



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Services

Carolyn T. Rye, Chair
District 5 - Lynnhaven

Kimberly A. Melnyk, Vice Chair
District 7 – Princess Anne

Beverly M. Anderson
At-Large

Sharon R. Felton
District 6 – Beach

Jennifer S. Franklin
District 2 – Kempsville

Dorothy M. Holtz
At-Large

Laura K. Hughes
At-Large

Victoria C. Manning
At-Large

Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Proposed Agenda **Tuesday, August 23, 2022**

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

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

Attendee link: https://us02web.zoom.us/join/register/WN_SjB2J4TTRoaBWHBgiCFagQ

Call-in (301) 715-8592 ID 838 8321 6978

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBCPSboard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on August 22, 2022.

- 1. Administrative, Informal, and Workshop (Einstein.Lab) 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Instructional Materials Notification Process
 - C. SY 2022-2023 Health Safety Update
- 2. Closed Session (as needed)**
- 3. School Board Recess 5:30 p.m.**
- 4. Formal Meeting (School Board Chambers) 6:00 p.m.**
- 5. Call to Order and Roll Call**
- 6. Moment of Silence followed by the Pledge of Allegiance**
- 7. Student, Employee and Public Awards and Recognition**
- 8. Adoption of the Agenda**
- 9. Superintendent's Report (second monthly meeting)**
- 10. Approval of Meeting Minutes**
 - A. August 9, 2022 Regular School Board Meeting **Added 08/21/2022**
- 11. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the August 23, 2022 School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on August 23, 2022. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building, 2512 George Mason Drive, Building 6, Municipal Center, Virginia Beach, Virginia 23456 by 5:45 p.m. August 23, 2022. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, 1-47 and 1-48 requirements for Public Comment and Decorum and Order.



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Proposed Agenda (continued)
Tuesday, August 23, 2022

12. Information

- A. Program Evaluation Schedule for 2022-2023
- B. Renaissance Academy Alternative Education Program: Evaluation Readiness Report
- C. Policy 6-61/Instructional Materials/Selection
 - Regulation 6-61.2/Review and Challenge of Instructional Materials by Parents/Legal Guardians and Adult Students
 - Policy 7-12/Challenged Controversial Materials
 - Regulation 7-12.1/Complaints from Citizens: Challenged Controversial Curricular Materials
- D. Policy Review Recommendations:
 - 1. Bylaw 1- 9/Qualifications
 - 2. Policy 2-15/Communications with Staff
 - 3. Policy 4-8/Employee Input Process
 - 4. Policy 6-29/Drug and Drug Abuse Education
 - 5. Policy 6-40/Science
 - 6. Policy 6-54/Homework
 - 7. Policy 6-73/Testing and Assessment
 - 8. Policy 6-81/Adult Education
 - 9. Policy 6-82/Adult High School Diploma Program

13. Return to public comments if needed

14. Consent Agenda

- A. Resolutions:
 - 1. Suicide Prevention Week
 - 2. National Hispanic Heritage Month
- B. Policy Review Recommendations:
 - 1. Policy 3-22/Tuition Fees
 - 2. Policy 5-14/School Attendance Zones
 - 3. Policy 6-46/Extracurricular Activities
 - 4. Policy 6-48/Middle School Activities Program
 - 5. Policy 6-51/Scheduling for Instruction
 - 6. Policy 6-53/Grouping Instruction
- C. Religious Exemption(s)

15. Action

- A. Personnel Report / Administrative Appointments **Updated 08/24/2022**
- B. Policy Review Recommendations:
 - 1. Policy 3-65/Security of Buildings and Grounds/Cell Phones and other Portable Telecommunications Devices
 - 2. Regulation 3-65.1/Cellular Phones and Personal Communication Devices – Use During Instructional Time Prohibited **Added 08/18/2022**

16. Committee, Organization or Board Reports

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

18. Adjournment



Subject: Instructional Materials Notification Process **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** August 23, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Presenter(s): Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Recommendation:

That the School Board receive an update as it relates to SB 656 and parent notification.

Background Summary:

SB 656 ensures parental notification of any instructional material that includes sexually explicit content and includes information, guidance, procedures, and standards relating to:

- Parental notification
- Directly identifying the specific instructional material and sexually explicit subjects
- Permitting the parent of any student to review instructional material that includes sexually explicit content and provide, as an alternative, nonexplicit instructional material and related academic activities to any student whose parent so requests.

Source:

Virginia Legislative Information Session

Budget Impact:

N/A



Subject: SY 2022-2023 Health Safety Update **Item Number:** 1C

Section: Administrative, Informal, and Workshop **Date:** August 23, 2022

Senior Staff: Jack Freeman, Chief Operations Officer

Prepared by: Jack Freeman, Chief Operations Officer

Presenter(s): Jack Freeman Chief Operations Officer

Recommendation:

That the school board receive information regarding plans and procedures for health safety for opening SY 2022-2023.

Background Summary:

The health safety plan is coordinated with guidance provided by the Centers for Disease Control and Prevention (CDC) and the Virginia Department of Health (VDH).

Source:

N/A

Budget Impact:

N/A



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

Section: Approval of Meeting Minutes **Date:** August 23, 2022

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

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

Recommendation:

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

- A. August 9, 2022 Regular School Board Meeting

Note: Supporting documentation will be provided to the School Board under separate cover prior to the meeting.

Background Summary:

N/A

Source:

Bylaw 1-40

Budget Impact:

N/A



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Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES Tuesday, August 9, 2022

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

- 1. Administrative, Informal, and Workshop (Einstein Lab):** Vice Chair Melnyk convened the administrative, informal, and workshop session at 4:00 p.m. on the 9th day of August 2022 and announced members of the public will be able to observe the School Board meeting through live streaming on vbschools.com, broadcast on VBTV Channel 47 and on Zoom. It is the School Board's protocol to break at 5:30 p.m. to prepare for the Formal Session at 6:00 p.m. At 5:30 p.m., the School Board will conclude unless the School Board votes to continue to no later than 5:45 p.m. to allow the School Board and the School Administration to prepare for the Formal Session of the School Board Meeting at 6:00 p.m.

The following School Board members were present in the Einstein Lab: Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes (arrived at 4:09 p.m.), Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

Vice Chair Melnyk stated Chair Rye was absent from the meeting due to an unexpected delayed in departure from South Carolina dealing with matters related to her late mother; Chair Rye will be joining later for the formal meeting.

- A. School Board Administrative Matters and Reports:** Vice Chair Melnyk open the floor for discussion on administrative matters and reports; Vice Chair Melnyk shared a message from Chair Rye regarding election season, public comments, code of ethics, civility for others; Dr. Donald Robertson (standing in for Superintendent Spence) shared information about preliminary SOL performance data – VBCPS accredited across all 82 testing schools; recapped the following points: ensure schools would remain open five days a week, schools would be clean, safe, and focused on teaching and learning, provide a virtual learning option, operating and overseeing two different school setting, managing a global pandemic, addressing student and staff concerns, addressing staff absences – had central office staff sub on days where classes were not covered, provided staff with a \$1000 bonus in December; graduation data: graduating seniors offered an excess of \$85 million in scholarships and accepted over \$54 million, graduation rates have increased each year, at 94.9% for the Class of 2021; enrollment in advanced courses has increased; graduates are academically prepared to succeed at the post-secondary level; since 2016-17 all schools in VBCPS have been accredited.
Dr. Robertson continued and reviewed some staffing data; 52 of 86 schools have new administrative teams; 12 new principals to VBCPS; 9 principals in new buildings; 2 new members of senior staff; supporting staff; mentioned public information which might be unclear regarding challenged materials; mentioned Policy 6-61 and 7-12 along with Regulations 6-61.2 and 7-12.1; shared process on how currently keeping the School Board and public informed on policy and regulation changes; shared new process to share monthly with School Board policy and regulation changes; mentioned language in Regulation 6-61.2; provided overview of number of challenges in the past 9 months; mentioned track record of success in regards to academics, innovation, sustainability, budgeting, state and national recognitions.

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The discussion continued with comments regarding Bylaw 1-33; Regulation 6-61.2; intent of changes; request to have Policies and Regulations on agenda at next School Board meeting; taxpayers and taxes; challenging materials; instructional materials and library materials.

- B. Varsity Sports Entry Prices: David Rhodes, Coordinator of Student Activities provided the School Board information regarding ticket prices for varsity sports; reviewed the varsity sports played each season (Fall, Winter, Spring); VBCPS ticket prices: Varsity Adult - \$7.00, Varsity Student - \$4.00, Junior Varsity Adult - \$4.00, Junior Varsity Student - \$3.00, Child (not of school age) – free; mentioned annual athletic pass; online ticketing service fee of \$1.00; online ticket sales – in 2019, VBCPS contracted with GoFan, purchasers pay a \$1.00 fee for service, buy tickets through an APP to bypass long lines, card reader will be used this year to allow for credit card purchases at ticket gates; showed ticket price comparison to other local school districts; reviewed the average number of contest per school by sport; reviewed costs for one adult to attend all contests; mentioned savings by using annual pass; reviewed budget – approximately \$425,000 received annually in high school ticket sales, athletic budget approximately \$5.4 million; noted revenue from ticket sales help to offset expenses.
The presentation continued with questions and comments regarding annual pass; reorganization of VHSL divisions and impact on district; processing fee; charges for different sports; considerations for financially struggling families; passes on the collegiate level (names on list); general athletic fund; parent pass; ability to transfer pass.
- C. Maximizing Student Engagement: Cell Phone Update: Matthew Delaney, Chief Schools Officer provided the School Board information on the challenges of cell phones in the classroom and the impact on student engagement; reviewed cell phone use in the classroom – Policy 3-65 Securing Building and Grounds/cellular phones and other telecommunication devices, removal of Bring Your Own Device (BYOD) Guidelines, introduction of new Regulation 3-65.1; reviewed and read regulation 3-65.1; defined and explained terms; reviewed reasons for the change; stakeholder feedback: disruptive to the educational environment, not conducive to productive learning experience, source of disciplinary intervention; impact on learning: relationship between use, notifications and mental health, “attending to attention”, building habits of sustaining focus; *Compass to 2025*: Goal 2: Student Well-Being: balanced and resilient learners, personally and socially responsible, building the habits of sustaining focus; mentioned Strategy 6 of Goal 2 – involves developing students’ digital wellness by helping students make responsible decisions in their use of technology; digital resources: students currently have access to the instructional resources through school based devices and learning management system; students expected to bring a fully charged, school issued device to school every day; safety: 1,051 reported cell phone violations across all VBCPS schools for SY21-22; reviewed expectations – student responsibility, parent/guardian responsibility, teacher responsibility, administrative responsibility; goal of regulation is to maximize student engagement in the classroom by removing a significant distraction; focus is on student learning.
Reviewed next steps – communication to stakeholders (students and parents, administrators, teachers and staff); Department of School Leadership will review the regulation with principals and discuss expectations for the 2022-23 school year; principals will work with teacher leaders and staff during in-service week; change in regulation will be shared with families during back to school webinar; a VBCPS AlertNow message; principals expected to share information in newsletters, back to school nights, and student orientation.
The presentation continued with questions and comments regarding students’ responsibility; teacher responsibility; students actively engaged in learning; parental help; Student Code of Conduct; student engagement, wellness, and mental health.
- D. School Administration Building Move to Holland Road Annex: Melisa Ingram, Executive Director of Facilities Services presented the School Board information on upcoming improvements at the School Administration Building and the utilization of Holland Road Annex as a swing space; reviewed upcoming improvements at the School Administration Building – move off City’s Hot Water Loop, HVAC improvements, new boiler, electrical modifications, ventilation improvements; utilization of Holland Road Annex – staff will be temporarily working out of Holland Road Annex, October/November 2022 to end of school year, June 2023 (+/-); School Board meetings: use of auditorium at Holland Road Annex – technology already set-up, plenty of seating, public access, VBTv will be available; accommodations for workshops and other meeting spaces nearby; Holland Road Annex close proximity to School Administration Building; similar resources; public parking (bus loop, rear of building); public transportation – HRT route 33 (Princess Anne & DeGrasse), same stop can be used as for School Administration Building; shared layout of space accommodations per Office; reviewed anticipate timeline; noted dates are subject to change due to supply issues, etc.

2. Closed Session: None needed.

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3. **School Board Recess:** Vice Chair Melnyk adjourned the administrative, informal, and workshop session at 5:27 p.m.
4. **Formal Meeting (School Board Chambers)6:00 p.m.**
5. **Call to Order and Roll Call:** Vice Chair Melnyk convened the meeting of the School Board in the School Board chamber at 6:01 p.m. on the 9th day of August 2022 and noted public seating will be made available on a first-come, first-serve basis; members of the public will be able to observe the School Board meeting through livestreaming on vbschools.com, broadcast on VBT Channel 47, and on Zoom.

The following School Board members were present in the School Board chamber: Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs (arrived 6:02 p.m.), and Ms. Weems. Vice Chair Melnyk noted Chair Rye was enroute from South Carolina.

Chair Rye arrived at 7:00 p.m. for the meeting.
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition**
 - A. Kellam High School – 100 Butterfly Class 6A State Competition, first-place winner: The School Board recognized Kellam High School graduate, Emily Claesson, who won first place in the 100 Butterfly 6A State Competition.
 - B. Kellam High School – State Wrestling Champion: The School Board recognized Kellam High School rising senior, Owen Cherry, who placed first in Division 6 States for his 145 lb. weight class.
 - C. Kellam High School – State VHSL Forensics Competition, first-place winner: The School Board recognized Kellam High School rising junior, Ivy Lopresti, who was recognized as a first-place winner in the storytelling category at the State VHSL Forensics Competition.
 - D. Kellam High School – Virginia Law Related Education (VLRE) Mock Trial state winners: The School Board recognized Kellam High School students, Isabella Painter and Jenna Morris, who are statewide winners from the Virginia Law Related Education tournament.
 - E. Cox High School – VHSL Class 5 State Champions, field hockey: The School Board recognized nineteen students on the Field Hockey team for their VHSL Class 5 State Field Hockey Championship.
 - F. First Colonial High School – State Champions, debate: The School Board recognized ten students from First Colonial High School for their 2022 VHSL Class 5 State Debate Championship.
 - G. Ocean Lakes High School – VHSL State Girls Pole Vault Champion: The School Board recognized Ocean Lakes High School student, Brooke Gunter who placed first at the VHSL 6A Track & Field Meet – VHSL State Girls Pole Vault.
8. **Adoption of the Agenda:** Vice Chair Melnyk called for any modifications to the agenda as presented. Hearing none, Vice Chair Melnyk called for a motion to approve the agenda as presented. Ms. Hughes made the motion, seconded by Ms. Anderson. Without discussion, Vice Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.
9. **Superintendent's Report:** There was no report presented at the meeting.
10. **Approval of Meeting Minutes**
 - A. July 18-19, 2022 School Board Retreat / Abridged School Board Meeting: Vice Chair Melnyk called for any modifications to the July 18-19, 2022 School Board Retreat/Abridged School Board meeting minutes as presented. Hearing none, Vice Chair Melnyk called for a motion to approve the July 18-19, 2022 School Board Retreat/Abridged School Board meeting minutes as presented. Ms. Riggs made the motion, seconded by Ms. Franklin. Without discussion, Vice Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.
11. **Public Comments (until 8:00 p.m.)**

Vice Chair Melnyk announced the School Board will hear public comments on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division from citizens and delegations who signed up with the School Board Clerk prior to the meeting. Vice Chair Melnyk mentioned information regarding speaker process, decorum and order, and submitting comments via group email.

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There were nine (9) in person speakers and four (4) online speakers; topics discussed were books in schools; Bylaw 1-47; limiting speakers; step scale for employees at 30 years; teachers; library books; challenged materials/books; students first; communication and transparency; non-agenda items; funds for new schools; funds for teachers; spending; removal of books; parental rights; restriction of speakers.

The Public Comments ended at 6:50 p.m.

12. Information

- A. Policy Review Recommendations: That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its July 14, 2022 meeting. School Board Attorney, Kamala Lannetti presented the following:
1. Bylaw 1-47/Public Comments at School Board Meetings: The PRC recommends amending Section C to add a new section regarding the separating the Agenda Item public Comments from public comments on Non-agenda items, renumbering the section and clarifying other sections.
 2. Appendix B/School Board Standing Rules: The PRC recommends amending Section B to allow public speakers on Agenda items to address the School Board before the Information Section of the Agenda and to allow public speakers on Non-Agenda items to address the School Board prior to adjournment. Non-agenda items speakers will be limited to ten speakers or thirty minutes.
A discussion followed regarding wording in the policy – limits the non-agenda speakers to 10; need to hear all speakers; keep policy as is no need to change; need to take care of the business of the School Board; not limiting public from speaking; recording of speakers; PRC brought to School Board for discussion tonight; responsibility of protecting employees; combining speakers (agenda and non-agenda); Bylaw 1-47 and Appendix B to go back to the PRC committee.
 3. Policy 3-22/Tuition Fees: The PRC recommends amending Section 2 to allow nonresident SECEP employees working in VBCPS schools to enroll their children tuition free.
A comment of thanks was made regarding the policy; excellent idea.
 4. Policy 3-65/Security of Buildings and Grounds/Cell Phones and other Portable Telecommunications Devices: The PRC recommends removing Editor's notes and references to other policies and guidelines.
 5. Policy 5-14/School Attendance Zones: The PRC recommends amending Section F(2) to allow nonresident SECEP employees working in VBCPS schools to enroll their children tuition free.
A brief discussion regarding employee work site and which school the child would attend; based on the home school assignment of the employee.
 6. Policy 6-46/Extracurricular Activities: The PRC recommends scrivener's changes and updates to the legal references.
 7. Policy 6-48/Middle School Activities Program: The PRC recommends scrivener's changes.
 8. Policy 6-51/Scheduling for Instruction: The PRC recommends scrivener's changes.
 9. Policy 6-53/Grouping Instruction: The PRC recommends scrivener's changes.

13. Return to public comments if needed: As noted under agenda item #11, Public Comments ended at 6:50 p.m.

14. Consent Agenda: Chair Rye read the item on the Consent Agenda.

- A. Creeds Elementary School Library Lease Agreement: Recommendation that the School Board approve a motion authorizing the Superintendent to execute the lease agreement with the City of Virginia Beach for the joint use of the Creeds Elementary School Library.

Chair Rye called for a motion to approve the Consent Agenda as presented. Ms. Franklin made the motion, seconded by Ms. Holtz. Chair Rye called for a vote. The School Board Clerk announced the motion passed unanimously, 11-0-0.

15. Action

- A. Personnel Report / Administrative Appointments: Chair Rye called for a motion to approve the August 8, 2022 personnel report and administrative appointments. Ms. Riggs made the motion, seconded by Vice Chair Melnyk that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the August 8, 2022 personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Chair Rye called for a vote. The School Board Clerk announced the motion passed unanimously, 11-0-0.

