$55,791	\$56,791	\$57,791
7	\$56,349	\$57,349	\$58,349
8	\$56,912	\$57,912	\$58,912
9	\$57,475	\$58,475	\$59,475
10	\$58,036	\$59,036	\$60,036
11	\$58,599	\$59,599	\$60,599
12	\$59,161	\$60,161	\$61,161
13	\$59,723	\$60,723	\$61,723
14	\$60,295	\$61,295	\$62,295
15	\$60,864	\$61,864	\$62,864
16	\$61,431	\$62,431	\$63,431
17	\$61,999	\$62,999	\$63,999
18	\$62,567	\$63,567	\$64,567
19	\$63,134	\$64,134	\$65,097
20	\$63,703	\$64,703	\$65,627
21	\$64,271	\$65,271	\$66,157
22	\$64,838	\$65,838	\$66,687
23	\$65,406	\$66,406	\$67,217
24	\$65,974	\$66,974	\$68,247
25	\$67,117	\$68,117	\$69,277
26	\$71,372	\$72,372	\$73,372
27	\$72,061	\$73,061	\$74,061
28	\$72,704	\$73,704	\$74,704
29	\$73,347	\$74,347	\$75,347
30	\$73,990	\$74,990	\$75,990



**Williamsburg-James City County Public Schools
Teacher Salary Schedule
2023-2024 School Year
(Effective July 1, 2023)**

Step	Bachelor's Degree	Master's Degree	Master's Plus 30	Doctoral Degree
0	52,700	54,480	56,250	58,025
1	53,500	55,299	57,097	58,896
2	53,902	55,715	57,527	59,340
3	54,087	55,910	57,642	59,552
4	54,207	56,024	57,698	59,649
5	54,442	56,104	58,101	59,814
6	54,713	56,385	58,393	60,240
7	54,986	56,667	58,684	60,842
8	55,482	57,120	59,213	61,458
9	55,981	57,577	59,746	62,065
10	56,261	58,153	60,284	62,686
11	56,857	58,851	60,893	63,313
12	57,430	59,440	61,501	63,945
13	58,007	60,034	62,117	64,585
14	58,586	60,634	62,738	65,230
15	59,172	61,239	63,365	65,883
16	59,764	61,853	63,998	66,541
17	60,360	62,472	64,639	67,208
18	60,964	63,097	65,285	67,879
19	61,575	63,727	65,939	68,558
20	62,189	64,364	66,598	69,244
21	62,842	65,009	67,264	69,936
22	63,471	65,723	67,936	70,846
23	64,423	67,366	68,955	72,475
24	66,033	69,050	70,678	74,287
25	67,685	70,776	72,445	76,143
26	69,378	72,545	74,257	78,048
27	71,111	74,359	76,113	79,997
28	72,888	76,218	78,017	81,998
29	74,712	78,124	79,966	84,050
30	76,877	80,077	81,967	86,149
31	78,830	81,119	83,109	87,270
32	78,830	82,172	84,194	88,404
33	78,830	84,228	86,214	90,526
34	78,830	86,247	88,285	92,698
35	78,830	88,403	90,402	94,924
36	78,830	89,730	91,759	96,348
37	78,830	90,628	92,861	97,504
38	78,830	91,535	93,789	98,479
39	78,830	92,844	95,102	99,463
40	78,830	92,844	96,528	100,458

Placement on a step does not necessarily relate to years of experience.
The salary schedule listed above does not include longevity supplements.

**Positions included on this schedule are Teachers, Librarians, School Counselors, Technology Integration Coaches, Math Specialists, Reading Specialists, Licensed Middle School Student Advancement Coaches, and High School Graduation Coaches, Title I Instructional Coach and School Improvement Specialists.*

****NOTE:**

- Teachers who, as of June 30, 2012, receive an Advanced Certificate supplement or a Doctorate degree supplement will continue to receive \$666 or \$1,331 respectively.
- To the extent funds are available, faculty honored in achieving National Board Certification will receive an initial salary adjustment of \$5,000 and a subsequent award of \$2,500 each year for the life of the certificate.
- Subject to School Board revision.

APPENDIX 6.I: REVENUE AND EXPENDITURES SUMMARY

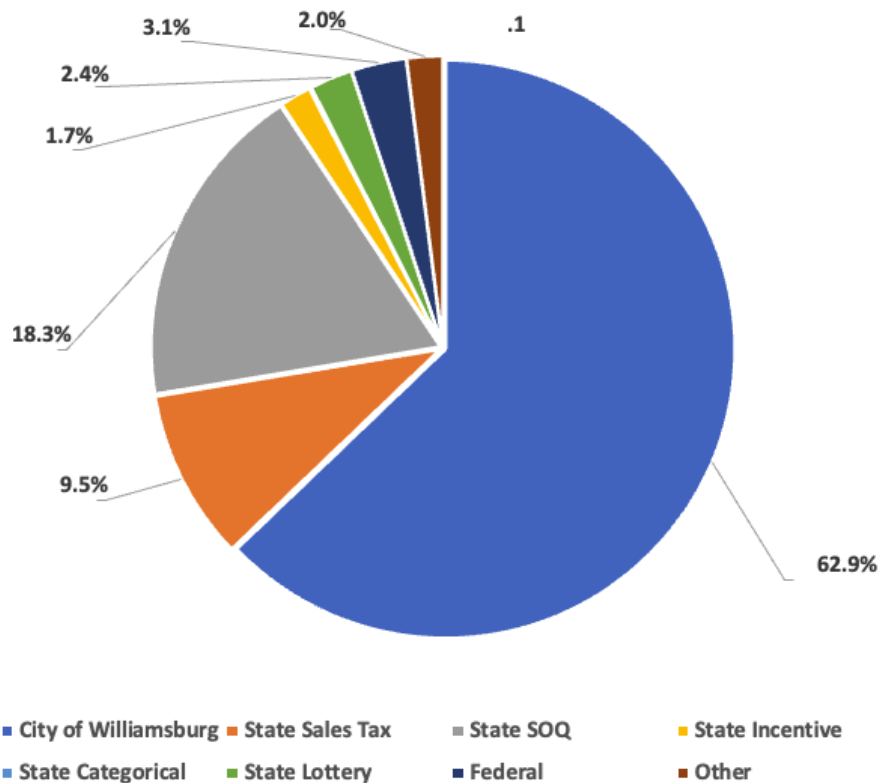
**Williamsburg City Public Schools
Operating Budget**

<i>Projected Revenue Scenario by Source</i>				
Description	FY2024 Budget	FY2025 Scenario	Change (\$)	Change (%)
Local Revenue:				
City of Williamsburg	\$ 10,364,741	\$ 10,364,741	\$ -	-
Total Local Revenue	\$ 10,364,741	\$ 10,364,741	\$ -	-
State Revenue:				
Sales Tax	\$ 1,532,763	\$ 1,572,819	\$ 40,056	2.6%
Standards of Quality	2,243,699	3,018,510	774,811	34.5%
Incentive Programs	1,082,950	287,195	(795,756)	-73.5%
Categorical Programs	3,322	3,324	2	0.1%
Lottery-Funded Programs	369,424	392,698	23,274	6.3%
Total State Revenue	\$ 5,232,158	\$ 5,274,546	\$ 42,388	0.8%
Federal Revenue	500,000	506,500	\$ 6,500	1.3%
Other Revenue	100,000	330,500	230,500	230.5%
Total: Operating Revenue	\$ 16,196,899	\$ 16,476,287	\$ 279,388	1.7%

<i>Projected Expenditure Scenario by Function</i>				
Description		FY2025 Scenario		
Expenditures:				
Instruction		\$ 13,876,279		
Administration		761,666		
Attendance & Health		775,041		
Pupil Transportation		1,288,170		
Operations & Maintenance		1,537,315		
Technology		711,458		
Total: Operating Expenditures		\$ 18,949,929		
Difference: Funding Gap				
		\$ (2,473,642)		

APPENDIX 6.2: PROJECTED REVENUE SCENARIO, SUMMARY, OPERATING BUDGET

Description	FY2024 Budget	FY2025 Scenario	Change (\$)	Change (%)
Local Revenue:				
City of Williamsburg	\$ 10,364,741	\$ 10,364,741	\$ -	-
Total Local Revenue	\$ 10,364,741	\$ 10,364,741	\$ -	-
State Revenue:				
Sales Tax	\$ 1,532,763	\$ 1,572,819	\$ 40,056	2.6%
Standards of Quality	2,243,699	3,018,510	774,811	34.5%
Incentive Programs	1,082,950	287,195	(795,756)	-73.5%
Categorical Programs	3,322	3,324	2	0.1%
Lottery-Funded Programs	369,424	392,698	23,274	6.3%
Total State Revenue	\$ 5,232,158	\$ 5,274,546	\$ 42,388	0.8%
Federal Revenue	\$ 500,000	\$ 506,500	\$ 6,500	1.3%
Other Revenue	100,000	330,500	230,500	230.5%
Total: Operating Revenue	\$ 16,196,899	\$ 16,476,287	\$ 279,388	1.7%



APPENDIX 6.3: PROJECTED REVENUE SCENARIO, DETAIL, OPERATING BUDGET

Description	FY2024 Budget 2023 Special Session I General Assembly (9/14/2023)	FY2025 Governor's Introduced 2024-2026 Biennial Budget (12/20/2023)	Comments
Local Composite Index	0.7217	0.7426	
Local Revenue:			
City of Williamsburg Appropriation	\$ 10,364,741	\$ 10,364,741	FY25 Contribution based on FY24
Total: Local Revenue	\$ 10,364,741	\$ 10,364,741	
Standards of Quality:			
State Sales Tax	\$ 1,532,763	\$ 1,572,819	Based on Governor's Youngkin's Budget
Basic Aid	1,559,547	2,029,607	Based on Governor's Youngkin's Budget
Textbooks	37,947	45,490	Based on Governor's Youngkin's Budget
Vocational Education	9,746	11,931	Based on Governor's Youngkin's Budget
Gifted Education	15,766	19,885	Based on Governor's Youngkin's Budget
Special Education	186,895	282,930	Based on Governor's Youngkin's Budget
Prevention, Intervention, & Remediation	35,831	47,155	Based on Governor's Youngkin's Budget
VRS Retirement	208,967	250,263	Based on Governor's Youngkin's Budget
Social Security	89,721	116,467	Based on Governor's Youngkin's Budget
Group Life	6,306	8,238	Based on Governor's Youngkin's Budget
English as a Second Language	74,120	77,180	Based on Governor's Youngkin's Budget
Remedial Summer School	18,853	129,364	Based on Governor's Youngkin's Budget
Total: State Standards of Quality (SOQ)	\$ 3,776,462	\$ 4,591,329	
Incentive Programs:			
Compensation Supplement	242,669	23,058	Based on Governor's Youngkin's Budget
At-Risk	23,775	61,730	Based on Governor's Youngkin's Budget
Virginia Preschool Initiative	41,795	74,407	Based on Governor's Youngkin's Budget
Virginia Preschool Initiative - Additional Programs	-	-	Based on Governor's Youngkin's Budget
Grocery and Hygiene Tax Hold Harmless	241,293	-	Based on Governor's Youngkin's Budget
ALL In Per Pupil Funding	152,925	-	Based on Governor's Youngkin's Budget
Math/Reading Instructional Specialists	-	-	Based on Governor's Youngkin's Budget
Early Reading Specialists Initiative	22,794	-	Based on Governor's Youngkin's Budget
Rebenchmarking Hold Harmless	229,699	-	Based on Governor's Youngkin's Budget
Technology - VPSA	128,000	128,000	Based on Governor's Youngkin's Budget
Total: Incentive Programs	\$ 1,082,950	\$ 287,195	
Categorical Programs:			
Special Education - Homebound ⁷	3,322	3,324	Based on Governor Youngkin's Budget
Total: Categorical Programs	\$ 3,322	\$ 3,324	
Lottery Funded Programs:			
Foster Care	\$ -	-	
At-Risk	42,939	52,480	Based on Governor Youngkin's Budget
Early Reading Intervention	13,519	14,245	Based on Governor Youngkin's Budget
Mentor Teacher Program	5,533	3,537	Based on Governor Youngkin's Budget
K-3 Primary Class Size Reduction	55,845	70,462	Based on Governor Youngkin's Budget
SOL Algebra Readiness	4,220	6,724	Based on Governor Youngkin's Budget
Project Graduation	12,589	10,919	Based on Governor Youngkin's Budget
ISAEF	16,405	16,405	Based on Governor Youngkin's Budget
Special Education-Regional Tuition	-	-	Based on Governor Youngkin's Budget
Career and Technical Education	18,374	17,926	Based on Governor Youngkin's Budget
Infrastructure and Operations Per Pupil Allocation	200,000	200,000	Based on Governor Youngkin's Budget
Total: Lottery-Funded Programs	\$ 369,424	\$ 392,698	
Total: State Revenue	\$ 5,232,158	\$ 5,274,546	

Description	FY2024 Budget 2023 Special Session I General Assembly (9/14/2023)	FY2025 Governor's Introduced 2024-2026 Biennial Budget (12/20/2023)	Comments
Federal Revenue:			
Grants		\$ 500,000	Based on a percentage WJCC Grant funding
Medicaid Reimbursement		1,500	Based on a percentage WJCC funding
Impact Aid		5,000	Based on a percentage WJCC funding
Total: Federal Revenue	\$ -	\$ 506,500	
Other Funds:			
Interest Income		\$ 2,500	Percentage of WJCC historical revenue trends
Rents		5,000	Percentage of WJCC historical revenue trends
WHRO Lease Berkeley Tower		45,000	Based WJCC historical revenue trends
Tuition - Nonresident Students		250,000	25 nonresident students @ \$10k per student
Tuition - Summer School		2,000	Percentage of WJCC historical revenue trends
Special Fees From Students		1,000	Percentage of WJCC historical revenue trends
Student Athletic Fees		5,000	Percentage of WJCC historical revenue trends
Bus Camera Program		5,000	Percentage of WJCC historical revenue trends
E-Rate		15,000	Percentage of WJCC historical revenue trends
Total: Other Revenue	\$ -	\$ 330,500	
	\$ 15,596,899	\$ 16,476,287	

Projected March 31 Average Daily Membership (A)	1,030	1,104
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Estimated Required Local Share/Match:

Locality	FY2024	FY2025
City of Williamsburg	\$7,869,817	\$9,430,699

Source:

Governor Youngkin's Introduced 2024-2026 Biennial Budget (HB 30/SB 30) as of December 20, 2023.

Note: The estimated state revenue is based the VDOE's projected March 31, 2025 ADM of 1,104.

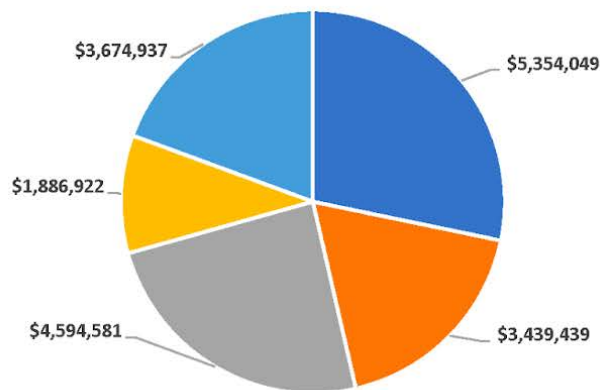
APPENDIX 6.4: ESTIMATED OPERATING BUDGET BY COST CENTER LEVEL

Based on FY2023-2024 Costs Projections

Description	Enrollment (2023-2024)	FTE	Amount
Mathew Whaley Elementary School	535	66.0	\$ 5,354,049
Berkeley Middle School	234	39.5	3,439,439
James Blair High School	350	54.0	4,594,581
Divisionwide Instructional Support	n/a	18.0	1,886,922
Divisionwide Administrative & Support	n/a	50.0	3,674,937
Total Estimated Operating Expenditures	1119	227.5	\$ 18,949,929

Notes:

Williamsburg resident students (PreK-12) enrolled during the 2023-2024 school year.



- Mathew Whaley Elementary School
- Berkeley Middle School
- James Blair High School
- Divisionwide Instructional Support
- Divisionwide Administrative & Support

APPENDIX 6.5: ESTIMATED OPERATING BUDGET BY COST CENTER LEVEL (MATTHEW WHALEY)

**Williamsburg City Public Schools
Estimated Operating Budget by Cost Center Level
Based on FY2023-2024 Costs Projections**

Object	Level	FTE	Description	Total
<i>Mathew Whaley Elementary School</i>				
Salaries & Wages:				
1120	1	30.0	Teacher-Regular	\$ 1,800,000
1120	1	8.0	Teacher-Special Ed	480,000
1120	1	1.0	Teacher-Gifted	60,000
1120	1	3.0	Teacher-Preschool-Regular	180,000
1122	1	1.0	Media Specialist	60,000
1123	1	2.0	Counselor	120,000
1126	1	1.0	Principal	110,000
1127	1	1.0	Assistant Principal	75,000
1131	1	1.0	School Nurse	60,000
1146	1	1.0	Security	38,646
1150	1	2.0	Clerical (Including Bookkeeper)	77,293
1151	1	6.0	Instructional Aide-Regular	202,550
1151	1	3.0	Instructional Aide-Special Ed	101,275
1151	1	3.0	Instructional Aide-Preschool	101,275
1190	1	3.0	Custodian	84,240
66.0 Subtotal - Salaries & Wages				\$ 3,550,280
2000	1	-	Employee Benefits	1,597,626
3000	1	-	Purchased Services	1,000
5101	1	-	Utilities: Electricity	105,000
5102	1	-	Utilities: Heating Fuel	41,000
5103	1	-	Utilities: Water & Sewage	10,000
5200	1	-	Utilities: Communications	650
5400	1	-	Leases and Rental	15,493
6000	1	-	Materials and Supplies	13,000
6030	1	-	Instructional Materials	20,000
66.0 Total - Mathew Whaley Elementary School				\$ 5,354,049

APPENDIX 6.6: ESTIMATED OPERATING BUDGET BY COST CENTER LEVEL (BERKELEY)

**Williamsburg City Public Schools
Estimated Operating Budget by Cost Center Level
Based on FY2023-2024 Costs Projections**

Object	Level	FTE	Description	Total
<i>Berkeley Middle School</i>				
Salaries & Wages:				
1120	2	21.5	Teacher-Regular	\$ 1,290,000
1120	2	3.0	Teacher-Special Ed	180,000
1120	2	1.0	Teacher-Gifted	60,000
1122	2	1.0	Media Specialist	60,000
1123	2	1.0	Counselor	60,000
1126	2	1.0	Principal	110,000
1127	2	1.0	Assistant Principal	75,000
1131	2	1.0	School Nurse	60,000
1146	2	1.0	Security	38,646
1150	2	3.0	Clerical (Including Bookkeeper)	115,939
1151	2	2.0	Instructional Aide-Special Ed	67,517
1190	2	3.0	Custodian	84,240
		39.5	Subtotal - Salaries & Wages	\$ 2,201,342
2000	2	-	Employee Benefits	990,604
3000	2	-	Purchased Services	1,000
5101	2	-	Utilities: Electricity	150,000
5102	2	-	Utilities: Heating Fuel	30,000
5103	2	-	Utilities: Water & Sewage	15,000
5200	2	-	Utilities: Communications	1,000
5400	2	-	Leases and Rental	15,493
6000	2	-	Materials and Supplies	15,000
6030	2	-	Instructional Materials	20,000
		39.5	Total - Berkeley Middle School	\$ 3,439,439

APPENDIX 6.7: ESTIMATED OPERATING BUDGET BY COST CENTER LEVEL (JAMES BLAIR)

**Williamsburg City Public Schools
Estimated Operating Budget by Cost Center Level
Based on FY2023-2024 Costs Projections**

Object	Level	FTE	Description	Total
<i>James Blair High School</i>				
Salaries & Wages:				
1120	3	24.0	Teacher-Regular	\$ 1,440,000
1120	3	1.0	Athletic Director	71,053
1120	3	4.0	Teacher-Special Ed	240,000
1120	3	7.0	Teacher-CTE	420,000
1122	3	1.0	Media Specialist	60,000
1123	3	2.0	Counselor	120,000
1126	3	1.0	Principal	110,000
1127	3	1.0	Assistant Principal	75,000
1131	3	1.0	School Nurse	60,000
1146	3	1.0	Security	38,646
1150	3	3.0	Clerical (Including Bookeeper)	115,939
1151	3	4.0	Instructional Aide-Special Ed	135,034
1190	3	4.0	Custodian	112,320
		54.0	Subtotal - Salaries & Wages	\$ 2,997,992
2000	3	-	Employee Benefits	1,349,096
3000	3	-	Purchased Services	1,000
5101	3	-	Utilities: Electricity	150,000
5102	3	-	Utilities: Heating Fuel	30,000
5103	3	-	Utilities: Water & Sewage	15,000
5200	3	-	Utilities: Communications	1,000
5400	3	-	Leases and Rental	15,493
6000	3	-	Materials and Supplies	15,000
6030	3	-	Instructional Materials	20,000
		54.0	Total - James Blair High School	\$ 4,594,581
			Total - School Based Expenditures	\$ 13,388,070

APPENDIX 6.8: ESTIMATED OPERATING BUDGET BY COST CENTER LEVEL (DIVISIONWIDE)

