

# AGENDA

***SCHOOL BOARD OF THE CITY OF HOPEWELL***

***Special Joint Meeting of the School Board & City Council***

***Tuesday, July 31, 2018, 6:30 p.m.  
Patrick Copeland Elementary School Library  
400 Westhill Drive, Hopewell***

1. Call to Order
2. Roll Call
3. Prayer
4. Pledge of Allegiance
5. Discussion Items (Council Priorities):
  - Security Upgrade
  - Balanced Calendar
  - Early College Academy
  - Teacher Recruitment Incentive
  - Taskforce Development
    - 1 School Board & Superintendent
    - 1 City Council & City Manager
    - Workgroup
6. Board Member/City Council Member Comments
7. Adjournment of Joint Meeting

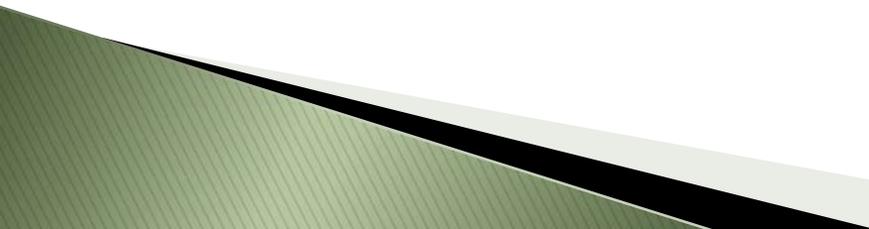
# **DISCUSSION ITEMS**

# **SECURITY UPGRADE**

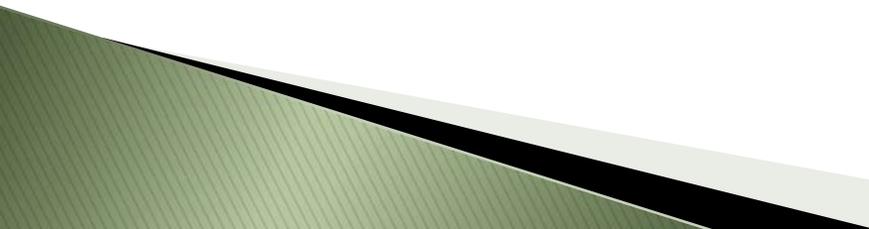
# SCHOOL SECURITY FUNDING REQUEST PROPOSAL

HCPS/City Council Joint Board Meeting  
July 31, 2018

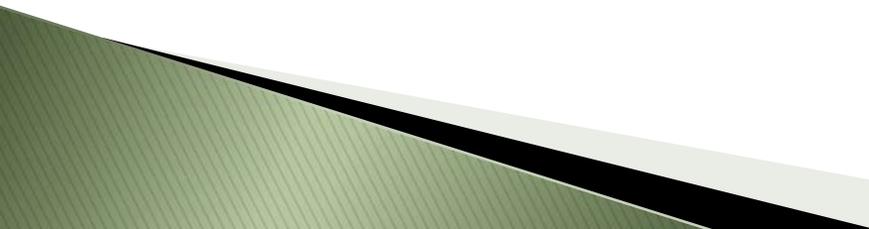
# PHASE ONE 2017-18

- ▶ Division-wide school security assessment of all schools and buildings
  - ▶ Identified threats /vulnerabilities
  - ▶ Critical action recommendations
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# PHASE TWO 2018-19

- ▶ Recommended Personnel
  - ▶ Monthly Expert Consultation
  - ▶ School Security Department and Leadership
  - ▶ Security Program Development
  - ▶ Emergency Management Policy Development
  - ▶ Planning for Access Control
  - ▶ Redesign of School Resource/Security Program (Integrated)
  - ▶ Mental Health Component/Therapists
- 

# PHASE THREE 2019-20

- ▶ Evolving Physical Plant Security (Emergent Needs)
  - ▶ Full Implementation of Access Control Modifications
- 

# PRELIMINARY SCHOOL SAFETY AND SECURITY PRIORITIES/NEEDS

- ▶ Collaborate with expert consultant to evaluate crisis plans and recommend best practices \$18,000
- ▶ Additional SROs at all schools – ( Minimum 6--Retired military, retired police...HCPD) \$300,000
- ▶ 3 Clinicians/expansion of District 19 mental health professionals \$150,000
- ▶ Locking mechanism for all doors in the division \$57,000
- ▶ Video surveillance centers \$14,000
- ▶ Wall to secure the entrances in elementary schools \$75,000
- ▶ Emergency Communication System TBD