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Dr. Robertson, Chief of Staff, introduced the following: Amber L. Keys, Administrative Assistant, Bayside/Luxford Elementary Schools as Assistant Principal, Providence Elementary School; Ty M. Harris, Coordinator, Professional Learning, Office of Professional Growth and Innovation as Director, Diversity, Equity, and Inclusion, Office of the Superintendent; (from the July 19, 2022 Abridged School Board meeting) Catrina C. Manigo, Ed.D., Assistant Principal, Providence Elementary School as Principal, College Park Elementary School; and from the administrative appointments from March 2020-February 2022: Misty S. Caish, Coordinator of Accounting, Department of Budget & Finance.

- B. Public-Private Education Facilities and Infrastructure Act (PPEA): Recommendation that the School Board approve a motion authorizing the Superintendent to execute the proposed PPEA Interim Agreement for the replacement of three schools within the CIP; Princess Anne High School, Williams Elementary School/Bayside 6th Grade Campus and Bayside High School. The VBCPS Review Committee has short-listed the preferred offeror, SBBCC, (S.B. Ballard Construction Company) and has negotiated an Interim Agreement with SBBCC for 12 months of design work with public input, not-to-exceed \$15,404,544.

Chair Rye called for a motion to approve. Ms. Holtz made the motion, seconded by Ms. Felton.

Mr. Jack Freeman, Chief Operations Officer, provided a brief introduction and recap; Ms. Melissa Ingram, Executive Director, Facilities Services, continued the presentation; reviewed the CIP projects and costs: CIP 1-015 Princess Anne High School Replacement \$162,650,000; CIP 1-028 B.F. Williams/Bayside 6th (Grades 4-6) Replacement \$68,387,500; CIP 1-029 Bayside High School Replacement \$197,700,000; proposed interim agreement – not to exceed \$15,404,544; reviewed timeline: June 2021-April 2022 – unsolicited proposal and RFP open, April 2022 – short-list preferred proposer (SBBCC – S.B. Ballard Construction Company), April 2022 – School Board workshop, June 2022 – School Board public hearing and information; August/September 2022 – interim agreement: one year (+/-) design with public input; deliverables for the interim agreement: educational specifications, conceptual plans with building and site options, schematic designs, 30% design and engineering documents, and GMP (Guaranteed Maximum Price; reviewed benefits of PPEAL process: schools open sooner, cost savings, prototype high school plan, financial commitments, interim agreement: \$15.4 million – all funds appropriated; recapped timeline again; reviewed next steps: August 16, 2022 – City Council brief, September 6, 2022 – City Council Action – Interim Agreement (1 year), if approved by School Board and City Council – interim agreement not-to-exceed total \$15,404,544; September 2022-Spring 2023 – design matures through input process, review work performed under Interim Agreement, negotiate comprehensive agreement for GMP; late Spring 2023 – proposed comprehensive agreement with GMP, obtain approvals by School Board and City Council; Spring 2023-June 2029 – comprehensive agreement – construction 6 +/- years.

After the presentation, Vice Chair Melnyk read the following resolution:

**A RESOLUTION TO APPROVE THE SCHOOL BOARD'S ENTRY INTO AN INTERIM AGREEMENT FOR
DESIGN WORK FOR PRINCESS ANNE HIGH SCHOOL, B.F. WILLIAMS/BAYSIDE 6TH, AND BAYSIDE HIGH
SCHOOL**

WHEREAS, the School Board of the City of Virginia Beach, Virginia (hereinafter "School Board") received an unsolicited proposal for the design and construction of Princess Anne High School, B.F. Williams/Bayside 6th, and Bayside High School (the "Projects");

WHEREAS, following the required procedures under the Virginia Public-Private Education Facilities and Infrastructure Act ("PPEA") and School Board Policy 3-71, the School Board accepted the unsolicited proposal and solicited competing conceptual proposals;

WHEREAS, after review of two conceptual proposals, the School Board requested detailed proposals from the two firms that submitted conceptual proposals;

WHEREAS, after review of the detailed proposals, the School Board negotiated an Interim Agreement with the preferred proposer, S.B. Ballard Construction Company;

WHEREAS, the School Board posted the Interim Agreement for the required 30 days and held a public hearing June 28, 2022;

WHEREAS, the proposed Interim Agreement will advance design of the Projects over the next twelve

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months, which should also allow the development of a proposed comprehensive agreement, for the Projects with a not-to-exceed cost of \$15,404,544;

WHEREAS, the PPEA requires a school board obtain approval from the local governing body prior to entry into an interim or comprehensive agreement.

NOW, THEREFORE BE IT RESOLVED BY THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, VIRGINIA. THAT:

1. The School Board determines that entering into the Interim Agreement with S.B. Ballard Construction Company is in the best interest of the School Board and the School Division.
2. That this Resolution and the supporting documents should be sent to the City Council for approval for the School Board to enter into the Proposed Interim Agreement for the Projects in an amount not-to-exceed \$15,404,544.
3. That, upon approval by the City Council, the Chair or designee is authorized to enter into and/or execute any and all documents or take any necessary actions to execute the Proposed Interim Agreement.

Adopted by the School Board this 9th day of August, 2022

After the resolution was read, Chair Rye opened the floor for discussion. The discussion continued with questions and comments regarding community input for Tri-Campus; understanding need for modernization of schools but need community input; design plans; concerns with inflation; advantages of the PPEA process; low risk; financial concerns; interim agreement; comprehensive agreement; ownership of design plans; use of prototypes.

Without further discussion, Chair Rye called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion: Chair Rye, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens, Ms. Riggs, and Ms. Weems. There were two (2) nays opposed to the motion: Ms. Hughes and Ms. Manning. There was one (1) abstention: Vice Chair Melnyk (she's a subcontractor). The motion passed, 8-2-1.

- C. Disposition of School Board Owned Property (Laskin Road Annex) Update: Recommendation that the School Board authorize the Chair to execute the First Amendment to Purchase Agreement between the School Board of the City of Virginia Beach and Franklin Johnston Group Management & Development, LLC or its related development company TFJG Canopy, LLC (Purchaser) and that Exhibit B be updated with the new concept plan.

Chair Rye called for a motion to approve. Ms. Holtz made the motion, seconded by Ms. Franklin. Vice Chair Melnyk read the following resolution:

RESOLUTION AUTHORIZING FIRST AMENDMENT TO THE PURCHASE AGREEMENT FOR THE SALE OF SCHOOL BOARD PROPERTY LOCATED AT 1413 LASKIN ROAD

WHEREAS, on April 26, 2022, the School Board authorized the sale of School Board property located at 1413 Laskin Road to the Franklin Johnston Group Management & Development, LLC or its related development company, TFJG Canopy LLC (hereinafter "TFJG Canopy");

WHEREAS, the School Board and TFJG Canopy entered into a Purchase Agreement, in the form attached to the Resolution adopted by the School Board on April 26, 2022, which included a concept plan for the proposed development attached as Exhibit B (the "Original Exhibit B") to that agreement;

School Board of the City of Virginia Beach
School Administration Building #6 Municipal Center
2512 George Mason Drive,
Virginia Beach, VA 23456

Tuesday, August 9, 2022
School Board Regular Meeting
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WHEREAS, TFJG Canopy has informed the School Board that they wish to substitute an updated concept plan (the “New Exhibit B”) that includes proposed additional restaurant usage on the property and has requested the School Board to enter into a First Amendment to the Purchase Agreement (the “First Amendment”) in the form submitted with this Resolution, to amend the agreement to use the New Exhibit B to reflect these changes; and

WHEREAS, the School Board has considered the First Amendment and finds that substituting the concept plan shown on the Original Exhibit B with the concept plan shown in the New Exhibit B is consistent with the goals of the transaction described in the Purchase Agreement.

NOW THEREFORE BE IT RESOLVED that:

1. The School Board hereby approves amending the terms of the Purchase Agreement as described in the First Amendment, including the concept plan shown in the New Exhibit B; and
2. The School Board authorizes the Chair or designee to execute the First Amendment and any and all documents desired and necessary to amend and complete the above-referenced transaction, as amended, so long as they have been determined to be legally sufficient by the attorney for the School Board.

After the resolution was read, Ms. Melisa Ingram, Executive Director, Office of Facilities Services, presented the following, reviewed the disposition schedule; the purchase agreement as been approved by the School Board and City Council, fully executed as of May 4, 2022; amendment to the purchase agreement; School Board review of Exhibit B: concept plan proposed revision; revised concept plan – additional restaurant space; property will continue to undergo plan site review with the city enforcing applicable codes and proffers from the conditional rezoning. There was a brief discussion regarding the verbiage “first amendment”; agreement previously approved; any additional amendments would be presented to the School Board; if citizens are concerned about usage, they need to give input or go through City Council.

Without further discussion, Chair Rye called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chair Rye, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. There was one (1) abstention: Vice Chair Melnyk (knows Taylor Franklin). The motion passed, 10-0-1.

- 16. Committee, Organization or Board Reports:** Ms. Franklin mentioned her conflict with being part of the Human Rights Commission and asked for a replacement, any other School Board members interested should contact Chair Rye; Chair Rye mentioned the Governance Committee Meeting would be meeting first week of September, will be meeting with outside Counsel regarding the job evaluation for School Board attorney; Ms. Felton mentioned the Planning, Performance and Monitoring Committee (PPMC) met Monday, August 8 at 1:00 p.m., Ms. Felton was voted Chair of the committee, discussed Renaissance program and the information will be presented to the School Board during a workshop session; Chair Rye mentioned the Department of Legal Services was effective July 1, 2022, Ms. Lannetti gave a brief update on staffing of the department, noted to use the vbschools.com email to contact members of the department not the old email from vb.gov.com; mentioned the Policy Review Committee (PRC) meeting scheduled for Thursday, August 11 at 11:00 a.m. in the School Board chamber.
- 17. Return to Administrative, Informal, Workshop or Closed Session matters:** None needed.
- 18. Adjournment:** Chair Rye adjourned the meeting at 8:08 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Subject: Program Evaluation Schedule for 2022-2023 **Item Number:** 12A

Section: Information **Date:** August 23, 2022

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation, and Accountability

Prepared by: Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Office of Planning, Innovation, and Accountability

Presenter(s): Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the schedule of program evaluations that will be completed by the Office of Planning, Innovation, and Accountability (PIA) during the 2022-2023 school year.

Background Summary:

The attached 2022-2023 Program Evaluation Schedule includes programs recommended for evaluation during the 2022-2023 school year based on School Board Policy 6-26. Programs included on the evaluation schedule for 2022-2023 include Positive Behavioral Interventions and Supports, the Gifted Resource-Cluster Program, the Renaissance Academy Alternative Education Program, and Canvas, the school division's learning management system.

Source:

School Board Policy 6-26

Budget Impact:



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Planning, Innovation, and Accountability Office of Research and Evaluation

2022-2023 Program Evaluation Schedule

Review of 2021-2022 Program Evaluation Schedule*

Program	Reporting Schedule
Environmental Studies Program**	Fall 2022
Positive Behavioral Interventions and Supports (PBIS)	Fall 2022
Achieve3000	Fall 2022
Renaissance Academy Alternative Education Program	Fall 2022
English as a Second Language Program (K-12)***	Winter 2022

2022-2023 Program Evaluation Schedule

(Submitted for School Board approval in accordance with School Board Policy 6-26)

Program	Proposed Reporting Schedule
Positive Behavioral Interventions and Supports (PBIS)	Fall 2023
Gifted Resource-Cluster Program	Fall 2023
Renaissance Academy Alternative Education Program	Fall 2023
Canvas**	Fall 2023

*Once evaluation results have been presented to the School Board, recommendations may include additional evaluations to be completed by the Office of Research and Evaluation (ORE) during the 2022-2023 school year.

**Added to the Program Evaluation Schedule based on School Board Policy 6-26 which stipulates that new educational programs or initiatives that operate with local resources will be evaluated for a minimum of two years. Programs or initiatives that take more than two years to fully implement will also be evaluated during the year in which the program or initiative reaches full implementation.

***An evaluation update was added to the Program Evaluation Schedule based on a School Board approved recommendation from a previous comprehensive evaluation.

Program Evaluation Schedule for 2022-2023

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting
August 23, 2022

Review of Evaluations Conducted in 2021-2022

- **Environmental Studies Program:** Year 2 Comprehensive Evaluation
- **Positive Behavioral Interventions and Supports (PBIS):** Year 2 Tier I Evaluation
- **Achieve3000:** Comprehensive Evaluation
- **Renaissance Academy Alternative Education Program:** Evaluation Readiness Report
- **English as a Second Language Program:** Evaluation Update

Policy 6-26: Evaluation of New and Existing Programs

- New programs/initiatives evaluated for two years and during year of full implementation
- Previously evaluated programs may remain on the program evaluation schedule based on School Board approved multi-year evaluation plans
- Proposed evaluation schedule presented to Superintendent, Senior Staff, and Planning and Performance Monitoring Committee
- Evaluation schedule requires School Board approval each year

2022-2023

Program Evaluation Schedule

- **Positive Behavioral Interventions and Supports (PBIS):** Year 3 Evaluation (Advanced Tiers)
- **Gifted Resource-Cluster Program:** Comprehensive Evaluation
- **Renaissance Academy Alternative Education Program:** Year 1 Implementation Evaluation
- **Canvas:** Year 1 Implementation Evaluation

Note: Additional evaluations or updates may be recommended based on 2021-2022 evaluation results presented this fall/winter.

Program Evaluation Schedule for 2022-2023

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting
August 23, 2022



Renaissance Academy Alternative Education Program:

Subject: Evaluation Readiness Report

Item Number: 12B

Section: Information

Date: August 23, 2022

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

Prepared by: Noël G. Williams, Ph.D., Program Evaluation Specialist

Heidi L. Janicki, Ph.D., Director of Research and Evaluation

Lisa A. Banicky, Ph.D., Executive Director

Office of Planning, Innovation, and Accountability

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

Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the Renaissance Academy Alternative Education Program: Evaluation Readiness Report, including the program's goals and objectives and recommended evaluation plan.

Background Summary:

The Renaissance Academy Alternative Education Program seeks to meet the needs of students who are not experiencing success in regular secondary (grades 6-12) settings. The program offers students support to meet their behavioral, academic, and social-emotional needs. Students enrolled at Renaissance Academy are recommended for placement by the Office of Student Leadership for behavioral concerns, recommended by school administrators through principal-to-principal placement to best meet students' needs, or attend to meet students' course scheduling needs. Parents can also initiate their student's enrollment at Renaissance Academy. Students enrolled at Renaissance Academy participate in general curriculum courses. This curriculum includes comprehensive instruction that merges life skills necessary for success beyond high school with existing Virginia Beach City Public Schools curricula.

In accordance with School Board Policy 6-26, existing programs will be evaluated based on an annual Program Evaluation Schedule, which will be developed by the Program Evaluation Committee and approved by the School Board annually. On September 14, 2021, the School Board approved the 2021-2022 Program Evaluation Schedule, in which the Renaissance Academy Alternative Education Program was recommended for an evaluation readiness report. Based on the policy, the Renaissance Academy Alternative Education Program Evaluation Readiness Report focuses on the outcomes of the readiness process, including the refinement of goals and measurable objectives and recommended evaluation plan.

Source:

School Board Policy 6-26

School Board Minutes September 14, 2021

Budget Impact:



Renaissance Academy Alternative Education Program: Evaluation Readiness Report

August 2022

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



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

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Background

Program Description and Purpose

What is Alternative Education?

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

Alternative Education in Virginia Beach City Public Schools

According to School Board Policy 6-27, adopted in August 1993 and updated in July 2022, “the School Board realizes that the needs of all of our students cannot be met within the formal school curriculum. Therefore, the School Board encourages alternative educational experiences that will enhance a student’s learning, and which will increase students’ ability to achieve success in the world of work. Alternative education programs will be provided where the needs have been identified, where the establishment of such programs is feasible, and where the proposed programs fall within the jurisdiction of this School Division.”³ In 1998, a five-year alternative education comprehensive plan was adopted by the School Board to support students’ educational and personal needs.⁴ The five-year plan stated the purpose of alternative education, “is to restore an identified student to a level of academic performance and behavioral responsibility that supports the student’s educational and personal needs.” After the second year of implementation of the plan, the associate superintendent of the department of curriculum and instruction determined that a comprehensive review and evaluation of alternative education was necessary. As a result, in fall 2000, the superintendent recommended the appointment of an alternative education task force leader, which was approved by the School Board. The goal of the task force was to use a variety of information gathering techniques to effectively answer five specific questions: 1) What is the appropriate scope and authority of alternative education for VBCPS? 2) How effectively are existing programs identifying their purpose, missions, goals and objectives? 3) How effectively are existing programs achieving their goals and objectives? 4) Are there areas of identified need that are not being addressed by alternative education? 5) How effectively are students being transitioned into, from, and between alternative education programs? The task force conducted surveys and interviews of personnel, students, and parents, and reviewed documents in schools. The task force reported their findings and recommendations designed to enhance services so that students participating in alternative education could overcome challenges and thrive. The task force identified nine general recommendations. These recommendations included accommodating students according to their needs, having each initiative be guided by clear, measurable, rigorous goals, and clearly define target populations for each program. A full list of the findings can be found in the Appendix. Since the alternative education plan’s inception, the program has evolved in its various program offerings, but the purpose of meeting students’ unique needs has remained. In 2010, Renaissance Academy opened as a special purpose center for students in grades 6 through 12 and combined alternative education services from two separate middle and high school sites into one location.⁵

Renaissance Academy Alternative Education Program

According to the vbschools.com website, the Renaissance Academy Alternative Education Program seeks to meet the needs of students who are not experiencing success in regular secondary (grades 6-12) settings. The program offers students different opportunities to best meet their needs when traditional education interventions do not effectively remedy students' behavior and/or academic difficulties.⁶ Some of the students participating in the Renaissance Academy Alternative Education Program are enrolled by choice and others are by assignment. Students enrolled at Renaissance Academy are recommended for placement by the Office of Student Leadership for behavioral concerns, recommended by school administrators through principal-to-principal placement to best meet students' needs, and/or to meet students' course scheduling needs.⁷ Parents can also initiate their student's enrollment at Renaissance Academy. The program serves both special education and regular education students, and some students are enrolled short-term, while others are enrolled long-term. The mission of Renaissance Academy is, "to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society."⁸ This mission also includes a focus on providing information and facilitating improved communication between parents, teachers, students, and other members of the community.