**Estimated Operating Budget by Cost Center Level
Based on FY2023-2024 Costs Projections**

Object	Level	FTE	Description	Total
<i>Divisionwide Instructional Support</i>				
Salaries & Wages:				
1130	4	1.0	Assistive Technology Specialist	\$ 51,838
1130	4	1.0	School Social Worker	78,780
1130	4	2.0	Physical & Occupational Therapist	157,560
1130	4	1.5	Speech Language Pathologists	118,170
1132	4	1.0	School Psychologist	78,780
1135	4	1.5	Behavior Interventionists	118,170
1190	4	3.0	Cafeteria Manager	-
1190	4	7.0	Cafeteria Staff	-
18.0 Subtotal - Salaries & Wages				\$ 603,300
2100	4	-	Employee Benefits	271,485
3000	4	-	Purchased Services	681,416
3810	4	-	Tuition Paid	50,000
5000	4	-	Insurances	150,000
5805	4	-	Staff Development	18,156
6000	4	-	Instructional Materials	93,938
6020	4	-	Textbooks	18,627
18.0 Total - Divisionwide Instructional Support				\$ 1,886,922
<i>Divisionwide Administrative & Support</i>				
1110	5	1.0	Director of Special Programs (Federal, Gifted, & CTE)	\$ 110,000
1110	5	1.0	Director of Special Education & Student Services	110,000
1110	5	1.0	Director of Human Resources	105,000
1110	5	1.0	Director of Finance	110,000
1110	5	1.0	Director of Operations (Transportation and Technology)	110,000
1112	5	1.0	Division Superintendent	175,000
Assistant Superintendent of Instruction, Assessment & Accountability				
1113	5	1.0	(including Professional Development)	125,000
1120	5	2.0	Instructional Technology Resource Teacher (ITRT)	142,106
1140	5	1.0	Human Resource Specialist	54,205
1140	5	1.0	Payroll Specialist	47,341
1140	5	1.0	Accounting and Reporting Coordinator	50,669
1140	5	1.0	Supervisor of Transportation	62,067
1140	5	1.0	Training and Safety Specialist	38,646
1140	5	1.0	Routing Specialist/Dispatcher	38,646
1140	5	1.0	Supervisor (including Custodial Services)	62,067
1140	5	1.0	Supervisor of School Food Services	-
1140	5	1.0	Network Engineer	50,669
1140	5	1.0	Data Services and Reporting Specialist (SIS)	44,242
1140	5	1.0	Technology Support Specialist	44,242
1150	5	1.0	Administrative Assistant to Superintendent/Clerk of Board	54,205
1150	5	1.0	Clerical (Supports Transportation, Facilities & Technology)	38,646
1160	5	2.0	Garage Mechanics	77,293
1160	5	3.0	Maintenance Staff (HVAC, Electrician, and General)	132,725
1170	5	20.0	Bus Drivers	479,304
1175	5	3.0	Bus Attendants	63,423
50.0 Subtotal - Salaries & Benefits				\$ 2,325,495
2000	5	-	Employee Benefits	980,400
6000	5	-	Custodial Supplies	80,944
6008	5	-	Vehicle Fuel & Supplies	150,000
6040	5	-	Tech Software/Online Content	88,097
8100	5	-	Capital Outlay Replacement	50,000
50.0 Total - Divisionwide Administrative & Support				\$ 3,674,937
227.5 Grand Total Operating Fund Expenditures				\$ 18,949,929

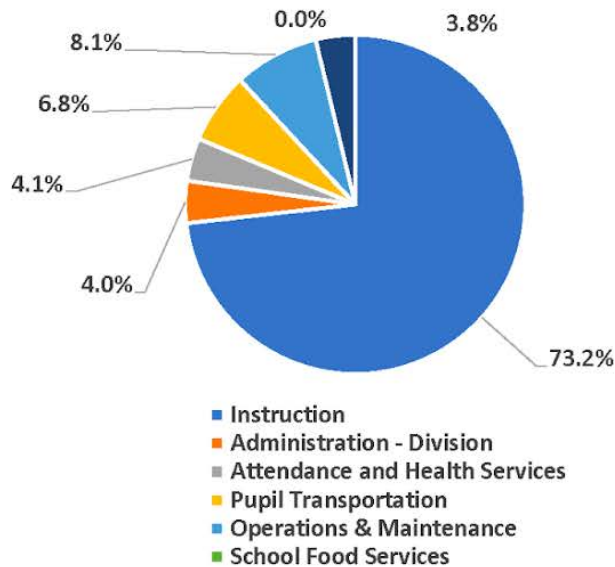
APPENDIX 6.9: ESTIMATED OPERATING BUDGET BY FUNCTION

**Williamsburg City Public Schools
Estimated Operating Budget by Function
Based on FY2023-2024 Costs Projections**

Function	FTE	Description	Amount	%
Instruction:				
61100	122.5	Instruction - Classroom	\$ 11,118,075	-
61200	7.5	Instructional Support - Students	743,906	-
61300	6.0	Instructional Support - Staff	761,250	-
61400	14.0	Instruction - Office of the Principal	1,253,048	-
Subtotal: Instruction			\$ 13,876,279	73.2%
Other Functional Supports:				
62100	7.0	Administration - Division	\$ 761,666	4.0%
62200	7.5	Attendance and Health Services	775,041	4.1%
63000	28.0	Pupil Transportation	1,288,170	6.8%
64000	17.0	Operations & Maintenance	1,537,315	8.1%
65000	11.0	School Food Services	-	-
68000	7.0	Technology	711,458	3.8%
227.5 Total Estimated Operating Expenditures			\$ 18,949,929	

Note:

School Food Services will operate as a separate, self-sustaining fund supported by sales and state and federal reimbursements.



**Williamsburg City Public Schools
Estimated Operating Budget by Function
Based on FY2023-2024 Costs Projections**

Function Object	FTE	Description	Total
Instruction - Classroom			
61100	1120	30.0 Teacher-Regular: Mathew Whaley ES	\$ 1,800,000
61100	1120	21.5 Teacher-Regular: Berkeley MS	1,290,000
61100	1120	24.0 Teacher-Regular: James Blair HS	1,440,000
61100	1120	1.0 Athletic Director	71,053
61100	1120	8.0 Teacher-Special Ed: Mathew Whaley ES	480,000
61100	1120	3.0 Teacher-Special Ed: Berkeley MS	180,000
61100	1120	4.0 Teacher-Special Ed: James Blair HS	240,000
61100	1120	7.0 Teacher-CTE: James Blair HS	420,000
61100	1120	1.0 Teacher-Gifted: Mathew Whaley ES	60,000
61100	1120	1.0 Teacher-Gifted: Berkeley MS	60,000
61100	1120	3.0 Teacher-Preschool-Regular	180,000
61110	1130	1.0 Assistive Technology Specialist	51,838
61100	1151	6.0 Instructional Aide-Regular: Mathew Whaley ES	202,550
61100	1151	3.0 Instructional Aide-Special Ed Mathew Whaley ES	101,275
61100	1151	2.0 Instructional Aide-Special Ed: Berkeley MS	67,517
61100	1151	4.0 Instructional Aide-Special Ed: James Blair HS	135,034
61100	1151	3.0 Instructional Aide-Preschool	101,275
61100	2100	Employee Benefits	3,072,917
61100	3000	Purchased Services: Mathew Whaley ES	1,000
61100	3000	Purchased Services: Berkeley MS	1,000
61100	3000	Purchased Services: James Blair HS	1,000
61100	3000	Purchased Services: Divisionwide	681,416
61100	3810	Tuition Paid: Regional Program	50,000
61100	5000	Insurances: Property, Casualty & Workers Compensation	150,000
61100	5400	Leases and Rental: Mathew Whaley ES	15,493
61100	5400	Leases and Rental: Berkeley MS	15,493
61100	5400	Leases and Rental: James Blair HS	15,493
61100	5805	Staff Development: Divisionwide	18,156
61100	6000	Materials and Supplies: Mathew Whaley ES	13,000
61100	6000	Materials and Supplies: Berkeley MS	15,000
61100	6000	Materials and Supplies: James Blair HS	15,000
61100	6000	Instructional Materials: Divisionwide	93,938
61100	6020	Textbooks-Replacements: Divisionwide	18,627
61100	6030	Instructional Materials: Mathew Whaley ES	20,000
61100	6030	Instructional Materials: Berkeley MS	20,000
61100	6030	Instructional Materials: James Blair HS	20,000
61100	122.5	Instruction - Classroom	\$ 11,118,075
Instructional Support - Students			
61200	1135	1.5 Behavior Interventionists: Divisionwide	\$ 118,170
61210	1123	2.0 Counselor: Mathew Whaley ES	120,000
61210	1123	1.0 Counselor: Berkeley MS	60,000
61210	1123	2.0 Counselor: James Blair HS	120,000
61210	2000	Employee Benefits	135,000
61220	1130	1.0 School Social Worker	78,780
61220	2000	Employee Benefits	111,955
61200	7.5	Instructional Support - Students	\$ 743,906
Instructional Support - Staff			
61310	1110	1.0 Director of Special Programs (Federal, Gifted, & CTE)	110,000
61310	1110	1.0 Director of Special Education & Student Services Assistant Superintendent of Instruction, Assessment & Accountability	110,000
61310	1113	1.0 (including Professional Development)	125,000
61310	2000	Employee Benefits	155,250
61320	1122	1.0 Media Specialist: Mathew Whaley ES	60,000
61320	1122	1.0 Media Specialist: Berkeley MS	60,000
61320	1122	1.0 Media Specialist: James Blair HS	60,000
61320	2000	Employee Benefits	81,000
61300	6.0	Instructional Support - Staff	\$ 761,250

**Williamsburg City Public Schools
Estimated Operating Budget by Function
Based on FY2023-2024 Costs Projections**

Function Object	FTE	Description	Total
Instructional Support - Office of the Principal			
61410	1126	1.0 Principal: Mathew Whaley ES	\$ 110,000
61410	1126	1.0 Principal: Berkeley MS	110,000
61410	1126	1.0 Principal: James Blair HS	110,000
61410	1127	1.0 Assistant Principal: Mathew Whaley ES	75,000
61410	1127	1.0 Assistant Principal: Berkeley MS	75,000
61410	1127	1.0 Assistant Principal: James Blair HS	75,000
61410	1150	2.0 Clerical (Including Bookkeeper): Mathew Whaley ES	77,293
61410	1150	3.0 Clerical (Including Bookkeeper): Berkeley MS	115,939
61410	1150	3.0 Clerical (Including Bookkeeper): James Blair HS	115,939
61410	2000	Employee Benefits	388,877
61400	14.0	Instructional Support - Office of the Principal	\$ 1,253,048
Administration - Division Level			
62120	1112	1.0 Division Superintendent	175,000
62120	1150	1.0 Administrative Assistant to Superintendent/Clerk of Board	54,205
62140	1110	1.0 Director of Human Resources	105,000
62140	1140	1.0 Human Resource Specialist	54,205
62140	2000	Employee Benefits	71,642
62160	1110	1.0 Director of Finance	110,000
62160	1140	1.0 Payroll Specialist	47,341
62160	1140	1.0 Accounting and Reporting Coordinator	50,669
62160	2000	Employee Benefits	93,604
62100	7.0	Administration - Division Level	\$ 761,666
Attendance and Health Services			
62220	1130	2.0 Physical & Occupational Therapist: Divisionwide	157,560
62220	1131	1.0 School Nurse: Mathew Whaley ES	60,000
62220	1131	1.0 School Nurse: Berkeley MS	60,000
62220	1131	1.0 School Nurse: James Blair HS	60,000
62220	2100	Employee Benefits	159,530
62220	2000	Employee Benefits	240,530
62230	1132	1.0 School Psychologist: Divisionwide	78,780
62240	1130	1.5 Speech Language Pathologists: Divisionwide	118,170
62200	7.5	Attendance and Health Services	\$ 775,041
Pupil Transportation			
63000	1140	1.0 Supervisor of Transportation	\$ 62,067
63000	2100	Employee Benefits	378,791
63000	6008	Vehicle Fuel & Supplies	150,000
63200	1140	1.0 Training and Safety Specialist	38,646
63200	1140	1.0 Routing Specialist/Dispatcher	38,646
63200	1170	20.0 Bus Drivers	479,304
63200	1175	3.0 Bus Attendants	63,423
63400	1160	2.0 Garage Mechanics	77,293
63000	28.0	Pupil Transportation	\$ 1,288,170

**Williamsburg City Public Schools
Estimated Operating Budget by Function
Based on FY2023-2024 Costs Projections**

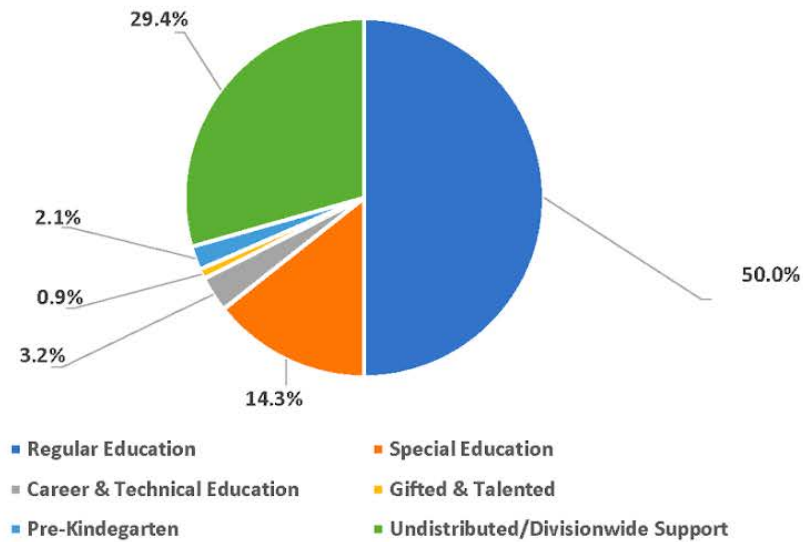
Function Object	FTE	Description	Total
Operations & Maintenance			
64200 1140	1.0	Supervisor (including Custodial Services)	\$ 62,067
64600 1146	1.0	Security: Mathew Whaley ES	38,646
64600 1146	1.0	Security: Berkeley MS	38,646
64600 1146	1.0	Security: James Blair HS	38,646
64200 1160	3.0	Maintenance Staff: Trades	132,725
64200 1190	3.0	Custodian: Mathew Whaley ES	84,240
64200 1190	3.0	Custodian: Berkeley MS	84,240
64200 1190	4.0	Custodian: James Blair HS	112,320
64000 2000		Employee Benefits	266,189
64200 5101		Utilities: Electricity: Mathew Whaley ES	105,000
64200 5101		Utilities: Electricity: Berkeley MS	150,000
64200 5101		Utilities: Electricity: James Blair HS	150,000
64200 5102		Utilities: Heating Fuel: Mathew Whaley ES	41,000
64200 5102		Utilities: Heating Fuel: Berkeley MS	30,000
64200 5102		Utilities: Heating Fuel: James Blair HS	30,000
64200 5103		Utilities: Water & Sewage: Mathew Whaley ES	10,000
64200 5103		Utilities: Water & Sewage: Berkeley MS	15,000
64200 5103		Utilities: Water & Sewage: James Blair HS	15,000
64200 5200		Utilities: Communications: Mathew Whaley ES	650
64200 5200		Utilities: Communications: Berkeley MS	1,000
64200 5200		Utilities: Communications: James Blair HS	1,000
64000 6000		Custodial Supplies: Divisionwide	80,944
64000 8100		Capital Outlay Replacement	50,000
64000	17.0	Operations & Maintenance	\$ 1,537,315
School Fund Services			
65100 1140	1.0	Supervisor of School Food Services	\$ -
65100 1190	3.0	Cafeteria Manager	-
65100 1190	7.0	Cafeteria Staff	-
65000	11.0	School Fund Services	\$ -
Technology Services			
68100 1110	1.0	Director of Operations (Transportation and Technology)	110,000
68100 1120	2.0	Instructional Technology Resource Teacher (ITRT)	142,106
68100 1140	1.0	Network Engineer	50,669
68100 1140	1.0	Data Services and Reporting Specialist (SIS)	44,242
68100 1140	1.0	Technology Support Specialist	44,242
68100 1150	1.0	Clerical (Supports Transportation, Facilities & Technology)	38,646
68100 2000		Employee Benefits	193,457
68100 6040		Tech Software/Online Content	88,097
68000	7.0	Technology Services	\$ 711,458
227.5 Grand Total Operating Fund Expenditures			\$ 18,949,929

APPENDIX 6.IO: ESTIMATED OPERATING BUDGET BY PROGRAM

**Williamsburg City Public Schools
Estimated Operating Budget by Program
Based on FY2023-2024 Costs Projections**

Program	FTE	Description	Amount	%
100	110.5	Regular Education	\$ 9,514,099	50.2%
200	33.0	Special Education	2,730,332	14.4%
300	7.0	Career & Technical Education	609,000	3.2%
400	2.0	Gifted & Talented	174,000	0.9%
800	6.0	Pre-Kindegarten	407,849	2.2%
-	69.0	Undistributed/Divisionwide Support	5,514,649	29.1%
227.5 Total Estimated Operating Expenditures			\$ 18,949,929	100%

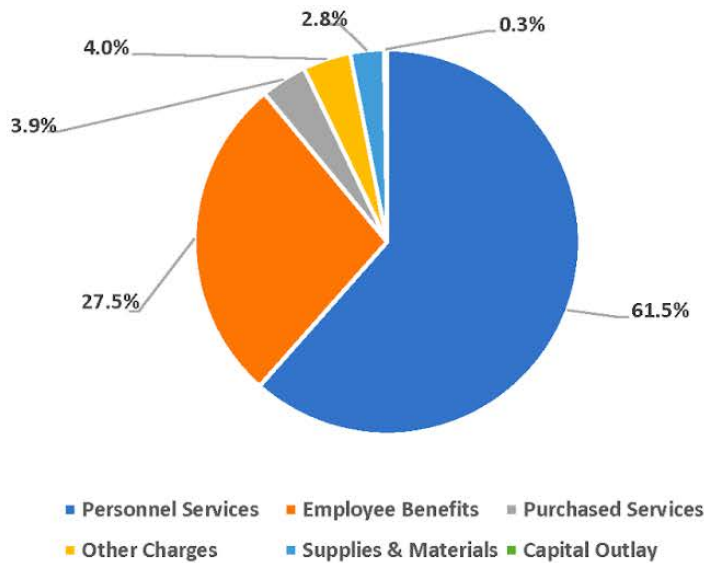
Note: Undistributed includes the following functions:
Pupil Transportation, Operations & Maintenance, Technology, & Central Administration



APPENDIX 6.II: ESTIMATED OPERATING BUDGET BY OBJECT

**Williamsburg City Public Schools
Estimated Operating Budget by Object
Based on FY2023-2024 Costs Projections**

Object	FTE	Description	Amount	%
1000	227.5	Personnel Services	\$ 11,658,726	61.5%
2000		Employee Benefits	5,208,895	27.5%
3000		Purchased Services	734,416	3.9%
5000		Other Charges	763,285	4.0%
6000		Supplies & Materials	534,607	2.8%
8000		Capital Outlay	50,000	0.3%
227.5 Total Estimated Operating Expenditures			\$ 18,949,929	100%



APPENDIX 6.I2: STAFFING WORKSHEET FOR MATTHEW WHALEY

**Operating Budget
Staffing Scenario Worksheet
Matthew Whaley Elementary School**

Position Description	VA Standards of Quality (SOQ)	WJCC Schools	WCPS Staffing Scenario		
	Pupil-Teacher Ratios	Class Size Ratio: Core	2024-2025		
			Enrollment	Staff	Ratio
Grade Level Teachers:					
PreKindergarten			50	3.0	16.7
Kindergarten	24:1	20:1	83	4.0	20.8
Grade 1	24:1	20:1	81	4.0	20.3
Grade 2	24:1	20:1	91	4.0	22.8
Grade 3	24:1	20:1	75	4.0	18.8
Grade 4	25:1	20:1	73	3.0	24.3
Grade 5	25:1	20:1	82	3.0	27.3
Subtotal - Grade Level Teachers			535	25.0	21.4
Other Instructional Positions:					
Health/Physical Education	Resource: 5 fte per 1,000 students			2.0	
Music	Resource: 5 fte per 1,000 students			1.0	
Art	Resource: 5 fte per 1,000 students			1.0	
Gifted				1.0	
Special Education				5.0	
PreKindergarten (Special Education)				3.0	
Reading Specialist				1.0	
Math Specialist				1.0	
ELL Teacher				2.0	
Counselor	1:325			2.0	
Media Specialist	.5:299; 1:300			1.0	
Subtotal - Other Instructional Positions				20.0	
Administrative & Support:					
Principal	1.0 per school			1.0	
Assistant Principal	.5:600; 1:900			1.0	
School Nurse				1.0	
Clerical (Including Bookkeeper)	1:300			2.0	
Instructional Assistants					
PreKindergarten				3.0	
Special Education				3.0	
Regular Classroom				6.0	
Security				1.0	
Custodian				3.0	
Subtotal - Administrative & Support				21.0	
Total - All Positions: Elementary School				66.0	

Sources:

Standards of Quality Ratios:

Guidance Regarding Maximum Class Size and Student-Teacher Ratios in the Standards of Quality. Virginia Department of Education Website

Williamsburg-James City County Schools Class Size Ratios:

Williamsburg-James City County Schools FY2023-2024 Adopted Budget. School Division's Website