TOTAL: \$614,000

# UPDATED CITY COUNCIL REQUEST

▶ Expert Consultant	\$60,000
▶ 3 additional SROs (1 HHS, 1 CGW, 1 Shared Elem)	\$150,000
▶ Additional SSOs at all schools – Minimum 6	\$240,000
▶ Current Grant SRO/SSO Award	\$40,000
▶ 1 Armed School Security Director Stipend	\$10,000
▶ SRO/SSO Training	\$30,000
▶ 3 Mental Health Clinicians (1 each level)	\$200,000
▶ Access Control Equipment/Maintenance	\$146,000
▶ 1 Attendance Officer	\$60,000
▶ 1 Family Engagement Coordinator	\$60,000
▶ Increased State Funding Applied to School Security	\$200,000
REVISIED TOTAL	\$956,000
+200k State Funds/Grant/CIP/Maintenance Funding	\$386,000
<b>NEW REQUEST NEEDED:</b>	<b>\$570,000</b>

# **BALANCED CALENDAR**

# The Balanced School Calendar



A short summary for your consideration of research and an  
associated proposal

Presented by  
Byron Davis, Malik Wheat and Melody Hackney

# Where is this coming from?

- on extended school year options
- VDOE grant to conduct research
  
- Committee formed to research general information, models in Virginia, national models, and international models
  
  
- Committee visited and interviewed schools and divisions to evaluate feasibility for Hopewell

# Why might HCPS consider this for our schools?

- **Improve student achievement**...we believe our kids need MORE
- **Minimize regression** during summer break
- **Increase opportunities for ALL** students to have structure, supervision and non-traditional, learning experiences **during the summer months** when they would be typically out of school
- Potential to **reduce juvenile crime** (studying currently) and improved partnerships with other agencies in support of City's youth
- Assist families with challenges of **day care and summer supervision**
- More **opportunities to contribute** to City agenda (Keep Hopewell Beautiful, for example) and provide service to others

# What are the options?

- Expand vertically by **adding on to the school day** with after school programs
- Expand horizontally by **adding a significantly redesigned summer program**
- Expand horizontally to **add additional remediation and enrichment opportunities through a balanced calendar**

# The Balanced Calendar

- The third option, a balanced calendar, is something that we have not yet taken advantage of.
- A balanced calendar is what we are currently considering.
- 97% of the Core Planning Team voted in support of this option for HCPS' consideration

# What is a Balanced Calendar?

“Year-round schools” is a more common phrase, but also a misleading one.

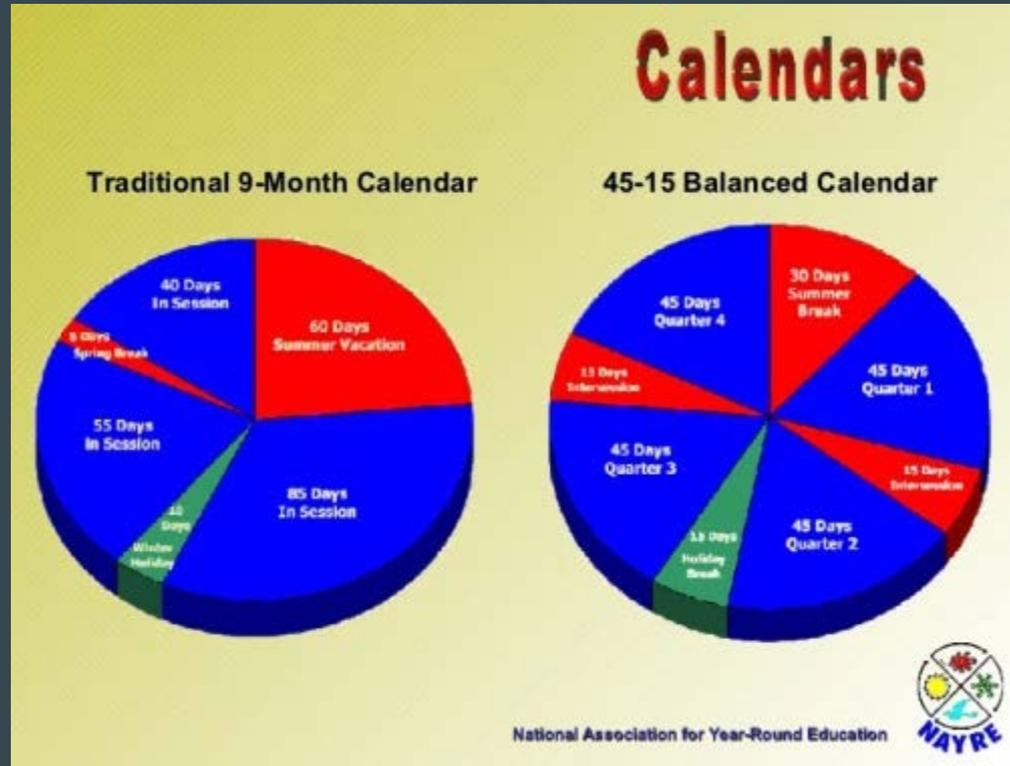
“Both traditional and some year-round school calendars can have **180 days of instruction**. The traditional calendar, of course, is divided into nine months of instruction and three months of vacation during the summer. Year-round calendars **break these long instructional/vacation blocks into shorter units**. The most typical instructional/vacation year-round pattern is called the 60/20 calendar (60 days of instruction followed by 20 days of vacation and the **second most popular is the 45/15.**) There are numerous possible patterns, but they are not common.”