Students enrolled at Renaissance Academy participate in general curriculum courses. This curriculum includes comprehensive instruction that merges life skills necessary for success in the 21st century with existing Virginia Beach City Public Schools curricula. The curriculum aims to promote the development of self-determination, responsibility, and integrity in a learning environment that fosters a sense of self-esteem and importance to society. The program provides flexible learning opportunities that address student social-emotional behavior concerns using character education components. In addition, leadership skills are embedded throughout the curriculum. An individualized plan for each student, the Alternative Contract for Excellence (ACE), is designed collaboratively by academy staff, parents, and the student to ensure that each student meets his/her educational goals.⁹

The Renaissance Academy academic program for middle school students is designed to build on students' strengths with the goal of remediating their academic needs through rigorous and relevant instruction. The environment is specifically designed to provide students with individualized attention and focused assistance based on their academic needs. The program operates as a school-within-a-school and focuses on developmental needs with the goal of grade-level performance. The class sizes are small, 15 students or less, which provides students the opportunity to form supportive relationships with fellow students and staff.¹⁰ Renaissance Academy for high school students offers online learning and the Individual Student Alternative Education Plan (ISAEP), which are discussed in greater detail below. In addition, qualified high school students may enroll in multiyear career or technical and career education programs.

Other Alternative Education Options

Due to the personalized nature of alternative education, there are several additional options offered to students based on students' needs. The following section discusses these programs in greater detail.

Anti-Tobacco Use Program (All Student Levels)

The Anti-Tobacco Use Program (ATUP) is a multi-level (Levels 1-4) program designed to eliminate tobacco use and possession at school and school-related functions by providing education to students, parents, staff, and community as to the health hazards regarding tobacco use. ATUP is available to students at all school levels and students and/or parents may request participation in ATUP. However, students typically enter the program because they have been identified as being in possession of tobacco products on school grounds. ATUP is an educational approach for dealing with tobacco use and/or possession of tobacco products by

students. Students referred for Level 1 (first offense) participate in a curriculum at their home school by the school nurse. Level 2 students (second offense) can agree to participate in the Tobacco Education Program (TEP), in lieu of a five day out-of-school suspension. The TEP consists of two classes conducted by a prevention educator from the City of Virginia Beach Department of Human Services and last two hours. Students referred to Level 3 (third offense) are referred to the Substance Abuse Intervention Program (SAIP), which is discussed in further detail below. Level 4 students (fourth offense) are referred to the Office of Student Leadership for long-term suspension.¹¹

Substance Abuse Intervention Program (Grades 6-12)

The Substance Abuse Intervention Program (SAIP) is a ten-day instructional program designed for students who are first-time violators of School Board policies regarding drug and alcohol use and abuse. Students are offered this substance abuse program in lieu of long-term suspension from school. Students may also volunteer to participate in this program. While attending SAIP, students' days are structured into three sections. Students participate in direct and interactive instruction on substance abuse and the development of responsible thinking/decision-making skills, participate in one-on-one mentoring sessions to develop their assets and resiliency to resist at-risk behaviors, and complete academic assignments provided by their home school. SAIP takes place at the Renaissance Academy and transportation is provided.¹²

Choices Program (Grades 6-12)

Choices is a ten-session instructional program for students who consistently demonstrate inappropriate behaviors that interfere with learning, excluding truancy. Students placed in this program have not successfully implemented the behavioral interventions recommended by their school's support team and administrative staff. Students are referred to the program by the principal, parent/guardian, discipline hearing officer, or School Board Discipline Committee as an alternative to suspension. Choices is designed to serve eight to ten students at one time during the regular school day and takes place at the students' home school.¹³

Student Support Specialists (Grades 6-12)

All students transitioning from the Renaissance Academy and alternative education programs are referred to the Student Support Specialists at Renaissance Academy and/or their home school. Student support specialists aim to provide effective and efficient transition of students between alternative programs/centers and home schools. Students may also be referred to a student support specialist by the school's support team at their home school. They work collaboratively with the members of the school's support team in each secondary school to determine appropriate interventions for students identified as being at-risk. Specialists address issues related to academics, attendance, and behavior, and students are released from direct supervision from the student support specialist when they demonstrate improvements in attendance, academic performance, and behavior and receive positive feedback from parents and staff. Student support specialists facilitate the Choices program and provide informational sessions to parents.¹⁴

Individual Student Alternative Education Plan (Grades 9-12)

The Individual Student Alternative Education Plan (ISEAP) is a Commonwealth of Virginia initiative to provide an opportunity for students ages 16-17 to work toward a General Education Development (GED) certificate and a vocational/career skill without dropping out of school. Students must be referred and must qualify to be admitted to the program. This program is considered only after all measures to maintain students in a diploma program have been exhausted. Students who are considered for the program are experiencing academic challenges, considering dropping out of school, and/or appear unlikely to earn a traditional high school diploma. A typical ISEAP student is often one full year behind in credits compared to his/her ninth-grade

cohort or overage and has not yet reached ninth grade. To be referred to the program, students and/or parents contact a teacher, counselor, or administrator at their child's home school.¹⁵

Online Learning (Grades 9-12)

High school students attending Renaissance Academy may be assigned to an online learning laboratory for one or more academic courses when placement in a regular classroom setting is not possible. For example, a student may be scheduled in an online learning lab when a required course is not being offered at Renaissance Academy or a student may be placed in order to resolve a scheduling conflict. Students may also be assigned an online learning laboratory for other considerations which are evaluated on a case-by-case basis. In order to attend the online learning laboratory, a student must be enrolled in Renaissance Academy and referred by a counselor or dean to participate in the program.¹⁶

Selection and Approval of Program for Evaluation

The Alternative Education Program was selected and approved for the 2021-2022 Program Evaluation Schedule based on criteria specified in School Board Policy 6-26, adopted by the School Board on September 5, 2007. The following excerpt is from School Board Policy 6-26:

Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually. On a yearly basis, the Program Evaluation Committee will present a list of programs recommended for evaluation to the Superintendent and the School Board. This listing will include the rationale for each recommendation based on an approved set of criteria. All programs will be prioritized for evaluation based on the following factors:

1. Alignment with the school division's strategic plan and School Board goals;
2. Program cost;
3. Program scale;
4. Cross-departmental interest;
5. Community/stakeholder interest in the program;
6. Availability of information on the program's effectiveness; and
7. Date of most recent evaluation.

On July 22, 2021, members of the Program Evaluation Committee were emailed a PowerPoint that included information about the process for developing the school division's program evaluation schedule and a list of 12 existing educational programs to review and rank based on the criteria above. Rankings were compiled and programs recommended for evaluation were determined and shared with the committee. The Renaissance Academy Alternative Education Program was selected as one of the top programs for evaluation based on the Program Evaluation Committee members' perceptions that it had the potential to have a large and positive impact on VBCPS reaching its goals, the cost of the program, and because information about the program's effectiveness within the division was not readily available. The final list of programs recommended for evaluation was presented to the School Board on August 24, 2021 and approved on September 14, 2021. The Renaissance Academy Alternative Education Program was approved to undergo an evaluation readiness review during the 2021-2022 school year in order to define program goals and identify measurable objectives.

Overview of Current Goals and Objectives

The Alternative Education Program at Renaissance Academy is guided by School Board policy, work of the previous task force, the school's mission, and the school's Plan for Continuous Improvement (PCI). The task force reported that the purpose of alternative education is to restore an identified student to a level of

academic performance and behavioral responsibility that supports the student's educational and personal needs. The mission of Renaissance Academy is, "to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society." The school's website highlights the school's focus on preparing students for success with their postgraduation plans, whether plans include attending college, joining the workforce, or serving in the military. At the school-level, measurable goals for Renaissance Academy are outlined in the school's PCI. In 2021-2022, these goals included strengthening students' reading skills, demonstrating numeracy skills, improving on-time graduation rates, and improving the future readiness of students through industry certification pass rates and exploring career goals. Academic, attendance, and behavioral data are reviewed regularly at the school to monitor progress. As part of the evaluation readiness process, this information about the purpose of the program and school-level goals was the basis for the development of formal, divisionwide goals for alternative education.

The next section of this report describes the process for developing goals and objectives for the Renaissance Academy Alternative Education Program with essential input from the leadership at Renaissance Academy.

Process for Developing Revised Goals and Objectives

According to School Board Policy 6-26, for programs selected for an Evaluation Readiness Report, PIA will "assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes. An Evaluation Readiness Report focusing on the outcomes of this process and baseline data (if available) will be presented to the Superintendent and School Board" The process to complete the Evaluation Readiness Report began during the 2021-2022 school year with a review of existing documentation for the Renaissance Academy by program evaluators from the Office of Research and Evaluation.

A committee of four participants consisting of the school's principal, data specialist, and program evaluators were involved in conversations, along with a Department of School Leadership representative. The committee was formed to develop goals and measurable objectives for the Renaissance Academy Alternative Education Program as stated in School Board Policy 6-26. Committee members initially met on April 28, 2022 to discuss the evaluation readiness process, the overall evaluation of the Renaissance Academy Alternative Education Program, and to begin defining the goals and objectives. The discussion also centered on the proposed scope of the evaluation, including the development of the Evaluation Readiness Report. In order to frame and focus the discussion, discussion focused on two major questions:

- If the Renaissance Academy Alternative Education Program were successful, in general, what would success look like?
- If the Renaissance Academy Alternative Education Program were successful, what specific outcomes would be expected?

Discussion during the initial meeting also focused on reviewing the available information regarding the Renaissance Academy Alternative Education Program's background and purpose and identifying additional components that would provide useful information regarding implementation and student outcomes. Following the initial meeting discussion and review of documents, goals and specific measurable objectives were developed, which focused on student outcomes. In addition, wording for each objective states explicitly the manner in which the objective will be measured and evaluated during the evaluation process.

A second meeting was held on July 18, 2022, with the committee to review the draft program goals and measurable objectives and obtain any additional feedback about measuring progress toward meeting each goal. The committee provided feedback regarding the goals during this meeting, and on July 19, 2022, a document with the updated revised goals and objectives was sent to the committee for final feedback. No

additional feedback was received, and the final version of goals and objectives is included in the next section of this report.

Revised Goals and Objectives

As a result of the evaluation readiness process, 4 goals and 18 objectives were developed for the evaluation of the alternative education program. The goals and objectives were focused on student outcomes.

The student outcome goals focused on building relationships and social-emotional competence, success while attending Renaissance Academy, successful transition back to home schools, and graduating with postgraduation plans in place. Operational or implementation aspects of the program will be assessed as part of the planned evaluation questions.

Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Baseline Data

During the 2021-2022 school year, 661 students were enrolled at Renaissance Academy at any time during the school year, with 230 students in grades 6-8 and 431 students in grades 9-12. Table 1 displays demographic data for these students based on information from the VBCPS data warehouse. Please note that these students include those enrolled in the Renaissance Academy’s middle or high school alternative education program where they receive instruction in the general curriculum. These data do not include students who participated in other alternative education options.

Table 1: Demographic Characteristics of Students Enrolled in Renaissance Academy any time during the 2021-2022 School Year

Characteristic	MS (N = 230)		HS (N = 431)		Total (N=661)	
	N	%	N	%	N	%
Gender						
Female	77	33%*	134	31%*	211	32%
Male	153	67%**	297	69%**	450	68%
Ethnicity						
American Indian	0	0%	1	<1%	1	<1%
Asian	3	1%	6	1%	9	1%
Black/African American	129	56%**	237	55%**	366	55%
Hispanic	21	9%	33	8%	54	8%
Multiracial	21	9%	50	12%	71	11%
White	56	24%*	104	24%*	160	24%
Economically Disadvantaged	182	79%**	280	65%**	462	70%
Identified Special Education	60	26%**	105	24%**	165	25%
Identified Limited English Proficiency	1	<1%	3	1%	4	1%
Identified Gifted	10	4%*	7	2%*	17	3%
Military Connected	17	7%*	35	8%*	52	8%

Note: *More than 5 percent **below** the percentage at the division level. ** More than 5 percent **above** the percentage at the division level cumulative enrollment counts.

The majority of students enrolled at Renaissance Academy were male (68%). Overall across both levels, about half of the students were Black/African American (55%) and about one-quarter of the students were White (24%). The majority of students at Renaissance Academy were economically disadvantaged (70%). At the middle school level, a higher percentage of students enrolled at Renaissance Academy were identified as economically disadvantaged than high school students. About one-quarter of students at Renaissance Academy were special education students (25%), 8 percent were military connected, 3 percent were identified gifted, and about 1 percent were identified English Learners (EL).

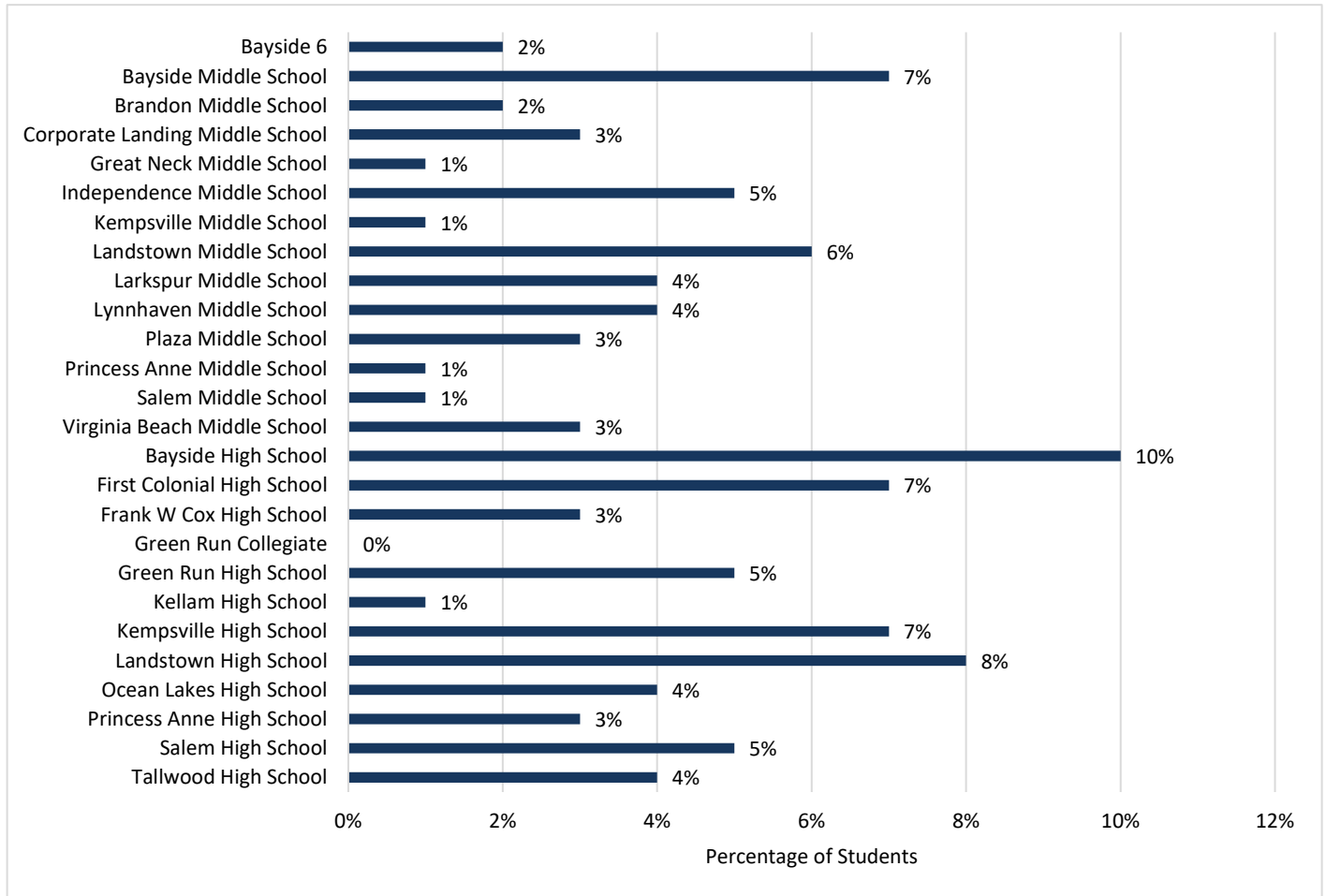
Of the 661 students enrolled at some time during the 2021-2022 school year, 72 percent (n=473) were enrolled in Renaissance Academy for the first time. Additionally, 7 percent (n=47) were enrolled the entire 2021-2022 school year. The median number of days students were enrolled at Renaissance Academy was 81 days. Table 2 displays information about the length of student enrollment in Renaissance Academy in greater detail. A majority of the students enrolled at Renaissance Academy were there less than half of the school year (59%). Additional data showed that a total of 86 students (13%) were retained during the 2021-2022 school year, and 149 students (26%) were retained at some point during their academic career, but not during the 2021-2022 school year.

Table 2: Length of Student Enrollment at Renaissance Academy

Percent of Days Enrolled During the School Year	Percent Of Enrolled Students
90% or more	11%
89%-50%	30%
49%-10%	55%
Less than 10%	4%

Figure 1 displays the students' last enrolled VBCPS home school for any student enrolled in Renaissance Academy during the 2021-2022 school year. The home school listed is students' last enrolled school prior to being enrolled in Renaissance Academy, which may have been in a school year prior to 2021-2022.¹⁷ Bayside High School had the largest number of students listed as their last enrolled home school with 10 percent of students, the second most represented home school was Landstown High School with 8 percent, and the third was First Colonial High School, Kempsville High School, and Bayside Middle School each with 7 percent of students. No students that attended Renaissance Academy during the 2021-2022 school year had Green Run Collegiate listed as their previous home school.

Figure 1: Students' Last Enrolled Home School



Note: N=594. This includes students who had a VBCPS middle school or high school listed as their last homeschool. There were 3 students who did not have a prior home school listed, and 64 students who had their home school listed as other center or program, including SECEP Autism Spectrum Program, SECEP Tidewater Regional Alternative Education Program, the VB Correctional Center, or the VB Juvenile Detention Home.

As previously mentioned, students enrolled at Renaissance Academy were there for three reasons: 1) referred by the Office of Student Leadership, 2) principal-to-principal placement, or 3) scheduling needs. According to a summary of data provided by Renaissance Academy, approximately 71 percent of students during 2021-2022 had been referred by the Office of Student Leadership due to behavior concerns, approximately 23 percent were at Renaissance Academy as a result of principal referrals, and 6 percent were enrolled based on their course scheduling needs.¹⁸

Evaluation Plan and Recommendation

According to School Board Policy 6-26, an Evaluation Readiness Report will focus on the outcomes of the evaluation readiness process and “will be presented to the Superintendent and School Board with a recommendation regarding future evaluation plans for the program. If appropriate based on the evaluation readiness process, the program will be scheduled for a comprehensive evaluation.” In accordance with this policy, a proposed plan of action for the evaluation of the Renaissance Academy Alternative Education Program is described below.

Scope and Rationale of Proposed Evaluation

The scope of the Renaissance Academy Alternative Education Program evaluation will be a three-year evaluation focused on the middle and high school program. A three-year evaluation is planned based on the transient nature of students within the program representing different cohorts of students, as well as the school's new administration team's plans for potential enhancements to the program. The first two years of the evaluation will focus on the implementation and operation of the program. Two years of focusing on program operation will provide an opportunity to fully understand the program and document any modifications or changes made by the new administration. During the first year of the evaluation, baseline student outcome data related to the goals and objectives will be collected and analyzed. Student outcome data will also be collected and analyzed during the second year of evaluation. The third year of the evaluation will focus on assessing the program's effectiveness in terms of student outcomes and the degree to which the program met its goals and objectives.