APPENDIX 6.I3: STAFFING WORKSHEET FOR BERKELEY MIDDLE SCHOOL

**WILLIAMSBURG CITY PUBLIC SCHOOLS
Operating Budget
Staffing Scenario Worksheet
Berkley Middle School**

Position Description	VA Standards of Quality (SOQ)	WJCC Schools	WCPS Staffing Scenario		
	Pupil-Teacher Ratios	Class Size Ratio: Core & Electives	2024-2025		
			Enrollment	Staff	Ratio
Grade Level Teachers:					
Grade 6	25:1	17.3:1 (schoolwide)	69	3.0	23.0
Grade 7	21:1 (schoolwide)	17.3:1 (schoolwide)	93	4.0	23.3
Grade 8	21:1 (schoolwide)	17.3:1 (schoolwide)	72	4.0	18.0
Subtotal - Grade Level Teachers			234	11.0	21.3
Other Instructional Positions:					
Reading Specialists				1.0	
Math Specialist				1.0	
Health/Physical Education				2.0	
Electives (Content Areas TBD)				3.0	
Music				1.0	
Art				1.0	
Gifted				1.0	
Special Education				3.0	
ELL Teacher				1.5	
Counselor	1:325			1.0	
Media Specialist	.5:299; 1:300			1.0	
Subtotal - Other Instructional Positions				16.5	
Administrative & Support:					
Principal	1 per school			1.0	
Assistant Principal	1:600			1.0	
School Nurse				1.0	
Clerical (Including Bookkeeper)	1:600			3.0	
Instructional Assistants					
Special Education				2.0	
Security/SRO				1.0	
Custodian				3.0	
Subtotal - Administrative & Support				12.0	
Total - All Positions: Middle School				39.5	

APPENDIX 6.14: STAFFING FOR JAMES BLAIR

**WILLIAMSBURG CITY PUBLIC SCHOOLS
Operating Budget
Staffing Scenario Worksheet
James Blair High School**

Position Description	VA Standards of Quality (SOQ)	WJCC Schools	WCPS Staffing Scenario		
	Pupil-Teacher Ratios	Class Size Ratio: Core & Electives	2024-2025 Enrollment	Staff	Ratio
Grade 9	21:1 (schoolwide)	19.3:1 (schoolwide)	100		
Grade 10	21:1 (schoolwide)	19.3:1 (schoolwide)	97		
Grade 11	21:1 (schoolwide)	19.3:1 (schoolwide)	80		
Grade 12	21:1 (schoolwide)	19.3:1 (schoolwide)	73		
Total - Student Enrollment			350		
Subject Specific Teachers/Instructional:					
English	24:1			4.0	
History				3.0	
Math				4.0	
Science				4.0	
Health/Physical Education				2.0	
Art				1.0	
Band				1.0	
Special Education				4.0	
World Language				2.0	
Career and Technical Education (CTE)				7.0	
ELL Teacher				2.0	
Alternative Education				1.0	
Counselor	1:325			2.0	
Media Specialist	.5:299; 1:300			1.0	
Subtotal - Other Instructional Positions				38.0	
Administrative & Support :					
Principal	1 per school			1.0	
Assistant Principal	1:600			1.0	
School Nurse				1.0	
Athletic Director (Division-Wide)				1.0	
Clerical (Including Bookkeeper)	1:600			3.0	
Instructional Assistants					
Special Education				4.0	
Security/SRO				1.0	
Custodian				4.0	
Subtotal - Administrative & Support				16.0	
Total - All Positions: High School				54.0	

APPENDIX 6.15: STAFFING SCENARIO BUDGET, ALL POSITIONS, SCHOOL-BASED AND NON SCHOOL-BASED

WILLIAMSBURG CITY PUBLIC SCHOOLS
Operating Budget
Staffing Scenario Worksheet
All Positions: School Based and NonSchool Based

Position Description	WCPS Staffing Scenario 2024-2025		
	Enrollment	Staff	Ratio
Student Enrollment:			
PreKindergarten	50		
Kindergarten	83		
Grade 1	81		
Grade 2	91		
Grade 3	75		
Grade 4	73		
Grade 5	82		
Grade 6	69		
Grade 7	93		
Grade 8	72		
Grade 9	100		
Grade 10	97		
Grade 11	80		
Grade 12	73		
Total - Student Enrollment	1,119		
School Based Positions:			
Subject/Grade Level Teachers		97.0	
ELL Teachers		5.5	
Guidance Counselors		5.0	
Media Specialists		3.0	
School Nurse		3.0	
School Psychologist		1.0	
School Social Worker		1.0	
Behavior Interventionists		1.5	
Speech Language Pathologists		1.5	
Physical & Occupational Therapist		2.0	
Assistive Technology Specialist		1.0	
Instructional Assistants - Regular		6.0	
Instructional Assistants - Special Education		9.0	
Instructional Assistants - Preschool		3.0	
Security (City-provided SRO at Secondary Schools?)		3.0	
Custodians		10.0	
Cafeteria Managers		3.0	
Cafeteria Staff		7.0	
Principals		3.0	
Assistant Principals		3.0	
Athletic Director (High School & Division-wide)		1.0	
Clerical		8.0	
Total - School Based Staff		177.5	

WILLIAMSBURG CITY PUBLIC SCHOOLS
Operating Budget
Staffing Scenario Worksheet
All Positions: School Based and NonSchool Based

Position Description	WCPS Staffing Scenario 2024-2025		
	Enrollment	Staff	Ratio
NonSchool Based Administrative & Support:			
Transportation:			
Bus Drivers		20.0	
Bus Attendants		3.0	
Supervisor of Transportation		1.0	
Garage Mechanics		2.0	
Training and Safety Specialist		1.0	
Routing Specialist/Dispatcher		1.0	
Facility Maintenance (including Custodial Services):			
Supervisor (including Custodial Services)		1.0	
Maintenance Staff (HVAC, Electrician, and General)		3.0	
Division Superintendent		1.0	
Assistant Superintendent of Instruction, Assessment & Accountability (including Professional Development)		1.0	
Director of Special Programs (Federal, Gifted, & CTE)		1.0	
Administrative Assistant to Superintendent/Clerk of Board		1.0	
Director of Human Resources		1.0	
Human Resource Specialist		1.0	
Director of Special Education & Student Services		1.0	
Supervisor of School Food Services		1.0	
Director of Finance		1.0	
Payroll Coordinator		1.0	
Accounting and Reporting Coordinator		1.0	
Director of Operations (Transportation) and Technology		1.0	
Clerical (Supports Transportation, Facilities & Technology)		1.0	
Network Administrator		1.0	
Coordinator of Data Services (SIS)		1.0	
Technology Support Specialist		1.0	
Instructional Technology Resource Teacher (ITRT)		2.0	
Total - Administrative and Support Staff		50.0	
Total - All Positions: Division Wide		227.5	

APPENDIX 6.16: K-12 STUDENT ENROLLMENT TRENDS, HISTORICAL AND PROJECTED

**Williamsburg City Public Schools
K-5 Student Enrollment Trends: Historical & Projected
For the School Years: 2019-2020 through 2028-2029**

School Level	Actual 2019-2020 through 2023-2024					Projected: 2024-2025 through 2028-2029				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Elementary: K - 5	511	462	464	456	485	522	568	592	586	577
Middle: 6 - 8	218	217	223	250	234	236	215	221	238	267
High: 9 - 12	298	285	269	331	350	354	370	354	344	338
Total	1027	964	956	1037	1069	1112	1153	1166	1168	1182
Change (#)		-63	-8	81	32	43	41	14	2	13
Change (%)		-6.1%	-0.8%	8.5%	3.1%	4.0%	3.7%	1.2%	0.1%	1.2%

Note: The above student enrollment trends do not reflect Pre-kindergarten.

Source(s):

Historical: WJCC Schools Fall Membership Report

Projected: Weldon Cooper Center at UVA, dated 12/22/2023

**Williamsburg City Public Schools
Estimated Operating Budget by Object
Based on FY2023-2024 Costs Projections**

Object	FTE	Description	Total
1110	5.0	Administrative Salary & Wages	\$ 545,000
1112	1.0	Superintendent Salary & Wages	175,000
1113	1.0	Assistant Superintendent Salary & Wages	125,000
1120	105.5	Teacher Salary & Wages	6,363,158
1122	3.0	Media Specialist Salary & Wages	180,000
1123	5.0	Counselor Salary & Wages	300,000
1126	3.0	Principal: Salary & Wages	330,000
1127	3.0	Assistant Principal Salary & Wages	225,000
1130	5.5	Other Professionals Salaries & Wages	406,349
1131	3.0	School Nurse Salaries & Wages	180,000
1132	1.0	School Psychologist Salaries & Wages	78,780
1135	1.5	Behavior Interventionists Salaries & Wages	118,170
1140	11.0	Technical Salaries & Wages	492,794
1146	3.0	Security Salaries & Wages	115,939
1150	10.0	Clerical Salaries & Wages	402,022
1151	18.0	Instructional Aides Salaries & Wages	607,651
1160	5.0	Trades Salaries & Wages	210,018
1170	20.0	Bus Driver Salaries & Wages	479,304
1175	3.0	Bus Attendant Salaries & Wages	43,740
1190	20.0	Service Salaries & Wages	280,800
1000	227.5	Personnel Services	\$ 11,658,726
2000		Employee Benefits	\$ 5,208,895
3000		Purchased Services	684,416
3810		Tuition Paid: Regional Programs	50,000
3000		Purchased Services	\$ 734,416
5300		Insurances: Property, Casaulty & Workers Compensation	150,000
5101		Utilities: Electricity	405,000
5102		Utilities: Heating Fuel	101,000
5103		Utilities: Water & Sewage	40,000
5200		Utilities: Communications	2,650
5400		Leases and Rentals	46,479
5805		Staff Development: Divisionwide	18,156
5000		Total Other Charges	\$ 763,285
6000		Materials & Supples	123,944
6008		Vehicle Fuel & Supplies	150,000
6020		Textbooks: Replacements	18,627
6030		Instructional Materials	153,938
6040		Tech Software/Online Content	88,097
6000		Materials & Supplies	\$ 534,607
8000		Captial Outlay	\$ 50,000
227.5		Total Estimated Operating Expenditures	\$ 18,949,929

APPENDIX II.I: GIFTED CURRICULA OPTIONS

The recommended units below are curricula that have been created by research institutions for use with gifted students and students with gifted potential. They are ideal for a pull-out gifted resource curriculum or a push-in model that provides enrichment when aligned with topics covered in the core curriculum. They can be instructed by the gifted resource teacher (pull-out model) or the classroom teacher (push-in model). When they are integrated into a heterogeneous classroom, classroom teachers are able to take anecdotal notations and observations of how all students engage with the lessons. Teachers are able to see differences in student performance, understanding, and ability while providing appropriate challenges for high ability students. When they are provided by the gifted resource teacher in a pull-out model, students are given specialized enrichment experiences that strengthen intellectual abilities through unit explorations that develop critical and creative thinking. These experiences can ensure the continual provision of gifted services from K–12 because they are designed to offer intellectually challenging educational experiences.

Area of Service	Curriculum	Description
Talent Development K-2	Project U-Stars University of North Carolina Project U Stars Professional Development Kit	A science-based model for recognizing and nurturing K-2 students with "hidden potential." It also provides a high-interest base upon which reading, math, writing, and the arts can be integrated. Science is an ideal lens through which the recognition and cultivation of potential can be seen, partly because children can demonstrate their thinking and problem-solving abilities through hands-on activities that are themselves susceptible to scientific evaluation.

<p>Talent Development K - 3</p>	<p>Habits of Mind Global Habits of Mind Institute</p>	<p>This program teaches children in grades K - 3 critical thinking and problem solving skills. It uses a combination of animated videos, discussion prompts, and lessons that help student explore habits which lead to success:</p> <ul style="list-style-type: none"> ● Thinking and Communicating with Clarity and Precision ● Managing Impulsivity ● Gathering Data through All Senses ● Listening with Understanding and Empathy ● Creating, Imagining, and Innovating ● Thinking Flexibly ● Responding with Wonderment and Awe ● Thinking About Your Thinking ● Taking Responsible Risks ● Striving for Accuracy ● Finding Humor ● Questioning and Posing Problems ● Thinking Interdependently ● Applying Past Knowledge to New Situations ● Remaining Open to Continuous Learning
<p>Gifted Resource (pull-out or push-in)</p>	<p>William and Mary Gifted Center for Education</p>	<p>Language Arts</p> <p>Specific Units: Beyond Words, grades 1-2</p> <ul style="list-style-type: none"> ● A World of Wild, Wacky, Wonderful Words, grades 1-2

		<ul style="list-style-type: none"> ● Journeys and Destinations, grades 2-3 ● Explore, Discover, Reveal, grades 3-4 ● Mind Your Time, grades 4-5 ● Perspectives, grades 4-5 ● Literary Reflections, grades 4-5 ● Patterns of Change, grades 4-6 ● Autobiographies and Memoirs, grades 5-6 ● Persuasion, grades 6-7 ● Courage: Connections and Reflections, grades 7-8 ● The Pursuit of Justice, grades 7-8 ● The 1940s: A Decade of Change, grades 7-9 ● Utopia, grades 7-9 ● Threads of Change in 19th Century American Literature, grades 8-10 ● The American Dream, grades 9-10 <p>Change Through Choices, grades 10-12</p> <ul style="list-style-type: none"> ○ Navigators: ○ Jacob's Ladder <p>Reading Comprehension Program: (grades K-1, 1-2, 3, 4, 5, 6-7, 7-8)</p> <ul style="list-style-type: none"> ● Affective Jacob's Ladder (grades 2, 3, 4-5, 6-8) ● Nonfiction Jacob's Ladder (grades 3, 4, 5) <p>Science</p> <p>Problem Based Units:</p> <ul style="list-style-type: none"> ● Where's the Beach? Grades 2-4 ● What a Find! grades 2-4
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		<ul style="list-style-type: none"> ● Acid, Acid Everywhere, grades 4-6 ● Electricity City, grades 4-6 ● Nuclear Energy: Friend or Foe? grades 6-8 ● No Quick Fix, grades 6-8 ● Something Fishy, grades 6-8 ● Animal Populations, grades 6-8 ● Clarion Science Units, Grades K-3 ● Survive and Thrive, grades K-1 ● How the Sun Makes Our Day, grades K-1 ● Water Works, grades K-1 ● Budding Botanists, grades 1-2 ● The Weather Reporter, grades 2 ● What's the Matter? Grades 2-3 ● Dig It! grades 3 ● Earth Beneath Our Feet, grades 3-4 ● Invitation to Invent grades 3-4 ● Thinking Like A...Scientist, grades 5 ● Thinking Like An Engineer, grade 4 <p><u>Social Studies</u></p> <ul style="list-style-type: none"> ● Thinking Like A . . Geographer, grade 2 ● Ancient Egypt: Gift of the Nile, grades 2-3 ● Ancient China: The Middle Kingdom, grades 2-3 ● Building a New System: Colonial America 1607-1763, grades 4-5 ● The World Turned Upside Down: The American Revolution, grades 4-5 ● A House Divided?: The Civil War, Its Causes and Effects, grades 5-6
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		<ul style="list-style-type: none"> ● The 1920s in America: A Decade of Tensions, grades 6-8 ● The 1930s in America: Facing Depression, grades 6-8 ● Exploring America in the 1950s: Beneath the Formica, grades 6-8 ● Exploring America in the 1960s: Our Voices Will Be Heard, grades 6-8 ● Exploring America in the 1970s: Celebrating the Self, grades 6-8 ● Exploring America in the 1980s: Living in the Material World, grades 6-8 ● Exploring America in the 1990s: New Horizons, grades 6-8 ● Exploring America in the 2000s: New Millennium, grades 6-8 ● The Road to the White House: Electing the American President, grades 6-8 ● The Renaissance and Reformation in Europe, grades 9-10 <p><u>Math:</u></p> <ul style="list-style-type: none"> ● Splash, grades K-1 ● Spatial Reasoning, grades 2-4 ● Beyond Base Ten, grades 3-6 ● Polygons Galore, grades 3-5 ● Spatial Reasoning, grades 6-8 ● Moving Through Dimensions, grades 6-8
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APPENDIX 13.I: EQUIPMENT ORDERING COSTS

CITY OF WILLIAMSBURG PUBLIC SCHOOLS	
<i>TOTAL INITIAL COST OF HIGH SCHOOL ATHLETIC EQUIPMENT</i>	
VOLLEYBALL	\$12,965.00
CROSS COUNTRY	\$2,700.00
CHEER	\$15,000.00
FOOTBALL	\$144,652.80
GOLF	\$1,170.00
WRESTLING	\$16,588.70
BASKETBALL	\$43,018.69
TRACK	\$83,391.61
BASEBALL/SOFTBALL	\$44,876.94
SOCCER	\$30,114.06
TENNIS	\$12,605.00
PROGRAM COST:	\$407,082.80

CITY OF WILLIAMSBURG PUBLIC SCHOOLS				
<i>VARSAITY AND JV GIRLS VOLLEYBALL EQUIPMENT/UNIFORM NEEDED</i>				
		ESTIMATED PARTICIPATION: 30		
ITEM #	QUANTI TY	DESCRIPTION OF ITEMS	UNIT PRICE	TOTAL PRICE

ITEM #	QUANTITY	DESCRIPTION OF ITEMS	UNIT PRICE	TOTAL PRICE
1	5	EZ FLEX CARPET MAT ROLLS	\$1,800.00	\$9,000.00
		COLOR TBD		
2	20	UNIFORM SETS	\$300.00	\$6,000.00
		<i>*COLOR AND SIZES TBD</i>		
TOTAL PROGRAM PRICE:				\$15,000.00

CITY OF WILLIAMSBURG PUBLIC SCHOOLS

VARSITY AND JV FOOTBALL EQUIPMENT NEEDED

ESTIMATED PARTICIPATION: 60				
ITEM #	QUANTITY	DESCRIPTION OF ITEMS	UNIT PRICE	TOTAL PRICE
1	80	SCHUTT F7 VTD COLLEGIATE HELMET	\$499.99	\$39,999.20
2	80	Z COOL SHOULDER PADS	\$259.99	\$20,799.20
3	10	ROUND BLOCKING DUMMIES-BLACK	\$289.99	\$2,899.90
4	10	"MAN" SHIELDS	\$169.99	\$1,699.90
5	60	GIRDLES	\$59.99	\$3,599.40
6	2	KICKING NETS	\$329.99	\$659.98
7	60	KNEE PADS (PAIR)	\$6.99	\$419.40
8	4	21' SIDELINE BENCH	\$1,399.99	\$5,599.96
9	1	OPEN CHUTE	\$2,999.99	\$2,999.99
10	6	STEP OVER DUMMIES-BLACK	\$299.99	\$1,799.94
11	1	BULL SLED 5 MAN	\$10,299.99	\$10,299.99
12	1	EQUIPMENT CART	\$899.99	\$899.99
13	1	DOWN BOX/CHAIN SET COMBO	\$799.99	\$799.99

14	3	END ZONE PYLONS (SET OF 4)	\$79.99	\$239.97
15	2	11 PIECE SIDELINE MARKERS	\$499.99	\$999.98
16	2	RUNNING ROPES	\$399.99	\$799.98
17	2	HELMET SCRIMMAGE COVERS (DOZENS)	\$69.99	\$139.98
18	1	EQUIPMENT BAG	\$31.99	\$31.99
19	3	FOOTBALL BAG	\$109.99	\$329.97
20	3	HELMET PUMP	\$19.99	\$59.97
21	60	BELTS	\$3.99	\$239.40
22	3	PLACE KICK TEES	\$8.50	\$25.50
23	3	KICKOFF TEES	\$7.50	\$22.50
24	2	PRACTICE KICKING TEES	\$39.99	\$79.98
25	60	WRIST COACHES	\$19.99	\$1,199.40
26	24	FOX 40 WHISTLES	\$9.99	\$239.76
27	2	LANYARDS (DOZENS)	\$14.99	\$29.98
28	6	MOUTHGUARDS (BAG OF 25)	\$22.99	\$137.94
29	2	GOAL POST PADS	\$619.99	\$1,239.98
30	2	1 COLOR LETTERING ON GP PADS	\$229.99	\$459.98
31	24	GST GAME FOOTBALLS	\$109.99	\$2,639.76
32	2	SCRIMMAGE VESTS HEAVY DUTY (DOZENS)	\$349.99	\$699.98
33	2	HELMET STORAGE CARTS	\$629.99	\$1,259.98
34	2	SHOULDER PAD STORAGE CARTS	\$649.99	\$1,299.98
35	4	GAME UNIFORMS TOPS AND PANTS SETS	\$10,000.00	\$40,000.00
		<i>*COLOR AND SIZES TBD</i>		
		TOTAL PROGRAM PRICE:		\$144,652.80

CITY OF WILLIAMSBURG PUBLIC SCHOOLS

GOLF EQUIPMENT/UNIFORMS NEEDED

ESTIMATED PARTICIPATION: 12				
ITEM #	QUANTITY	DESCRIPTION OF ITEMS	UNIT PRICE	TOTAL PRICE
1	1	BIRDIE BALLS TRAINING	\$300.00	\$300.00
		CASE OF 100		
2	6	MATCH BALLS	\$45.00	\$270.00
		(DOZEN)		
3	12	MATCH POLOS	\$50.00	\$600.00
		COLOR TBD		
		SIZE TBD		
TOTAL PROGRAM PRICE:				\$1,170.00

CITY OF WILLIAMSBURG PUBLIC SCHOOLS

WRESTLING EQUIPMENT/UNIFORMS NEEDED

ESTIMATED PARTICIPATION: 20				
ITEM #	QUANTITY	DESCRIPTION OF ITEMS	UNIT PRICE	TOTAL PRICE
1	1	EZ FLEX LIGHTWEIGHT WRESTLING MATS	\$12,200	\$12,200
		42' X 42' X 2" (7-6' X 42' SECTIONS)		
2	20	E58 HEADGEAR	\$45.99	\$919.80

3	1	PORTABLE INDOOR TABLETOP SCOREBOARD	\$719.99	\$719.99
4	3	ANKLE BANDS 4 BANDS SET-2/RED 2/GREEN	\$14.99	\$44.97
5	2	SCOREBOOKS	\$11.99	\$23.98
6	1	DIGITAL SCALE	\$999.99	\$999.99
7	1	MATT CLEAN	\$129.99	\$129.99
8	1	MONSTER MOP KIT	\$389.99	\$389.99
9	20	SINGLETS	\$58.00	\$1,160.00
		*COLOR AND SIZE TBD		
		TOTAL PROGRAM PRICE:		\$16,589

