



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, September 13, 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/webinar/register/WN_GZt8lvjhSi-RsRNctddhgg Call-in (301) 715-8592 ID 880 2783 7568

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 September 12, 2022.

- 1. Administrative, Informal, and Workshop (Einstein.Lab) 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Summer Learning/School Opening Review
 - C. CARES Update/Fund Usage
- 2. Closed Session**
- 3. School Board Recess5:30 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**
 - A. VBCPS Purchasing Services, Achievement of Excellence in Procurement
- 8. Adoption of the Agenda**
- 9. Superintendent’s Report (second monthly meeting)**
- 10. Approval of Meeting Minutes**
 - A. August 23, 2022 Regular School Board Meeting **Added 09/12/2022**
- 11. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the September 13, 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 September 13, 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. September 13, 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, September 13, 2022

12. Information

- A. Budget Calendar
- B. Standards of Learning Student Performance **Added 09/09/2022**
- C. Environmental Studies Program: Year-Two Comprehensive Evaluation
- D. School Board Compensation Philosophy

13. Return to public comments if needed

14. Consent Agenda

- A. Program Evaluation Schedule for 2022-2023
- B. Renaissance Academy Alternative Education Program: Evaluation Readiness Report
- C. Policy Review Recommendations:
 - 1. Policy 2-15/Communications with Staff
 - 2. Policy 4-8/Employee Input Process
 - 3. Policy 6-29/Drug and Drug Abuse Education
 - 4. Policy 6-40/Science
 - 5. Policy 6-54/Homework
 - 6. Policy 6-73/Testing and Assessment
 - 7. Policy 6-81/Adult Education
 - 8. Policy 6-82/Adult High School Diploma Program
- D. Religious Exemption(s)

15. Action

- A. Personnel Report / Administrative Appointments **Updated 09/14/2022**
- B. Policy Review Recommendations:
 - 1. Bylaw 1-9/Qualifications
- C. Resolution: Parental Rights Recognized in Virginia Beach City Public Schools

16. Committee, Organization or Board Reports

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

18. Adjournment



Subject: 2022 Summer Learning/School Opening Review Item Number: 1B

Section: Workshop Date: September 13, 2022

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

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

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

Recommendation:

That the school board receive updates on the implementation of summer learning experiences in elementary and secondary and the instructional supports in place for an effective school opening.

Background Summary:

Virginia Beach City Public Schools offered several learning opportunities this summer. This presentation is an update of the learning opportunities provided and the learning opportunities prepared to support an effective school opening.

Source:

N/A

Budget Impact:

N/A



Subject: CARES Update/Fund Usage **Item Number:** 1C

Section: Workshop **Date:** September 13, 2022

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

That the School Board receive an update on the various federal pandemic-relief funding VBCPS has received.

Background Summary:

Source:

Budget Impact:



Subject: Closed Session Item Number: 2

Section: Closed Session Date: September 13, 2022

Senior Staff: Kamala H. Lannetti, School Board Attorney

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Carolyn Rye, School Board Chair

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711 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, Paragraphs 1 & 7, 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 to discuss:

1. Contract matters related to the School Board Attorney's Contract.
2. The Superintendent's annual goals.

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

Background Summary:

Source:

Code of Virginia §2.2-3711, as amended.

Budget Impact:



Subject: School Board Recognitions

Item Number: 7A

Section: Student, Employee and Public Awards and Recognitions

Date: September 13, 2022

Senior Staff: Natalie Allen, Chief Communications and Community Engagement Officer

Prepared by: David Schleck, Public Relations Coordinator, Dept. of Communications and Community Engagement

Presenter(s): Kimberly A. Melnyk, Vice Chair

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the Aug. 9, 2022, School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

1. VBCPS Purchasing Services, Achievement of Excellence in Procurement

Background Summary:

That the School Board allow time during School Board meetings to recognize students and/or staff who have accomplished notable recognitions that fit within the parameters of the School Board recognition criteria.

Recognition Criteria:

1. Achievement of *first or second place in national competitions/events*.
2. Achievement of *national recognition* for outstanding achievements, i.e., National Merit Finalists.
3. Achievement of *first place in regional (multi-state) competitions/events*.
4. Achievement of *first place in state competitions/events*.
5. Achievements *beyond the scope of regular academics/activities and/or job performance*.

Source:

Utilizing data from submissions made to the Department of Communications and Community Engagement, which have been approved by school principals or department heads recognizing a notable achievement from a student or staff member fitting the Board recognition parameters.

Budget Impact:

None



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

Section: Approval of Meeting Minutes **Date:** September 13, 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 23, 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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School Board Regular Meeting MINUTES **Tuesday, August 23, 2022**

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P.O. Box 6038
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(757) 263-1000

- 1. Administrative, Informal, and Workshop (Einstein.Lab):** Chair Rye convened the administrative, informal, and workshop session at 4:02 p.m. on the 23rd 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.