For the three-year evaluation, information will be provided for the following five areas:

1. Operational Components

- Rationale: It is standard practice within an evaluation framework to examine issues related to implementation in order to assess functioning.

2. Characteristics of Students at Renaissance Academy

- Rationale: The purpose of identifying characteristics of students in Renaissance Academy is to better understand the population of students being served.

3. Meeting Goals and Objectives

- Rationale: Progress made toward meeting the outcome goals and objectives will be assessed to determine the extent to which the program is effective.

4. Stakeholder Perceptions

- Rationale: Assessing perceptions of Renaissance Academy stakeholder groups (i.e., students, parents, and staff at Renaissance Academy; secondary principals; assistant principals; school counselors; and Student Support Specialists) will identify strengths, potential areas for improvement, and a general understanding of the role of Renaissance Academy within the division.

5. Cost

- Rationale: The cost of the Renaissance Academy middle and high school alternative education program will be determined in order to provide information about the benefit of the service in relation to its overall cost.

Proposed Evaluation Method

In preparation for this Evaluation Readiness Report, the report provided from the Alternative Education Task Force and previous program evaluations conducted for other VBCPS alternative education programs were reviewed including ISEAP and Student Support Services. The reports provided a resource for planning the current evaluation. To the greatest extent possible, the evaluation methods that are proposed are aligned with information in the literature about best practices in the evaluation of alternative education programs.

The proposed evaluation will include mixed-methodologies to address each of the evaluation questions, including the goals and objectives. Goals and objectives will be evaluated based on multiple measures when possible. Data collection will occur during 2022-2023, 2023-2024, and 2024-2025 and include both quantitative

(e.g., student demographics, survey ratings, etc.) and qualitative data (e.g., open-ended survey questions, interview responses). The majority of quantitative data will be extracted from the VBCPS data warehouse, including student demographic data, course grades, attendance, and discipline data. To gather perception data, surveys will be administered to key stakeholder groups including Renaissance Academy students, teachers, and parents, as well as middle and high school building administrators, school counselors, and Student Support Specialists. Due to the transient nature of students at Renaissance Academy, surveys will be administered when they exit the program or at the end of the school year for those who remain enrolled. Surveys for other stakeholders will be conducted at the end of the school year. Qualitative data will be gathered from open-ended survey items and meetings with the program staff at Renaissance Academy.

Evaluation Design and Questions

The proposed evaluation questions are listed below.

- 1. What is alternative education in VBCPS?**
 - a. What is the mission, vision, and purpose of alternative education?
- 2. What options are part of alternative education in VBCPS to meet students' needs?**
 - a. Renaissance Academy
 - Middle school/high school program
 - Anti-Tobacco Use Program
 - Choices
 - ISAP
 - Online Learning
 - Student support specialists
 - Substance Abuse Intervention Program
 - b. Other services
 - Student support specialist, and/or counselor
 - Flexible schedule
 - Basic needs
 - Mentors
 - Career development and credentialing
 - Foreign language
 - Evening program
- 3. What are the characteristics of the students attending the Renaissance Academy middle and high school alternative education program?**
- 4. What is the process/criteria for students to be referred to the Renaissance Academy middle and high school alternative education program and to transition back to their home school?**
 - a. Entry Process: Student discipline hearing process, principal placement, scheduling needs
 - b. Process to Transition to Home School: Criteria, transition plans for returning to home school
 - c. Recidivism (i.e., returning to Renaissance Academy)
- 5. What are the staff characteristics and qualifications and what professional learning opportunities are provided for alternative education staff?**
- 6. What opportunities are provided for parents/families of students in Renaissance Academy's middle and high school alternative education program to be involved/engaged?**
- 7. What progress has been made toward meeting the student outcome goals and objectives of the middle and high school alternative education program?**
- 8. What were the stakeholders' perceptions of the middle and high school alternative education program?**
- 9. What is the cost of the Renaissance Academy middle and high school alternative education program to the school division?**

Table 3 outlines the process for collecting data to address Evaluation Question 7 focused on student outcome goals and objectives. For reference, the goals and objectives can be found beginning on page 10.

Table 3: Data Collection Process for Student Outcome Goals and Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	Data regarding student and staff perceptions of positive relationships (Timeframe: administered when students exit RA or at the end of the school year)	Percentage of respondents agreeing	Survey
Goal 1 Objective 2	Data regarding student perceptions of sense of belonging and feeling welcome (Timeframe: administered when students exit RA or at the end of the school year)	Percentage of respondents agreeing	Survey
Goal 1 Objective 3	Data regarding student and staff perceptions of the Relationship Skills social-emotional competency (Timeframe: administered when students exit RA or at the end of the school year)	Percentage of student agreement responses for items in the SEL competency; percentage of staff agreeing	Survey
Goal 1 Objective 4	Data regarding student and staff perceptions of the Self-Management social-emotional competency (Timeframe: administered when students exit RA or at the end of the school year)	Percentage of student agreement responses for items in the SEL competency; percentage of staff agreeing	Survey
Goal 1 Objective 5	Data regarding student and staff perceptions of the Responsible Decision Making social-emotional competency (Timeframe: administered when students exit RA or at the end of the school year)	Percentage of student agreement responses for items in the SEL competency; percentage of staff agreeing	Survey
Goal 2 Objective 1	Data regarding student, staff, and parent perceptions on gaining tools and strategies to demonstrate success	Percentage of respondents agreeing	Survey
Goal 2 Objective 2	Data on discipline referrals and in-school and out-of-school suspensions; Data regarding student, staff, and parent perceptions of students behavior	Percentage of students displaying a decline in discipline referrals and in-school and out-of-school suspensions; percentage of respondents agreeing	Data Warehouse; Survey
Goal 2 Objective 3	Data regarding student attendance record	Percentage of students with attendance rate of 90 percent or higher	Data Warehouse
Goal 2 Objective 4	Data regarding students' core course grade averages; Data regarding student, staff, and parent perceptions of academic performance	Percentage of students displaying improvement in core course grade averages; percentage of respondents agreeing	Data Warehouse; Survey
Goal 2 Objective 5	Data regarding students SOL tests	Percentage of students passing SOL tests	Data Warehouse

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 3 Objective 1	Data regarding student, staff, and parent perceptions on gaining tools and strategies to successfully transition back to home school	Percentage of respondents agreeing	Survey
Goal 3 Objective 2	Data on students' discipline referrals after students return to home school	Average number of referrals for students returning from Renaissance Academy is less than or consistent with the home school's average number of referrals per student	Data Warehouse
Goal 3 Objective 3	Data on students' attendance rate after students return to their home school	Percentage of students with attendance rates similar to attendance rates while at Renaissance Academy	Data Warehouse
Goal 3 Objective 4	Data regarding students' core course grades after returning to their home school (Timeframe: Quarter 4 grades for students who had been enrolled for at least 9 weeks)	Percentage of students with core course grade averages similar to their grade averages while at Renaissance Academy	Data Warehouse
Goal 4 Objective 1	Data regarding students' graduation from high school	Percentage of students who attended Renaissance Academy who graduate in 4, 5, or 6 years	VDOE Graduation Data
Goal 4 Objective 2	Data regarding student perceptions of engaging in the academic/career planning process	Percentage of respondents agreeing	Survey
Goal 4 Objective 3	Data regarding student perceptions of future goal setting	Percentage of respondents agreeing	Survey
Goal 4 Objective 4	Data regarding seniors' postgraduation plans	Percentage of respondents indicating they have a plan after graduation to further their education, become employed, or join the military	VDOE Senior Exit Survey Data

Recommendations and Rationale

Recommendation #1: Conduct a three-year evaluation of the Renaissance Academy Alternative Education Program with reports provided to the School Board during fall 2023, 2024, and 2025. (*Responsible Group: Office of Planning, Innovation, and Accountability*)

Rationale: It is proposed that a three-year evaluation of the Renaissance Academy Alternative Education Program be conducted during 2022-2023, 2023-2024, and 2024-2025. Years one and two of the evaluation plan during 2022-2023 and 2023-2024 will focus on the operation of the Renaissance Academy alternative education program. Devoting two years of focus to program operation will allow processes to be examined along with any modifications or changes made by the administration. Student outcome data related to the goals and objectives will be analyzed each year. Year three, the evaluation will shift to focusing on program effectiveness in terms of student outcomes and the degree to which the program met its goals and objectives.

Appendix

General Recommendations from Alternative Education Task Force

1. Accommodate students according to their needs
2. Require alternative education programs, when created or restructured, to meet the conditions established by research and the findings of this task force as necessary for a successful program. Each program must:
 - Have clear, measurable, rigorous goals
 - Be supported with on-going, high-quality training for staff
 - Be assessment-driven in providing services to students
 - Have procedures in place to monitor how well the program is implemented
 - Have clear entry and exit criteria
 - Have transition planning for when the student returns to the home school
3. Serve students whose primary challenge is behavioral in different settings from students whose primary challenge is academic
4. Clearly define the target population for each program
5. Develop more sophisticated outcome measures for all programs
6. Develop more effective transition services into present alternative programs so that all essential information needed for educational planning arrives in a timely manner
7. Develop more effective transition services out of present alternative programs to help students maintain gains achieved in the alternative setting
8. Improve the communication between alternative schools and regular schools, as well as communication among alternative schools
9. Enhance interagency cooperation to better share the expertise, commitment, and responsibility to serve at-risk students

Endnotes

- ¹ Mark Glander, “Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2014–15” (NCES 2016-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/pubs2016/2016076.pdf>, 2016, p. B-1.
- ² Skip Kumm, Sarah Wilkinson, and Sara McDaniel, Alternative Education Settings in the United States,” *Intervention in School and Clinic*, 2020, pp. 1-4.
- ³ Source: https://www.vbschools.com/about_us/our_leadership/school_board/policies_and_regulations/section_6/6-27
- ⁴ Virginia Beach City Public Schools, Alternative Education Task Force Report (draft).
- ⁵ Source: https://www.vbschools.com/about_us/departments/facilities_services/completed/RenaissanceAcademy
- ⁶ Source: https://www.vbschools.com/academic_programs/alternative_education
- ⁷ Source: James Miller, personal communication, July 18, 2022.
- ⁸ Source: <https://renaissanceacademy.vbschools.com/>
- ⁹ Secondary School Curriculum for Students of Virginia Beach City Public Schools, 2019-2020.
- ¹⁰ Secondary School Curriculum for Students of Virginia Beach City Public Schools, 2019-2020.
- ¹¹ Source: https://www.vbschools.com/academic_programs/alternative_education/anti-tobacco_use_program_all_levels
- ¹² Source: https://www.vbschools.com/academic_programs/alternative_education/substance_abuse_intervention_program_6-12
- ¹³ Source: https://www.vbschools.com/academic_programs/alternative_education/choices_program_6-12
- ¹⁴ Source: https://www.vbschools.com/academic_programs/alternative_education/student_support_specialists
- ¹⁵ Source: https://www.vbschools.com/academic_programs/alternative_education/individual_student_alternative_education_plan
- ¹⁶ Source: https://www.vbschools.com/academic_programs/alternative_education/online_learning_9-12
- ¹⁷ The year that students were last enrolled in their VBCPS home school varied. For example, three students last home school enrollment was in 2016-2017, four students was in 2017-2018, 22 students was in 2018-2019, 33 students was in 2019-2020, 67 students was in 2020-2021, and 465 students was in 2021-2022.
- ¹⁸ Source: Girard Larkin, III, personal communication, August, 4, 2002. Please note that these percentages include students (N=736) enrolled at Renaissance Academy receiving the general curriculum, and students enrolled in ISAEP.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Office of Planning, Innovation, and Accountability
For further information, please call (757) 263-1199

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Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Gonzalez@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456, (757) 263-1088, Robert.Wnukowski@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees) and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of [Section 504 of the Rehabilitation Act](#) should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/legal guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy [5-7](#) addresses non-discrimination and anti-harassment, Policy [5-44](#) addresses sexual harassment and discrimination based on sex or gender. Policy [5-36](#) and its supporting regulations address other forms of harassment.

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August 2022

Renaissance Academy Alternative Education Program: Evaluation Readiness Report

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting

August 23, 2022

Background

2

- School Board Alternative Education Policy 6-27 adopted in 1993.
- 5-year alternative education plan was adopted in 1998.
- In 2000, a task force was appointed to review the plan to enhance services.
- Renaissance Academy opened in 2010 to meet the needs of students who are not experiencing success in regular secondary (6-12) settings.
 - Length of enrollment can vary
 - Referred by Office of Student Leadership, principal-to-principal placement, or attendance due to scheduling needs
 - Focus of proposed evaluation plan
- Other alternative education opportunities are available to students.
 - Anti-Tobacco Use Program, Substance Abuse Intervention Program (SAIP), Choices, Student Support Specialists, Individual Student Alternative Education Plan (ISEAP), Online Learning

Purpose of Evaluation Readiness Process

- School Board Policy 6-26
 - Requires an annual Program Evaluation Schedule
 - Evaluation staff assist in refining goals and objectives
 - Evaluation readiness process leads to recommendation about future evaluations
- Renaissance Academy Alternative Education Program Evaluation Readiness Process
 - Historical and current VBCPS documentation and alternative education literature
 - Measurable goals and objectives
 - Evaluation plan

Student Outcome Goals

- **Goal #1: Students in alternative education at Renaissance Academy will build relationships that help foster their ability to demonstrate social-emotional competencies.**
 - Build positive relationships with students and staff
 - Feel a sense of belonging and welcome at their school
 - Demonstrate competency in relationships skills
 - Demonstrate competency in self-management
 - Demonstrate competency in responsible decision making

Student Outcome Goals

- **Goal #2: Students in alternative education will demonstrate success in school while attending Renaissance Academy.**
 - Gain tools and strategies to demonstrate success in school
 - Decline in discipline referrals
 - Consistently attend school
 - Improve academic performance
 - Demonstrate academic proficiency
- **Goal #3: Students in alternative education will successfully transition to their home school following enrollment at Renaissance Academy.**
 - Gain tools and strategies to transition back to home school
 - Demonstrate satisfactory behavior
 - Consistently attend home school
 - Maintain level of academic performance at home school

Student Outcome Goals

6

- **Goal #4: Students in alternative education will graduate and develop a post-graduation plan.**
 - Graduate from high school
 - Report planning processes helped them make decisions about college, employment, and military service
 - Set goals for learning and future plans
 - Develop postgraduation plans

Evaluation Recommendation and Plan

- Conduct a three-year evaluation of alternative education
 - Year 1 (2022-2023):
 - Focus on implementation processes
 - Analyze baseline student outcome data
 - Year 2 (2023-2024):
 - Continue to focus on implementation processes and any changes to program
 - Continue to analyze student outcome data
 - Year 3 (2024-2025):
 - Focus on program effectiveness and attainment of goals and objectives
- Evaluation is focused on students enrolled at the Renaissance Academy and participating in the general curriculum.

Evaluation Recommendation and Plan

- Evaluation Focus Areas

- Operational components (i.e., purpose of alternative education, services provided, referral and transition process/criteria)
- Student characteristics
- Staff characteristics
- Parent/family involvement/engagement
- Progress toward goals and objectives
- Stakeholders' perceptions
- Cost

Renaissance Academy Alternative Education Program: Evaluation Readiness Report

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting

August 23, 2022



Subject: Policy 6-61, Regulation 6-61.2 and Policy 7-12, Regulation 7-12.1 **Item Number:** 12C

Section: Information **Date:** August 23, 2022

Senior Staff: Donald E. Robertson, Ph.D., Chief of Staff

Prepared by: Donald E. Robertson, Ph.D., Chief of Staff

Presenter(s): Donald E. Robertson, Ph.D., Chief of Staff

Recommendation:

Request from School Board members in July 12 School Board meeting to discuss confusion related to parent/legal guardians, adult students and citizens ability to challenge instructional materials (specifically library materials).

Background Summary:

The School Board approved changes to Policy 6-61 on June 13 and to Policy 7-12 on July 12. Subsequently, the division adopted changes to regulations 6-61.2 and 7-12.1 that went into effect after each respective board meeting.

Source:

[Policy 6-61/Instructional Materials/Selection](#)

[Regulation 6-61.2/Review and Challenge of Instructional Materials by Parents/Legal Guardians and Adult Students](#)

[Policy 7-12/Challenged Controversial Materials](#)

[Regulation 7-12.1/Complaints from Citizens: Challenged Controversial Curricular Materials](#)

Budget Impact:

N/A

Instructional Materials/Selection 6-61

School Board of the City of Virginia Beach
Policy 6-61

INSTRUCTION

Instructional Materials/Selection

Print and media/digital materials to be used as part of the course curriculum (Division or teacher assigned materials) shall be selected in accordance with the following criteria:

1. Copyright date and price
2. The licensed staff, representing the various age groups of students and the disciplines in the curriculum, shall have a primary voice in the selection process.
3. Instructional materials shall be selected for the enlightenment and interest of all students. A book, publication, or media/digital resource shall not be excluded solely for reasons of the race, nationality or political or religious views of the writer.
4. Materials selected should be balanced to present many points of view concerning problems and issues on local, state, national and international levels and should have contemporary significance or permanent value.
5. The factual accuracy, authoritativeness, balance and integrity of the material shall be considered along with the presentation of both the material and ideas therein, including appropriateness of the medium.
6. Ease of access and readability for students shall be considered, as well as alignment to the curriculum.

Legal Reference

Code of Virginia § 22.1-238, as amended. Approval of textbooks and appliances.

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

Virginia Board of Education 8 VAC 20-770, as amended. Regulations Governing Local School Boards and School Divisions.

Related Links

School Board [Regulation 6-40.1](#)

School Board [Policy 6-65](#)

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: April 18, 2017

Amended by School Board: June 13, 2022

INSTRUCTION

Review and Challenge of Instructional Materials by Parents/Legal Guardians and Adult Students

Instructional materials, whether basal, supplemental, or library materials, may be challenged by a parent/legal guardian of a student or an adult student in VBCPS. Library materials, not prescribed as part of the approved curriculum, may also be challenged by parent, legal guardian or adult student.

Parents/legal guardians or adult students may review any instructional material used as part of the student's educational curriculum in a course in which the student is currently enrolled. Upon a request by a parent/legal guardian or adult student to review such material, the principal or designee will make such material available within five (5) business days. If the instructional material is not provided within such time, the parent/legal guardian may appeal such denial to the School Board under Policy 5-6 and Regulation 5-6.2.