CITY OF WILLIAMSBURG PUBLIC SCHOOLS

GIRLS & BOYS BASKETBALL EQUIPMENT/UNIFORMS NEEDED

ESTIMATED PARTICIPATION: 48

ITEM #	QUANTITY	DESCRIPTION OF ITEMS	UNIT PRICE	TOTAL PRICE
1	6	EQUIPMENT BAG-6 BALL CARRIER	\$44.95	\$269.70
2	50	COURT CHAIRS	\$244.99	\$12,250
3	2	COURT CHAIR CART	\$1,149.99	\$2,299.98
4	1	TOSS BACK	\$1,599.99	\$1,599.99
5	18	MEN'S GAME BASKETBALLS	\$99.99	\$1,799.82
6	18	WOMEN'S GAME BASKETBALLS	\$99.99	\$1,799.82
7	3	BALL CART	\$499.99	\$1,499.97
8	3	SLIP KNOT BASE AND PADS	\$199.99	\$599.97
9	4	SCOREBOOKS	\$25.99	\$103.96
10	1	SCORER'S TABLE	\$7,999.99	\$7,999.99
11	1	POSSESSION INDICATOR	\$219.99	\$219.99

12	48	REVERSIBLE PRACTICE JERSEYS	\$52.00	\$2,496
13	96	UNIFORMS TOPS/SHORTS SETS	\$105.00	\$10,080
		TOTAL PROGRAM PRICE:		\$43,019

CITY OF WILLIAMSBURG PUBLIC SCHOOLS

GIRLS & BOYS TRACK EQUIPMENT/UNIFORMS NEEDED

ESTIMATED PARTICIPATION: 30				
ITEM #	QUANTITY	DESCRIPTION OF ITEMS	UNIT PRICE	TOTAL PRICE
1	8	STARTING BLOCKS	\$169.99	\$1,359.92
2	100	HURDLES	\$279.99	\$27,999.00
3	4	JUMP BOARDS	\$1,050	\$4,199.96
4	3	SHOT PUT 12LB	\$59.99	\$179.97
5	3	SHOT PUT 4K	\$54.99	\$164.97
6	3	RUBBER DISCUS 2K	\$26.99	\$80.97
7	3	RUBBER DISCUS 1.6K	\$21.99	\$65.97
8	1	DISCUS CAGE	\$4,750	\$4,749.99
9	2	ELASTIC PRACTICE CROSSBAR	\$49.99	\$99.98
10	2	36" RAKE	\$129.99	\$259.98
11	1	COMPETITION STARTING PISTOL .22 CALIBER	\$150.00	\$150.00
12	1	.22 CALIBER STARTING BLANKS	\$56.00	\$56.00
13	1	POLE VAULT LANDING SYSTEM	\$19,000	\$19,000
14	1	POLE VAULT BASE PROTECTOR PADS	\$2,900	\$2,900
15	1	POLE VAULT WEATHER COVER	\$2,100	\$2,100
16	1	POLE VAULT COMPETITION STANDARDS	\$1,6000	\$1,600

17	1	POLE VAULT BOX COLLAR	\$749.99	\$749.99
18	1	POLE VAULT PREMIER CROSSBAR SET OF 3	\$229.99	\$229.99
19	1	POLE VAULT POLES SET OF 6	\$525.00	\$525.00
20	1	HIGH JUMP LANDING SYSTEM	\$11,000	\$11,000
21	1	HIGH JUMP WEATHER COVER	\$1,250	\$1,250
22	1	HIGH JUMP ELITE STANDARDS	\$999.99	\$999.99
23	1	HIGH JUMP PREMIER CROSSBARS SET OF 3	\$229.99	\$229.99
24	40	SINGLET/SHORTS SET	\$86.00	\$3,440.00
		TOTAL PROGRAM PRICE:		\$83,391.61

CITY OF WILLIAMSBURG PUBLIC SCHOOLS

GIRLS & BOYS BASEBALL/SOFTBALL EQUIPMENT/UNIFORMS NEEDED

ESTIMATED PARTICIPATION: 54				
ITEM #	QUANTITY	DESCRIPTION OF ITEMS	UNIT PRICE	TOTAL PRICE
1	2	BASES SETS	\$419.99	\$839.98
2	4	BUCKETS ONLY	\$44.99	\$179.96
3	12	PRACTICE BASEBALLS A1030B DOZENS	\$99.99	\$1,199.88
4	20	GAME BASEBALLS A1010 DOZENS	\$134.99	\$2,699.80
5	4	BUCKET W/ 3 DOZ PRAC. SOFTBALLS	\$169.99	\$679.96
6	12	GAME SOFTBALLS A9011BSST DOZENS	\$149.99	\$1,799.88
7	1	BASEBALL HACK ATTACK PITCHING MACHINE	\$4,500	\$4,500
8	1	SOFTBALL HACK ATTACK PITCHING MACHINE	\$3,300	\$3,300

9	4	SCOREBOOKS	\$13.99	\$55.96
10	2	HOME PLATE	\$159.99	\$319.98
11	2	HOME PLATE MATS-CLAY COLOR	\$699.99	\$1,399.98
12	2	DRAG 6'X6'	\$599.99	\$1,199.98
13	2	100' HOSE	\$549.99	\$1,099.98
14	2	PRO 1" SPRAY NOZZLE	\$229.99	\$459.98
15	6	BASEBALL BATTING HELMETS	\$64.99	\$389.94
16	6	SOFTBALL BATTING HELMETS	\$69.99	\$419.94
17	2	RAWLINGS VELO 2.0 CATCHERS BOX SET	\$479.99	\$959.98
18	2	ALL STAR FASTPITCH CATCHERS BOX SET	\$600.00	\$1,200.00
19	1	FOLDABLE BASEBALL BATTER'S BOX TEMPLATE	\$549.99	\$549.99
20	1	FOLDABLE SOFTBALL BATTER'S BOX TEMPLATE	\$549.99	\$549.99
21	6	36" RAKES	\$199.99	\$1,199.94
22	2	LINE MAKER	\$699.99	\$1,399.98
23	2	BASEBALL L SCREEN	\$629.99	\$1,259.98
24	2	SOFTBALL C SCREEN	\$579.99	\$1,159.98
25	2	FUNGO SCREEN	\$649.99	\$1,299.98
26	2	FIELD COVERS SET	\$1,650	\$3,300
27	4	LINE UP CARDS	\$12.99	\$51.96
28	60	UNIFORMS BASEBALL TOP/PANT SET	\$106.00	\$6,360.00
29	48	UNIFORMS SOFTBALL TOP/PANT SET	\$105.00	\$5,040.00
		TOTAL PROGRAM PRICE:		\$44,876.94

CITY OF WILLIAMSBURG PUBLIC SCHOOLS***GIRLS & BOYS SOCCER EQUIPMENT/UNIFORMS NEEDED*****ESTIMATED PARTICIPATION: 20**

ITEM #	QUANTITY	DESCRIPTION OF ITEMS	UNIT PRICE	TOTAL PRICE
1	2	PRACTICE SOCCER GOALS (PAIRS)	\$5,000	\$10,000
2	1	GAME SOCCER GOALS (PAIRS)	\$8,000	\$8,000
3	60	PINNIES	\$7.99	\$479.40
4	30	SOCCER BALLS	\$69.99	\$2,099.70
5	1	RUBBER CORNER FLAGS SET OF 4	\$174.99	\$174.99
6	120	UNIFORMS TOPS/SHORTS SETS	\$78.00	\$9,360.00
		TOTAL PROGRAM PRICE:		\$30,114

CITY OF WILLIAMSBURG PUBLIC SCHOOLS***GIRLS & BOYS TENNIS EQUIPMENT/UNIFORMS NEEDED*****ESTIMATED PARTICIPATION: 24**

ITEM #	QUANTITY	DESCRIPTION OF ITEMS	UNIT PRICE	TOTAL PRICE
1	6	COURT SCOREKEEPER	\$299.99	\$1,799.94
2	4	ROL-DRI	\$129.99	\$519.96
3	288	TENNIS BALLS CANS	\$12.99	\$3,741.12
4	2	TENNIS TUTOR PLUS BALL MACHINE W/REMOTE	\$2,300	\$4,600
5	12	UNIFORMS MEN'S TENNIS TOPS/SHORTS	\$78.00	\$936.00

		SET		
6	12	UNIFORMS WOMEN'S TENNIS TANK/SKORT	\$84.00	\$1,008.00
		TOTAL PROGRAM PRICE:		\$12,605.00

APPENDIX I3.2: ATHLETIC HIRING INFORMATION

High School Coaching Positions	Number of Coaches
Baseball Head Coach	1
Assistant Baseball Coach	1
JV Baseball Coach	1
Boys' Basketball Head Coach	1
Assistant Boys' Basketball Coach	1
JV Boys' Basketball Coach	1
Girls' Basketball Head Coach	1
Assistant Girls' Basketball Coach	1
JV Girls' Basketball Coach	1
Cheerleading Head Coach, Fall	1
JV Cheerleading Coach, Fall	1
Cheerleading Head Coach, Winter	1
JV Cheerleading Coach, Winter	1
Competition Cheerleading Coach	1
Cross Country Coach	1
Football Head Coach	1
Assistant Football Coach	4
JV Football Coach	2
Golf Coach	1
Indoor Track Coach	1
Assistant Indoor Track Coach	2

Outdoor Track Coach	1
Assistant Outdoor Track Coach	2
Boys' Soccer Head Coach	1
Assistant Soccer Coach	1
JV Soccer Coach	1
Girls' Soccer Head Coach	1
Assistant Soccer Coach	1
JV Soccer Coach	1
Softball Head Coach	1
Assistant Softball Coach	1
JV Softball Coach	1
Girls' Tennis Coach	1
Boy's Tennis Coach	1
Volleyball Head Coach	1
Assistant Volleyball Coach	1
JV Volleyball Coach	1
Wrestling Coach	1
Assistant Wrestling Coach	1

APPENDIX I3.3: PROPOSED ATHLETIC FACILITIES

WILLIAMSBURG HIGH SCHOOL					
PRACTICE AND COMPETITION FACILITIES AND TRANSPORTATION					
SPORT	PRACTICE FACILITY	TRANSPORT NEEDED	HOME COMPETITION FACILITY	TRANSPORT NEEDED	
VARSITY FOOTBALL	JAMES BLAIR BASEBALL OUTFIELD	NO	COOLEY FIELD*	NO	*Cooley Field is a high school regulation football field.
JV FOOTBALL	JAMES BLAIR BASEBALL OUTFIELD	NO	COOLEY FIELD	NO	
VARSITY VOLLEYBALL	JAMES BLAIR GYM	NO	JAMES BLAIR GYM	NO	
JV VOLLEYBALL	JAMES BLAIR GYM	NO	JAMES BLAIR GYM	NO	
GOLF	SURROUNDING GOLF COURSES***	YES	DISTRICT COURSES	YES	***SURROUNDING GOLF COURSES COULD INCLUDE: WILLIAMSBURG NATIONAL, KISKIACK, GOLDEN HORSESHOE
CROSS COUNTRY	SURROUNDING AREA JAMES BLAIR	NO	DISTRICT COURSES	YES	
VARSITY BOYS BASKETBALL	JAMES BLAIR GYM	NO	JAMES BLAIR GYM	NO	
JV BOYS BASKETBALL	QUARTERPATH	NO	JAMES BLAIR GYM	NO	
VARSITY GIRLS BASKETBALL	JAMES BLAIR GYM	NO	JAMES BLAIR GYM	NO	
JV GIRLS BASKETBALL	QUARTERPATH	YES	JAMES BLAIR GYM	NO	
WRESTLING	JAMES BLAIR	NO	JAMES	NO	

			BLAIR GYM		
INDOOR TRACK		NO	INDOOR TRACK VENUE	YES	
CHEER	MATTHEW WHALEY	YES	DISTRICT GYMS	YES	
VARSITY BASEBALL	JAMES BLAIR FIELD	NO	JAMES BLAIR FIELD	NO	
JV BASEBALL	JAMES BLAIR FIELD	NO	JAMES BLAIR FIELD	NO	
VARSITY SOFTBALL	KIWANIS PARK	NO	KIWANIS PARK	NO	Kiwanis Park is not owned by the school system. We will need to rent.
JV SOFTBALL	KIWANIS PARK	NO	KIWANIS PARK	NO	
OUTDOOR TRACK		NO	OUTDOOR TRACK VENUE	YES	
VARSITY BOYS SOCCER	JAMES BLAIR FIELD	NO	COOLEY FIELD**	NO	**Cooley field is a regulation high school soccer field.
JV BOYS SOCCER	JAMES BLAIR FIELD	NO	JAMES BLAIR FIELD	NO	
VARSITY GIRLS SOCCER	JAMES BLAIR FIELD	NO	COOLEY FIELD**	NO	
JV GIRLS SOCCER	JAMES BLAIR FIELD	NO	JAMES BLAIR FIELD	NO	
GIRLS AND BOYS TENNIS	KIWANIS PARK	NO	KIWANIS PARK	NO	
<p>COOLEY FIELD is a natural grass field. WJCC currently has a plan in the Capital Improvement Plan to turf Cooley Field.</p>					
<p>JAMES BLAIR GYMNASIUM does have regulation high school basketball and volleyball courts marked. One issue in the James Blair gymnasium is that it has a</p>					
<p>limited spectator space and outside the court perimeter space. Bleachers are only on one side of the gym and have 7 rows of seating.</p>					

APPENDIX I4: SAMPLE SCHOOL CALENDARS



WILLIAMSBURG-JAMES CITY COUNTY
PUBLIC SCHOOLS | EST. 1955

2023-24
SCHOOL YEAR CALENDAR

FALL SEMESTER

<p>August 2023</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table> <p>28 First Day of School</p>	S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>September 2023</p> <table border="1"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table> <p>1 Student Holiday 4 Labor Day, WJCC Schools & Offices Closed</p>	S	M	T	W	T	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
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Calendar Legend

● Early Release	◆ Marking Period Begins
○ PreK & ES Early Release	⊖ HS Early Release
⊖ Schools & Offices Closed	⊖ Interim Reports
■ Student Holiday	⊖ Report Cards
□ Student/Teacher Holiday	

What's for lunch?

View lunch menus at wjccschools.org/lunch or scan the QR Code:



Lunch menus for the upcoming month are usually available by the last week of the previous month.



HEROES OF HOPE

WHO ARE THE WJCC SCHOOLS HEROES OF HOPE? VISIT WJCCSCHOOLS.ORG TO NOMINATE AN EMPLOYEE

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#WeAreWJCC



WILLIAMSBURG-JAMES CITY COUNTY
PUBLIC SCHOOLS | EST. 1955

2023-24
SCHOOL YEAR CALENDAR

SPRING SEMESTER

February 2024 S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29		6 Report Cards (K-12) 19 Presidents' Day - WJCC Schools & Offices Closed
April 2024 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		1-5 Spring Break 8 4th Marking Period Begins 12 Report Cards (K-12) 26 Student Holiday
June 2024 S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		10,11 HS Early Release 12,13 PK-12 Early Release 13 Last Day of School 19 Juneteenth - WJCC Schools & Offices Closed 21 Report Cards (K-12)
March 2024 S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		5 Student Holiday 7 Interim Report (MS/HS) 29 PK-12 Early Release
May 2024 S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		8 Interim Report (MS/HS) 27 Memorial Day, WJCC Schools & Offices Closed
Calendar Legend ● Early Release ◆ Marking Period Begins ○ ES Early Release ◌ HS Early Release ○ Schools & Offices Closed □ Interim Reports □ Student/Teacher Holiday □ Report Cards ■ Student Holiday		

*Make up days will be determined at the discretion of the Superintendent using a combination of banked time, holidays and staff days.

Williamsburg-James City County Public Schools

HEROES OF HOPE

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Anytime, Anywhere Access

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- Grades
- Attendance
- Assignments
- Announcements

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2023-24 Student Calendar

JULY 2023							AUGUST 2023							SEPTEMBER 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
²³ 30	²⁴ 31	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30
OCTOBER 2023							NOVEMBER 2023							DECEMBER 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			²⁴ 31	25	26	27	28	29	30
JANUARY 2024							FEBRUARY 2024							MARCH 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3						1	2
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30
APRIL 2024							MAY 2024							JUNE 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4						1	
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21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		²³ 30	24	25	26	27	28	29

Key Dates

School Year:
 First Day: August 28, 2023
 Last Day: June 7, 2024

Schools & Offices Closed

- 7/4/2023
– Independence Day Holiday
- 9/4/2023
– Labor Day
- 11/22/2023 - 11/24/2023
– Thanksgiving Break
- 12/20/2023 - 1/1/2024
– Winter Break
- 1/15/2024
– Martin Luther King Jr. Day
- 2/19/2024
– Presidents' Day
- 4/1/2024 - 4/5/2024
– Spring Break
- 5/27/2024
– Memorial Day
- 6/19/2024
– Juneteenth

Early Release Days

- 1/25/2024
- 3/29/2024
- 5/3/2024
- 6/7/2024

Student Holidays / Teacher Work Days

- 9/1/2023
- 10/2/2023
- 11/7/2023
- 1/2/2024
- 1/26/2024
- 3/5/2024
- 6/10/2024

Quarter Begins

- 8/28/2023
- 11/1/2023
- 1/29/2024
- 4/8/2024

Interim Reports Report Cards

- | | |
|------------|---------------------|
| 10/5/2023 | 11/9/2023 |
| 12/14/2023 | 2/1/2024 |
| 3/7/2024 | 4/11/2024 |
| 5/9/2024 | 6/7/2024 Elementary |
| | 6/20/2024 Secondary |

Note:
 All Early Release Days and Student Holidays are potential makeup days.

School Hours

	Start Time	Dismissal	Early Release
High School			
YHS	7:15 a.m.	2:00 p.m.	11:15 a.m.
BHS, GHS, THS	7:20 a.m.	2:05 p.m.	11:20 a.m.
YRA	8:25 a.m.	3:10 p.m.	12:25 p.m.
Middle School			
QLMS, TMS	8:00 a.m.	2:45 p.m.	12:00 p.m.
GMS, YMS	8:05 a.m.	2:50 p.m.	12:05 p.m.
Elementary School			
BMES, MES, MVES, TES	8:40 a.m.	3:20 p.m.	12:45 p.m.
CES, GBES, WMES	8:55 a.m.	3:35 p.m.	1:00 p.m.
DES, SES, YES	9:00 a.m.	3:40 p.m.	1:05 p.m.



York County School Division

302 Dare Rd., Yorktown, VA 23692
 yorkcountyschools.org | (757) 898-0300

@yicsdva @yicsdva @yicsd

Equal Opportunity Agency. Compliance Coordinator: (757) 898-0349

2023-24 School Year At A Glance

August 2023

28 **Monday**
First Day of School
Quarter Begins

September 2023

1 **Friday**
Student Holiday

4 **Monday**
Schools & Offices
Closed

October 2023

2 **Monday**
Student Holiday

5 **Thursday**
Interim Reports

November 2023

1 **Wednesday**
Quarter Begins

7 **Tuesday**
Student Holiday

9 **Thursday**
Report Cards

22- **Wednesday-Friday**
Schools & Offices
Closed
24

December 2023

14 **Thursday**
Interim Reports

20- **Wednesday-Friday**
Schools & Offices
Closed
29

January 2024

1 **Monday**
Schools & Offices
Closed

2 **Tuesday**
Student Holiday

15 **Monday**
Schools & Offices
Closed

25 **Thursday**
Early Release Day

26 **Friday**
Student Holiday

29 **Monday**
Quarter Begins

February 2024

1 **Thursday**
Report Cards

19 **Monday**
Schools & Offices
Closed

March 2024

5 **Tuesday**
Student Holiday

7 **Thursday**
Interim Reports

29 **Friday**
Early Release Day

April 2024

1- **Monday-Friday**
Schools & Offices
Closed

5 **Monday**
Quarter Begins

8 **Monday**
Quarter Begins

11 **Thursday**
Report Cards

May 2024

3 **Friday**
Early Release Day

9 **Thursday**
Interim Reports

27 **Monday**
Schools & Offices
Closed

June 2024

7 **Friday**
Early Release Day &
Last Day of School
Report Cards -
Elementary

20 **Thursday**
Report Cards -
Secondary

HAVE A QUESTION?