The following School Board members were present in the Einstein Lab: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens (arrived 4:06 p.m.), and Ms. Riggs. Chair Rye noted Ms. Weems was not present due to personal travel and would be attending via Zoom. Ms. Weems was not on Zoom at the time of the roll call for the administrative, informal, and workshop session.

- A. School Board Administrative Matters and Reports: Chair Rye mentioned the school adoption list for School Board members to complete; an email from Natalie Allen, Chief Communications and Community Engagement Officer, regarding SOL results; Vice Chair Melnyk thanked the staff for the hard work in achieving the SOL results; Chair Rye mentioned a follow-up from the School Board retreat regarding a student School Board member, School Board members Ms. Franklin and Ms. Owens volunteered to research the role and share a recommendation; a brief discussion followed regarding the topic of a student School Board member. Chair Rye mentioned the New Teacher Orientation and acknowledged the School Board members who attended the event.
- B. Instructional Materials Notification Process: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning provided the School Board an update as it relates to SB 656 and parent notification; defined what are instructional materials; library materials are considered instructional materials when used for (i) for completion of an assignment, or (ii) as part of an academic or extracurricular educational program; reviewed SB 656 model policy, the provisions of the act shall not be construed as requiring or providing for the censoring of books in public elementary and secondary schools; Senate Bill 656 definition of sexually explicit content; process being designed - parent partnerships in the classroom – alignment with SB 656: step 1 – teacher notifies parent of text to be studied via a form, step 2 – schools provide access to the text if requested, parent returns the form to the teacher, step 3 – an alternative text is assigned to the student; shared form for parent notification of classroom instructional material; parent partnerships in the library – alignment with SB 656: 1 – place limits on choice selection, 2 – review library material prior to instructional use; shared form to limit access for certain materials and form for parental permission or library resources used for instructional purposes; reviewed next steps: make available to the public the texts that have sexually explicit content, communicate the process for parents; professional learning for teacher, library media specialists, and school administrators, timeline for compliance with SB 656 is January 1, 2023 – VBCPS has begun identifying the process to meet the deadline.

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The presentation continued with questions and comments regarding ensuring parent notification; developing process; different forms for choice reading and instructional materials; parents knowing which books students are checking out of the library; use of Destiny program.

- C. SY 2022-2023 Health Safety Update: Jack Freeman, Chief Operations Officer, Department of School Division Services, provided the School Board information regarding plans and procedures for health safety for opening SY 2022-2023; reviewed planning considerations; introduced Dr. Caitlin Pedati, District Director, Virginia Beach Department of Public Health; Dr. Pedati continued the presentation and reviewed COVID-19 data, COVID-19 vaccine update; preventions – wash hands, stay home when sick; shared Monkeypox information and update, symptoms (skin rash, fever, chills, headache, swollen lymph nodes, etc.) and prevention (avoid close contact, vaccination), mentioned again – stay home when sick and hand washing; VBDPH response to Monkeypox – providing approximately 200-300 dose of vaccine per week, continue to target any person who is at higher risk, educational outreach; reviewed weekly influenza activity report, prevention tools – vaccine, stay home when sick, hand washing; shared online resources.

The presentation continued with questions and comments for Dr. Pedati regarding Monkeypox – long-term impact; strains of Monkeypox; vaccination for Monkeypox; Mr. Freeman continued the presentation; reviewed COVID prevention – self-screening, vaccinations, ventilation, respiratory etiquette and hand hygiene, cleaning and disinfecting, isolation rooms, face coverings, notifications (sent to specific groups), stay home when sick; Monkeypox prevention – education/awareness, coordinate with VBDPH as cases arise, cleaning and disinfecting, notifications in coordination with VBDPH; the presentation continued with brief comments and questions regarding isolation (COVID, Monkeypox), communication to families with updates and information to share.

The administrative, informal, and workshop concluded at 4:59 p.m.

- 2. Closed Session:** At 5:04 p.m., Vice Chair Melnyk made a motion, seconded by Ms. Franklin 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.

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.

There were ten (10) ayes in favor of the motion: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed 10-0-0.

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

A.1 PERSONNEL MATTERS

1. Request for payment of legal fees for an employee: School Board members: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs; Kamala H. Lannetti, School Board Attorney; Superintendent Spence; Regina M. Toneatto, Clerk of the Board.
2. The Superintendent's annual goals: School Board members: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs; Kamala H. Lannetti, School Board Attorney; Superintendent Spence; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 5:24 p.m.

Certification of Closed Session: Vice Chair Melnyk read the Certification of Closed Meeting:

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

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

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

Ms. Manning made the motion, seconded by Ms. Anderson. There were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed 10-0-0.