<https://www.cde.ca.gov/ls/fa/yr/guide.asp>

# Simply, a Balanced Calendar...

- Provides 180 days of school STILL
- Redistributes the traditional summer break throughout the year
- Follows a standard 9 week marking period, but has shorter, more frequent breaks (3 week “Intercessions” after each marking period, with extension in summer) compared to a traditional 3 month break over the summer months
- Teaches the same curriculum and embraces same research-based best practices in instruction, but uses intercessions for extra educational opportunities for students
- Allows opportunities for creativity in extended learning opportunities for all students participating in intercessions
- Is supported by research to increase student performance at a faster rate, especially Black, Hispanic, LEP and economically disadvantaged children

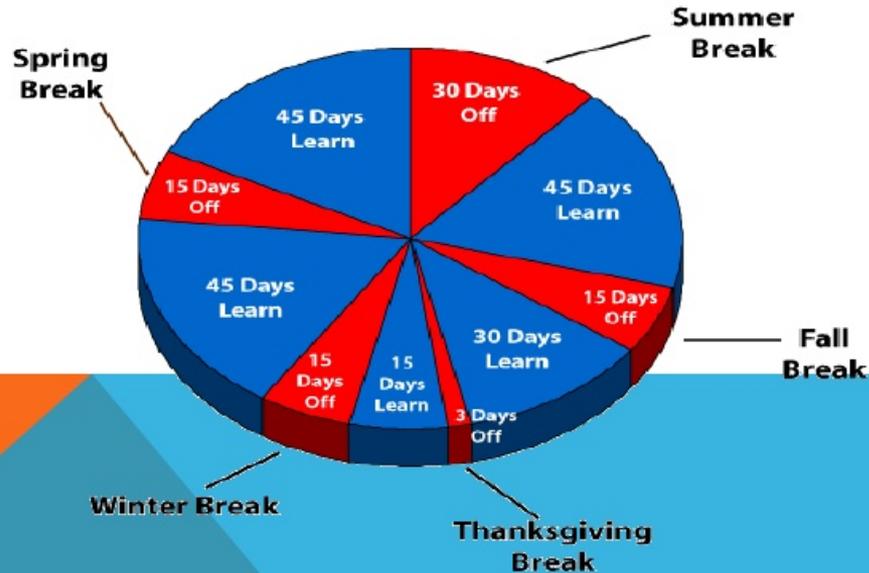
# We are proposing that Hopewell adopt the 45/15 Model