A. School Level

1. Upon the receipt of a complaint, the principal or designee will schedule a conference with the complainant and the staff using the material. All parties at this conference will be apprised in advance of the material being challenged and provided adequate time for review of materials.
2. If the complainant requests the material be withdrawn from use with his or her child, the principal or designee may honor the request if he/she decides that the substitution of other instructional material is appropriate and shall notify the complainant in writing of his/her decision within 5 school days.
3. Material may not be withdrawn from use with other students unless the decision is made to do so after following the process in this regulation.
4. If the complainant desires further action, the principal or designee will provide the form "Request for Reconsideration of Instructional Materials" for the complainant to complete. The complainant must submit completed form to the principal or designee within three (3) school days.
5. Upon receipt of the completed form, the principal will set up a committee to review the completed form, study the materials in question, determine if the material meets established School Division objectives, and respond in writing to the complainant with the committee's decision within thirty (30) school days.

6. Should the complainant wish to appeal the decision, the complainant will provide a written appeal, stating the evidence and reasons for the appeal, to both the principal and Chief Academic Officer within three(3) school days.
7. The principal will notify the complainant within five (5) school days of the decision.
8. Appeals to the Division level will only be granted if the complainant can demonstrate the school acted with deliberate indifference in considering the complainant's request. Appeals will not be granted based upon the complainant's disagreement over the decision.

B. Division Level

1. Parent/legal guardians or adult students that wish to pursue a challenge to instructional materials at the division level must submit a Request for Reconsideration of Instructional Materials to the CAO. Note: instructional materials under review will remain in use until the challenge process is completed.
2. The CAO or designee will review such a request to determine:
 - a) whether to accept the request (note A8) or
 - b) direct the complaint back to the school to follow process outlined in section A.
3. The CAO will establish elementary and secondary standing committees to review requests for reconsideration of instructional materials.
4. The committee will assess the material and submit a written response to the CAO within thirty-five (35) business days.
5. The CAO will review and inform the Division Superintendent of the committee's decision within five (5) school days of receipt of recommendation.
6. The Division Superintendent will notify the CAO of his/her decision to accept or overrule the recommendation. The CAO will notify the complainant of the review committee's decision within five (5) school days of receiving the Division Superintendent's decision.
7. Appeals to the School Board level will only be granted if the complainant can demonstrate the CAO and Superintendent acted in an arbitrary or capricious manner or without basis in law in considering the

complainant's request. Appeals will not be granted based upon the complainant's disagreement over the decision.

C. School Board

1. Should the challenge of instructional materials occur at the School Board level, the Chairman may respond as follows:

"The Virginia Beach City School Board has developed a policy with accompanying regulations for reconsideration of instructional materials. In keeping with this policy, you are directed to follow the guidelines herein."

2. If the complainant desires further action related to instructional materials only, the Chairman of the School Board will establish a review committee made up of (3) three board members to review the material and bring forward a recommendation to the Chair. The Chair will make a review of the committee's findings and render a decision whether to accept or not accept the committee's recommendation. The Chair will inform the full Board and administration of the decision so appropriate action can be taken.

Related Links

School Board Policy 5-6

School Board Regulation 5-6.1

Approved by Superintendent: July 16, 1991

Revised by Superintendent: September 9, 2003

Revised by Superintendent: June 14, 2022

Revised by Superintendent: August 10, 2022

Challenged Controversial Materials 7-12

School Board of the City of Virginia Beach
Policy 7-12

COMMUNITY RELATIONS

Complaints from the Public: Challenged/Controversial Materials

The School Board believes that the School Division should be responsive to inquiries from the community regarding instructional materials used in the schools. To meet this responsibility, the School Board directs the Superintendent to establish procedures whereby complaints by parents/legal guardians or citizens of the School Division regarding specific books, publications or materials used by or presented to the students may be processed in an orderly manner.

Regulation 6-61.1 and 6-61.2 govern the procedures to challenge materials for parents/legal guardians and adult students. Regulation 7-12.1 governs the procedures to challenge materials for citizens without children currently enrolled in the School Division.

Legal Reference

Code of Virginia § 22.1-238, as amended. Approval of textbooks and appliances; decodability.

Code of Virginia § 22.1-207.2, as amended. Right of parents to review certain materials; summaries distributed.

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

Virginia Department of Education Regulation, 8 VAC 20-170-160, as amended. Instructional materials.

Virginia Department of Education Regulation, 8 VAC 20-131-270, as amended. School and community communications.

Related Links

School Board [Policy 6-61](#)

School Board [Regulation 6-61.1](#)

School Board [Regulation 6-61.2](#) School Board [Regulation 7-12.1](#)

Adopted by School Board: October 17, 1989

Amended by School Board: October 20, 1995

Amended by School Board: May 9, 2006

Amended by School Board: August 19, 2014

Amended by School Board: July 12, 2022

Complaints from Citizens: Challenged Controversial Curricular Materials 7-12.1

School Board of the City of Virginia Beach
Regulation 7-12.1

COMMUNITY RELATIONS

Complaints from Citizens: Challenged Controversial Curricular Materials

A. Generally

Instructional materials, whether course text, supplemental, or library materials prescribed as part of the required course curriculum, may be challenged by citizens who reside within Virginia Beach who do not have children in VBCPS. This does NOT include ancillary resources selected by the student to supplement, enhance or extend learning.

B. Procedures

1. If a citizen wishes to challenge instructional material as a part of the required course curriculum, he/she must submit the request in writing, stating specific evidence and concerns, to the CAO.
2. The CAO or designee will review the request and contact the complainant to discuss the concerns within 5 school days.
3. The CAO will then notify the complainant of his/her decision within 10 school days.
4. If the complainant desires further action, such as removal of the material from the School Division's curriculum, the CAO or designee will provide the form "Request for Reconsideration of Instructional Materials" for the complainant to complete.
5. The complainant will send a completed "Request for Reconsideration of Instructional Materials" form to the Chief

Academic Officer within 3 school days. Upon receipt of the completed form, the Chief Academic Officer will establish elementary and secondary standing committees to review requests for reconsideration of materials.

6. The committee will assess the material and submit a written response to the Chief Academic Officer within thirty-five (35) school days.
7. The Chief Academic Officer will inform the Division Superintendent of the committee's decision within five (5) school days of receipt of recommendation.
8. The Division Superintendent will notify the Chief Academic Officer of his/her decision to accept or overrule the recommendation. The CAO will notify the complainant of the committee's decision within five (5) school days of receiving the Division Superintendent's decision.
9. The decision of the Superintendent is final and no further appeals are available.

Approved by Superintendent: July 16, 1991

Revised by Superintendent: August 14, 1993

Revised by Superintendent: August 26, 2014

Revised by Superintendent: July 12, 2022



Policies 6-61 and 7-12, Regulations 6-61.2, 7-12.1 *Development Process*

Information Presentation to the School Board
Tuesday, Aug. 23, 2022

Agenda

- Policy Development Authority and Process
 - Policy 6-61 – Instructional Materials/Selection
 - Policy 7-12 – Challenged Controversial Materials
- Regulation Development Authority and Process
 - Regulation 6-61.2 – Review and Challenge of Instructional Materials by Parents/Legal Guardians and Adult Students
 - Regulation 7-12.1 – Complaints from Citizens: Challenged Controversial Curricular Materials

Policy Development Authority and Process

- Policy Development Authority

- Legal Reference – Code of Virginia 22.1-253.13:7
- “The School Board ..., representing the people of the community, is the legislative body ..., which determines all questions of general policy to be employed in the conduct of the public schools. Policy is a basic written statement of the intent of the School Board, which creates rights and responsibilities for the conduct of the division's business.”

- Policy Development Process

- Policy Review Committee

- Composition – *Three (3) School Board members*, School Board Attorney, Chief of Staff, and Coordinator Policy and Intergovernmental Affairs
- Process
 - PRC meets monthly to review scheduled policies for review, policies brought forward for review by other school board members; Staff prepare policies and work with the PRC to suggest any necessary revisions
 - Approved changes to policies by the PRC become an Information item in an upcoming School Board meeting for discussion. In the following School Board meeting, PRC items move to Consent or Action for vote.
- Communication
 - Approved policy changes are communicated to all division staff, posted on the inter- and intranet, and placed on the School Board's SharePoint site

Policy 6-61 Instructional Materials/Selection

- Authority
 - Legal Reference – Code of Virginia 22.1-238
- Process
 - PRC reviewed May 12 and voted 3-0 to forward to the SB for Information
 - SB reviewed May 24 under Information, approved (9-0) June 13 under Consent
 - Communication
 - Staff notified via division email, posted on inter- and intranet, and added to SB SharePoint site
- Changes:
 - Added specific language to clarify those print and media/digital materials used *as part of the course curriculum or teacher assigned materials*
 - Removed Editor's Note

Policy 7-12 Challenged Controversial Materials

5

- Process

- PRC reviewed May 12 and June 9, voted 2-0 to forward to the SB for Information
- SB reviewed June 28 under Information, approved (10-0) July 12 under Consent
- Communication
 - Staff notified via division email, posted on inter- and intranet, and added to SB SharePoint site

- Changes:

- Added paragraph noting 6-61.1 and 6-61.2 govern procedures for challenging materials by parents/legal guardians or adult students and 7-12.1 governs procedures for citizens without children in VBCPS to challenge materials
- Removed Editor's Note

Regulation Development Authority and Process

- Regulation Development Authority
 - “A regulation is the detailed manner or method of written implementation of policy delegated by the Board to the Superintendent.”
- Regulation Development Process
 - Committee
 - Composition – *School Board Attorney, Chief of Staff, Coordinator Policy and Intergovernmental Affairs (CPIA), and Other Chief Officers or designees with supervisory oversight in the specific area*
 - Process
 - CPIA has established a process to review policies monthly as required by law, which may result in regulation changes
 - Staff recommend changes based on changes to policy or new federal, state or DOE legislation/regulation to the CPIA
 - CPIA reviews proposed changes with School Board Attorney and Chief of Staff; any revisions to this draft are shared back with the originator
 - Final approval rests with School Board Attorney and Chief of Staff
 - Communication
 - Changes to regulations are shared with division staff and/or decimated to appropriate school personnel, posted on the inter- and intranet, and on the School Board’s SharePoint site

Regulation 6-61.2 Review and Challenge of Instructional Materials by Parents/Legal Guardian or Adult Students

- Process

- Policy 6-61 approved by SB on June 13
- Committee reviewed and revised 6-61.2 to align with new policy 6-61
- New Regulation went into effect on June 15
- Communication
 - Changes to regulations are shared with division staff and/or decimated to appropriate school personnel, posted on the inter- and intranet, and on the School Board's SharePoint site

- Changes:

- Designated this regulation governs rules for parents/legal guardians or adult students to challenge materials
- Added specific timelines and procedures to make the process clear
- Added specific language on how appeals to the SB would be addressed

Regulation 7-12.1 Complaints from Citizens: Challenged Controversial Curricular Materials

- Process

- Policy 7-12 approved by SB on July 12
- Committee reviewed and revised 7-12.1 to align with new policy 7-12
- New Regulation went into effect on July 13
- Communication
 - Changes to regulations are shared with division staff and/or decimated to appropriate school personnel, posted on the inter- and intranet, and on the School Board's SharePoint site

- Changes:

- Clarified materials for challenge as only those “prescribed as part of the required course curriculum” which would exclude ancillary resources which may include library books
- Removed any appeal to the School Board

Questions?

DRAFT
FOR INFORMATIONAL
PURPOSES ONLY



Subject: Policy Review Committee Recommendations Item Number: 12D 1-9

Section: Information Date: August 23, 2022

Senior Staff: Donald E Robertson, Ph.D., Chief of Staff

Prepared by: Kamala Lannetti, School Board Attorney; John Sutton, III, Coordinator, Policy and Intergovernmental Affairs

Presenter(s): School Board Attorney, Kamala Lannetti

Recommendation:

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its August 10, 2022 meeting.

Background Summary

- 1) **Bylaw 1-9/Qualifications** - *the PRC recommends amending bylaw to add language from recent statutory changes related to qualifications to hold office and language acknowledging the authority of the courts over election districts.*
- 2) **Policy 2-15/Communication with Staff** - *the PRC recommends no changes to the Policy.*
- 3) **Policy 4-8/Employee Input Process** - *the PRC recommends no changes to the Policy.*
- 4) **Policy 6-29/Drug Education** - *the PRC recommends amending title as well as the addition of language.*
- 5) **Policy 6-40/Science** - *the PRC recommends the removal of unnecessary language and editors note. Current legal reference was added.*
- 6) **Policy 6-54/Homework** - *the PRC recommends amendments to the language to bring the Policy in alignment with current Division guidelines for homework.*
- 7) **Policy 6-73/Testing and Assessment** - *the PRC recommends language that references the Standards of Learning (SOL), scrivener's changes and updated legal references.*
- 8) **Policy 6-81/Adult Education** - *the PRC recommends adding a legal reference.*
- 9) **Policy 6-82/Adult High School Diploma Program** - *the PRC recommends adding a legal reference*

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of August 10, 2022

SCHOOL BOARD BYLAWS

Qualifications

Qualifications for election or appointment to, and continuing service on, the School Board of the City of Virginia Beach are established in the legal reference to this ~~B~~bylaw or as required by a court of competent jurisdiction.

A. Qualified voter and bona fide resident

Each person elected or appointed to the School Board shall, at the time of such appointment or election, be a qualified voter and a bona fide resident of the district from which such person is selected if appointment or election is by district or of the School Division if appointment is at large. If such person shall cease to be a resident of such district or the School Division, such person's position on the School Board shall be deemed vacant.

B. Resident of district or ward or, if at large, the City

Notwithstanding any other provision of law, general or special, if the City of Virginia Beach imposes district-based or ward-based residency requirements for the members of the School Board or the City Council (or if a court requires such districts or wards) the member elected from each district or ward shall be elected by the qualified voters of that district or ward and not by the locality at large. If an individual is appointed to be a School Board Member, such person must be a resident and qualified voter of the district or ward if appointed to a district or ward. If such an individual is appointed to be a School Board Member to an at large position, such person must be a resident of the City and a qualified voter.

C. Oath of office

Upon election or appointment, School Board Members shall make oath, as required by Code of Virginia ~~Section~~§ 15.2-1522, to qualify for office.

D. Compliance with Conflict of Interests Act filings

Upon election or appointment, as a condition of assuming office, School Board Members shall file a disclosure statement of their personal interests with the School Board Clerk, as required by the Virginia State and Local Government Conflict of Interests Act.

Legal Reference

Charter of the City of Virginia Beach § 16.06, as amended. Qualifications of candidates for election to the board.

Code of Virginia § 22.1-29, as amended. Qualifications of members.

Code of Virginia § 22.1-57.3, as amended. Election of school board members; election of tie breaker.

Code of Virginia § 24.2-506, as amended. Petition of qualified voters required; number of signatures required; certain towns excepted.

Code of Virginia § 24.2-507, as amended. Deadlines for filing declarations and petitions of candidacy.

Code of Virginia § 15.2-1522, as amended. When and how officers qualify.

Code of Virginia § 15.2-1523, as amended. Record of qualification.

Code of Virginia § 15.2-1526, as amended. Removal vacates office.

Code of Virginia § 15.2-15~~26~~34, as amended. Certain officers not to hold more than one office.

Code of Virginia § 24.2-500, as amended. Qualification of candidates.

Code of Virginia § 24.2-502, as amended. Statement of economic interests as requirement of candidacy.

Code of Virginia § 2.2-3115, as amended. Disclosure by local government officers and employees.

Adopted by School Board: July 21, 1992

Amended by School Board: September 5, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: 2022

ADMINISTRATION

Communication with Staff

A. Generally

In compliance with the Standards of Quality for Public Schools in Virginia, and in response to the literature on effective organizations, the School Board and the Superintendent endorse a two-way system of open communication among employees, the School Board, and the administration. This system is based on the belief that all stakeholders, working together as a team, need to focus on the continuous improvement of the School Division.

B. Purposes

The purposes of the two-way system of communication are as follows:

1. To provide employees an opportunity to identify concerns, to offer solutions to issues, and to receive responses;
2. To give School Division leadership the benefit of employees' expertise and insight on educational issues;
3. To focus on continuous improvement of the School Division;
4. To advance student learning;
5. To improve working conditions; and
6. To generate conditions for cooperation in resolving issues.

C. Methods

A variety of communication strategies will be implemented by the Superintendent to facilitate orderly and constructive communication among employees. Information gleaned from these strategies will be reported to the School Board on a regular basis and, as applicable, to employees. Further, the Superintendent will design a means for assessing and refining communication within the School Division.

D. Publications/Directives

The Superintendent may issue such administrative bulletins, memoranda, directives, manuals or booklets as may be deemed necessary for the effective administration of the School Division. All

regulations or instructions shall be consistent with policies adopted by the School Board and shall be binding on all employees.

E. Reserved Rights

Nothing in this Policy shall be construed as a violation of an employee's right to address the School Board in session or to communicate with the administration on issues of concern.

Legal Reference

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

Adopted by School Board: March 18, 1975

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: October 21, 1997

Amended by School Board: May 9, 2006

Scrivener's Amendments: December 3, 2013

Reviewed by School Board: 2022

PERSONNEL

Employee Input Process

In an effort to support the Mission and Goals of Virginia Beach City Public Schools, an Employee Input Process shall be implemented. Pursuant to School Board Policy 2-15, the purpose of the Employee Input Process is to provide opportunities to staff to express ideas and make suggestions for continuous improvement of the School Division.

Related Links

School Board **Policy 2-15**

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: November 4, 1997

Amended by School Board: September 21, 1999

Amended by School Board: September 19, 2000

Amended by School Board: January 8, 2002

Amended by School Board: November 20, 2007

Amended by School Board: October 18, 2016

[Reviewed by School Board: 2022](#)

INSTRUCTION

Drug and Drug Abuse Education

The illegal and inappropriate use of certain substances constitutes a hazard to the development of students. Elementary and secondary schools shall include in the health education program instruction in drugs and drug abuse.

A. Program of Instruction

During the school year the curriculum of the School Division, grades 1 through 10, will incorporate education concerning drugs and drug abuse. New material concerned with the use of substances which modify mood and behavior of the individual will be employed.

Throughout the entire curriculum health shall be emphasized using a comprehensive, generalized concept. Health, in the educational sense, is viewed as a quality of life involving dynamic interaction and interdependence among the individual's physical well-being, mental and emotional outlook, and the society in which the individual ~~he/she~~ lives. The primary objective of the curriculum is to prepare students to make wise decisions regarding their behavior and health patterns.

Accordingly, the Superintendent or designee will develop drug and drug abuse programs that will:

1. Be concerned with education and prevention in all areas of substance use and abuse.
2. Establish and maintain a realistic, meaningful substance abuse prevention and education program that shall be developed and incorporated in the total education program.
3. Establish and maintain an ongoing in-service substance abuse prevention program for all school personnel.
4. Cooperate with government and approved private agencies involved with health of students relating to the abuse of substances.
5. Encourage and support pupil-run organizations and activities that will develop a positive peer influence in the area of substance abuse.
6. Create a climate whereby students may seek and receive counseling about substance abuse and related problems without fear of reprisal.