YORKCOUNTYSCHOOLS.ORG/ASKYCSD

REPORT IT

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OR CALL THE YCSD HOTLINE AT
757-890-5000



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NNPS 2023-2024

APPROVED 3/21/23



SCHOOL CALENDAR

Newport News Public Schools • 12465 Warwick Blvd., Newport News, VA 23606 • (757) 591-4500 • www.nnpschools.org

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day - Schools and Offices Closed
7, 14, 21, 28 Summer Hours

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4, 11 Summer Hours
7 New Teachers Report
17 All Teachers & Teacher Ass'ts. Report
28 All Students Report

September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 School Closed (as required by State Code), Twelve-Month Employees Report
4 Labor Day - Schools and Offices Closed
22 Half Day Dismissal for Elementary Students; Teacher Planning in p.m.; Full Day for Middle and High Students

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 Schools Closed for Students; Full Teacher Planning Day
20 Schools Closed for Students; Half Day Teacher PD in morning and family conferences in the afternoon (and held throughout the week)

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

7 Teacher Work Day (Electron Day); Students do not report
22 Schools Closed; Half Day for Twelve-Month Employees
23-24 Thanksgiving Observation Schools & Offices Closed

December 2023						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18-29 Winter Break - Schools and Offices Closed (12 month employees to use 1/2 day leave each day, Dec. 18-21)

January 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Winter Break - Schools and Offices Closed
2 Schools Closed for Students; Full Teacher Planning Day
3 Schools Reopen
15 Rev. Dr. Martin Luther King, Jr. Day
22-24 Exam Dates - 1/2 day high schools
25 Teacher and Support Staff Work Day - Students do not report
26 Regional Prof. Development Day
29 Second Semester begins

February 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

16 Half Day Dismissal for Elementary Students; Teacher Planning in p.m.; Full Day for Middle and High Students
19 Presidents' Day - Schools Closed; Twelve-Month Employees Report

March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 Schools Closed for Students; Half Day Teacher PD in morning and family conferences in the afternoon (and held throughout the week)
29 Students Half Day Dismissal; Teacher Work Day

April 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-5 Spring Break (annually 1st week of April for Peninsula school divisions) - Schools & Offices Closed (12 month employees to use 1/2 day leave each day, April 1-4)
8 Schools Closed for Students; Full Teacher Planning Day

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Memorial Day - Schools and Offices Closed

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

8-9 High School Graduations (Tentative)
10, 11, 12 ECC, Elementary & Middle - Early Dismissal
10, 11, 12 High School - Half Day Dismissal
12 Last Student Day
13 Last Teacher Day
19 Juneteenth - Schools and Offices Closed
21, 28 Summer Hours

9 Weeks Report Cards			
Period	Ends	# of Days	Reports Issued
1	Nov. 6	47	Nov. 15
2	Jan. 24	40	Feb. 6
3	Mar. 29	43	Apr. 16
4	June 12	46	June 12

Religious observances beginning/occurring on 2023-2024 student school days:

Yom Kippur - Sept. 25
Hanukkah - Dec. 8
Ash Wednesday - Feb. 14
Ramadan - Mar. 11
Eid al-Fitr - April 10
Ascension Day - May 9

Calendar instructional hours exceed 990 state hour requirement.

*All schools need to schedule at least one evening conference period, preferably in the fall.
NOTE: If make-up days are necessary, they will be made up, at the superintendent's direction.

- ★ First Day of School
- Schools & Offices Closed
- Half Day Dismissal
- Early Dismissal
- Schools Closed, Offices Open
- ⋯ Schools Closed, Half Day Offices Only
- Key Dates

APPENDIX 15: CORE TEAM RESUMES

Jeffery O. Smith

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Education**Doctorate Degree**Virginia Polytechnic Institute & State University
Educational Leadership and Policy Studies**Master of Education Degree**Virginia Commonwealth University
Education Administration and Supervision**Bachelor of Arts Degree**Virginia Union University
English Education**Administrative History & Accomplishments****Executive Director of Virginia Air & Space Science Center**, Hampton, Virginia (*July 1, 2023, to present*):

Serving as the executive director of the Virginia Air & Space Science Center (VASSC).
Embracing past accomplishments of VASSC to envision its future.
Embarking upon the future of VASSC through an intentional planning process.
Launching a 2030 Vision for VASSC through a strategic planning process.
Identifying future educational opportunities.
Developing a business model and plan for sustainability.
Focusing on the expansion of VASSC's visitors' experiences.

Superintendent of Schools, Hampton City Schools – approximately 20,000 student population school division (*July 15, 2015, to June 30, 2023*):

- Led the day-to-day operations and administrative functions of the school division.
- Advised the division's seven-member school board.
- Ensured the development and implementation of a systems approach that guides the day-to-day work associated with teaching and learning within the school division.
- Established division-wide expectations relative to the instructional program and direct services provided by over 1,500 instructional staff members.
- Worked collaboratively with the City Manager, Mayor and Members of City Council to garner support and funding for the school division.
- Provided executive oversight of the annual development and implementation of a budget of over \$300 million that was consistent with the mission and goals of the school division.
- Served on various boards and committees in support of the mission of the school division.
- Chaired the operating and steering committees of the Academies of Hampton as a means of transforming the division's four high schools from pocket to wall-to-wall academies to ensure students are college, career and life ready.

A listing of accomplishments to date with Hampton City Schools (HCS):

- Recipient of the 2023 newly constructed science wing named the Dr. Jeffery O. Smith Science Wing (Hampton City School Board).
- Recipient of the 2023 Distinguished Citizen Medal (Hampton City Council Citizen Spotlight)
- Recipient of the 2023 Dana B. Hamel Award (Virginia Peninsula Community College)
- Recipient of the 2023 Presidential Award for Outstanding Citizenship (Hampton University)
- Recipient of the 2020 Mary Peake Award for Excellence in Education Equity (School Leadership)
- Recognized by the Virginia Senate and House of Delegates with 2020 Resolutions for Leadership

Achievements

- Recognized as the 2020 National Superintendent of the Year Finalist
- Recognized as the 2020 State Superintendent of the Year
- Recognized as the 2020 Region II Superintendent of the Year
- Recipient of 2020 Humanitarian Award by The Virginia Center for Inclusive Communities
- Recipient of 2019 Trailblazer Award – 100 Black Men, Virginia Peninsula Chapter
- Recipient of Paul Harris Fellow Award – Hampton Rotary Club
- Development of a comprehensive **Look, Listen and Learn** transition plan which identified observations and opportunities based on the division's strategic plan. A report was provided to the school board and community, which serves a foundation for areas of priority and focus.
- Development of a pyramid of support to address student achievement at each of the schools within the division.
- Creation of a systems approach through the development of a "Superintendent's Focus" conceptual framework.
- Development of a Guaranteed & Viable Curriculum through 183 curricula rewrites.
- Creation of an aligned five-year professional development plan aligned with the division's goals.
- Implementation of a supplemental phonics program at various elementary schools.
- Posted the highest accreditation rate in eight years; in 2015, 12 schools (41 percent of the schools earned full accreditation); in 2016, 16 schools (55 percent of the schools earned full accreditation); in 2017, 19 schools (66 percent of the schools earned full accreditation); in 2018, 27 of 29 schools (93 percent of the schools earned accreditation without conditions); and in 2020, 29 of 29 schools (100% of schools earned accreditation without conditions). Hampton City Schools continues to be 100% accredited in 2022 with 90% (26 of 29 schools) accredited without conditions—the highest level rating of accreditation—and three schools accredited with conditions.
- Established an on-time graduation action plan. HCS posted the highest division on-time graduation rate since 2008 for the graduating Class of 2022 (97.64% of 2022 graduates earned their diplomas in four years). This is the highest on-time graduation rate in Region II.
- The 2022 dropout rate is 0.62%, compared to the 2008 rate of 14.1%. This is the lowest dropout rate of the 15 school divisions in Region II.
- Strengthened partnership with Virginia Peninsula Community College (previously Thomas Nelson Community College), which has yielded a stronger dual enrollment program. Between the years of 2015 to 2022, students earned 25,443 dual enrollment credits, saving students and families nearly \$4M in Virginia Community College System. For the first time in the history of Hampton City Schools, two graduates from the Class of 2018-2019 earned an associate's degree from TNCC in conjunction with their high school diplomas. Twenty-six students from the Class of 2021 and 34 students from the Class of 2022 earned an associate's degree from TNCC in conjunction with their high school diplomas.
- In collaboration with 80 community and business leaders, development of a *Portrait of a Hampton Graduate*.
- Increased academy/career pathway opportunities for students from five pocket academies to 16 wall-to-wall academies and from 18 career pathways to 44 career pathways.
- Increased HCS community and business partners from 80 to 413 partners, representing 16 industries, who support the Academies of Hampton and the associated work to transform the high schools within the division.
- Featured in Old Dominion University's 2018 State of the Region Report as *The Next Generation of Learning in Hampton Roads*.
- Highlighted by *The Center for American Progress* for the Academies of Hampton as one of the four models working across the country; a model for other communities to examine as they work toward high school redesign.
- Invited by the Edge Foundation (Newcastle, England) to the Edge International Summit to be a part of the Ford Next Generation (Ford NGL) Learning delegation in June 2019 to share best practices implemented by HCS and to witness the first international academies designation.

Superintendent of Schools, West Point Public Schools – an 800 student population school division (January 2008 to July 14, 2015):

- Led the day-to-day operations and administrative functions of the school division.
- Advised division's school board.
- Supervised the instructional program and services provided by 140 staff members.
- Worked collaboratively with the Mayor, Members of Council and Town Manager to gain support and funding for the division.
- Worked collaboratively with the parents and community at-large in facilitating the division's goals.
- Oversaw and provided direct leadership of the development and implementation of the division's five-year comprehensive plan.
- Established a 2020 Vision with expected student outcomes.
- Facilitated the development of and provided oversight of the school division's \$9 million budget.
- Served on various boards and committees as a representative of the school division.
- Ensured that the division exceeded state and national mandates, and benchmarks.

A listing of accomplishments with West Point Public Schools:

- Established the vision for a Pointer Pathway Program partnership with Rappahannock Community College which enabled students to earn an associate degree while enrolled in high school. Dual enrollment credits opportunities for students increased from 72 to 152.
- Earned Governor's 2013 VIP Award – only school division in Virginia.
- Earned the Highly Distinguished Title I School Division for three consecutive years – only school division in Virginia to earn this distinction in 2013 and one of only two school divisions in January 2014 and January 2015.
- Earned 2012 National Blue Ribbon Award – West Point High School.
- Recognized as the 2013 Region III Superintendent of the Year.
- Facilitated a successful \$5.4 million HVAC 2013 summer project at the three school facilities.

Assistant Superintendent for Academic Services, Newport News Public Schools - a 32,500 student population school division (July 2006 - 2007):

- Served as the Chief Academic Officer for all academic programs and services to include PK-12 Curriculum Development and Planning, Preschool Programs, Gifted Education, Adult Education, Guidance and Counseling Services, Program Accountability/Assessment and Grant Writing, Special Education, Health Services, and Student Leadership.
- Provided leadership in the development and oversight of \$18.3 million departmental budget.
- Supervised a department of 123 staff members with direct supervision of four executive directors, and three senior directors.
- Served as key advisor to the division Superintendent.
- Oversaw the division's Strategic Plan Academic Success Indicators.

Assistant Superintendent for Academic Services, Williamsburg-James City County Public Schools - a 9,800 student population school division (July 2002 - June 2006):

- Served as the Chief Academic Officer for all academic programs and services to include PK-12 Curriculum Development and Planning, Preschool Programs, Gifted Education, Adult Education, Guidance and Counseling Services, Program Accountability/Assessment and Grant Writing, Minority Achievement, Staff Development, Teacher Mentorship, Special Education, Health Services, Student Records Management Services.
- Provided supervision of ten central administrative positions including 3 directors, 3 program supervisors, and 4 curriculum coordinators.
- Co-supervised with the Superintendent and evaluated the division's principals.
- Served as key advisor to the division Superintendent.
- Co-chaired Human Resources interview teams for the hiring of key administrative level positions.

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- Planned and facilitated elementary and secondary principals' monthly meetings.
- Co-chaired the division's Strategic Plan Implementation Committee.
- Chaired the new Third High School Programming Phase II Planning and Implementation Committee.
- Chaired the division's Senate Productivity Quality Process Committee – *Creating A Course to Organizational Performance Excellence (Malcolm Baldrige) Quality Process*.
- Provided leadership in the development and oversight of federal consolidated NCLB grants totaling \$1.3 million.
- Served as Grant Administrator for a \$1 million Teaching American History Grant that encompassed six school divisions, five national parks, one state historic site, and the College of William and Mary.

A listing of accomplishments with Williamsburg-James City County Public Schools (WJCC):

- Developed and implemented a Leadership Academy for current and aspiring administrators to remain current in the area of cutting edge educational research and practices. Graduate credit granted through Virginia Tech.
- Initiated the establishment of a Technology Academy to foster a systematic integration of technology into the classroom-by-classroom teachers.
- Initiated and oversaw the development of the division's Administrative School Opening Manual
- Led and wrote the United States Senate Productivity Quality Award application process for public schools. WJCC Public Schools was awarded a Certificate for Commitment to Performance Excellence.
- Researched, recommended, and gained Board approval of innovative and cutting edge course offerings for the Technology Specialty Center for the new Third High School.
- Coordinated and initiated the grant application process for the Medical Technology Course Curricula Planning for the new Third High School - \$13,000 obtained.
- Co-chaired the design team for the new Third High School.
- Coordinated and developed policies and procedures for the implementation of the first magnet program – an International Baccalaureate Primary Years Program.
- Developed and supervised a comprehensive educational programming evaluation system to measure program success based on predetermined indicators.
- Planned and coordinated the administrative retreats for new and returning administrators.
- Initiated and coordinated a staff development Teacher Academy Program to provide a systematic approach to ensure that teachers remain current in educational pedagogy.

Assistant Superintendent of Instruction, Amelia County Public Schools - a 1,600 student population school division (July 2000 - June 2002):

- Designed curriculum on a division-wide basis.
- Ensured policy compliance (state and local).
- Supervised Human Resources Department to include teacher licensure.
- Supervised state and federal programs.
- Supervised special education and support services departments.
- Organized and conducted bi-weekly teacher-based SOL instructional meetings.
- Oversaw support services operations.
- Assisted in the budgeting process.
- Coordinated the Calendar Committee.
- Coordinated the Insurance Committee.
- Coordinated activities and established agendas for opening convocation activities.
- Coordinated and established agenda for annual Administrative Retreat.
- Organized and conducted monthly administrative instructional staff meetings.
- Served as Superintendent's designee.
- Served as district liaison for the Health Advisory Committee.
- Served as Deputy Clerk of the Board.

- Edited Superintendent's weekly newsletter.

A listing of accomplishments with Amelia County Public Schools:

- Realigned and revised division-wide curriculum.
- Developed district-wide *Acceptable Behaviors Guidelines* booklet.
- Developed and coordinated an instructional support monitoring program for teachers.
- Implemented a nine-week, division-wide K-12 SOL documentation (i.e., instructional pacing).
- Developed division-wide three-year instructional plan.

Other Related Experience

Adjunct Professor, *College of William & Mary*, Course: Learning Leadership: Supervision and Professional Development, Spring 2021; Course: Instructional Assessment & Evaluation, EPPL 535, Fall 2019

Adjunct Professor, *Old Dominion University*, Course: School and Community Relations, Fall 2007

Principal, John M. Gandy Elementary School, Hanover County Public Schools

- Supervised the day-to-day operations of the school.
- Supervised all building-based teachers.
- Supervised all school-based instructional services/programs.
- Handled discipline issues.
- Organized curriculum planning for the school.
- Established a six-week documentation process for instruction.
- Created a six-week scope and sequence for learning objectives.
- Orchestrated a smooth transition during a massive building renovation project.
- Instituted new reading materials for all reading levels.
- Began the application process for the Blue Ribbon School award.
- Worked with Randolph Macon College's teacher preparation program in the placement of student teachers.

Principal, Washington District Elementary School, Westmoreland County Public Schools

- Supervised the day-to-day operations of the school.
- Supervised all building-based teachers and implemented a teacher mentorship program.
- Supervised all school-based instructional services/programs.
- Handled discipline matters.
- Organized curriculum planning for the school.
- Enhanced the instructional program by creating a horizontal and vertical curriculum mapping process.
- Developed the first scope and sequence process for the school division.
- Gained enormous community support for the school's educational programs.

Assistant Principal, King George Middle School, King George County Public Schools

- Supervised and evaluated teachers.
- Handled discipline.
- Served as Chair of Child Study Team.

Counselor and Teacher, Upward Bound Program, Mary Washington College

- Planned instructional program support for students within seven school divisions.
- Conducted site visits to assess program participants' academic progress.
- Coordinated Saturday and Summer Academies for program participants.
- Collaborated with principals and guidance counselors in the seven participating school divisions to coordinate delivery of services.

English Teacher, Washington Lee High School, Westmoreland County Public Schools

- Taught English 10 and 11 and Honors 10.
- Served on School Improvement and school-wide discipline committees.

Memberships & Affiliations

- Member, State Council of Higher Education for Virginia (SCHEV) July 2021-present
- Member, C&F Bank Financial Corporation Board of Directors Oct. 2020-present
- President of the Virginia Association of School Superintendents May 2018-May 2019
- Member, Go Virginia Hampton Roads Regional Board March 2017-present
- Member, Sentara Healthcare Board of Directors Dec. 2017-present
- Member, Smart Beginnings Board of Directors January 2016-present
- Member, Virginia Air and Space Center Board of Directors June 2016-present
- Member, VersAbility Resources Board of Directors 2018-present
- New Horizons Regional Educational Centers (Superintendent-in-charge) 2017-2019
- Member, United Way of the Virginia Peninsula Capital Campaign Cabinet 2018-2019
- Sister Cities of Hampton (Ex Officio Director) 2015-present
- Charles Taylor Board of Trustees Memorial 2015-present
- Member, Paul Harris Fellow, Rotary International 2008-present
- Member, Virginia Association for Supervision and Curriculum Development 2000-present
- Member, Association for Supervision and Curriculum Development (ASCD) 2000-present
- Past Chairman, Williamsburg Health Foundation 2017
- Chairman, Board of Trustees, Williamsburg Health Foundation 2015-2016
- Vice Chairman, Board of Trustees, Williamsburg Community Health Foundation 2014-2015
- President, Rotary Club of West Point July-Dec. 2015
- Pastor, Garland Avenue Baptist Church 2014-present
- Chairman, School-University Network, The College of William and Mary 2013
- Member, Board of Trustees, Williamsburg Community Health Foundation 2005-2017
- Board Member, Williamsburg United Way 2003-2007

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- Board Member, Williamsburg All Together 2004-2007
- Pastor, Union Prospect Baptist Church 1996-2014
- Pastor, Macedonia Baptist Church 1986-1996

Publications/Articles/Presentations

- | | |
|---|----------------|
| 1. Co-author: <i>Look, Listen, Learn, LEAD</i> | September 2020 |
| 2. Virginia Summit on College and Career Readiness
Topic: Workforce Readiness | February 2019 |
| 3. Virginia School Boards Association (VSBA)
New Board Member and Superintendent Orientation
Topic: Roles, Responsibilities, Ethics & Communication | January 2019 |
| 4. Virginia Workforce Conference: America Builds and Repairs Great Ships
Topic: Academies of Hampton | January 2019 |
| 5. 633 Mission Support Group, Joint Base Langley-Eustis
Topic: Engage the World/Change the World Systemic Culture Change | December 2018 |
| 6. Sentara CarePlex Physicians Group
Topic: Systemic Culture Change | December 2018 |
| 7. Virginia School Boards Association (VSBA) 2018 Annual Convention
Topic: A Seamless Transition from K-12 to High-Skill, High-Wage Employment | November 2018 |
| 8. Virginia School Boards Association (VSBA) 2018 Annual Convention
Topic: Strengthening the Talent Pipeline and Closing the Skills Gap | November 2018 |
| 9. State of the City (Hampton, Virginia)
Topic: Hampton City Schools and the <i>Academies of Hampton</i> | November 2018 |
| 10. Virginia Association of School Superintendents Fall Conference Roundtable
Topic: Academies of Hampton | October 2018 |
| 11. Virginia Education Summit
Topic: Innovative Approaches to Postsecondary and Workforce Readiness | October 2018 |
| 12. Teacher Retention Summit
Topic: Policy Landscape and Opportunities | October 2018 |
| 13. 2018 Virginia Chamber of Commerce State Conference
Topic: Academies of Hampton | September 2018 |
| 14. 2018 Virginia Workforce Conference
Topic: Connecting K-12 and Employers to Prepare our Workforce for the Future | September 2018 |
| 15. Richmond Chamber of Commerce (RVA)
Topic: Career Academy Model | August 2018 |
| 16. Virginia Department of Education - Education Equity Summer Institute
Topic: Prioritizing Equity in Your School Division | July 2018 |
| 17. Work-based Learning Advisory Council
Topic: National/Local Exemplars – Academies of Hampton | July 2018 |
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| 18. Ford Next Generation Learning Elevate National Conference
Topic: An Approach to Scaling and Sustaining at a Regional/State Level | June 2018 |
| 19. Career & Technical Education Symposium
Topic: Call to Action /The Case for Career & Technical Education | April 2018 |
| 20. George Mason University Share School of Policy and Government Symposium
on Strengthening the Pipeline from School to Work
Topic: Transforming Schools to Better Prepare Students for the World of Work | March 2018 |
| 21. Richmond Chamber of Commerce (RVA)
Topic: College and Career Academies – Strengthening the Pipeline from
School to Work | March 2018 |
| 22. Virginia School Boards Association (VSBA) 2017 Annual Convention
Topic: The Academies of Hampton | November 2017 |
| 23. Hampton City Schools Summer Leadership Summit -
Topic: Engage the World, Change the World | 2018-2019 |
| 24. Hampton City Schools Summer Leadership Summit -
Topic: Ready, Set, Go! | 2017-2018 |
| 25. Co-author: <i>A Principal's Guide to Literacy Instruction</i> | Fall 2009 |
| 26. Dissertation: A Look at the Factors that Affect Superintendent Tenure
and Candidate Shortages in Virginia | 2005 |
| 27. Southern Association of Colleges and Schools
Topic: Effecting Change/Creating 21 st Century Schools | February 2005 |
| 28. Virginia School Boards Association
Topic: Closing the Achievement Gap | November 2004 |
| 29. College of William and Mary Superintendent Forum
Topic: Closing the Achievement Gap | November 2004 |
| 30. Virginia Association of Elementary School Principals Conference
Topic: Designing Effective Instructional Programs | November 2001 |
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Education**Doctorate Degree**

The College of William & Mary
Educational Administration

Master of Education Degree

The College of William & Mary
Educational Leadership

Early Childhood Certification (K-4)

Norfolk State University
Elementary Education

Bachelor of Business Administration

James Madison University
Finance

Administrative History & Accomplishments

Deputy Superintendent of Curriculum, Instruction, & Assessment, Hampton City Schools - 20,000 student population school division (*July 2015 to present*):

- Served as the Chief Academic Officer for all academic programs and services to include PK-12 Curriculum Development and Planning, Special Education, Federal Entitlement Grants, Professional Learning, Teacher Mentorship, Information Technology, Accountability and Assessment, Preschool Programs, and Gifted Education.
- Established division-wide expectations relative to the instructional program and direct services provided to over 1,500 instructional staff members.
- Supervised a department of 254 staff members.
- Provided leadership in the development and oversight of a \$13.7 million departmental budget.
- Served as the Superintendent's designee as well as a key advisor to the Superintendent.
- Collaborated with the School Board and Superintendent to provide leadership and oversight for fiscal, policy, and personnel practices.
- Conducted frequent school walkthroughs to ensure the implementation of a guaranteed and viable curriculum.
- Oversaw the division's Strategic Plan Academic Success Indicators.
- Chaired the Instructional Division Leadership Team.
- Provided leadership in the development and oversight of entitlement grants totaling \$8.6 million.
- Co-chaired Human Resources interview teams for the hiring of key administrative level positions.
- Served as a member of the Division Budget Development Team.
- Planned and facilitated elementary and secondary principals' monthly meetings.
- Served on the Academies of Hampton Steering Committee.
- Presented to the School Board, as well as local businesses and various agencies on a regular basis.