3. **School Board Recess:** Chair Rye adjourned the administrative, informal, and workshop session at 5:26 p.m.
4. **Formal Meeting (School Board Chambers)6:00 p.m.**
5. **Call to Order and Roll Call:** Chair Rye convened the meeting of the School Board in the School Board chamber at 6:01 p.m. on the 23rd 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: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs. The following School Board members were attending via Zoom: Ms. Franklin (health reasons, School Administration Building) and Ms. Weems (personal travel, out of state).
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition:** There were no awards or recognitions presented at the meeting.
8. **Adoption of the Agenda:** Chair Rye called for any modifications to the agenda as presented. Ms. Hughes stated she had a proposed resolution and requested to add the proposed resolution to the information portion of the agenda; Ms. Weems suggested to add the resolution to the next scheduled School Board meeting since copies of the resolution were not provided to the School Board members; Ms. Hughes agreed to have the resolution presented at the next School Board meeting. Without any further modifications to the agenda, Chair Rye called for a motion to approve the

agenda as presented. Ms. Riggs made the motion, seconded by Ms. Anderson. Without discussion, Chair Rye called for a vote. The School Board Clerk announced the motion passed unanimously, 11-0-0.

9. **Superintendent's Report:** Superintendent Spence shared the following information: 1) all 82 testing sites are projected to earn state accreditation again for 2022-2023. The Virginia Department of Education's preliminary data shows VBCPS outperformed local districts in reading, writing, math, and science; 2) Back to School Care Fair on August 13 at Landstown High School, highlights included: approximately 3,000 people in attendance, 1,300 backpacks were donated and distributed, 150 students received haircuts, 280 students received vision screenings, thanks to Principal Paula Johnson and staff of Landstown High School, Department of Transportation for providing buses, and Office of Family and Community Engagement team for organizing the Care Fair; 3) the Green Schools National Network recently recognized VBCPS with several GreenPrint Trailblazer Awards: we received the GreenPrint Trailblazer Leadership Award for initiating a summit with Harvard University and Auburn University, Tim Cole, our sustainability officer, received a TrailBlazer Award for being instrumental in the promotion and development of the first LEED-certified elementary school in Virginia – Hermitage Elementary School and the first K-12 LEED Platinum transportation and maintenance facility in the country, and Old Donation School received a Trailblazer Award for advocating for integrated instruction and project-based learning for all; 4) several of our staff members will be collaborating with educators across the state as part of the Virginia Leads Innovation Network 4.0, the network is for educational leaders who recognize the need to continuously develop expertise and skills with a cohort of professionals; and 5) preparing for the new school year – new instructional staff involved in training, the Department of Teaching and Learning sponsored five professional development conferences for teachers, specialists, and administrators this summer, message of HOPE shared with new teachers and at Leadership Conference. The first day of school is on September 6.

10. **Approval of Meeting Minutes**

- A. August 9, 2022 Regular School Board Meeting: Chair Rye called for any modifications to the August 9, 2022 regular School Board meeting minutes as presented. Hearing none, Chair Rye called for a motion to approve the August 9, 2022 meeting minutes as presented. Ms. Riggs made the motion, seconded by Ms. Holtz. Without discussion, Chair Rye 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. There was one (1) abstention: Chair Rye (missing a large portion of the meeting due to delayed travel.) The motion passed, 10-0-1.

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

Chair Rye 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. Chair Rye mentioned information regarding speaker process, decorum and order, and submitting comments via group email.

There were twelve (12) in person speakers (including two (2) student speakers) and ten (10) online speakers; topics discussed were out of school zone attendance; teacher retention; 30+ year step scale; library books; challenged books; parental rights; cell phone policy; materials/books in schools.

The Public Comments ended at 7:16 p.m.

12. **Information**

- A. Program Evaluation Schedule for 2022-2023: Heidi L. Janicki, Ph.D., Director of Research and Evaluation, Office of Planning, Innovation, and Accountability presented the School Board the schedule of program evaluations that will be completed by the Office of Planning, Innovation, and Accountability (PIA) during the 2022-2023 school year; the evaluations presented this year will include the following: **Environmental Studies Program:** Year 2 Comprehensive Evaluation – at the Chesapeake Bay Foundation's Brock Environmental Center, **Positive Behavioral Interventions and Supports (PBIS):** Year 2 Tier I Evaluation – focused on Tier 1 practices, **Achieve3000:** Comprehensive Evaluation – supplemental online literacy program, **Renaissance Academy Alternative Education Program:** Evaluation Readiness Report – to be presented next, **English as a Second Language (ESL) Program:** Evaluation Update – evaluation update was recommended from last year's ESL evaluation; mentioned Policy 6-26: Evaluation of New and Existing Programs; the proposed program evaluation schedule for the 2022-2023 school year is as follows: **Positive Behavioral Interventions and Supports (PBIS):** Year 3 Evaluation (Advanced Tiers) –

focus will be on the implementation of advanced tiers II and III of the PBIS framework across the division and will continue to examine outcome data, **Gifted Resource -Cluster Program: Comprehensive Evaluation** - will address aspects of program operation as well as outcomes, **Renaissance Academy Alternative Education Program: Year 1 Implementation Evaluation** - will focus on program operation and baseline data for student outcomes, **Canvas: Year 1 Implementation Evaluation** – a learning management system.