# A closer look

## WHAT WOULD YEAR-ROUND SCHOOL LOOK LIKE?

### Balanced Calendar



# Why would we propose this?

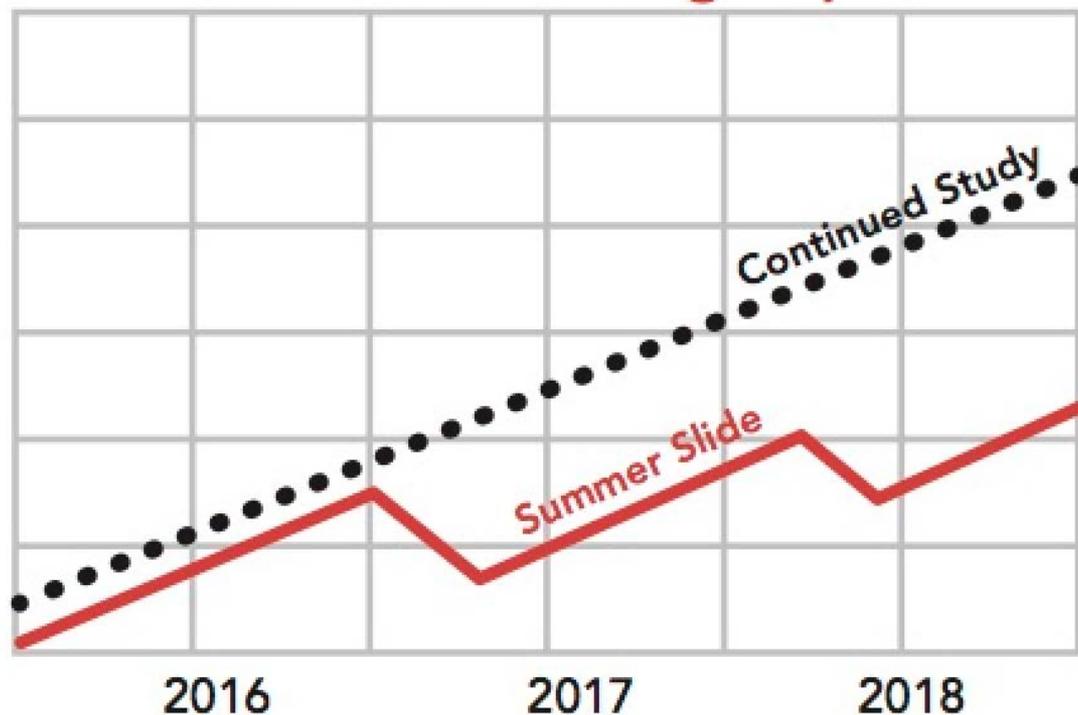
Research shows that this model can benefit students, particularly in communities mirroring Hopewell.

Two of the primary challenges we face are:

- 1) **Summer Slide** (students regressing during long breaks)
- 2) **Burnout** (pushing for long periods without break)

These challenges can be reconciled with a balanced calendar.

## Summer Learning Gap



\* Johns Hopkins University study about summer slide: <http://education.jhu.edu/PD/newhorizons/Journals/spring2010/why-summer-learning/>

# Burnout

One of the consistent pieces of feedback we received on visits was that students, parents, and staff loved the balanced calendar. When we asked why, the most common answers were:

- **It provides regular breaks for everyone, allowing them to return refreshed.** This helps avoid becoming disengaged in teaching and learning.
- **Families enjoy opportunities for time together and vacation during non-peak vacation times** of the year.

# Making a Balanced Calendar Effective for Students

- STILL 180 days for most students
- Students that are excelling and/or do not need or choose additional learning opportunities would continue to attend school for 180 days.
- One intercession could be added to the teacher calendar offering them additional income and opportunities to remediate their own students. Teachers may choose to work additional intercessions for added income potential.
- Students that need additional support or enrichment opportunities would be able to access those opportunities during intercession and/or summer learning.

# Intercession

- Intercession is the **15 day period between marking periods**(45 days/9 weeks). With the proposed calendar, there would **be 3 intercession opportunities in addition to summer learning.**
- Students “targetted” or who choose to participate would come to school during these times for specialized support and programming
- Creative utilization of this time can include: **proactive teaching, remediation, projects, community service, travel, business partnerships, apprenticeships, clubs,etc...**

# Opportunities for All

We strategically designed summer learning and intercessions to not only help struggling students, but to provide enrichment opportunities for students ready for a new challenge or adventure. Intercession provides us the opportunity to apply the same practice and reach all students.

# What Hopewell's Calendar Might Look like...

Start - 45 days	July 29 - Sept 20	School in session
15 days	Sept 23 - Oct 11	Fall Break/Intercession
30 days	Oct 14 - Nov 26	School in session
3 days	Nov 27 - Nov 29	Thanksgiving Break
15 days	Dec 2 - Dec 20	School in session
15 days	Dec 23 - Jan 10	Winter Break (Jan 6 - 10 Intercession)
45 days	Jan 13 - Mar 13	School in session
15 days	Mar 16 - Apr 3	Spring Break/Intercession
45 days	April 6 - June 5	School in session
30 days	June 8 - July 17	Summer break/Learning