B. Competencies

The required program of instruction should be reasonably expected to develop the following competencies in all students:

1. The ability to distinguish between factual and nonfactual information about drugs and alcohol contained in commercial advertising and other print and visual media;
2. The ability to describe the possible contributing causes of drug, alcohol and tobacco dependency and the physiological affects on various parts of the body and on the body system;
3. The ability to explain the reasons for laws and ordinances controlling the manufacture, distribution, and use of drugs;
4. The ability to identify the most commonly used drugs, the major substance classification of each and the corresponding medical use of each classification;
5. The ability to identify the various health related organizations and agencies at the local, county and state levels providing diagnosis, treatment, and rehabilitation and emergency services to the drug and alcohol abuser;
6. The ability to explain the possible uses of alcohol in our daily living and how the proper use of drugs has been beneficial to mankind.

C. Staff Development Program

Professional staff development programs concerning current practices and research relating to drug abuse education will be provided annually for all teachers and administrators.

D. Community Cooperation

The School Board believes that drug education is a continuous development process. The school shares responsibility for the process with the home, the church, and community agencies. Removal of the basic causes of drug abuse is recognized-as a responsibility shared by parents/legal guardians, students, citizens, related agencies and the Sschool Division. The School Board will continue to make every effort to inform students, families ~~parents~~ and other citizens of the drug abuse education program and to cooperate with other agencies and community groups who are at work on this problem.

Legal Reference

Code of Virginia, § 22.1-206, as amended, Instruction concerning drugs, alcohol, ~~and~~ substance abuse, and tobacco and nicotine products, and gambling.

Code of Virginia, § 22.1-~~72~~07, as amended, Physical and health education.

~~Virginia Board of Education Regulations Governing Physical and Health Education 8-VAC-20-310-10, as amended.~~

Virginia Board of Education Rules Governing Instructions Concerning Drugs and Substance Abuse. 8-VAC-20-310-10, as amended.

Adopted by School Board: May 18, 1979

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: 2022

INSTRUCTION

Science

A. Generally

The School Board believes that the primary purpose of science education is to provide students with the conceptual understanding and scientific process skills required to function effectively in a scientific and technologically oriented society. Sufficient scientific background should be provided to enable students to make intelligent scientific decisions in their lives and on major scientific issues that face society. Science education should also provide students who will pursue scientifically oriented careers with the requisite background. An appropriate science curriculum is provided to meet the needs of all students.

Editor's Note

Science standard of learning at objective 10.9 reads, in part, as follows: "Experimentation, charts, dissections, drawings, discussion, and microscopic investigations are to be used to recognize the differences in complexity among major phyla from the protists kingdom and major classes from plantae and animalia kingdoms."

Legal reference

Virginia Department of Education Science Standards of Learning (2018), as amended.

Virginia Department of Education Computer Science Standards of Learning (2017), as amended.

Adopted by School Board: September 16, 1992

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: 2022

INSTRUCTION

Homework

~~A major goal of the instructional program is to assist students in becoming committed to the process of learning. Learning is not restricted to the classroom, but is a continuous process. The individual school can only teach a small portion of that which is valuable and available to be learned. More importantly, the school can help stimulate within the student the thirst for knowledge and the desire to pursue solutions to problems. Homework is an extension and enrichment of the material taught in the classroom. It is designed to reinforce and extend classroom learning, prepare students for new information, and promote creative thinking and independent research. Homework is defined as tasks assigned to students by teachers that are intended to be completed outside the regular classroom instruction. Homework is a tool to provide teachers with critical feedback on how well students understand the concepts, skills, and information presented in class. In certain circumstances, homework assignments may prepare students for the introduction of new information and may also include reading assignments, projects, and book reports.~~

A. Definition and goals

~~The basic objectives of homework are to reinforce the application of previously taught concepts, principles, and skills, extend student learning, and promote creative thinking and independent research. "Homework" is defined as tasks assigned to students by teachers that are intended to be completed outside the regular classroom instruction. It is a tool to provide teachers with critical feedback on how well students understand the concepts, skills, and information presented in class. Homework assignments may also prepare students for the introduction of new information and may include reading assignments, projects, and book reports.~~

B. Partnership with families

The partnership between schools and families is vital to student learning and success in schools. A systematic approach to homework by families can assist the teacher, parent and students in achieving common learning goals.

~~The basic objectives of homework are to reinforce the application of previously taught concepts, principles, and skills, extend student learning, and promote creative thinking and independent research. Homework is defined as tasks assigned to students by teachers that are intended to be completed outside the regular classroom instruction. It is a tool to provide teachers with critical feedback on how well students understand the concepts, skills, and information presented in class. Homework assignments may also prepare students for the introduction of new information and may include reading assignments, projects, and book reports.~~

C. Homework assignments

Homework shall be assigned by teachers and shall be in accordance with the needs of the class and/or students. Homework should be an extension and enrichment of the material taught in the classroom. The quality and purpose of homework assignments should be factors in planning all homework assignments. The Superintendent or designee will prepare guidelines for homework that may be differentiated by grade levels.

D. Not disciplinary in nature

Homework shall not be assigned as punishment for a disciplinary infraction.

Legal references

Regulation 6-54.1, as amended. Homework- Elementary.

Regulation 6-54.2, as amended. Homework – Middle.

Regulation 6-54.3, as amended. Homework – High.

VBCPS Elementary Grading Guidelines, as amended.

VBCPS Guidelines for Best Practices in Evaluation, Grading and Reporting Student Academic Progress in Secondary Schools, September 2021, as amended.

Adopted by School Board: December 16, 1986

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: December 4, 2001

Amended by School Board: June 6, 2006

Amended by School Board: 2022

INSTRUCTION

Testing and Assessment

The Superintendent or designee shall develop ~~a~~ programs to test and assess the progress of students and to evaluate curriculum, teaching, and the instructional program. In accordance with applicable policy, law and regulation, tThe Superintendent or designee shall report to parents/legal guardians, students, the community and the media the results of the testing and assessment program.

The Superintendent or designee will implement the Standards of Learning as directed by the Virginia Department of Education as well as growth assessment and other required testing or assessment programs.

Legal Reference

Code of Virginia, § 22.1-253.13:3, as amended. Standard 3. Accreditation, other standard assessments, and releases from state regulation-and-evaluation.

Code of Virginia §22.1-253.13:6, as amended. Standard 6. Planning, and public involvement.

Adopted by School Board: October 21, 1969

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: 2022

INSTRUCTION

Adult Education

A. General Objectives

The general objectives of adult education shall be the same as those of other levels of public education, namely to prepare individuals for full democratic citizenship, to provide them with means for economic improvement and cultural development, and to enrich their personal and family lives. The program shall be sponsored by the School Board and shall be controlled and administered in the same general fashion as other parts of the educational program.

B. Scope of the Program

The extent of the program shall be determined by a balance between community needs and the willingness of the School Division residents to provide for the program in the School Board budget.

C. Types of Activities

The educational needs of adult residents may be met by the offering of activities in the following areas:

- Adult Basic Education
- General Educational Development
- English for Speakers of Other Languages
- Community Education Courses

No continuing curriculum shall be fixed, but activities shall be designed to meet the needs and wishes of individuals and of the community.

D. Fees

Fees are charged to persons admitted to selected adult education classes.

Legal Reference

Code of Virginia § 22.1-223, as amended, Definitions.

Code of Virginia § 22.1-225, as amended, Authority of school boards.

Code of Virginia § 22.1-253.13:1(D)(8), as amended, Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

Virginia Department of Education Regulation, 8VAC20-30-10, as amended.

Adopted by School Board: October 21, 1969

Amended by School Board: August 18, 1970

Amended by School Board: June 19, 1979

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: April 24, 2018

Amended by School Board: 2022

INSTRUCTION

Adult High School Diploma Program

The Superintendent shall develop procedures to provide ~~ensure that~~ an alternative diploma program offering 140-hour courses cover the same course content and curricular objectives as courses in the regular diploma program.

Legal Reference

Code of ~~Virginia~~, § 22.1-210, as amended, Night Schools.

Code of Virginia § 22.1-123, as amended. Definitions.

Code of ~~Virginia~~, § 22.1-225, as amended, Authority of school boards.

Code of Virginia §22.1-253.13:1 (D)(8), as amended. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

Virginia Board of Education Regulations, Adult High School Programs. 8 VAC 20-30-10, *et seq.*

National External Diploma Program in Virginia Guidelines (August 2022), as amended.

~~Department of Education Superintendent's Memo No. 233—Requirements for the General Achievement Diploma (August 1, 2003)~~

~~Effective Date for the Regulations Governing Adult High School Programs—December 2005~~

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: 2022



Subject: Resolution: Suicide Prevention Week, September 19-23, 2022 **Item Number:** 14A1

Section: Consent Agenda **Date:** August 23, 2022

Senior Staff: Dr. Kipp D. Rogers, Chief Academic Officer, Department of Teaching and Learning

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

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

Recommendation:

That the School Board approve a resolution recognizing September 19-23, 2022 as Suicide Prevention Week.

Background Summary:

Virginia Beach City Public Schools values the importance of positive mental health to being a key component for optimal learning. In an effort to promote awareness that suicide is a major preventable cause of premature death, the American Association of Suicidology (AAS) in collaboration with the World Health Organization (WHO) and the World Federation for Mental Health, has set aside the week of September 4-10, 2022, as Suicide Prevention Week. Many national organizations go beyond this one week of recognition and share awareness and prevention resources throughout the entire month of September. Given the shortened first week of school and the need to ensure students, families, and the community, receive information on the available supports related to suicide prevention and awareness, Virginia Beach City Public Schools will recognize Suicide Prevention Week September 19-23, 2022. This approach is supported by the AAS as they believe we need to focus on suicide prevention every day, of every year. Our school division remains committed to assisting students, families, and our community. And we will assist our stakeholders by continuously spreading awareness, advocating for research funding, developing innovative and effective treatment tools, being kind, and helping to educate others on things like resources and warning signs.

Suicide is the 10th leading cause of death in the United States with one suicide occurring on average every 12.8 minutes. Suicide is the 2nd leading cause of death among 15 to 24 years-old's nationally and in Virginia. When suicidal behaviors are detected early, lives can be saved. Virginia Beach City Public Schools collaborates with many partners in the community such as state and local health departments, nonprofit organizations, academic institutions, and law enforcement agencies for strategies and activities to address suicide prevention and suicidal behaviors. School board members, superintendents, teachers, and parents working together can change the legacy of suicide and reduce the number of lives shaken by a needless and tragic death in our community.

Source:

American Association of Suicidology
Virginia Department of Health

Budget Impact:

N/A

RESOLUTION
Suicide Prevention Week
September 19-23, 2022

WHEREAS, suicide continues to be a top ten leading cause of death for multiple age groups in the United States and the third leading cause of death among individuals between the ages of 15 to 24; and

WHEREAS, suicide is now the second leading cause of death in the state of Virginia among individuals between the ages of 15 to 24; and

WHEREAS, suicide strikes without regard to locality, socio-economic status, ethnicity, religious preference or age; and

WHEREAS, in the United States, one person completes suicide every eleven minutes and on average there are more than twenty suicide attempts per each suicide completion; and

WHEREAS, education and community involvement are known to be the most crucial factors in preventing suicide; and

WHEREAS, the School Board of the City of Virginia Beach is focused on ways to educate students, parents and employees about suicide and prevention of suicide; and

WHEREAS, Virginia Beach City Public Schools, through sustained and dedicated efforts, has implemented programs for all employees and students that recognize a deep commitment at all levels to raise awareness of suicide and its prevention.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of September 19-23, 2022, as Suicide Prevention and Awareness Week in Virginia Beach City Public Schools, and be it

FURTHER RESOLVED: That strategies and activities to address suicide prevention and suicidal behaviors be ongoing in Virginia Beach City Public Schools, and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 23rd day of August, 2022

S E A L

Carolyn T. Rye, Chairman

Aaron C. Spence, Superintendent

Attest:

Regina Toneatto, Clerk of the Board



Subject: Resolution: National Hispanic Heritage Month **Item Number:** 14A 2

Section: Consent **Date:** August 23, 2022

Senior Staff: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Prepared by: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Presenter(s): Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Recommendation:

That the School Board approve a resolution recognizing National Hispanic Heritage Month.

Background Summary:

Hispanic Heritage Month began as Hispanic Heritage Week under President Lyndon Johnson in 1968. Two decades later, the celebration was expanded by President Ronald Reagan to span a 30-day period beginning Sept. 15 each year. This date is significant because it marks the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Additionally, Mexico, Chile and Belize also celebrate their independence days during the 30-day period.

During National Hispanic Heritage Month, we recognize the contributions made by and the important presence of Latino and Hispanic Americans to the United States while also honoring the heritages and cultures present in our city and schools.

The theme of the 2022 Hispanic Heritage Month, "**Unidos: Inclusivity for a Stronger Nation**" encourages individuals to ensure that all voices are represented and welcomed to help build stronger communities and a stronger nation. It aligns with the school division's core values and the implementation of culturally responsive practices. This is accomplished by supporting a culture where we value differences and foster an environment where diversity of thought and contributions are acknowledged and affirmed.

In our efforts to culturally respond to the diverse populations that comprise Virginia Beach City Public Schools, we hereby recognize this important event which will take place Sept. 15 – Oct. 15, 2022 and encourage appropriate programs and activities that celebrate the contributions of Latino and Hispanic Americans.

Source:

Public Law 100-402

[2022 Hispanic Heritage Month Theme](#)

Budget Impact:

N/A

RESOLUTION

National Hispanic Heritage Month September 15-October 15, 2022

WHEREAS, one of our Nation's greatest strengths is its vast diversity which enables Americans to see the world from many viewpoints; and

WHEREAS, National Hispanic Heritage Month honors the cultures and contributions of both Latino and Hispanic Americans; and

WHEREAS, Latino and Hispanic Americans embrace a deep commitment to family, community and education, and a perseverance to succeed and contribute to the shaping of the country and our City of Virginia Beach; and

WHEREAS, the 2022 Hispanic Heritage Month observance theme: "**Unidos: Inclusivity for a Stronger Nation**" invites us to reflect on the contributions Latino and Hispanic Americans have made in the past, and will continue to make in the future; and

WHEREAS the School Board of the City of Virginia Beach recognizes the importance of culturally responsive education that embraces multicultural diversity within our school division;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes September 15 through October 15 as National Hispanic Heritage Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school activities available during National Hispanic Heritage Month; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 23rd day of August 2022.

SEAL

Carolyn T. Rye, School Board Chair

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Policy Review Committee Recommendations **Item Number:** 14B 1-6

Section: Consent **Date:** August 23, 2022

Senior Staff: Donald E Robertson, Ph.D., Chief of Staff

Prepared by: Kamala Lannetti, School Board Attorney; John Sutton, III, Coordinator, Policy and Intergovernmental Affairs

Presenter(s): School Board Attorney, Kamala Lannetti

Recommendation:

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its July 14, 2022 meeting.

Background Summary

- 1) *Policy 3-22/Tuition Fees* - the PRC recommends amending Section 2 to allow nonresident SECEP employees working in VBCPS schools to enroll their children tuition free.
- 2) *Policy 5-14/School Attendance Zones* - the PRC recommends amending Section F(2) to allow nonresident SECEP employees working in VBCPS schools to enroll their children tuition free.
- 3) *Policy 6-46/Extracurricular Activities* - the PRC recommends scrivener's changes and updates to the legal references.
- 4) *Policy 6-48/Middle School Activities Program* - the PRC recommends scrivener's changes.
- 5) *Policy 6-51/Scheduling for Instruction* - the PRC recommends scrivener's changes.
- 6) *Policy 6-53/Grouping Instruction* - the PRC recommends scrivener's changes.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of July 14, 2022

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

Tuition Fees

The School Board will charge tuition fees for certain nonresident students allowed to enroll in the ~~S~~school ~~D~~ivision.

A. Nonresident, ~~N~~onemployee's ~~S~~tudent ~~T~~uition

The Superintendent shall recommend to the School Board the tuition fees to be charged nonresident, nonemployees' students based on the per capita cost. The School Board shall then fix and determine the amount of tuition fees to be charged. No tuition charges fixed by the School Board shall exceed the total per capita cost of education, exclusive of capital outlay and debt service, for elementary or secondary pupils and the actual, additional costs of special education or gifted and talented program provided the pupil.

B. Nonresident, ~~E~~mployees' ~~S~~tudents

~~For nonresident employees' students, the tuition fees will be calculated based on the current year's tuition fees, plus annualized inflation (rounded to the nearest ten dollars) based on the most recent Consumer Price Index (CPI) or as otherwise approved by the School Board.~~

Non-resident full-time VBCPS employees, to include SECEP employees, working in Virginia Beach City Public Schools, will be allowed to enroll their child(ren) tuition free. Enrollment will be contingent on meeting requirements outlined in Regulation 5-10.1 and Policy 5-14.

C. Additional fees may be charged depending upon the services required.

Legal Reference

Code of Virginia § 22.1-5, as amended. Regulations concerning admission of certain persons to schools; tuition charges.

Code of Virginia § 22.1-101.1, as amended. Increase of funds when certain nonresident pupils attend schools; how increase computed and paid; billing of out-of-state placing agencies or persons.

Code of Virginia § 22.1-255, as amended. Nonresident children.

Adopted by School Board: February 16, 1993

Amended by School Board: April 4, 2000

Amended by School Board: February 4, 2014

Amended by School Board: May 22, 2018
Amended by School Board: January 11, 2022
Amended by School Board: August 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lenoir

STUDENTS

School Attendance Zones

A. Generally

Upon the recommendation of the Superintendent, the School Board shall designate school attendance zones.

The School Board recognizes that only through effective long-range planning for enrollment can the School Division be adequately prepared to meet the needs of its current and future student population. In order to assure such planning, the School Board establishes procedures which require annual review and recommendations from the Building Utilization Committee regarding enrollment trends and their impact on School Division facilities and which will assure adequate opportunity for community reaction prior to any redistricting decision by the School Board.

B. Projections

The School Division Demographer, under the supervision of the Superintendent, shall:

1. Produce by December 1 of each year, annual updates on the 5-year enrollment projections for the School Division which take into consideration the following:
 - a. School registration figures;
 - b. Review of forthcoming changes in planning and zoning;
 - c. Review of current and planned community land development and housing projects; and
 - d. Latest available birth data.
2. Coordinate enrollment data, facilities planning, transportation impact and formation of recommendations for review by the Superintendent and the School Board.

C. Process - Building Utilization Committee Action

1. Building Utilization Committee

The Building Utilization Committee, (hereinafter "BUC"), as a standing committee of the School Board, shall consist of three representatives of the School Board. The Council of Civic Organizations and the PTA Council shall also be invited to name one member each to serve as members of the BUC. Appropriate staff members will be assigned by the Superintendent.