- B. Renaissance Academy Alternative Education Program: Evaluation Readiness Report: Noël G. Williams, Ph.D., Program Evaluation Specialist, Office of Planning, Innovation, and Accountability presented the School Board the Renaissance Academy Alternative Education Program: Evaluation Readiness Report, including the program’s goals and objectives and recommended evaluation plan; provided background information; the Renaissance Academy (RA) opened in 2010 to meet the needs of students who are not experiencing success in regular secondary (6-12) settings and to offer other alternative education opportunities that 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); noted there were four goals and 18 objectives developed with the assistance for the Renaissance Academy staff; the four goals are:

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

Reviewed the evaluation recommendation and plan; conduct a three-year evaluation of alternative education as follows: 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; the evaluation focus areas will include: Operational components (i.e., purpose of alternative education, services provided, referral and transition process/criteria), student characteristics, staff characteristics, parent/family involvement/engagement, progress towards goals and objective, stakeholder perceptions, cost. The presentation continued with questions and comments regarding vocational training; Foreign Language; distance learning; stakeholders’ perception; educate public; update on things happening at Renaissance Academy; graduation and Goal 4 – at the graduation this year students shared thoughts and future goals.

- 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

Donald E. Robertson, Ph.D., Chief of Staff presented the following based on 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); provided an overview of the presentation agenda; reviewed policy development authority and process; policy development process – Policy Review Committee (PRC) (comprised of three (3) School Board members, School Board Attorney, Chief of Staff, and Coordinator of Policy and Intergovernmental Affairs) meets monthly to review scheduled policies for review, approved changes to policies by the PRC become an Information item in an upcoming School Board meeting for discussion, in the following 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 – reviewed authority, process, and 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 – reviewed process and 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.

Reviewed regulation development authority and process; committee composed of School Board Attorney, Chief of Staff, Coordinator of Policy and Intergovernmental Affairs (CPIA), and Other Chief Officers or designees with

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supervisory oversight in the specific area; process - CPIA has established a process to review policies monthly as required by law, 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, final approval rests with School Board Attorney or 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 – reviewed process and 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 School Board would be addressed; Regulation 7-12.1 Complaints from Citizens: Challenged Controversial Curricular Materials – reviewed process and 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. The presentation continued with questions and comments regarding thanks for putting request on agenda; Bylaw 1-33; changes and revisions in Regulation 7-12; request to have PRC look at Regulations 7-12.1 and 6-61.2; PRC looks at polices; topics discussed in workshop – non-curricular books , library books, parent options; State recommendations; library books and curriculum materials; community input – not limiting citizens; appeal process; Senate Bill 656; parent partnership in classroom; parental forms; professionalism; request that School Board Attorney to provide School Board any updates on State recommendations.

- D. 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 August 10, 2022 meeting; School Board Attorney, Kamala Lannetti presented the following:
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/Communications 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 and Drug Abuse 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 editor's 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. There was a brief discussion regarding guidelines for homework that may be differentiated by grade levels.
 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.
- A brief discussion followed regarding Appendix B not being on the agenda; the PRC Chair asked to have Appendix B go back to the Policy Review Committee; following procedure; request from PRC Chair to return to PRC; questions about the policy/Appendix B.

13. Return to public comments if needed: As noted under agenda item #11, Public Comments ended at 7:16 p.m.

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

- A. Resolutions:
1. Suicide Prevention Week
 2. National Hispanic Heritage Month
- B. Policy Review Recommendations: 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.
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.

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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.
- C. Religious Exemption(s): 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.

Chair Rye called for a motion approve the items on the Consent Agenda as presented. Ms. Riggs made the motion, seconded by Ms. Hughes. Ms. Weems made a substitute motion to have two (2) votes on the Consent Agenda, first vote on the resolutions then a second vote on the remaining Consent items. Chair Rye asked School Board Attorney, Kamala H. Lannetti for clarification of the process. Ms. Manning made the second to Ms. Weems substitute motion. Ms. Lannetti confirmed the substitute motion as follows: to split the consent items 14.A.1-2 for a vote and a second vote on consent items 14.B.1-6 and 14.C. Ms. Weems confirmed and agreed with the motion, and Ms. Manning confirmed her seconded to the motion. Chair Rye called for a vote to approve the substitute motion. The School Board Clerk announced there were ten (10) ayes in favor of the substitute motion: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. There was one (1) nay opposed to the substitute motion: Ms. Holtz. The motion passed, 10-1-0.

Chair Rye called for a motion to approve the resolutions. Ms. Owens made the motion, seconded by Ms. Manning. Chair Rye asked for the resolutions to be read. Ms. Riggs read the following resolution:

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

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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

Ms. Owens read the following resolution:

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.