## Reasons Divisions Went to Year-Round Schools

- ★ Enrollment/Overcrowding of schools
- ★ Responses from parents/teachers in favor of the schedule
- ★ Decline caused by “summer setback”
- ★ More breaks throughout the school year
- ★ Increased teacher attendance
- ★ A decrease in the amount of information forgotten during long breaks
- ★ Remediation is more easily accessed during the time in school
- ★ Allows families to arrange for vacation time of a shorter and more affordable and even viable nature
- ★ Decreases any onset of boredom that may occur during longer periods off school
- ★ Day care costs can decrease

## Reasons Why Divisions Considered/Tried, But Rejected Year-Round Schools

- ★ 30% more in costs with multi-track program
- ★ Too difficult for parents to juggle activities for children-  
”Disruption of family life”
- ★ Sports schedules
- ★ Responses from parents/teachers not in favor of the schedule
- ★ Research indicating extended school calendars has no substantial impact on achievement-No conclusive data
- ★ “Schools need level playing fields and not cleverly designed calendars.”
- ★ Most divisions had YR elementary schools and not secondary schools
- ★ Issues with daycare for parents
- ★ Certain summer programs may suffer such as camps of various types
- ★ It is hard for a youth to find a job for shorter period and in off-season
- ★ Specific after school programs may not have sufficient numbers if the school year alters. Those that do may be out-of-synch with the performance and competitive year
- ★ School maintenance bills will rise
- ★ The administrative workload of teachers will increase

# How will we respond to challenges?

- Hopewell is in a fortunate position. Due to the size of our school system, we are able to have all schools move to the same balanced calendar. This resolves the majority of challenges other divisions have faced such as:
  - Differing schedules for siblings in different schools
  - Daycare - providers will want to be open when there is business and closed when there is none
  - Logistics - We can maintain our current practices and operations when all schools are on the same schedule
  - Confusion - with all schools on the same schedule, we can all be on the same page
  - There is research that does indicate this will help our students, especially our African American population, which continues to have achievement gaps and which accounts for approximately 60% of our population

# JLARC Study

- In October of 2012, the Joint Legislative Audit & Review Commission (JLARC) of the Virginia General Assembly conducted a review of schools on a balanced calendar in Virginia.
- <http://jlarc.virginia.gov/pdfs/reports/Rpt430.pdf>

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## Finding

Black student groups at year-round schools appear to do better on SOL tests.

Other student subgroups at year-round schools also appear to do better on SOL tests, but less consistently than black students.

# Teacher Research Committee

A focus group of teachers in Hopewell was tasked with researching as well. Through their research, they summarized that in balanced calendar schools, teacher satisfaction increased and the attrition rate decreased.

Similarly, research that they shared indicated that student and family perceptions were also favorable for a balanced calendar model.

# Hopewell Teacher Survey

- 52% of teachers believe we should move to a 45/15 balanced calendar. Among a variety of options, and including a traditional calendar, this was the most popular option.
- 75.7% of teachers believe that a balanced calendar will benefit student achievement.

# Hopewell Administrator Survey

- 77% of administrators in Hopewell City Public Schools believe we should move to a balanced calendar. 23% of the administrators responded “Maybe.” None of the administrators responded negatively.
- 100% stated they believe a balanced calendar will have a positive impact on elementary student achievement & 100% believe there will be a positive impact on overall student achievement.

# Looking Ahead

This is an opportunity for Hopewell City Schools to further distinguish ourselves. If, instead of maintaining the status quo, Hopewell is viewed as an exciting and progressive school system that has a unique and innovative approach, we can put Hopewell on the map as the place to be. If people want to come here, work here, and stay here because we offer something that no other division can fully offer, we get returns on our investment for years and years to come.

# Thank You!

Thank you for your time and consideration. We'll be happy to answer any additional questions you might have.

# Next Steps

- Develop community understanding and buy-in
  - Strategic Planning Core Group, teachers, parents, businesses, and any other relevant stakeholders
- Anticipate questions and criticisms and be prepared to respond
  - Review blog responses and other feedback from schools and divisions that have made this transition in order to prepare ourselves.
  - Meet with City Council for “blessing” to move forward with potential for funding after Year 3
  - Immediately reach out to day care providers to negotiate ways to minimize transition
- Review plans with all department heads to ensure smooth transition
- Determine estimated costs-average 3% of current budget

**EARLY  
COLLEGE  
ACADEMY**

**TEACHER  
RECRUITMENT  
INCENTIVE**

# **TASKFORCE DEVELOPMENT**

# **WORK GROUP**

# COMMENTS

**ADJOURN**