2. Review of Projections

Between December 1 and March 15 of each year, the BUC shall analyze the updated 5-year enrollment projections to determine the impact, if any, of changes in enrollment projections on optimal building utilization and report to the School Board any recommendations. The BUC shall consider a plan for redistricting when building utilization at any school building differs from the optimum building utilization level by exceeding the level by ten (10) percent or by falling below the level by ten (10) percent.

3. Formulation of Redistricting Recommendations

The BUC may receive, at the onset of its discussions, a proposed redistricting plan developed by the Superintendent or designee, which may include a recommendation for no action, to provide a basis from which to move forward in making recommendations. Any such plan that involves redrawing boundaries may be considered by the BUC in light of the factors set forth below. While each of the factors must be considered and discussed, it may be impractical to reconcile each factor in the recommendations which will ultimately be presented to the School Board.

- a. Optimal utilization of space:
- b. The desire to keep areas commonly known as subdivisions or neighborhoods together;
- c. The need to develop long term solutions that support limiting redistricting of individual students to one time at each level (i.e. once at elementary, once at middle and once at high school), except in cases of student change in residence;
- d. Construction considerations (documented new subdivision construction and scheduled school renovation/construction projects);
- e. The desire to reduce or eliminate the number of middle and high schools with divided feeder patterns if at all possible;
- f. Transportation considerations (non-transportation zones, hazards, redirection of the number of students riding a bus and reducing the length of bus rides);

- g. The costs associated with the various options considered;
- h. The impact of enrollment changes upon course offerings/subject offerings, equipment needs, building modifications, etc.; and
- i. The desire is to redistrict as few schools and students as possible.

4. Reporting

a. No redistricting recommendations

The BUC shall prepare a final report no later than March 15 of each year. The report will be presented by the BUC Chair or designee to the School Board for information at a meeting no later than the second School Board meeting in March.

b. Redistricting recommendations

If the BUC recommends redistricting, the preliminary presentation to the School Board will take place no later than the first meeting in January.

5. Community Input

In years when redistricting adjustments are recommended, the proposed plan shall be presented to the community after a preliminary presentation to the School Board. Site locations for community meetings should include area(s) affected by the proposed plan (e.g. a possible single boundary change affecting three schools could be handled by one meeting). At such meetings, members of the community will have an opportunity to review the plan, to comment on its merit and make suggestions for its improvement.

The BUC shall consider public comment prior to presentation of the proposed redistricting plan to the School Board. The final report shall include the advantages and disadvantages of the plan.

D. Process - School Board Action

Prior to taking action on the BUC's proposed redistricting plan, the School Board must hold a public hearing not less than ten days after reasonable notice to the public in a newspaper of general circulation if the redistricting of school boundaries affects fifteen percent or more of the pupils in the average daily membership in the affected school.

Such public hearing may be held on the same day as the School Board meeting at which action on the plan is taken as long as the hearing is held before action is taken.

E. Definitions

1. Optimum Building Utilization: the division-wide building utilization, considering optimum capacity, for the average two-year historical growth or decline in membership from September 30 to March 31.
2. Building Utilization: the actual percentage use of optimum program capacity, factoring in the number of first seats by grade level.
3. Optimum Capacity: 90% of the program capacity of the school building reported, used for planning purposes due to fluctuations in class sizes throughout the school year.
4. Program Capacity: the maximum capacity of the school building for a particular school year and particular student population, taking into account the number of first seats in the building (without counting portables currently on site) updated annually.
5. First seat: an instructional space within a school building in which students receive core and primary instruction. Self-contained special education classrooms are also considered to be first seats.

F. Attendance Zone Criteria

The Superintendent or designee shall ensure that students attend the schools that serve the attendance zone of their home residence as established by the School Board. The Superintendent or designee shall develop procedures to verify that students attend their assigned attendance zones. A student needing an exception to attendance zones in order to attend a school may request an out-of-zone transfer. Criteria for out-zone transfers may be found under School Board Regulation 5-14.1 **Error! Hyperlink reference not valid.**—Students meeting the following criteria will be allowed to attend out-of-zone.

1. An individual student may apply for an out-of-zone transfer in the instance where redistricting decisions affect an individual student more than one time at a school level (i.e. at the elementary school level at the middle school level or at the high school level;
2. Upon the establishment of new attendance zones by the School Board, rising fifth, eighth and twelfth graders shall be permitted to continue in their previously assigned schools if they provide their own transportation to that school, and such enrollment will be exempt from the school's Optimum Building Utilization requirement by ten (10) percent or more.
3. Children of ~~school-based~~school-based employees, including SECEP Employees working in VBCPS schools, will be allowed to attend the school to which such

parent or guardian reports or is their primary assignment, or is within the feeder pattern of such assignment, pending the approval of the School Principal ~~as outlined in the associated regulation~~ and such enrollment will be exempt from the school's optimum building utilization by ten (10) percent or more requirement. Non-resident full-time employees, to include SECEP employees working in Virginia Beach City Public Schools, will be allowed to enroll their child(ren). Enrollment will be contingent on meeting requirements outlined in Regulation 5-10.1 and Policy 3-22~~Employees who live outside of the City of Virginia Beach will be required to pay tuition according to the provisions set forth in School Board Regulation 5-10.1.~~

Editor's Note

For established regulations see School Board Regulation 5-14.1 Out of Zone/School Attendance Areas and School Board Regulation 5-10.1 Admission Requirements: General (See Virginia Beach City Public Schools website at www.vbschools.com)

Legal Reference

Code of Virginia, §22.1-79, as amended. Powers and Duties.

Code of Virginia, §22.1-3.3, as amended. Transfer of students under certain circumstances.

Related Links

School Board [Regulation 5-10.](#)

School Board [Regulation 5-14.1](#)

Adopted by School Board: October 21, 1969

Amended by School Board: October 15, 1974

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: October 20, 1998

Amended by School Board: August 17, 1999

Amended by School Board: June 5, 2001

Amended by School Board: August 6, 2002

Amended by School Board: November 19, 2002

Amended by School Board: September 16, 2003

Amended by School Board: September 21, 2010

Scrivener's Amendments: November 7, 2012

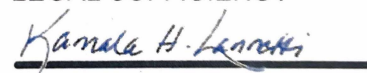
Scrivener's Amendments: January 24, 2014

Amended by School Board: May 16, 2017

Amended by School Board: March 26, 2019

Amended by School Board: August 2022

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Extracurricular Activities

A. Generally

Student activities are extracurricular and supplement the regular school curriculum. Student activities are voluntary and do not carry credit toward graduation. They take the form of special interest groups, honor societies, athletic ~~teams~~teams, and other extensions of classroom work. All extracurricular activities are designed to promote character, building qualities of participation and leadership ability. Extracurricular activities and the eligibility requirements shall be approved by the ~~S~~superintendent or designee and school board as required by Virginia Board of Education ~~state~~-accreditation standards. All student organizations and activities shall be under the direct supervision of the school principal or a designee and shall supplement the regular program of the school. They should be evaluated periodically to ensure that interruption of the instructional programs ~~are~~is avoided. Students should not be permitted to engage in such organizations and activities to the detriment of their classroom work.

B. Categories

Extracurricular activities are divided into four general categories:

1. Interscholastic and intramural athletics.
2. Activities stemming directly from classroom studies. Examples are student government, musical productions, dramatics, debate, the school newspaper and literary publications.
3. Activities designed to promote interest in academic achievement and/or specific subject areas. Examples are the National Honor Society and subject matter organizations.
4. Activities which promote general educational goals and are school-oriented. Examples are service and special interest clubs.

C. Access to Extracurricular Activities

Access to and participation in extracurricular activities shall be open to all students as provided in state and federal regulations and ~~S~~school ~~B~~board policy Access to Programs.

D. Supervision

The ~~School A~~administration shall appoint qualified members of the faculty, or in the absence of qualified faculty members, may appoint qualified community members as sponsors for each activity. The sponsor shall be responsible for the guidance and general supervision of the activity and shall ensure that all actions conform to applicable law, school-policyies and regulations.

E. Financial Support

1. Partial School Division financial support. The school sponsored extracurricular activities named in Section ~~BA~~-1 and ~~BA~~-2 may receive partial financial support. Transportation may be provided, or the cost of transportation may be paid from appropriated funds.

An estimate of funds required for each activity shall be submitted for approval. This estimate shall be submitted by the sponsor of the activity for inclusion in the individual school budget.

2. Financially self- supporting activities. The school sponsored extracurricular activities covered in Sections ~~BA~~-3 and ~~BA~~-4 should be financially self-supporting. School transportation for these activities, however, may be requested. If it cannot be provided, then vehic-ular transportation may be by commercial means, or by private car under regulations established for such use.

F. Permission by School Principal

The actions and activities of each organization must be approved by the school principal.

G. Parental Permission

In each instance when an organization schedules an activity away from school, the parents/legal guardians of minor students will be notified, and written permission obtained when appropriate.

H. Evaluation and Approval

The ~~division-s~~Superintendent and/or a designee shall periodically evaluate the school sponsored extracurricular activities program to ensure compliance with state accreditation standards and federal regulations.

I. Fraternities and/or Sororities

Fraternities, sororities or any clandestine organization shall not be permitted in the ~~S~~school ~~D~~ivision. Principals shall inform students that activities associated with such organizations shall be prohibited at school.

J. Restrictions

Each principal is authorized to work out a point system regulating and limiting participation of individual students in activities and organizations.

Legal Reference

Virginia ~~Department Board~~ of Education Regulations, 8VAC20-131, et seq., as amended.
Regulations Establishing Standards for Accrediting~~ation of~~ Public Schools in Virginia. ~~(January 1993)~~

Title IX of the Education Amendments of 1972, as amended.

~~U.S. Department of Health, Education, and Welfare/Office for Civil Rights, Final Title IX Regulation Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education (effective date: July 21, 1975). § 86-41. Athletics. (Effective dates: elementary schools, July 21, 1976; secondary schools, July 21, 1978.)~~

~~U.S. Department of Health Education and Welfare/Office of Education, Final Regulation Implementing Amendments to Part B of the Education for All Handicapped Children Act of 1975. See also Federal Register, Vol. 42, No. 163, August 23, 1977. (Effective date: October 1, 1977.) 121a. 306. Nonacademic services.~~

U.S. Department of Education Regulations, Discrimination on Basis of Sex in Education Programs or Activities Prohibited, 34 C.F.R. Part 106, as amended.

U.S. Department of Education Regulations, Discrimination on Basis of Handicap in Education Programs or Activities Prohibited, 34 C.F.R. Part 100, as amended.

U.S. Department of Education Regulations, Discrimination on Basis of Age in Education Programs or Activities Prohibited, 34 C.F.R. Part 110, as amended.

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: August 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

INSTRUCTION

Middle School Activities Program

The School Board authorizes the establishment of a middle school activities program under the following guidelines:

- A. Implement an intramural program similar to the one outlined in the Middle School Activities proposal.
- B. Complement the objectives of the regular health and physical education program with intramural/city-wide activities.
- C. Develop intramural activities for students with special needs that will complement the adaptive physical education program as well as the Special Olympics Program.
- D. Emphasize the "all participation" intramural philosophy in all middle school activities programs.
- E. Expand the activities program to include, but not limited to, cheerleading club, forensics club, debate club and drama club.
- F. Develop a handbook that describes activities ~~and skills~~ as well as the structure and organization of programs appropriate for middle school students.
- G. Provide student leadership training through programs offered by the Office of Student Leadership – Student Activities Office.

Adopted by School Board: April 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: August 2022

APPROVED AS TO
LEGAL SUFFICIENCY



INSTRUCTION

Scheduling for Instruction

All students in grades 1 through 12 shall maintain a full schedule of classes (5 1/2 hours), unless a waiver is granted by the ~~s~~Superintendent or designee.

Scheduling classes so that each student meets the academic requirement prescribed by the Virginia Board of Education shall be the responsibility of the school principal.

All master schedules shall be submitted to the ~~S~~superintendent, or ~~a~~designee, for approval.

Legal Reference

~~Virginia Board of Education Regulations, Accreditation of Public Schools in Virginia (January 1993)~~
Virginia Department of Education Regulations, 8VAC20-131, et seq., as amended.
Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: August 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

INSTRUCTION

Grouping for Instruction

The School Board recognizes the different educational needs of students and endorses the use of flexible grouping of students for instruction. In an effort to foster maximum student growth, intellectually, socially, and vocationally, the school program shall use both homogeneous and heterogeneous grouping of students for learning.

The Superintendent has developed ~~shall promulgate~~ regulations 6-53.1 to ensure consistency of all schools in grouping students for instruction.

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: August 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lenoir



Subject: Religious Exemptions

Item Number: 14C

Section: Consent Agenda

Date: August 23, 2022

Senior Staff: Matthew D. Delaney, Chief of Staff

Prepared by: Richard Sidone, Student Conduct/Services Acting Coordinator

Presenter(s): Michael B. McGee, Director, Office of Student Leadership

Recommendation:

That the School Board approve Religious Exemption Case No. RE-22-01, RE-22-02, RE-22-03, RE-22-04, RE-22-05, RE-22-06 and RE-22-07.

Background Summary:

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

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

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

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

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

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

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

Source:

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

Budget Impact:

None



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

Section: Action **Date:** August 23, 2022

Senior Staff: Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

Prepared by: Cheryl R. Woodhouse

Presenter(s): Aaron C. Spence, Ed.D., Superintendent

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the August 23, 2022, personnel report.

Background Summary:

List of appointments, resignations and retirements for all personnel.

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
August 23, 2022
2022-2023

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/31/2022	Ethel C Camarena	Kindergarten Assistant	Thomas Edison State College, NJ	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	8/31/2022	Tiziana A Via	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	8/25/2022	Robin J Espinosa	Library/Media Assistant	American Public University Sys, WV	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/31/2022	Kenyata M Knight-Futrell	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	8/25/2022	Tatjana Lukic	School Nurse	Not Applicable	Sentara Healthcare, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	8/31/2022	Mili Jesmin	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/16/2022	Dwayne A Dorman	Custodian II Head Night	Not Applicable	Sentara Health Care, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/31/2022	Dominice C Cook	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	King's Grant	8/31/2022	Candice R LaFlamme	Special Education Assistant	Not Applicable	Southeastern Education Program, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	8/19/2022	Sharolyn Rancour	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/19/2022	Candy R Gordon	School Office Associate II	Rose State College, OK	First Discovery, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	8/25/2022	Holly E Johnson-Rodriguez	School Nurse	Texas Tech University Health Sciences Center, TX	Military Service
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	8/31/2022	Jana A Green	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	8/31/2022	Erica S Carlson	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	8/8/2022	Rodney W Redding	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/25/2022	Jennifer A Martin	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/31/2022	Naima B Abdul-Khaliq	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	8/25/2022	Nicole G Cook	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/25/2022	Esther O'Brien	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/30/2022	Senping Chu	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	9/19/2022	Wai Har Pang	Cafeteria Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	8/25/2022	Malik I Chadwick	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/31/2022	Lisa D Arici	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/25/2022	Gary T Meador	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/30/2022	April Grissette	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	8/15/2022	Timothy Robinson	Technology Support Technician	Regent University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	8/19/2022	Carla M Ramirez	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Virginia Beach	8/25/2022	Raphael X Mensah	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	7/27/2022	Yessica Diaz Johnson	School Office Associate II	University of Phoenix, AZ	VBCPS, VA
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/19/2022	Michael A Montoya	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/25/2022	Kevin A Simmons	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	8/31/2022	Kelly A Rice	Special Education Assistant	Virginia Commonwealth Univ, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/1/2022	Vanessa K Willie	School Office Associate II	Not Applicable	Sincere Holdings LLC, VA
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/31/2022	Carley J Mayer	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	8/30/2022	Carmelita Lloyd	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Distribution Driver	8/1/2022	Anthony Burris	Distribution Driver	Not Applicable	Lift Off Distribution, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Distribution Driver	8/8/2022	Jovan L Dailey	Distribution Driver	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/19/2022	Kirsten Peterson	School Social Worker	San Diego State University, CA	Escondido Union District, CA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/11/2022	Frank K Berkhimer	Bus Driver Plan Bee	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/16/2022	William D Blakeney	Fleet Technician II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/16/2022	Molly E Hines	Transportation Dispatcher	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/16/2022	Joseph W Melchor	Fleet Technician II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/16/2022	Andrew F Sturniolo	Fleet Technician II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/22/2022	Joseph P Delfino	Fleet Technician II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/30/2022	Sharnese Carmon-Hoody	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/30/2022	Arthur H Etheridge	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/30/2022	William F Hughes	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/30/2022	Gwen M Jones	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/30/2022	Corinn M Korting	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/30/2022	Micheal A Phillips	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/30/2022	Chasity C Rosenthal	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/30/2022	Tonia T Thompson	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	6/30/2022	Celestine E Walters	Cafeteria Assistant, 4.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Fairfield	6/30/2022	Elizabeth R GunHammer	School Nurse (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Glenwood	6/30/2022	Jerilynn A Schmucker	General Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Hermitage	6/30/2022	Chrysanthi Floropoulou	Cafeteria Manager I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Holland	8/1/2022	Robert J Talmadge	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Malibu	6/30/2022	Genna K Morrisette	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Malibu	6/30/2022	Amy E Sherrell	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Malibu	8/8/2022	Lorenzo J Vaughn	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Parkway	6/30/2022	Lori B Jensen	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	6/30/2022	Patricia Bailey	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Providence	6/30/2022	Tanya L Riley	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Shelton Park	6/30/2022	Luz Bonet	Cafeteria Manager I (moved to public school system)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Tallwood	6/30/2022	Jamie L Manley	Physical Education Assistant (moved to public school system)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Trantwood	6/30/2022	Brittany L Hutto	Kindergarten Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Woods	8/18/2022	Brittany N Randall	Custodian II Head Night (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	8/12/2022	Jacqueline A Blair	Assistant Principal (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Corporate Landing	6/30/2022	Melissa P Lopretto	School Office Associate II (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Independence	6/30/2022	James C Boyce	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	8/15/2022	William Archebelle	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	6/30/2022	Holly N Horn	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Virginia Beach	6/30/2022	Kenya D Wynn	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	8/11/2022	Vanessa K Willie	School Office Associate II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	6/30/2022	Joshua Sellers	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Technology	8/3/2022	Joshua D Smith	Technology Support Technician (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	8/3/2022	Matthew T Foster	Building Manager (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	8/29/2022	Chris Way	Demographer/GIS Manager (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of the Superintendent	8/31/2022	Sebrina A Lindsay-Law	Coordinator Equity and Opportunity (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2022	Jeffrey R Breshears	Bus Driver, 7.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Newtown	7/29/2022	Ann M Criss	Cafeteria Manager I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Old Donation School	6/30/2022	P Lynn Ridlon	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/25/2022	Rosalie M Ortiz	Fourth Grade Teacher	SUNY College Brockport, NY	Rochester City School, NY
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/25/2022	Ashley Cole	Second Grade Teacher	George Mason University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	College Park	8/25/2022	Wendy M Burnett	Second Grade Teacher	Grand Canyon University, AZ	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	College Park	8/25/2022	Xianya D Gillis	Third Grade Teacher	Norfolk State University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Cooke	8/25/2022	Shaynie Abeson	Second Grade Teacher	University of Calif Santa Barb, CA	Hueneme Elementary School Dist, CA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Cooke	8/25/2022	Erin Stinson	School Counselor	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Cooke	8/25/2022	Ryan D Wichtendahl	Fourth Grade Teacher	Virginia Commonwealth Univ, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Diamond Springs	8/25/2022	Maria J Ramjohn	Kindergarten Teacher	City Univ of NY Queens College, NY	New York City Department of Ed, NY
Assigned to Instructional Salary Scale	Appointments - Elementary School	Diamond Springs	8/25/2022	Sade F Williams	First Grade Teacher	City Univ of NY Lehman College, NY	P.S. 53, NY
Assigned to Instructional Salary Scale	Appointments - Elementary School	Fairfield	8/25/2022	Lindsey D Lough	Library Media Specialist	Marshall University, WV	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Fairfield	8/25/2022	Elizabeth A Shovelin	First Grade Teacher	Regent University, VA	Charlotte County PS, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/25/2022	Camisha Woodard	Special Education Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/25/2022	Alexandria M Riker	Special Education Teacher	University of Mary Washington, VA	VBCPS