Chair Rye called for a vote on the two (2) resolutions as presented. The School Board Clerk announced there was a unanimous vote. The motion passed, 11-0-0.

Chair Rye called for a motion to approve the Policy Review Recommendations, which were previously read and the Religious Exemptions. Ms. Felton made the motion, seconded by Vice Chair Melnyk. Chair Rye called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs. There was one (1) nay opposed to the motion: Ms. Weems. The motion passed, 10-1-0.

15. Action

- A. Personnel Report / Administrative Appointments: Chair Rye called for a motion to approve the August 23, 2022 personnel report and administrative appointments. Ms. Anderson 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 23, 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. Superintendent Spence introduced the following: Alexis A. Downham, Administrative Assistant, Bayside Middle School as Assistant Principal, Bayside Middle School; Simone S. Boothe, Esq., Attorney, City of Portsmouth as Associate School Board Attorney, Department of Legal Services; and Kelly J. Singer, Professional Learning Specialist, Office of Professional Growth and Innovation as Coordinator, Professional Learning, Office of Professional Growth and Innovation.
- B. Policy Review Recommendations: Note: Chair Rye stepped down from the dais for a moment.
1. Policy 3-65/Security of Buildings and Grounds/Cell Phones and other Portable Telecommunications Devices: Vice Chair Melnyk called for a motion to approve Policy 3-65/Security of Buildings and Grounds/Cell Phones and other Portable Telecommunications. Ms. Manning made the motion, seconded by Ms. Holtz. Vice Chair Melnyk opened the floor for discussion; a discussion followed regarding use in nurses' office; smart watches; ear buds and cell phones; access in hallways and cafeterias; bus drivers; different levels of infractions; accommodations; health plan; carrying a phone on their person if do not have a backpack/purse; good processes in place for emergencies (AlertNow messages); support for no phones during instructional time; need parents help regarding policy; disciplinary guidelines; documentation to families; Code of Student Conduct; issue with screen time; thanks to staff. Without further discussion, Chair Rye called for a vote on Policy 3-65. The School Board Clerk announced the motion passed unanimously, 11-0-0.
 2. Regulation 3-65.1/Cellular Phones and Personal Communication Devices – Use During Instructional Time Prohibited: Chair Rye called for a motion to approve Regulation 3-65.1. Vice Chair Melnyk made the motion, seconded by Ms. Anderson. Chair Rye opened the floor for discussion; Matthew Delaney, Chief Schools Officer discussed wireless headphones verses wired headphones; disciplining of students be consistent; modeling technology behavior. Without further discussion, Chair Rye called for a vote on Regulation 3-65.1. The School Board Clerk announced the motion passed unanimously, 11-0-0.

- 16. Committee, Organization or Board Reports**: Ms. Felton shared on August 25, she will be at the VSBA Executive Board meeting in Charlottesville, any suggestions, or concerns to bring to the meeting – reach out to Ms. Felton, a link to the meeting should have been sent to School Board members, also Ms. Felton attended the Care Fair and mentioned it was a wonderful event.

- 17. Return to Administrative, Informal, Workshop or Closed Session matters**: At 9:36 p.m., Vice Chair Melnyk made a motion, seconded by Ms. Hughes 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. Contract Amendments to the Superintendent's employment contract.

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3. 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.

There were ten (10) ayes in favor of the motion to recess into Closed Session: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs.

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

A.7. & A.8. CONSULATION WITH LEGAL COUNSEL

Namely to discuss status of pending litigation matters: School Board members: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs; Kamala H. Lannetti, School Board Attorney; Anne C. Lahren, Attorney, Pender & Coward; Regina M. Toneatto, Clerk of the Board.

Note: Anne C. Lahren, Attorney, Pender & Coward left the Closed Session at 10:11 p.m.

A.1. PERSONNEL MATTERS

Namely to discuss:

3. Audit Committee recommendations regarding changes to the Office of Internal Audit and the reposting of the job advertisement for the Internal Audit position: School Board members: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs; Kamala H. Lannetti, School Board Attorney; Regina M. Toneatto, Clerk of the Board.
2. Contract Amendments to the Superintendent's employment contract: School Board members: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs; Kamala H. Lannetti, School Board Attorney; Regina M. Toneatto, Clerk of the Board.
1. Request for payment of legal fees for an employee: School Board members: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs; Kamala H. Lannetti, School Board Attorney; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 10:22 p.m.