Selected accomplishments to date with Hampton City Schools

- Posted the highest accreditation rate in seven years; in 2015, 12 schools (41% of the schools earned full accreditation); in 2016, 16 schools (55% of the schools earned full accreditation); in 2017, 19 schools (66% of the schools earned full accreditation); in 2018, 27 of 29 schools (93% of the schools earned accreditation without conditions); and in 2020, 29 of 29 schools (100% of schools earned accreditation without conditions).
- Posted the highest division on-time graduation rate and the lowest dropout rate for the

graduating Class of 2022 (97.6% of 2022 graduates earned their diplomas in four years, representing a 35% increase since 2008).

- Decreased the dropout rate from 14.1% (2008) to .62% (2022).
- Strengthened partnership with Virginia Peninsula Community College (VPCC), which has yielded a stronger dual enrollment program. HCS dual enrollment credit hours increased from 518 (2015-16) to 25,4443 (2021-22). To date, 60 HCS students have earned an associate's degree from VPCC in conjunction with their high school diplomas.
- Led the redesign process for over 200 curricula rewrites via the *Understanding by Design* framework as well as the design and creation of a web-based platform that houses all curricula.
- Created the HCS Enterprise Fund, whereby Virginia school divisions now have the opportunity to access Hampton City Schools' curriculum on an annual subscription basis.
- Developed a pyramid of support to address student achievement and to provide differentiated instructional support at each of the 29 schools.
- Designed a database to house and monitor academic performance data for instructional decision-making purposes at the division, school, and classroom levels that was used as a model by the Virginia Department of Education.
- Created a three-year professional development plan aligned with the division's goals.
- Implemented a supplemental phonics program at select elementary schools.
- Increased academy/career pathway opportunities for students from five pocket academies in HCS high schools to 16 wall-to-wall academies and from 18 career pathways to 44 career pathways.
- Collaborated with internal stakeholders to increase HCS community and business partners from 80 to 413 partners, representing 16 industries, who support the Academies of Hampton and the associated work to transform the four high schools within the division.
- Featured in Old Dominion University's 2018 State of the Region Report as *The Next Generation of Learning in Hampton Roads*.
- Highlighted by *The Center for American Progress* for the Academies of Hampton as one of the four models working across the country; a model for other communities to examine as they work toward high school redesign.

Other Related Experience

Adjunct Professor, Old Dominion University (January 2010 to present): Supervision & Staff Development, Critical Issues Research, Educational Finance, Accountability and Organizational Improvement, School Administration and Supervision

Adjunct Professor, The College of William & Mary (January 2013 to May 2013): The Principalship

Executive Director of School Leadership, Hampton City Schools (July 2011 to June 2015):

- Supervised elementary and middle school principals.
- Oversaw HCS Title I Part A Grant and all HCS Title I schools.
- Led the Division Leadership Support Team for schools in improvement.
- Led the implementation of the division's 1:1 Chromebook initiative for students in grades kindergarten through 12.
- Served as project team lead for the Response to Intervention initiative.
- Served as project team lead for the Professional Learning Communities initiative.
- Managed entitlement grants (Title I, Title II, Title IV) ranging from \$400,000 to \$5.9 million.
- Developed and implemented a Leadership Academy for aspiring administrators in collaboration with Old Dominion University.

Principal, Westside Elementary School, Isle of Wight County Public Schools (July 2007 to June 2011):

- Led the comprehensive instructional program, school improvement process, operations, instructional and operational budget, human resources management, and school/community engagement initiatives for a fully accredited school with approximately 800 students in grades 4-6.

Principal, Benjamin Syms Middle School, Hampton City Schools (July 2007 to June 2011):

- Led the comprehensive instructional program, school improvement process, operations, instructional and operational budget, human resources management, and school/community engagement initiatives for a fully accredited school with approximately 1,100 students in grades 6-8.

Principal, Francis Asbury Elementary School, Hampton City Schools (July 2002 to June 2004):

- Led the comprehensive instructional program, school improvement process, operations, instructional and operational budget, human resources management, and school/community engagement initiatives for a fully accredited school with approximately 450 students in grades K-5.

Assistant Principal, Benjamin Syms Middle School, Hampton City Schools (July 1999 to June 2002):

- Assisted with school improvement planning and supervision/evaluation of staff.
- Assisted with the instructional leadership of a comprehensive instructional program, operations and facility management, and school/community engagement initiatives.
- Oversaw student assessment, Child Study, Section 504 compliance, and effective student discipline.

Selected accomplishments while serving as a school administrator

- Served as principal of three schools that narrowed the achievement gap considerably in reading and mathematics for African-American students and students with disabilities while realizing student achievement gains in all core subjects for all student groups (2002 to 2011).
- Served as a consultant to the College of William & Mary's School University Research Network of Virginia (SURN) to provide guidance in the area of effective teacher observation practices to over 70 Virginia schools that were *Accredited with Warning* and/or in *Focus/Priority School* status (2010 to 2015).
- Westside Elementary School was a recipient of the VIP Excellence Award from the Virginia Department of Education as a result of significant student achievement gains on the state's end-of-year assessments (2011).
- Served in an official mentor capacity to eight principals.

Teacher, Paul Burbank Elementary School, Hampton City Schools (August 1995 to June 1999):

- Taught grades 4 and 5.
 - Earned highest passing scores on all state assessments in all four core areas.
 - Led after school programming for students in grades 1 through 5.
 - Served as the school's Assessment Lead liaison for the central office.
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Selected Achievements & Community Service

- Founder of eObservations.com, a web-based teacher observation platform that is used by school divisions throughout Virginia.
- Hampton City Schools *Teacher of the Year* (1998).
- Hampton Council of PTAs *Principal of the Year* (2004 & 2006).
- WHRO *Technology Administrator of the Year* (2004).
- Recipient of the *Frances H. & Robert O. Nelson Memorial Scholarship* from The College of William & Mary (2006).
- PTA Honorary Life Member Award (2004).
- Recipient of a *Tutors for Success* grant (\$14,000) from Wachovia Banks that was used to provide funds over a three-year period to sponsor an after school mentor/tutorial program for at-risk students at Merrimack Elementary School (1998).
- The College of William & Mary Teacher Education Collaborative Council (2018 to present).
- Alcoa Howmet Community Advisory Board (2015 to 2017).
- Luter Family YMCA Board Member (2007 to 2012).
- Police Athletic League of Hampton Board (2021 to present).
- Youth League Basketball Coach (1999 to 2002).
- Youth League Baseball Coach (2013 to 2015).

Publications/Articles

1. Smith, J.O., Maxlow, K.W., Caggiano, J.A., & Sanzo, K. (2020). *Look, listen, learn, lead: A district-wide systems approach to teaching and learning in prek-12*. Charlotte: Information Age Publishing. ISBN: 978-1-64802-265-4
2. Sanzo, K.L., Myran, S., & J.A. Caggiano (2014). *Formative assessment leadership: Identify, plan, apply, assess, refine*. New York: Routledge. ISBN: 978-0415744669
3. Caggiano, J.A. (2007). *Addressing the learning needs of struggling adolescent readers: The impact of a reading intervention program on students in a middle school setting*. Doctoral Dissertation. The College of William & Mary.
4. Caggiano, J.A. (April, 2003). *Preparing students for high-stakes tests*. ExamView Newsletter.

Selected Presentations

1. *Using Data to Create Structures and Processes to Drive Reading Student Achievement in the Elementary Grades* - Virginia Department of Education Office of School Quality's Principal Leaders Conference (4/2021)
 2. *Look, Listen, Learn, LEAD: A District-Wide Systems Approach to Teaching and Learning In Prek-12* - Virginia School Boards Association Conference (3/2021)
 3. *Using Essential Questions to Connect with Students* - Virginia Association for Supervision and Curriculum, Williamsburg, VA (11/2018)
 4. *Formative Assessment Leadership* - Old Dominion University Educational Leadership Statewide Webinar Series, Norfolk, VA (1/2015)
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5. *Providing District Support to Schools in Challenging Environments* - Practices of Promise for Schools in Challenging Environments Summit sponsored by the Virginia School Boards Association, Richmond, VA (12/2014)
 6. *Formative Assessment Leadership: Identify, Plan, Apply, Assess, Refine* - Virginia Association for Supervision and Curriculum Development Annual Conference, Williamsburg, VA (12/2014)
 7. Served as a consultant/content expert to Dr. Lillian M. Lowery (Maryland State Superintendent of Schools) and her leadership team on the topic of implementing formative assessment strategies across multiple divisions in the state of Maryland (6/2014)
 8. *Leading to Ensure Fidelity: Implementing Virginia's New Educator Evaluation Process* - Old Dominion University Leadership Institute (6/2014)
 9. *Using Formative Observation Tools to Support the Teacher Evaluation Process* - Vision to Practice Institute sponsored by the Virginia Department of Education, Williamsburg, VA (7/2013)
 10. *Virginia's Flexibility Waiver: What School Leaders Need to Know About the Impact of Federal and State Annual Measurable Objectives* - Old Dominion University Educational Leadership Statewide Webinar Series, Norfolk, VA (5/2013)
 11. *Data Collection Tools for Use in the Teacher Observation Process* - Keynote speaker at the Virginia Association of School Librarians annual state conference, Hampton, VA (11/2012)
 12. *Classroom Data to Enhance Student Engagement and Support Teacher Reflection* - The College of William & Mary School Leadership Institute, Williamsburg, VA (5/2011)
 13. *Data: What to Look for From the School Level* - The College of William & Mary Strand II Division Leadership Conference, Williamsburg, VA (12/2010)
 14. *Successful Strategies in Reading and Mathematics for the Elementary Classroom* - Charles City Public Schools, Charles City, VA (11/2010)
 15. *Proven Strategies for Increasing Your School's SOL Pass Rates on the US History to 1877 SOL Assessment* - 2010 Governor's Conference on Education, Richmond, VA (7/2010)
 16. *Using Technology to Enhance Classroom Observation Data Discussions* - School Leadership for Effective Teaching Conference University Research Network (SURN), Newport News, VA (5/2010)
 17. *Where Do We Go From Here? Best Practices in the Elementary Classroom* - Middlesex County Public Schools, Middlesex, VA (1/2009)
 18. *Literacy and Adolescent Readers: Reading is the Key to the Future* - Panel member Virginia Educational Media Association State Conference, Hampton, VA (10/2006)
-

Michael E Thornton, PhD
Summary of Professional Experiences
Thirty-Seven (38) Years of Public Service: 1986 – 2023

K-12 RETIREMENT EFFECTIVE: January 1, 2020

Superintendent Leadership: 4 Years
Division Superintendent

Surry County Public Schools Enrollment: 750 students Budget: \$16 million	July 2016 to December 2019
Norfolk Public Schools (Acting) Enrollment: 34,000 students Budget: \$350 million	May 2015 to November 2015

Senior Level Administrator: 15 Years
Assistant Superintendent/Chief Finance & Operations Officer

Norfolk Public Schools Norfolk, Virginia	January 2013 to June 2016
Hanover County Public Schools Ashland, Virginia	July 2006 to December 2012
Hampton City Public Schools Hampton, Virginia	July 2005 to June 2006
Williamsburg-James City County Public Schools Williamsburg, Virginia	July 2001 to June 2005

Other Administrative Experiences: 15 Years

Business Manager Williamsburg-James City County Public Schools Williamsburg, Virginia	July 1998 to June 2001
Chief Accountant	1997 – 1998
Financial Analyst/Payroll Administrator	1994 – 1997
Senior Internal Auditor Norfolk Public Schools Norfolk, Virginia	1990 – 1993
Internal Auditor Norfolk State University Norfolk, Virginia	1986 – 1990

Post-Retirement Employment/Activities

February 2020 to present

School Specialist <i>Risk Programs of Virginia, Inc. (VAcorp)</i> <i>Self-Insurance Risk Pool</i> Roanoke, VA	February 2020 to present
Consultant School Finance, Board Governance, Superintendent Evaluation, and Superintendent Search Services <i>Virginia School Boards Association (VSBA)</i> Charlottesville, VA	February 2020 to present
Adjunct Instructor <i>Virginia Tech School of Education</i> Blacksburg, VA	July 2014 to present
Acting Superintendent, Franklin City Schools Franklin, VA	July 2021 to September 2021
Co-Chair, Finance & Operations Committee Virginia Department of Education <i>Return to Schooling</i> Task Force	Spring 2020
Member <i>Task Force on Schools in Challenging Environments</i> Virginia School Boards Association (VSBA)	2018 to present
Co-Chair, Finance & Operations Sub-Committee Virginia Department of Education <i>Return to School</i> Advisory Panel	Spring 2020
Member Virginia Association of School Superintendents (VASS) University of Virginia K12 Advisory Council	2016 to present 2015 to present

Michael E Thornton, PhD

2100 Brush Hill Lane
 Virginia Beach, VA 23456
 Cell (757) 617-0873
 Email: mthornton10@cox.net

Professional Experience**Superintendent of Schools****July 2016 to December 2019**

Surry County Public Schools, Surry, Virginia

- Serves as the Chief Executive and Administrative Officer of Surry County Public Schools.
- **RETIRED EFFECTIVE: January 1, 2020**

Chief Operations & Financial Officer**December 2015 to June 2016**

Norfolk City Public Schools, Norfolk, Virginia

- Served as the Chief Operations and Finance Officer (CFO), and provided senior level executive leadership over the division's financial and administrative functions to include finance and business services, facilities management, pupil transportation, information technology, school nutrition services, business systems management, risk management, athletics, and the Norfolk Education Foundation.
- Oversaw the development and management of the division's \$400 million operating budget.
- Served as a Superintendent-Designee.

Interim Superintendent of Schools**May 2015 to Dec. 2015**

Norfolk City Public Schools, Norfolk, Virginia

- Served as the Chief Executive and Administrative Officer of the Norfolk City Public Schools for a seven month period.

Chief Operations & Financial Officer**January 2013 to April 2015**

Norfolk City Public Schools, Norfolk, Virginia

- Served as the Chief Operations and Finance Officer (CFO), and provided senior level executive leadership over the division's financial and administrative functions to include finance and business services, facilities management, pupil transportation, information technology, school nutrition services, business systems management, risk management, athletics, and the Norfolk Education Foundation.
- Served as a Superintendent-Designee.
- Served as a member of the Superintendent's Executive Cabinet.
- Oversaw the development, implementation, and management of the division's \$400 million annual budget.

Assistant Superintendent for Business and Operations**2006 to 2013**

Hanover County Public Schools, Ashland, Virginia

- Served as the Chief Finance and Operations Officer, and provides senior level executive leadership to the division's financial and administrative functions to include finance and business services, building maintenance services, construction and planning, pupil transportation, technology, business partnerships, school food services, risk management, legislative affairs, facilities and energy management, records management, and the Hanover Education Foundation.
- Oversaw the development, implementation, and management of the division's \$200 million operating budget.
- Oversaw the development and implementation of the division's long-range strategic plan.
- Served as an advisor to the Superintendent's Business Advisory Committee.
- Served as a trustee on the Hanover County Other Post Employment Benefits (OPEB) Trust Finance Board
- Served as a member of the Maggie L. Walker Governor's School regional finance committee.
- Served as a member of the MathScience Innovation Center regional finance committee.

Assistant Superintendent/Chief Operations Officer

2005 to 2006

Hampton City Schools, Hampton, Virginia

- Served as the Chief Finance and Operations Officer, and provides executive level leadership and administrative coordination to the district's administrative and operational support functions to include *finance* and business services, pupil transportation, facilities operations and maintenance, facilities planning and construction, risk management, child nutrition services, and records administration.
- Served as member of the Superintendent's Executive and Division Leadership Teams.
- Oversaw the development, implementation, and administration the district's \$200 million operating budget; analyzed and reviewed budgetary and financial data; monitored and authorized expenditures in accordance with established guidelines.
- Oversaw the development and implementation of division's \$250 million long range capital improvement plan

Assistant Superintendent for Finance and Administrative Services

2002 to 2005

Williamsburg-James City County Public Schools, Williamsburg, Virginia

- Served as the Chief Finance and Administrative Officer, and provided executive level leadership and administrative coordination to the district's administrative and operational support functions to include finance and business services, technology, pupil transportation, facilities and maintenance, construction, risk management and child nutrition services.
- Developed, prepared and administered the district's \$92 million operating budget; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.
- Oversaw the development and implementation of district's long range capital improvement plan.
- Co-chaired the Division's Strategic Plan Implementation Committee.
- Co-chaired the new facilities project design committee.
- Co-chaired the district-wide instructional technology plan implementation committee.
- Prepared long range student enrollment projections report.
- Served as Superintendent Designee.

Executive Director of Finance

2001 to 2002

Williamsburg-James City County Public Schools, Williamsburg, Virginia

- Served as the Chief Financial Officer for the school division, implemented policies, programs, and procedures to assure the financial stability of the school division.
- Developed, prepared and administered the annual division budget; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines.
- Oversaw the preparation and issuance of the District's Comprehensive Annual Financial Report (CAFR) and the financial section of the Superintendent of Schools' Annual School Report.

Business Manager

1998 to 2000

Williamsburg-James City County Public Schools, Williamsburg, Virginia

Chief Accountant

1997 to 1998

Norfolk Public Schools, Norfolk, Virginia

Financial Analyst

1994 to 1997

Norfolk Public Schools, Norfolk, Virginia

Senior Auditor

1990 to 1994

Norfolk Public Schools, Norfolk, Virginia

Internal Auditor

1986 to 1990

Norfolk State University, Norfolk, Virginia

Education

Virginia Polytechnic Institute and State University

Doctor of Philosophy - Educational Leadership
and Policy Studies

May 2009

Dissertation Title:

*A Comparative Study of Superintendent Leadership Characteristics
of Virginia School Superintendents*

Old Dominion University

Master of Public Administration

August 1994

Norfolk State University

Bachelor of Science, Accounting

May 1986

Teaching Experience

Adjunct Instructor, School of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Faculty (Part-time), School of Continuing & Professional Studies
University of Virginia
Charlottesville, Virginia

Professor of Practice, School of Education – Department of Educational Leadership
Virginia Commonwealth University
Richmond, Virginia

Guest Lecturer/Presenter/Trainer

Urban Superintendents Academy sponsored by the American Association of School Administrators (AASA) &
Howard University

Virginia School Boards Association (VSBA):

New Superintendent/New Board Member Orientation

Virginia School Boards Association (VSBA) Annual Convention

UVA/Virginia Association of School Business Officials (VASBO)

EduLead – Leaders in Transition Summer Institute

Relevant Training, Knowledge, and Skills

- Completed the *Aspiring Superintendents Training Workshop* sponsored by the Virginia Association of School Superintendents
- Cambridge Strategic (International Strategic Planning Center for Education) Planning trainer
- Extensive knowledge and skill in developing and managing resources and systems to support the instructional system
- Extensive knowledge and skill as an effective communicator with school community stakeholders
- Extensive knowledge and experience with developing and managing complex organizational budgets
- Extensive knowledge and experience with developing complex revenue and expenditure projections
- Extensive knowledge and experience with developing complex multiyear enrollment projection

Community/Professional Involvement

- Member, *Task Force on Schools in Challenging Environments*
Virginia School Boards Association 2018 to present
- Co-chair, Virginia Department of Education's *Return to Schooling Task Force*,
Operations Subcommittee Spring 2020
- Chair, Superintendents Steering Committee-Appomattox Regional
Governors School 2017 to 2019
- Member, Superintendent's Board, School University Research Network (SURN)
College of William & Mary School of Education 2016 to 2019
- Member, Virginia Association of School Superintendents (VASS) 2016 to 2020
- Member-Equity in Funding Work Group, VASS Blueprint for Equity in Virginia's
Public Schools (v.2019) 2019 to 2020
- Coleman Place Elementary School Mentoring Program 2013 to 2016
- Maggie L. Walker Governor's School Finance Committee 2006 to 2013
- MathScience Innovation Center Finance Committee 2006 to 2013
- Region I Autism Education Consortium Fiscal Agent 2008 to 2013
- Board of Directors - YMCA of Williamsburg, VA 2003 to 2005
- Board of Trustees - First Calvary Church 2002 to 2011
- President - Norfolk Schools Federal Credit Union 1996 to 1998
- President - Norfolk Association of Central School Administrators 1995 to 1996

Michael E Thornton

Below is a list of accomplishments for Surry County Public Schools during Michael Thornton's tenure as Superintendent of Schools:

1. All Surry schools achieved full accreditation for four consecutive years.
2. On-time Graduation Rate improved from 88.1% in 2016-17 to 93.8% in 2018-19.
3. Drop-out rate reduced from 3.0% in 2016-17 to 1.6% in 2018-19.
4. In 2018-19, the school division exceeded state benchmarks in 5 of 5 subjects tested.
5. Since SY2016-2017, the division has demonstrated improvement in 4 of 5 subjects tested. In Reading, division wide performance remained constant at 78%.
6. Over three years, local appropriations for the operating budget increased by \$480,000 or 4%; representing the largest increase in local operating budget appropriations in more than 10 years.
7. In 2019-2020, school division received \$1.5 million from the board of supervisors to restore the roof at Surry County High School; representing the largest increase in CIP funding in more than 10 years.
8. Increased teacher, support and administrative salaries by seven-percent (7%) over three years.
9. Increased pay rates for bus drivers for substitute and extracurricular activities by an average of 15% in 2018-19.
10. Adjusted staffing levels in response to persistent enrollment decline.
11. Implemented a 1:1 Chromebook initiative for students in grades 5 through 12.
12. Implemented a 1:1 iPad initiative for students in prekindergarten through grade 4.
13. Launched a new CTE course offering in Agriculture.
14. Implemented drone technology into the CTE curriculum.
15. Launched a new concurrent enrollment program with John Tyler Community College to provide SCPS students with opportunities to pursue industry certifications in welding, precision machining, HVAC, and mechanical maintenance.
16. Launched a partnership with ACCESS College Foundation and the Obici Health Foundation to provide college and career counseling support to SCHS students.
17. Replaced major HVAC equipment at all three schools.
18. Upgraded HVAC digital data control system to more effectively monitor and manage indoor air quality and energy consumption.
19. Expanded the division's implementation of *Positive Behavior Interventions and Supports (PBIS)* strategies to improve student behavior and school climate.
20. Reformatted the division's budget document and presentation to promote transparency and accountability.
21. Implemented monthly budget monitoring and projection procedures to improve accountability budget management.
22. Implemented a new data assessment and analyses processes to promote improved interventions and instruction.
23. Implemented improve progress monitoring reporting practices.
24. Launched a new website for the school division.