Personnel Report
Virginia Beach City Public Schools
August 23, 2022
2022-2023

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/25/2022	Keira D Brooks	Second Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/25/2022	Albert L Carlton Jr	Physical Education Teacher	Grand Canyon University, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/25/2022	Amanda Kocovsky	First Grade Teacher	University of Iowa, IA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/25/2022	Allison S Lowie	Third Grade Teacher	Radford University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/25/2022	Amanda E Stinson	First Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	8/25/2022	Amber Fredriksen	Kindergarten Teacher	Radford University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/25/2022	Victoria R Austin	Second Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/25/2022	Heather H Eure	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/25/2022	Kathryn A Lawall	Fifth Grade Teacher	University Northern Colorado, CO	Challenge to Excellence School, CO
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kingston	8/25/2022	Katie S Boswell	Reading Specialist	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Linkhorn Park	8/25/2022	Raven Kinsey	Kindergarten Teacher	Shenandoah University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Luxford	8/25/2022	Paulina A Gerges	Third Grade Teacher	SUNY Buffalo, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/25/2022	Charity Barksdale	Special Education Teacher	University of Arizona, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/25/2022	Rachel K Erskine	Second Grade Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/25/2022	Elisabeth F Stultz	Music/Vocal Teacher	Old Dominion University, VA	Cedar Rapids Community School, IA
Assigned to Instructional Salary Scale	Appointments - Elementary School	North Landing	8/25/2022	Jordan E Haug	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	8/25/2022	Jazmine Banks	Fourth Grade Teacher	Walden University, MN	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	8/25/2022	Brittany Brunelle	Title I Resource Teacher	Virginia Commonwealth Univ, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/25/2022	Gillian R Highet	Kindergarten Teacher	Davidson College, NC	Beauvoir: The National Cathedral School, DC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/25/2022	Kailey E Smith	Special Education Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/25/2022	Stacy L Logan	Kindergarten Teacher	Cambridge College, MA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/25/2022	Makayla I Maye	Fifth Grade Teacher	East Carolina University, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Princess Anne	8/25/2022	Michelle Dula	Kindergarten Teacher	Western Governors University, UT	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Red Mill	8/25/2022	Madison M Allen	Second Grade Teacher	Longwood University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont Forest	8/25/2022	Gemma M Farino	Third Grade Teacher	Radford University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont Forest	8/25/2022	Alexandria Rodriguez	Third Grade Teacher	Longwood University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/25/2022	Nailah G Olivarez	School Counselor	Texas State Univ San Marcos, TX	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	8/25/2022	Kelly L McCorkindale	Pre-Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Strawbridge	8/25/2022	Hailee E Gilbert	Fourth Grade Teacher	Grand Canyon University, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Strawbridge	8/25/2022	Kelly D Haasbroek	Second Grade Teacher	Longwood University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/25/2022	Erin A Woods	Physical Education Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	8/25/2022	Jessica M Byrd	Special Education Teacher	Southern New Hampshire University, NH	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/10/2022	Nadia E McKee	English Second Language	University of Phoenix, AZ	Liberty County School System, GA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Oaks	8/25/2022	Lauren A Bailey	Second Grade Teacher	Georgia Southern University, GA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Woods	8/25/2022	Rita G Kramer	Second Grade Teacher	Virginia Commonwealth Univ, VA	Richmond Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/25/2022	Bridget A Alt	Second Grade Teacher	Ursuline College, OH	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/25/2022	Amanda M Martorell	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/25/2022	Bailey G Riddick	Third Grade Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/25/2022	Christa J Watts	Kindergarten Teacher	George Mason University, VA	Northampton County PS, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2022	Kenya M Johnson	School Counselor	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2022	Jordan N Latvis	School Counselor	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/25/2022	Rachel M Zimmerman	Health & Physical Education Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	8/25/2022	Valerie N Boone	English Second Language	Sam Houston State University, TX	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	8/25/2022	Lindsey R Crook	Music/Instrumental Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	8/25/2022	Jennifer L Graham	Sixth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	8/25/2022	Matthew G Terry	Health & Physical Education Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/25/2022	Lindsay E Love	Teen Living Teacher	University of Phoenix, AZ	Clark County School District, NV
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/25/2022	Gabrielle R Michalick	Eighth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/25/2022	Faith G Williams Schesventer	Seventh Grade Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/25/2022	Anna M Nicholls	Seventh Grade Teacher	University of Catania, IT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/25/2022	Kenna R Tarkenton	Sixth Grade Teacher	University of Delaware, DE	Henrico County PS, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/25/2022	Victor J Weeks	Health & Physical Education Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/25/2022	Lewis E Jackson IV	Eighth Grade Teacher	Longwood University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/25/2022	Justin T Thornton	Band Instructor	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/25/2022	Elizabeth K Gessell	Sixth Grade Teacher	Saint Johns University, MN	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/25/2022	Meghan C Lindner	Eighth Grade Teacher	University of Central Florida, FL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/25/2022	Colleen M Sorey	Seventh Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/25/2022	Cathryn M Culley	Health & Physical Education Teacher	University of Virginia, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/25/2022	Samantha C Jones	Eighth Grade Teacher	Appalachian State University, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/25/2022	Caitlyn B Sirovy	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/25/2022	Shannon N Kelley	Fifth Grade Teacher	Old Dominion University, VA	Collingwood Public Schools, NJ
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/15/2022	Zakeya L Murphy	School Counselor	Old Dominion University, VA	State of Virginia
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/25/2022	Paula R Patrick	Sixth Grade Teacher	Morehead State University, KY	Gateway Christian Academy, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	8/25/2022	DeAngelo Q Doles	Special Education Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/25/2022	Corrine Hoffend	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/25/2022	Ashton E Thoroughgood	Social Studies Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/25/2022	Lyndsey Berry	Emotional Disability Teacher	Western State College, CO	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/25/2022	Veronique R Choice	Mathematics Teacher	Towson University, MD	Baltimore County Public Schools, MD
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/25/2022	Gresilda Osmani	Mathematics Teacher	University of Tirana, AL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/25/2022	Bryson A Turner	Spec Learn Disabilities Teacher	Ohio University, OH	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run Collegiate	8/25/2022	Madeline Reyes	Mathematics Teacher	University of Santos Tomas, PH	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	8/25/2022	Rebecca Simpson	Social Studies Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/8/2022	Latoria S Fleming	School Counselor	North Carolina State University, NC	Vance County Schools, NC
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/25/2022	Bethany L Crowder	Marketing Education Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/25/2022	Jackeline X Johnson	Family & Consumer Science Teacher	Park College, MO	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/25/2022	Danny L Santos	Music/Instrumental Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/25/2022	Joseph G Sendzik	Social Studies Teacher	Virginia Commonwealth University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	8/9/2022	Susan M Sigler	School Counselor	Nova Southeastern Univ, FL	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	8/25/2022	Sheridan J Culver	Special Education Teacher, .400	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/25/2022	JoAnn Bennett-Worthy	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/25/2022	Melissa S Foster	Library Media Specialist	Old Dominion University, VA	St John the Apostle Catholic, VA
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	8/25/2022	Reilly Goldsmith	English Teacher	Louisiana Other, LA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	8/25/2022	Amber N Preminger	English Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	8/25/2022	Christopher T Vaughan	Eighth Grade Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/25/2022	Kailin E Eskander	Art Teacher, .600	Saint Olaf College, MN	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/25/2022	Catherine K Hoops	English Teacher	Chestnut Hill College, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	8/8/2022	Hayva E Hill	School Counselor	Webster University, MO	School District of Philadelphia, PA
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	8/25/2022	Alla I Henkel	Russian Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	8/25/2022	Imajae Johnson	Special Education Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/25/2022	Brenna A Bond	Speech/Language Pathologist	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/25/2022	Anna K Mendelson	Speech/Language Pathologist	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Virginia Beach Juvenile Detention Center	8/1/2022	Audrey Aranda	Cross Categ - ED/LD/ID Teacher	Grand Canyon University, AZ	Kings George County Schools, VA
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Virginia Beach Juvenile Detention Center	8/1/2022	Johnathan B Fay	Science Teacher	American College of Education, IN	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Virginia Beach Juvenile Detention Center	8/4/2022	Christopher W England	Mathematics Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Arrowhead	6/30/2022	Christine E Dow	Third Grade Teacher (family)	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
August 23, 2022
2022-2023

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Resignations - Elementary School	Centerville	6/30/2022	Blair G Tucker	Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Cooke	6/30/2022	Elizabeth S Halter	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Glenwood	6/30/2022	Kayla N Stemen	Fourth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville Meadows	8/12/2022	Ryan M Dixon	Instructional Technology Specialist (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	New Castle	6/30/2022	Karen S Racicot	School Counselor (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O'View	6/30/2022	Natalie Latham	Music/Vocal Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Red Mill	6/30/2022	Ashlyn M Parker	Physical Education Teacher (job abandonment)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Seatack	6/30/2022	Stephanie C Castillo	Fourth Grade Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Tallwood	6/30/2022	Deidre L Harmon	Second Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Tallwood	6/30/2022	Emily B Marchione	Library Media Specialist (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windsor Oaks	6/30/2022	Darryl M Orner	Fifth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Woodstock	6/30/2022	Sharon M Ruffin	Kindergarten Teacher (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	6/30/2022	Lisa B Hughes	Title I Resource Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	6/30/2022	Heather Garvis	Eighth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2022	Stephanie S Acevedo	Sixth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2022	Melanie R Bolick	Sixth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	6/30/2022	Jenn Vedder	Health & Physical Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run Collegiate	6/30/2022	Rebecca L Bissell	Science Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kellam	6/30/2022	Benjamin H Morrow	Social Studies Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	6/30/2022	Heather A Harrell	Business Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2022	Christopher R Betza	Technology Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2022	Megan M Moore	Library Media Specialist (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2022	Melissa C Morgan	Literacy Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	6/30/2022	Jordan A Beasley	Health & Physical Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	6/30/2022	Chase A Kyriacou	Health & Physical Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Red Mill	9/30/2022	Anna T Volkman	Fourth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Great Neck	6/30/2022	Jeffrey J Jucksch	Seventh Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Other Employment Actions - Elementary School	Diamond Springs	8/25/2022	Alyssa M Vette	Special Education Teacher (declined position)	Not Applicable	Not Applicable
Administrative	Appointments - Middle School	Bayside	8/24/2022	Alexis A Downham	Assistant Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - Miscellaneous	Office of Legal Services	9/6/2022	Simone S Boothe	Associate School Board Attorney	University of Dayton, OH	City of Portsmouth, VA
Administrative	Appointments - Miscellaneous	Office of Professional Growth and Innovation	8/24/2022	Kelly J Singer	Coordinator Professional Learning	Univ North Carolina Chap Hill, NC	VBCPS



Subject: Policy Review Committee Recommendations **Item Number:** 15B 1-2

Section: Action **Date:** August 23, 2022

Senior Staff: Donald E Robertson, Ph.D., Chief of Staff

Prepared by: Kamala Lannetti, School Board Attorney; John Sutton, III, Coordinator, Policy and Intergovernmental Affairs

Presenter(s): Kamala Lannetti, School Board Attorney

Recommendation:

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its July 14, 2022 meeting.

Background Summary:

- 1) *Policy 3-65/Security of Buildings and Grounds/Cell Phones and other Portable Telecommunications Devices* – The PRC recommends removing Editor’s notes and references to other policies and guidelines.
- 2) *Regulation 3-65.1 Cellular phones and personal communication devices- use during instructional time prohibited-* the School Administration proposes adopting a new Regulation 3-65.1 to address the use of cellphones and personal communication devices during instructional time.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of July 14, 2022

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Security of Buildings and Grounds: Cellular Phones and other Portable Telecommunications Devices

The use of portable communications devices, such as cellular telephones, or other hand-held computing devices (when such device is being used as a communications device), by any person on property (including vehicles) controlled by the School Board to engage in unlawful or unauthorized activity is prohibited.

All possession or use of portable communications devices such as cellular telephones, or other hand-held computing devices (when such device is being used as a communications device) shall be regulated and/or prohibited at each school or school event as deemed necessary to prevent disruption of the educational environment and to maintain order on school property and at school activities.

Elementary, middle and high school students may use portable communications devices before or after the instructional day as long as such communications devices are not activated or used inside School Board buildings unless use inside School Board buildings is specifically permitted by school administration.

Editor's Note

For additional information see Bring Your Own Device (BYOD), Student/Parent Guidelines for use of a Privately Owned Electronic Device.

Legal Reference

Code of Virginia § 22.1-279.6 (E), as amended. Board of Education Guidelines and Model Policies for Codes of Student Conduct; School Board Regulations

Related Links

Bring Your Own Device (BYOD) Information

Adopted by School Board: February 16, 1993

Amended by School Board: February 6, 2001

Amended by School Board: June 11, 2002

Amended by School Board: June 8, 2004

Amended by School Board: September 5, 2007

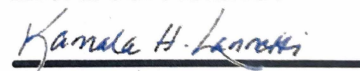
Amended by School Board: June 2, 2009

Amended by School Board: June 5, 2012

Amended by School Board: June 30, 2015

Amended by School Board: August 2022

APPROVED AS TO
LEGAL SUFFICIENCY


Kamela H. Lencioni

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Cellular phones and personal communication devices- use during instructional time prohibited

The use of personal communication devices by students during instructional time is determined to be disruptive to the educational environment, not conducive to productive learning experiences and often the source of disciplinary intervention. The following conditions will be in effect.

A. Student use of personal cell phones, personal communication devices and accessories, such as ear buds, or personal wireless headphones (hereinafter “personal communication devices”) are prohibited during instructional time and in instructional settings.

Students are prohibited from using personal communication devices during instructional time or in instructional settings. Leaving the classroom during instructional time to use personal communication devices in another setting may constitute a violation of the Code of Student Conduct. Personal communication devices should not be used in bathrooms.

1. Students may not have a personal communication device “on” or in use during instructional time or in a location that allows the student to hear or see the activated device during instructional time. Any such item must be stored in a personal backpack or similar personal bag or purse, teacher designated areas within the instructional setting, lockers or in a personal vehicle. Such item should not be kept on the person or in the clothing of a student as doing so allows the student to access the device with ease.
2. “Instructional setting” means any location where a staff member is providing instruction or instruction related, administrative, medical or health related activities, including, but not limited to: classrooms; libraries; scholas; auditoriums; gymnasiums and inside and outside physical education areas; performing arts areas, locker rooms; school administrative offices, nurses’ or other medical or psychological provider’s office or assigned room within the period of the school day.
3. Communication during emergency conditions- all staff members have access to communication devices during instructional time and can contact the school office should emergency conditions arise. During an actual school emergency, students who

- access stored personal communication devices to make calls for assistance will not be penalized.
4. Personal wired headphones that plug directly into the school issued device will be allowed for instructional purposes as assigned by teacher when using the school issued device.
 5. Students retain sole responsibility for personal communication devices while attending school or school sponsored events. School Division resources should not be used to recharge such devices during the school day.

B. Discipline of students

Students who violate this Regulation will be subject to discipline ranging from a warning to out-of-school suspension as set forth in the Code of Student Conduct. Students may also be prohibited from having any personal cell phone, communication device or accessory on school property or at school events if the School Administration determines that the student has failed to demonstrate the ability to adhere to applicable rules, regulations and policy. Any student who uses a personal cell phone, communication device or accessories in the violation of a local, state or federal crime will be referred to law enforcement and will be further disciplined for such action. Parents/legal guardians of minor students may be required to meet with the school administrators to address their student's continued violation of this Regulation.

C. Teachers and staff members

1. Teachers and staff members will enforce the terms of this Regulation as well as other applicable regulations and policies in a consistent and fair manner.
2. Teachers will not be required to confiscate a personal communication device from a student who is in violation of this Regulation. They must, however, follow the prescribed Disciplinary Guidelines in this area.
3. Teachers or staff members should clearly designate where in the instructional setting students should store personal communication devices for any student who cannot store such devices in a personal backpack, bag, purse, or locker.
4. Students may not be authorized to use personal communication devices to fill instructional time or to occupy students in lieu of providing instructional activities or as a reward.

5. Teachers and staff members should model appropriate cellphone or personal communication device control by not using such devices during instructional time.

Adopted by the School Board: 2022



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

Section: Closed Session **Date:** August 23, 2022

Senior Staff: Aaron C. Spence, Ed.D., Superintendent

Prepared by: Kamala H. Lannetti, School Board Attorney

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

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711 to deliberate on the following matters:

1. A closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraph 1, 7 and 8, as amended,

A. (1) for discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals: namely: for the purpose of addressing the Superintendent's annual goals.

Namely to discuss:

1. Request for payment of legal fees for an employee.
2. The Superintendent's annual goals.
3. Contract Amendments to the Superintendent's employment contract.
4. Audit Committee recommendations regarding changes to the Office of Internal Audit and the reposting of the job advertisement for the Internal Audit position.

A. (7) Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter and

A. (8) Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

1. Status of pending litigation matters.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

N/A



Decorum and Order-School Board Meetings 1-48

School Board of the City of Virginia Beach
Bylaw 1-48

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place.
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices.
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board.
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting.
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting.
- Other conduct that violates decorum and order as determined by the Chair or designee.

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

D. Other methods of communicating with the School Board

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including SchoolBoard@vbcpsboard.com or email individual School Board Members in addition to those provided at School Board meetings.

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.
- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- G.** No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.