Certification of Closed Session: Vice Chair Melnyk read the Certification of Closed Meeting:

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

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

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

Ms. Holtz made the motion, seconded by Ms. Riggs. The motion passed with ten (10) ayes: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs

Vice Chair Melnyk read the following resolution for a vote:

**RESOLUTION
REGARDING PAYMENT OF EMPLOYEE LEGAL FEES**

WHEREAS: That on November 10, 2021, a VBCPS middle school teacher was charged with assault and battery of a minor student; and

WHEREAS: That the charge against the teacher was dismissed by the Virginia Beach General District Court on April 4, 2022, and the charge was later expunged from the teacher's criminal record by the Circuit Court May 18, 2022; and

WHEREAS: That the teacher and her attorney are seeking payment of legal fees in accordance with Policy 2-59 in the amount of \$1,514.00 in legal fees and costs incurred in defending this charge and having her criminal record expunged; and

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

NOW, THEREFORE, be it:

RESOLVED: That the School Board authorizes payment of the employee's legal fees and costs in the amount of \$1,514.00;

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

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

Chair Rye called for a motion to approve to resolution as presented. Ms. Manning made the motion, seconded by Ms. Anderson. Chair Rye called for a vote. The School Clerk announced there were ten (10) ayes in favor of the motion: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 10-0-0.

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Vice Chair Melnyk read the following: That the School Board adopt Amendment #12 to the Superintendent's Contract and that the School Board Chair, School Board Attorney, and the School Board Clerk are authorized to take all necessary actions regarding the completion of the Amendment. Chair Rye called for a motion to approve. Ms. Holtz made the motion, seconded by Ms. Riggs. Chair Rye called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were two (2) nays opposed to the motion: Ms. Hughes and Ms. Manning. The motion passed, 8-2-0.

- 18. Adjournment:** Chair Rye adjourned the meeting at 10:27 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Budget Calendar: School Operating Budget FY 2022/23 and
Subject: Capital Improvement Program (CIP) 2022/23 – 2027/28 Item Number: 12A

Section: Information Date: September 13, 2022

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

It is recommended that the School Board review and approve the attached Budget Calendar for the FY 2023/24 Operating Budget and the 2023/24 – 2028/29 Capital Improvement Program.

Background Summary:

The Budget Calendar contains specific dates/time frames for the key components and activities of the budget development process. It is an important guide for management and the School Board regarding the schedule of events that results in an approved budget.

Source:

School Board Policy 3-6
Code of Virginia §22.1-93

Budget Impact:

Funds are budgeted in the various funds and budget unit codes for FY 2023/24.

Budget Calendar
FY 2023/24 School Operating Budget
FY 2023/24-FY 2028/29 Capital Improvement Program

2022

September	The Budget Calendar is developed
September 13	The Budget Calendar is presented to the School Board for information
September 27	The Budget Calendar is presented to the School Board for action
October - December	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
November 15 (Tentative)	A Five-Year Forecast is presented to the School Board and the City Council
December 13	A public hearing is held to solicit stakeholder input for consideration in the development of the Superintendent's Estimate of Needs document (<i>no document available at this time</i>)
December (3 rd week)	State revenue estimates are released by the Virginia Department of Education

2023

January 2 - 11	Budget requests are reviewed, refined, and summarized by the Office of Budget Development
January	The recommended School Operating Budget and Capital Improvement Program are presented to the Superintendent and the Planning and Performance Monitoring Committee
February 7	The Superintendent's Estimate of Needs and the Capital Improvement Program are presented to the School Board
February 14	School Board Budget Workshop #1 is held - Time TBD
February 14	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
February 21	School Board Budget Workshop #2 is held - Time TBD
February 28	Budget Workshop #3 - Time TBD
March 7	The School Board Proposed Operating budget and the Capital Improvement Program are adopted by the School Board
April (TBD by City)	The School Board Proposed Operating Budget and the Capital Improvement Program are presented to the City Council (Sec. 15.1-2508)
No Later Than May 15	The School Operating Budget and the Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)



Subject: Standards of Learning Student Performance – 2021-2022 **Item Number:** 12B

Section: Information **Date:** September 13, 2022

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

Prepared by: Tracy A. LaGatta, Director of Student Assessment
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

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

Presenter(s): Tracy A. LaGatta, Director of Student Assessment
Office of Planning, Innovation, and Accountability

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

Recommendation:

That the School Board receive information related to the 2021-2022 Standards of Learning Student Performance, *A Closer Look*, presentation.

Background Summary:

The Virginia Department of Education has released annual [SOL pass rates](#). The SOL pass rates are based on test scores earned on [Virginia SOL tests](#) taken by students in grades 3 through 12. These pass rates are posted as a part of [Virginia's School Quality Profiles](#). The Office of Student Assessment will review these pass rates, compare the rates for our division to the state and other comparable and local school divisions. The Department of Teaching and Learning will share information related to how they are supporting schools in response to these data.

Source:

The Virginia Department of Education Website.