Norfolk Public Schools: Chief Financial Officer/Chief Operations Officer (2013-2016)

1. Unanimously appointed by the Norfolk City School Board to serve as Acting Superintendent of Schools effective May 1, 2015.
2. Selected as Virginia's *Educational Administrator of the Year for 2015* by the Virginia Association of Educational Office Professionals.
3. Selected as Norfolk's *Educational Administrator of the Year for 2014* by the Association of Educational Office Professionals of Norfolk.
4. Oversaw the development and implementation of multi-level budget balancing strategies to close a two-year budget gap totaling \$25 million; while preserving the school division's core values.
5. Received the Nationally Recognized *Distinguished Budget Presentation Award* from the Government Finance Officer Association (GFOA) for the FY2014 and FY2015 Operating Budget.

6. Received the Association of School Business Officials (ASBO) International's *Certificate of Excellence in Financial Reporting Award* for its Comprehensive Annual Financial Report (CAFR) for FY2014 and FY2015.
7. Received the Government Finance Officers Association (GFOA) *Certificate of Achievement for Excellence in Financial Reporting* for its CAFR for FY2014 and FY2015.

Hanover County Public Schools: Assistant Superintendent for Business & Operations (2006-2013)

1. 100% of Hanover's schools earned full state accreditation for eleven consecutive years.
2. Largest Virginia school division to claim 100% of its schools achieved NCLB/AYP in 2008.
3. Second highest on time graduation rate of Virginia's largest school districts.
4. Among Virginia's lowest drop-out rate.
5. Among Virginia's lowest cost per pupil (15th).
6. Hanover Schools leads Virginia in percentage of budget directed to Classroom Instruction.
7. Oversaw the development and implementation of multi-level budget balancing strategies to **close a four-year budget gap totaling \$60 million**, while preserving the school division's core values.
8. Implementation of Performance/Outcomes-Based Budgeting to more effectively align resources with division goals and objectives.
9. Procurement and implementation of a new state-of-art student information management system.
10. Procurement and implementation of an automated substitute placement and absence management system.
11. Forbes magazine ranked Hanover County Schools among the top 50 school districts in the nation when comparing student achievement and cost per pupil.
12. Hanover received the Government Finance Officers Association's Distinguished Budget Presentation Award in 2010 and 2011.
13. Assumed additional senior leadership responsibility for the departments of building services, custodial services, facilities support services, and construction and planning.
14. Oversaw Hanover's voluntary participation in the Virginia School Efficiency Review program sponsored by the Virginia Department of Planning and Budget in 2011.
15. The construction and opening of four new schools (two elementary schools, a trades and technology center for high school students, and a new alternative education school for secondary school students). Each of these state-of-the-art school facilities opened on time and within budget.
16. Development and implementation of a new comprehensive energy management and conservation program designed to save the division \$4.0 million in energy costs over a six year period.
17. Implementation of a new teacher-parent web-based gradebook system—*TeacherEase*.
18. Implementation of a new emergency response system— *BlackboardConnectEd*.
19. Implementation of a new comprehensive power/energy management software program for the division's 7,000 networked personal computers.
20. Development of a new long-range strategic plan for the Hanover Education Foundation.

21. Oversaw and directed the development of the school division's annual budget to ensure that fiscal and human resources were properly allocated in support the school division's core values.
22. Coordinated and facilitated the work of the Superintendent's Budget Advisory Focus Group comprised of school/community stakeholders during a period of unprecedented fiscal challenges resulting from the "Great Recession".
23. Worked collaboratively with the Office of Instructional Leadership in the development of a plan to differentiate resources (fiscal and human) for schools that face the greatest academic and economic challenges.
24. Oversaw the development and implementation of a new six-year instructional technology plan to guide Hanover's integration of technology to enhance the teaching and learning process.
25. Facilitated and coordinated, in cooperation with local teacher associations and the human resources department, the development of a four-year teacher salary scale improvement plan to increase the competitiveness of Hanover's teacher salary scale within the Richmond Metro Region.
26. Collaborated with county staff to procure and contract the services of a new health insurance provider.
27. Collaborated with county staff to develop and implement a comprehensive plan in response to the newly enacted Generally Accounting Standards Board (GASB 45) financial reporting requirement regarding Other Post Employment Benefits (OPEB).
28. Development and implementation of comprehensive 403b tax sheltered annuity plan in response to new Internal Revenue Service (IRS) requirements.
29. Effectively and appropriately managed the impact of a slowing enrollment growth trend.
30. Provided accurate enrollment projections (99.4%), reflecting the impact of a new redistricting plan due to the opening of new schools.
31. Increased staff training and development in the area of risk management.
32. Oversaw the establishment the division's first Instructional Technology Advisory Committee (ITAC) to provide implementation oversight of the division's long-range technology plan.
33. Received state certification for online SOL Testing at the middle school level.
34. Successful transition of key leadership positions within business and operations services: Director of Technology (turnover), Director of Financial Operations (retirement), Assistant Director of Budget and Risk Management (new position), Purchasing Specialist (turnover).
35. Collaborated with the Assistant Superintendent for Instructional Leadership to increase use access to the division's data warehouse.
36. Contributions to the Hanover Education Foundation totaled more than \$2.3 million from 2006 to 2010.
37. In 2009, Hanover County Schools maintained 285 business partnerships.

Hampton City Public Schools: CFO/COO (2005-2006)

1. Cultivated quality relationships with members of the division's leadership team, principals, and other division staff to improve communications and service levels.
2. Worked cooperatively with division, school staff, and city officials to ensure that the FY2007 budget development process resulted in a fiscal plan that reflected the core values of the school division and community at large.
3. Oversaw the development and implementation of corrective plan of action to eliminate a budgeted operating deficit of approximately \$1.5 million in the school food services fund. These budget balancing measures were accomplished through attrition; without a Reduction In Force (RIF). In addition, inventory control procedures were implemented to reduce waste and costs.
4. Oversaw the implementation of a student transportation service improvement plan between Hampton City Schools and Hampton Roads Transit (HRT). Implemented improved communication plan between HCS and HRT representatives. Developed and implemented HRT transportation performance logs to document, monitor, and improve service level performance. Based on feedback from principals and other school staff, significant improvements in HRT services were recognized during the 2005-06 school year.
5. Oversaw the development of the division's new five-year *Facility Maintenance Improvement Plan* (FMIP) by the department of maintenance and operations. This multi-year plan served as the division's strategic approach to improving the condition of the division's aging physical plant.
6. Oversaw the procurement of a new health insurance plan service provider, *Anthem*, which resulted in a reduction in health insurance rates for FY2007 by 12%-18%. This new contract resulted in an estimated costs savings of approximately \$1.0 million for the school division in FY2007.
7. Oversaw the development and implementation spending reduction measures in response anticipated revenue shortfalls and rising energy and fuel costs.

Williamsburg-James City County Public Schools: Assistant Superintendent for Finance & Administrative Services (1998-2005)

1. James City County citizens overwhelmingly approved a November 2004 bond referendum authorizing the issuance of general obligations bonds in support of the construction of a new comprehensive high school.
2. Served as project manager during the Commonwealth of Virginia's *School Efficiency Review* Program (2005) of Williamsburg-James City County Public Schools.
3. Received the Association of School Business Officials (ASBO) International's Certificate of Excellence in Financial Reporting Award for its Comprehensive Annual Financial Report (CAFR) for six consecutive years (Fiscal Years 1999 thru 2004).
4. Received the Government Finance Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting for its CAFR for six consecutive years (Fiscal Years 1999 thru 2004).
5. Awarded a Certificate of Commitment to Performance Excellence by the U.S. Senate for Productivity and Quality Award for Virginia (SPQA). (2004)
6. Oversaw the successful implementation of Governmental Accounting Standards Board (GASB) Statement No. 34. (2003)

7. Initiated and oversaw the successful completion of a system-wide facilities evaluation/study (2004).
8. Initiated and oversaw the successful completion of a system-wide athletic field evaluation/study (2003).
9. Initiated and oversaw the development of a system-wide Facilities Design Standards Manual (2004).
10. Initiated and oversaw the development of system-wide Furniture Standards Manual. (2004)
11. Served as Project Manager for the implementation of a state-of-the-art Financial, Payroll, and Human Resource Management System. (2000)
12. Developed and implemented new operating budget format. (2000)
13. Received an unqualified audit opinion from the accounting firm of KPMG LLP on the FY1999, 2000, 2001, 2002, and FY2005 CAFR Financial Statements.
14. Developed and implemented comprehensive Capital Improvement Project Fund Accounting and Reporting Processes and Procedures. (1998)
15. Developed and implemented comprehensive Grants Accounting and Reporting Processes and Procedures. (1998)

KATE WOLFE MAXLOW

INNOVATIVE EDUCATOR
CURRICULUM DESIGN SPECIALIST
RESEARCHER & AUTHOR

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<https://bit.ly/kmaxlow>

ABOUT

Energetic, self-driven, insatiably curious educator whose life's work is revolutionizing educational systems so they ignite young people's drive to innovate, care, and make the world a better place.

EDUCATION**PhD in Educational Leadership**

*Old Dominion University (2021)
Norfolk, VA
Dissertation: The Pursuit of Equitable Virtual Learning*

Master's in Elementary Ed.

*College of William and Mary (2004)
Williamsburg, VA*

Bachelor of Arts in History

*University of Virginia (2001)
Charlottesville, VA*

ENDORSEMENTS & AWARDS

- Virginia Department of Education: Administrative License, PreK-12
- Virginia Department of Education: Elementary Teacher, K-6
- Virginia Association for Supervision and Curriculum Development: 2020 Curriculum Leadership Award

BOOKS

- *20 Formative assessment strategies that work: A guide across content and grade levels* (Author, Routledge)
- *Look, listen, learn, lead: A District-Wide Systems Approach to Teaching and Learning in PreK-12* (Author, IAP)
- *Creating, grading, and using virtual assessments: Strategies for success in the K-12 classroom* (Author, Routledge)
- *Design thinking: Research, innovation, and implementation* (Editor, IAP)

RELEVANT WORK**Director of Curriculum, Instruction, and Assessment**

2023-present, Hampton City Schools, Virginia
Supervised a department of 30+ curriculum leaders, teacher specialists, and digital learning specialists to design the written, taught, and assessed curriculum. Conducted rigorous curriculum equity audits. Designed curriculum for multiple subjects and grade levels. Developed a Curriculum Writing Academy used to teach over 200 curriculum writers so effectively it has been purchased by other districts. Reviewed and provided feedback on written curriculum to all grade levels and content areas PreK-12.

Director of Innovation & Professional Learning

2018-2023, Hampton City Schools, Virginia
Supervised 10 digital learning specialists and virtual partnership specialists. Led efforts to infuse project-based interdisciplinary learning for all HCS high schools. Created and supervised the Future Learning Experience (FLEx), an online school dedicated to learning through immersive adventures. Led district e-Learning design efforts during COVID. Wrote and received grants worth over \$1,000,000.

Curriculum Consultant

DCD Consulting, LLC
Lead designer of curriculum, instruction, and assessment review tool used to evaluate districts' curriculum. Led a work team to develop a feasibility study for a potential new district.

Professional Learning Coordinator

2014-2018, Hampton City Schools, Virginia
Designed and implemented district-wide professional learning for teachers, administrators, and other educators.

Educational Consultant with Stronge & Associates

2012-2020, Stronge & Associates (Williamsburg, VA)
Worked with state educational agencies (e.g., Virginia Department of Education) on topics such as teacher evaluation and curriculum alignment.

Supervisor of Employee Development (2011-2012)
Instructional Coach/Technology Specialist (2010-2011)
Grade 3 and 4 Teacher/History Lead Teacher (2004-2010)

Newport News Public Schools, Virginia

See <https://bit.ly/kmaxlow> for full curriculum vitae and example work

Curriculum Vitae

<p>Education Ph.D. in Educational Leadership, May 2021), Old Dominion University (Norfolk, VA) Master of Arts in Elementary Education, Aug. 2004, The College of William & Mary (Williamsburg, VA) Bachelor of Arts in History, Aug. 2001, University of Virginia (Charlottesville, VA)</p>	<p>Endorsements: Elementary Education PreK-6, Admin & Supervision PreK-12 Awards: 2019-2020 Virginia Association for Supervision and Curriculum Development Leadership Award</p>
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Relevant Work Experience

Hampton City Schools (Hampton, Virginia)

Director of Curriculum, Instruction, and Assessment (Jun. 2023-present); Director of Innovation and Professional Learning (Aug. 2018-present); Professional Learning Coordinator (Jul. 2014-Aug. 2018)

Curriculum Design Leadership

- Led curriculum redesign efforts that played a significant role in Hampton City Schools going from 41% to 100% of schools fully accredited without conditions in 4 years.
- Improved Hampton City Schools written curriculum, including collaboratively creating curriculum templates for every subject area, training over 200 curriculum writers for all subjects K-12 and reviewing over 100 written curricula, including an online [Curriculum Writing Academy](#) for Hampton City Schools and other Virginia school districts.
- Designed, deployed, and maintained the HCS CIA HQ, a website to provide Hampton teachers with a one-stop-shop for all curriculum, instruction, and assessment documents; this curriculum is now being used by 12 other Virginia school divisions via a subscription fee.
- Created the [HCS Essential Question and Understanding Bank](#) with input from curriculum leaders and teacher specialists to help focus our written curriculum on deeper learning.

Instructional Leadership

- Led the [Project-Based Learning](#) initiative and [Interdisciplinary learning](#) experiences for Hampton Academies so that all high school students engage in quality deeper learning experiences, including creating step-by-step guides for teachers using multiple instructional models (i.e., case studies, service-learning, field research, design thinking), and culminating in school-level showcases for student work.
- Developed the [Out of the Box lesson program](#); our department went from an average of 5 co-taught/modeling lessons in classrooms *per year* to 30-40+ lessons *per month*; these highly innovative lessons married curricular content and digital learning to engage students and would frequently book up within an hour of advertising to elementary teachers.

Assessment Literacy Leadership

- Designed and delivered both an in-person and online Assessment Academy to teach curriculum department members how to create valid and reliable traditional assessments
- Led a cross-functional team to create the [HCS W5C's Rubric](#) with curriculum leaders, teacher specialists, and teachers, to be used with HCS performance assessments in order to assess communication, collaboration, critical thinking, creative thinking, citizenship, and wellness.
- Co-led efforts to develop [performance assessments](#) for grades K-12 with curriculum leaders, teacher specialists, and digital learning specialists.
- Co-led efforts to create a [Balanced Assessment Framework](#) for Hampton City Schools that focuses on quality summative and formative assessments.

Innovation Leadership

- Created the [Future of Learning Experience \(FLEx\)](#) online school for students in grades K-6, focused on using immersive adventures (such as escape rooms, role plays, puzzle quests, and games) to teach content, resulting in 94% of families reporting that that students found the daily lessons engaging, and 99% of families agreeing that students found the weekly immersive adventures engaging.
- Co-created and led the Hollywood to Hampton program, a one-of-a-kind experience in which we partnered with [Next Generation Storytellers](#) to create short films written, produced, and acted in by high school students, leading to all four films being accepted into the Virginia Film Festival.
- Created the Hampton City Schools Building Tomorrow Project-Based Learning Showcase, in which students from all four high schools in grades 9-12 competed to earn prizes based on the impact of their PBLs on the greater Hampton community
- Created the Student Internship program, in which over a dozen Hampton City Schools students applied and were employed as curriculum creators and reviewers, with pay ranges from \$19-\$22/hour.

Professional Learning & Training Leadership

- Pioneered the HCS division-wide *Understanding by Design* blended professional development modules for approximately 1,200 teachers per year in order to emphasize the alignment of the written, taught, and assessed curriculum; social-emotional learning; and equitable practices.
- Collaborated with the Professional Learning team to design and implement a division-wide professional development plan with mission, vision, and goals for Hampton City Schools based on data, needs, and initiatives. Led efforts to create the Hampton City Schools [Professional Learning Framework](#) based on principles of adult learning theory and develop surveys for teachers to determine professional learning effectiveness.
- Directed improvement of the [HCS Cyber Learning Cafe](#), a then-underutilized warehouse of self-paced instructional modules for teachers, growing it from 80 potential professional developmental license renewal points to 200+.

Supervisory Leadership

- As Director of Curriculum, Instruction, and Assessment: Supervised curriculum leaders for English, math, science, social studies, fine arts, and physical education.
- As Director of the Future Learning Experience (FLEx) online school (Grades K-5): Supervised and evaluated 9 teachers to ensure engaging instruction aligned to the Virginia Standards of Learning; conducted walkthroughs
- As Director of Innovation & Professional Learning: Supervised 8 digital learning specialists, 3 virtual partnership specialists, and 3 library database and circulation specialists
- Created the HCS division-wide Action Step Observation, a formative observation form that helps principals provide concrete instructional feedback to teachers based on the VDOE Teacher Performance Evaluation Standards and the work of Paul Bambrick-Santoyo; trained over 100 administrators on effective implementation through a series of hands-on workshops that included video simulations for interrater reliability.
- Conducted frequent school walkthroughs to give feedback on the implementation of the taught curriculum and its alignment with the written and assessment curriculum.
- Assisted in gathering data and providing narratives for feedback for principals at the elementary, middle, and high school levels.
- Grew the [Innovation & Professional Learning Department](#) department by 3 positions over the course of 3 years and moved Digital Learning Specialists from a 10-month position to a 12-month position in order to better support instructional technology needs throughout Hampton City Schools, resulting in 98% of teachers agreeing that HCS provides quality instructional technology support on climate surveys.

Project, Budgetary, & Grant Management Leadership

- Managed a budget of \$800,000+ for curriculum; \$500,000+ for libraries and technology instructional integration; and day-to-day operations of the Title II and Title IV grant and budget (\$800,000+).
- Wrote and received a grant for over \$1,000,000 in ESSER funds from the state of Virginia focused on creating and implementing a virtual school for students in grades K-6 (The Future Learning Experience, aka FLEx)
- Wrote and received a grant for Innovative Schools for \$50,000 for FLEx curriculum writing

Equity & Culturally Responsive Teaching

- Co-led efforts with the Division Equity Leader to create the HCS Curriculum Audit to determine equity and cultural responsiveness of the HCS curriculum.
- Served on a committee to redesign the Grade 1 report cards to support the belief that all students can and will meet expectations with the right support.

DCD Consulting*Partner (March 2018–present)*

- Designed the [Teacher and Observer Partners for Success \(TOPS\)](#) tool for the [eObservations](#) platform, to provide formative coaching feedback to teachers and provided training to district leaders, administrators, and future leaders on implementing the TOPS tool.
- Co-created and implemented a full Curriculum, Instruction, and Assessment audit for Newport News Public Schools, culminating in a 385 page report.
- Co-led a Feasibility Study for the City of Williamsburg to explore options for creating an independent school district.

Outschool*Independent Consultant Teacher (March 2020–June 2021)*

- Earned over \$10,000 in one year, teaching 2–3 hours per week, designing and selling lessons on an independent marketplace style platform
- Designed and implemented innovative online lessons, such as Heroes of Olympus book study/role-play games, Would you Survive Jamestown role-playing game, 2101: A Space Odyssey role-playing game, and much more to teach students content in new and exciting ways

Old Dominion University, Adjunct Professor

- Courses Taught: *Learning Theories and Professional Development (Master's level); Introduction to Leadership (Master's level); Instructional Supervision (Master's Level); Accountability (PhD level); Leadership Theories (PhD level)*
- Redesigned rubrics for administrative endorsement course final projects to use best practices in rubric-making and align more strongly to required leadership standards

Stronge & Associates (Williamsburg, VA)*Independent Consultant (Apr. 2012–Jun. 2020); Director of Innovation and Development (Jul. 2016–Jun. 2020)*

- Designed a complete system for the VDOE's Academic Review process to evaluate the alignment and quality of the Written, Taught, and Tested curriculum in districts and schools.
- Developed engaging, hands-on training on the Stronge Teacher and Leader Effectiveness Evaluation System based on national and state policies and guidelines for divisions and states; led trainings in Virginia, New Jersey, Arizona, and South Africa (among other places)
- Co-designed a complete evaluation system for the Virginia Department of Education's School Division Review Tool.