Budget Impact:

None



2021-2022
Standards of Learning
Student Performance
A Closer Look

Office of Planning, Innovation and Accountability
Department of Teaching and Learning

Tuesday, September 13, 2022

2021-2022 Virginia's Annual Pass Rates

- VDOE Annual Pass Rate Data
- Compare VBCPS Data to State Data and Other Divisions
- Support for Areas of Focus



Impact of COVID-19 on Schools and SOL Assessments

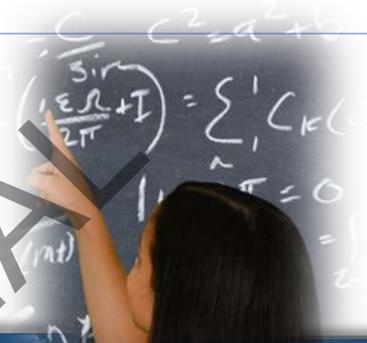
- March 2020
 - School closure due to pandemic
 - SOL testing cancelled
- School Year 20-21
 - Some grade levels back in school
 - Four days a week
 - Teacher and student illness and quarantine
 - Lower than normal SOL test participation
- School Year 21-22
 - All students back in school five days a week
 - Teacher and student illness and quarantine continued
 - Staffing challenges
- **Despite the challenges, SOL pass rates are moving in the right direction and compare favorably to the state and other school divisions**



PASS RATES BY TEST

Division Pass Rates Summary

MATHEMATICS SOL TEST



Math	18 -19 Pass Rate	19-20 Pass Rate	20-21 Pass Rate	21-22 Pass Rate	Change from 18-19	Change from 20-21
Grade 3	89		64	75	-14	11
Grade 4	90		67	74	-16	7
Grade 5	89		66	77	-12	11
Grade 6	79		57	66	-13	9
Grade 7	66		34	45	-21	11
Grade 8	88		67	72	-16	5
EOC Algebra I	94		77	89	-5	12
EOC Geometry	87		80	89	2	9
EOC Algebra II	95		88	93	-2	5
Overall Mathematics	88		69	76	-12	7

Testing Cancelled

Division Pass Rates Summary

READING AND WRITING SOL TESTS



Reading	18-19 Pass Rate	19-20 Pass Rate	20-21 Pass Rate	21-22 Pass Rate	Change From 18-19	Change from 20-21
Grade 3	79	Testing Cancelled	71	76	-3	5
Grade 4	85		77	81	-4	4
Grade 5	88		74	82	-6	8
Grade 6	84		79	80	-4	1
Grade 7	85		80	82	-3	2
Grade 8	83		82	81	-2	-1
Grade 11 (EOC)	91		84	91	0	7
Overall Reading	85			78	82	-3

Writing	18-19 Pass Rate	19-20 Pass Rate	20-21 Pass Rate	21-22 Pass Rate	Change From 18-19	Change from 20-21
Grade 8	75	Testing Cancelled	Local Assessment	66	-9	NA
Grade 11 (EOC)	86		79	82	-4	3
Overall Writing	81			79	74	-7

Division Pass Rates Summary

SCIENCE SOL TEST



Science	18-19 Pass Rate	19-20 Pass Rate	20-21 Pass Rate	21-22 Pass Rate	Change From 18-19	Change from 20-21
Grade 5	83	Testing Cancelled	57	69	-14	12
Grade 8	84		74	70	-14	-4
EOC Earth Science	88		88	92	4	4
EOC Biology	87		72	76	-11	4
EOC Chemistry*	77		45	57	-20	12
Overall Science	85		69	75	-10	6

***Chemistry - 149 test takers divisionwide in 21-22 compared to 568 in 18-19**

Division Pass Rates Summary

HISTORY SOL TEST



History	18-19 Pass Rate	19-20 Pass Rate	20-21 Pass Rate	21-22 Pass Rate	Change From 18-19	Change from 20-21
VA Studies (Gr 5)	85		63	73	-12	10
Civics & Economics (Gr 8)	88		82	81	-7	-1
EOC World Geography	93		76	80	-13	4
EOC World History I	78		58	67	-11	9
EOC World History II*	80		34	46	-34	12
EOC VA & US History*	71		56	63	-8	7
Overall History	83		67	74	-9	7

Testing Cancelled

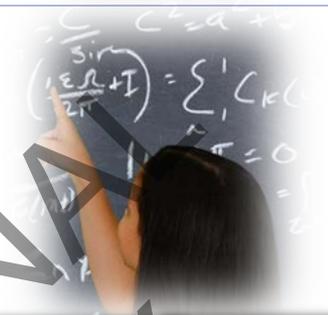
***WH II - 632 test takers divisionwide in 21-22 compared to 3889 in 18-19**
VA&US - 614 test takers divisionwide in 21-22 compared to 5268 in 18-19



PASS RATES BY REPORTING GROUP

Reporting Group Summary

MATHEMATICS



Reporting Groups	18-19 Pass Rate	19-20 Pass Rate	20-21 Pass Rate	21-22 Pass Rate	Change From 18-19	Change from 20-21
All Students	88		69	76	-12	7
Asian	96		84	90	-6	6
Black	77		46	59	-18	13
Hispanic	86		62	72	-14	10
Multiracial	89		68	78	-11	10
White	92		77	84	-8	7
Female	89		69	77	-12	8
Male	86		68	76	-10	8
Economically Disadvantaged	81		54	65	-16	11
English Learners	74		47	55	-19	8
Students with Disabilities	59		39	43	-16	4