Newport News Public Schools (Newport News, VA)*Supervisor of Employee Development, K-12* (Jul. 2011–Apr. 2012)

- Coordinated division professional development to emphasize career and college readiness skills.
- Originated, designed, and facilitated the University of Employee Development approach, which allowed curriculum-, administrator-, and teacher-leaders to both create and attend optional professional development areas around their own areas of interest. Notably, this program is still being used by Newport News Public Schools today

Instructional Coach for Elementary Social Studies and Science, K-5 (Nov. 2010–Jun. 2011)

- Wrote curriculum and assessments for elementary social studies and sciences (grades K-5).
- Trained and supervised curriculum writing teams for social studies and science.
- Provided coaching services (co-teaching, model teaching, observation and feedback, and resource acquisition) for teachers throughout the district.

Technology Integration Specialist, Lee Hall and Yates Elementary (Aug. 2010–Oct. 2010)

- Collaborated with teachers to design and deliver lessons for grades K-5 on a variety of subjects; delivered professional development sessions on integrating technology into classrooms

Third and Fourth Grade Teacher; History Lead Teacher, Briarfield and Lee Hall Elementary (Jul. 2004–Jun. 2010)**Colonial Williamsburg Foundation (Williamsburg, VA)***Orientation Interpreter* (Aug. 2001–May 2003)**Publications**

Maxlow, K.W., and Sanzo, K.L. (2017). [*20 Formative assessment strategies that work: A guide across content and grade levels*](#). Taylor and Francis/Routledge.

Smith, J., Maxlow, K. W., Caggiano, J., Sanzo, K. (2020). [*Look, listen, learn, lead: A District-Wide Systems Approach to Teaching and Learning in PreK-12*](#). Information Age Publishing.

Maxlow, K. (2021). [*The pursuit of equitable virtual learning: District leaders' understanding of the influences on designing 100% virtual learning experiences during the Covid-19 pandemic*](#). Dissertation.

Maxlow, K.W., Sanzo, K. L., Maxlow, J. R. (2021). [*Creating, grading, and using virtual assessments: Strategies for success in the K-12 classroom*](#). Routledge.

Sanzo, K., Scribner, J., Wheeler, J., & Maxlow, K. (2022). [*Design thinking: Research, innovation, and implementation*](#). Information Age Publishing.

Community Service Experience**Smart Beginnings***Board Member*Newport News, Virginia
September, 2021–present**Selected Presentations and Trainings**

- Baked-In Performance Assessments (2023): Learning Forward Annual Conference (with Dr. Christopher Gareis)
- The Future Learning Experience: Bringing Learning to Life in an Online School (2023): Virginia School Board Association
- Creating & Using Immersive Adventures in the Classroom (2022): Virginia Association for Supervision and Curriculum Development Annual Conference
- Using Interdisciplinary Project-Based Learning in Freshman Seminars (2021): Old Dominion University, Virginia
- Teacher and Observer Partners for Success: Giving Better Feedback to Teachers (2019): Learning Forward Annual Conference

- Using Essential Questions and Understandings to Create Learning Experiences (2019): West Point Public Schools, Virginia
- Using Essential Questions and Understandings to Create Performance Assessments (2019): Virginia Association for Supervision and Curriculum Development Annual Conference
- Designing Instructional Mission & Vision Statements (2019): Halifax Public Schools, Virginia
- Virginia Alternative Assessment Summit (2015): Region II Performance Assessments
- Virginia State Social Studies Conference (2007): Multiple Intelligence Projects, K-12; Virginia History SOLympics and May Madness
- Virginia State Reading Conference (2008): Using Literature Circles to Integrate Science and Social Studies into the Language Arts Block
- National History Conference (2011): Sing Freedom, See Freedom: Using Primary Resources in the Elementary Social Studies Classroom

References

Dr. John Caggiano, Chief of Staff at Hampton City Schools
1 Franklin Street, Hampton, VA 23669
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(757) 323-7830

Dr. Jeffery Smith, former Superintendent at Hampton City Schools
jefsmith@yahoo.com
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Dr. Anita Owens, Former Executive Director of Elementary Schools at Hampton City Schools
44B Inlandview Drive, Hampton, VA 23669
Owensledconsulting@gmail.com
(757) 771-2316

Dr. Jennifer Oliver, Director of Community & Government Relations, Hampton City Schools
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Dr. Karen Sanzo, Professor for Educational Foundations and Leadership, Old Dominion University
2323 Education Building, Norfolk, VA 23529
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Dr. Christopher Gareis, Professor, School of Education, The College of William and Mary
301 Monticello Ave, Williamsburg, VA 23185
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Jacob Young, Emmy-Award winning actor, Co-Founder of Next Generation Storytellers
1819 Crossbill Trail, Hanahan, SC 29410
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Trent Garrett, Actor, Co-Founder of Next Generation Storytellers
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Donna E. Woods, Ph.D.

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Hampton, VA 23664
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- Education:** Virginia Tech, Blacksburg, Virginia
Ph.D. - Educational Leadership and Policy Studies
- George Washington University, Washington, D.C.
Ed.S. - Educational Administration
- Ohio State University, Columbus, Ohio
M.A. - Guidance and Counseling
- Virginia Commonwealth University, Richmond, Virginia
B.S. - Special Education
- Experience:** **Old Dominion University Adjunct Instructor**
August 2008 to present
- Ford Next Generation Learning Community Coach**
August 2019 to present
- Executive Director of School Leadership**
Hampton City Schools, Hampton, Virginia
August 2006 to June 2019
- Middle and High School Principal (Phoebus High and Syms Middle)**
Hampton City Schools
July 2001 to July 2006
- High School Assistant Principal for Instruction**
Hampton City Schools
August 1994 to June 2001
- Teacher Specialist for Alternative Education**
Hampton City Schools
August 1993 to August 1994
- High School Counselor**
Hampton City Schools
August 1992 to August 1993

Vocational Evaluator

Hampton City Schools
August 1983 to July 1992

Career and Technical Teacher

Hampton City Schools
November 1977 to August 1982

Financial Aid Counselor

Ohio State University
July 1976 to August 1977

Publications and Professional Presentations:

- Doctoral dissertation cited in multiple publications including *Effectiveness of Education Technology for Enhancing Reading Achievement: A Meta-Analysis*, Johns Hopkins University
- Presenter at the Virginia Tech and Department of Education 2011 Vision to Practice Conference on “Accountability Revisited”
- Hampton University Trio Day
- Doctoral dissertation included in Robert Slavin’s *Effective Reading Programs for Middle and High Schools: A Best Evidence Synthesis*, 2008
- Presented paper on “Secondary School Reform: What Works” at Virginia Educational Research Association Conference, 2007
- Presented “Leadership Counts” at the Virginia Leaders Forum, 2004

Grants Awarded:

- 2017-19 Virginia Extended Learning Grant 1.2 million
- 2016-17 Virginia High School Innovation Grant: \$50,000
- 2016-17 Virginia Department of Education Project Graduation Grant – Project Director - \$75,000
- 2007-2013 Federal GEAR UP Grant- Project Director: \$482,154,
- National Math and Science Initiative, 2011 – 2014 \$300,000

Awards and Honors:

- Who's Who Among American Teachers & Educators, 2007
- Outstanding High School Principal of the Year, Hampton PTA, 2006
- Outstanding Middle School Principal of the Year, Hampton PTA, 2004

Professional Affiliations:

- [Cognia Virginia](#) State Council Board (2016-2022)

- [Center for Inclusive Communities](#) – Peninsula Board –Past President
- Past Vice-President of National Association of Vocational Special Needs
- Past President of Virginia Association of Vocational Special Needs
- PTA Life Member
- Thomas Nelson Community College Board (2019-2024)

Jennifer Bishop Parish

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- OBJECTIVE** To secure a leadership role in a non-profit organization that will enable me to utilize the skills gained through my leadership experience in public education and on non-profit boards to make a positive difference for communities. My results oriented, strategic planning, communication, and collaborative skills will assist the organization in implementing its mission. My successful experience with leading boards, resource development and advocacy will also serve me well in this work.
- WORK EXPERIENCE**
- Executive Director, Peake Childhood Center, July 2020-Present**
Responsibilities include: Working with a 24-member Board to ensure policies and the Strategic Plan are implemented to include possible expansion. Evaluating the effectiveness of the center's instructional programs and services; planning for short-term and long-term goals of the programs; ensuring the center maintains licensure and various accreditations and ratings; leading the fundraising programs and budget development; working with community members, agency heads, local government, and school officials to acquire resources for the center.
- Superintendent, Poquoson City Public Schools, July 2008 to June 2020**
Responsibilities included: Providing vision and leadership for school division to include development of the division's Strategic Plan. Managing and supervising all aspects, to include instruction, operations, human resources, and finance, of a school division with 300 plus employees and a budget of \$23.7 million. Providing leadership and supervising programs to maintain state and federal accreditation. Working closely with School Board to ensure implementation of School Board Policies and Board initiatives. Serving as school division representative at community events and regional and state meetings. Managing budget development process and capital improvement plan development. Led division's \$20 million school renovation project. Overseeing staff in grant writing work. Maintaining open communication with board members, employees, parents, students, city officials, civic groups, legislators, and business leaders.
- Chief Academic Officer, York County Schools, July 2006 - July 2008**
Responsibilities included: Evaluating the effectiveness and needs of the school division's Pre-K-12 academic programs; coordinating and guiding long and short term instructional planning for all school division academic programs; monitoring and planning for division compliance with state and federal accreditation standards; supervising, coordinating, and evaluating the work of instructional directors and principals in organizing and delivering the program of instruction; communicating the division's instructional programs to the School Board and community; overseeing the preparation and expenditures of the school division budget related to instruction; evaluating and assisting in determining division instructional staffing needs; assisting in the development and monitoring of school strategic plans.
- Director of Curriculum and Staff Development, York County Schools, 2005 - 2006**
Director of Student Achievement, York County Schools, 2002 - 2005
Principal, Queens Lake Middle School, 1998 - 2002
Teacher in Residence, York County School Division, 1996 - 1998
Administrative Liaison, Grafton Bethel Elementary School, Feb. 1998 - June 1998
Assistant Principal, Secondary Summer School, York County, Summer 1997
Assistant to the Principal, Queens Lake Middle School, January 1996 - June 1996
Teacher, Yorktown Middle School, 1990 - 1995

RELATED EXPERIENCE	<ul style="list-style-type: none"> • Sector Leader, United Way Campaign, 2018 to 2020 • Member, VRSA Members’ Supervisory Board, 2018 to 2020 • Member, WHRO Board of Directors, 2017 to 2022 • Member, CIVIC Leadership Institute, September 2015 - May 2016 • Member, University of Virginia K12 Advisory Council, 2017 to Present • Member, Poquoson Education Foundation (PEF), 2008 to 2020 • Member, Kiwanis, July 2008 to Present • Member, Governor’s SOL Innovation Committee, 2016 - 2017 • Member, School-University Research Network (SURN) Advisory Board, 2008 to 2020 <ul style="list-style-type: none"> ○ Chair, May 2016 - May 2018 • Member, Virginia Association of School Superintendents (VASS), 2008 to Present <ul style="list-style-type: none"> ○ President, 2016 - 2017 ○ President-Elect, 2015 - 2016 ○ Secretary/Treasurer, 2014 - 2015 ○ Legislative Committee Chair, 2013 – 2014 • Member, Greater Williamsburg Area Big Brothers/Big Sisters Board of Directors, 2001 - 2007 <ul style="list-style-type: none"> ▪ Board Chair, July 2004 - January 2006 ▪ Board Vice Chair, November 2002 - July 2004 • Adjunct Professor, The College of William & Mary, August 2004 to Present
SELECTED ACHIEVEMENTS	<p>Personal</p> <p>Region 2 Superintendent of the Year, 2017 Region 2 Superintendent of the Year, 2014 Certificate of Commendation from Poquoson Education Foundation Excellence in Educational Leadership Award, University Council for Educational Administration, 2007 Selected as The College of William and Mary nominee for American Association of School Administrators scholarship for aspiring superintendents</p> <p>School Division</p> <p>All PCPS schools fully accredited every year PCPS applied for and received grant funds totaling over \$3 million to support instructional initiatives PCPS received new funding from City Council for ten of eleven years of budget development, to include during the recession Acquired \$20 million from City Council for school renovation project and other capital improvements PEF provided school division over \$300,000 in grants Development of PCPS Crisis Management Plan with public safety officials Implementation of PCPS Technology Plan Initiated and led Committee for Minority Affairs in YCSD Chairperson of the YCSD teacher compensation committee</p>
EDUCATION	<p>Doctorate of Education in Educational Planning, Policy, and Leadership, May 2002 Educational Specialist in Administration, May 1998 The College of William & Mary</p> <p>Masters of Teaching in Elementary Education, May 1990 Bachelor of Arts in Foreign Affairs, May 1988 The University of Virginia</p>
REFERENCES	<p>Available upon request</p>

LORIANNE S. SMITH

3224 OAK BRANCH LANE
 TOANO, VIRGINIA 23168
 757-784-2894 (MOBILE)
LAJOSH3611@GMAIL.COM

EDUCATION

Regent University
 Doctor of Strategic Leadership Degree, 2022

Virginia Commonwealth University
 Bachelor of Science Degree, 1995
 Education Administration

Virginia Commonwealth University
 Master of Education Degree, 1991
 Business Administration

WORK EXPERIENCE

Human Resources Experience

Portsmouth Public Schools

Senior Supervisor of Performance and Retention

Portsmouth, Virginia

- Supervise Compliance Officers and relevant clerical personnel.
- Oversee investigations of employees conducted by the Compliance Officers.
- Determine appropriate outcomes regarding disciplinary matters in consultation with division leadership.
- Represent the department in meetings with employee groups and other organizations;
- Administer criminal background checks and CPS reports on all prospective employees;
- Serve as the district's EEO Officer and Title IX Officer.
- Coordinate EEOC, AA, ADA and civil rights compliance;
- Advise administrators and employees as to the appropriate use of the Employee Assistance Program;
- Advise administrators on the proper procedure in handling personnel matters and issues including employee evaluations, coaching, and performance improvement;
- Review requests for teacher non-renewal and recommend action for the Division Superintendent;
- Coordinate and facilitate grievance procedure;
- Analyze, develop and review policies and regulations for personnel matters.
- Interpret division policy and procedure;
- Ensure PPS website is updated with most recent forms, policies, and documents relating to Compliance and Retention.
- Annually update Employee Handbook.
- Maintain a close working relationship with principals and directors of assigned schools or departments;
- Conduct exit interviews, provides reports and recommendations regarding strategic retention and employee engagement.

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WORK EXPERIENCE (cont.)

Williamsburg-James City County Public Schools

Human Resources, Benefits Coordinator

Williamsburg, Virginia

Managed and coordinated the administration of WJCC benefits programs:

- Planned and directed the implementation and administration of employee benefits programs.
- Prepared and communicated information to employees and former employees about benefit programs, procedures, changes, and government-mandated disclosures.
- Analyzed and evaluated services, coverage, and options available in coordination with senior staff and with carrier representatives in administration of benefits plans.
- Compiled and maintained library of all carrier contracts, summary plan descriptions, forms, carrier packets, and benefits summaries.
- Conducted new employee benefits orientation sessions and oversee benefits onboarding processes.
- Coordinated annual open enrollment process.
- Managed the Family and Medical Leave Act (FMLA) program in accordance with regulatory guidelines.
- Coordinated with benefit programs third-party administrators on benefits fairs, open enrollments, site visits, etc.
- Analyzed the cost of various benefits programs and recommended economies/efficiencies when appropriate.
- Planned and coordinated annual Benefits Fair.
- Managed and administered Sick Leave Bank program.
- Maintained an ongoing relationship with County benefit programs administrators on topics of mutual interest.
- Provided analysis and inputs on compensation programs.
- All other duties as assigned.

King and Queen County Public Schools

King and Queen CH, Virginia

Director of Human Resources & Instruction (2010-2013)

Human Resources:

- Recruited, interviewed, and screened applicants to fill position vacancies;
- Developed comprehensive recruiting partnerships with colleges, universities, associations, and other school divisions;
- Conducted new employee orientation sessions;
- Conducted annual sexual harassment training for all employees;
- Served as Compliance Officer for the school division;
- Ensured personnel records were maintained;
- Administered the licensure, endorsement, and recertification of all instructional personnel in accordance with state regulations;
- Prepared personnel reports required by state and federal agencies and responded to all EEOC complaints;
- Collaborated with Finance Department on compensation and benefits;
- Ensured FMLA and FLSA compliance;
- Facilitated Workman's Compensation;
- Consulted with employees on Virginia Retirement System processes;
- Created and updated division personnel manual;
- Maintained online applicant tracking system and responded to applicant inquiries in a timely manner;
- Conducted annual employee satisfaction surveys and exit interviews and provided data to the Superintendent and School Board as appropriate.

Instruction:

- Developed, oversaw, and managed day-to-day operations of educational programs and services for the division;
- Planned, developed, and implemented functions related to curriculum, instruction, and staff development;
- Assisted the superintendent substantially and effectively in providing leadership in developing, achieving, and maintaining educational programs and instructional services;
- Organized and administered appropriate curriculum development committees;
- Initiated and administered staff development programs in conjunction with other administrators;
- Organized and coordinated the annual Convocation and other special events in conjunction with other administrators;
- Coordinated the division's submission of the NCLB Consolidated Application;
- Coordinated the division's Teacher-of-the-Year program in cooperation with other administrators;

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WORK EXPERIENCE (CONT.)

- Developed procedures for the adoption of new instructional materials and the requisitioning of instructional materials;
- Coordinated the production of educational materials, curriculum guides, program of studies, registration and scheduling guides, textbook adoption lists, and other appropriate instructional materials.

Additional Duties:

- Maintained confidentiality on school and student issues;
- Modeled non-discriminatory behavior in all activities;
- Communicated, collaborated, and cooperated with colleagues, students, and members of the school community;
- Assisted in the determination of staffing and the types of programs needed by the schools; made appropriate recommendations to the superintendent;
- Facilitated and coordinated AdvancED Division Accreditation process;
- Facilitated the Teacher Performance Evaluation System;
- Served on AdvancED Review Team;
- Performed other duties as assigned by the superintendent.

King George County Public Schools

King George, Virginia

Assistant Director of Personnel (1992-1996)

- Assisted with interviewing and recommending certified and non-certified candidates for employment
- Planned and conducted new employee orientation for certified and non-certified personnel
- Assisted with handling EEO complaints
- Planned annual in-service training workshop for substitute teachers
- Remained up-to-date on school, state, and federal policies and procedures
- Arranged and attended recruiting opportunities for the division
- Established and implemented employee recognition program for staff retention
- Handled teacher licensure to ensure compliance with state regulations
- Generated and distributed contracts and appointment agreements
- Maintained personnel records for all employees
- Handled confidential documents on a regular basis
- Created recruiting materials (e.g. brochures, application packets, etc.)
- Worked with Payroll Supervisor and Finance Director

Other Administrative Experience

King William County Public Schools

King William, Virginia

Assistant Principal (2008-2010)

- Supervised, observed, and evaluated instructional personnel
- Supervised support staff (office staff, custodial staff, paraprofessionals)
- Chaired Student-Teacher Assistance Team (STAT)
- Updated teacher handbook annually
- Handled discipline (bus and in-school)
- Handled parent concerns
- Assisted principal with safe and efficient facilities operations

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West Point Public Schools

West Point, Virginia

Assistant Principal (2007-2008)

- Taught one section of Business Management (dual enrollment course)
- Supervised Gifted Education
- Facilitated building level Special Education Services
- Coordinated division-wide CTE program; prepared annual report; administered Carl D. Perkins Grant
- Handled discipline
- Conducted teacher observations
- Handled parent concerns
- Addressed support staff concerns
- Assisted the principal with safe and efficient facilities operations
- Assisted with handling bus discipline

West Point Public Schools

West Point, Virginia

Business Teacher/FBLA Advisor/CTE Coordinator (2004-2007)

- Taught high school Keyboarding & Personal Finance
- Taught dual enrollment Business Management (Rappahannock Community College)
- Prepared and plan instructional material
- Delivered clear, comprehensive instruction using competency-based curricula
- Taught Microsoft Office Suite (Word, PowerPoint, Excel)
- Ensured student comprehension via various assessment techniques
- Developed instructional units using non-traditional resources
- Advised co-curricular organization – Future Business Leaders of America
- Provided guidance and direction to FBLA officers and members
- Assisted FBLA officers with planning annual activities
- Coached and prepared FBLA members for regional and state competitions
- Ensured that state a regional guidelines were adhered to regarding competitions and organizational activities (FBLA)
- Ensured Perkins Funds were spent according to guidelines; completed state reports
- Co-coordinated *Senior Financial Seminar* (two-week financial sessions for high school seniors)

Westmoreland County Public Schools

Montross, Virginia

Business Teacher (1996 – 1999)

- Taught high school Accounting, Business Law, Finance, and Keyboarding
- Prepared and planned instructional material
- Delivered clear, comprehensive instruction using competency-based curricula
- Ensured student comprehension via various assessment techniques
- Developed instructional units using non-traditional resources
- Served as department chairperson
- Scheduled and conducted weekly department meetings

REFERENCES – LORIANNE SMITH

Mr. Mark Dorsey
West Point High School
Principal (retired)
West Point, VA 23181
804-241-5166

Mr. Jon Andre
Williamsburg-James City County Schools
Director of Human Resources, Compliance & Operations
117 Ironbound Road
Williamsburg, VA 23185
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President
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