Testing Cancelled

Reporting Group Summary

READING



Reporting Groups	18-19 Pass Rate	19-20 Pass Rate	20-21 Pass Rate	21-22 Pass Rate	Change From 18-19	Change from 20-21
All Students	85		78	82	-3	4
Asian	92		88	90	-2	2
Black	73		59	68	-5	9
Hispanic	82		72	79	-3	7
Multiracial	87		78	84	-3	6
White	91		85	89	-2	4
Female	88		80	84	-4	4
Male	82		76	80	-2	4
Economically Disadvantaged	77		65	73	-4	8
English Learners	46		34	47	1	13
Students with Disabilities	51		47	48	-3	1

Testing Cancelled



COMPARISON VBCPS AND STATE

Pass Rate Comparisons Grades 3-8

BETWEEN VBCPS AND
THE COMMONWEALTH OF
VIRGINIA

Level	Test Name	18-19	19-20	20-21	21-22
3	Reading	8		3	6
4	Reading	10		9	9
5	Reading	10		8	10
6	Reading	7		10	10
7	Reading	6		9	10
8	Reading	7		13	9
8	Writing	5		NA	9
Mathematics					
3	Mathematics	7		10	8
4	Mathematics	7		11	8
5	Mathematics	8		15	13
6	Mathematics	1		12	9
7	Mathematics	(-12)		(-11)	(-10)
8	Mathematics	11		24	15
Science					
5	Science	4		7	8
8	Science	6		16	9
VA Studies					
5	VA Studies	4		10	7
8	Civics	6		21	11

Testing Cancelled

Pass Rate Comparisons End-of-Course (EOC)

BETWEEN VBCPS AND THE COMMONWEALTH OF VIRGINIA

Level	Test Name	18-19	19-20	20-21	21-22
EOC	Reading	5		3	6
EOC	Writing	5		3	8
EOC	Algebra I	8		14	9
EOC	Geometry	4		7	9
EOC	Algebra II	4		10	7
EOC	Earth Science	7		21	20
EOC	Biology	4		6	6
EOC	Chemistry	(-11)		(-7)	(-7)
EOC	Geography	13		18	14
EOC	World History I	(-2)		5	1
EOC	World History II	(-1)		(-10)	(-2)
EOC	VA & US History	3		27	25

Testing Cancelled



COMPARISON WITH OTHER DIVISIONS

Overall Standards of Learning Pass Rates by Subject Other Comparable School Divisions

	Reading	Writing	Math	Science	History
Virginia	73	65	66	65	66
Chesapeake	78	70	74	72	74
Chesterfield County	71	63	62	64	64
Fairfax County	79	78	74	72	77
Henrico County	70	61	61	65	64
Loudon County	80	81	74	75	81
Stafford County	73	54	61	65	65
Prince William County	75	70	67	63	70
Virginia Beach	82	74	76	75	74
Williamsburg - James City County	77	68	72	71	69

Overall Standards of Learning Pass Rates by Subject Hampton Roads Cities

	Reading	Writing	Math	Science	History
Virginia State Scores	73	65	66	65	66
Chesapeake	78	70	74	72	74
Hampton	71	63	68	62	64
Newport News	58	50	51	48	44
Norfolk	61	48	46	47	49
Portsmouth	61	48	49	45	52
Suffolk	71	63	62	58	55
Virginia Beach	82	74	76	75	74

SOL Pass Rate Comparisons with Other Divisions: Performance by Student Group

An examination of pass rates by subject and student group revealed:

- Economically disadvantaged students in VBCPS had higher pass rates in all subject areas relative to local and comparable divisions
- Hispanic students and English Language Learners in VBCPS had higher pass rates in all subject areas relative to comparable divisions
- Fewer instances where Black students and students with disabilities in VBPCS outperformed peers from local or comparable divisions



IN SUMMARY

Annual Pass Rate Summary

Accomplishments

- Pass rates are improving
- Reading pass rates – single digit differences
- Scores at pre-pandemic or higher in grade 11 reading, geometry and earth science
- VBCPS outperformed the state in most tests (26 out of 29)
- VBCPS outperformed comparable school divisions in reading and math
- VBCPS outperformed local school divisions in all areas but history

Annual Pass Rate Summary

Areas of Focus

- Mathematics
 - Grades 3 – 8, special emphasis on Grade 7 Mathematics
- Science (exception of Earth Science)
- History
 - Virginia Studies (Grade 5)
 - World Geography
 - World History I
 - World History II
- Students with Disabilities, English Learners and Black Students



School Support in 2022-23

Response to Standards of Learning Student Performance

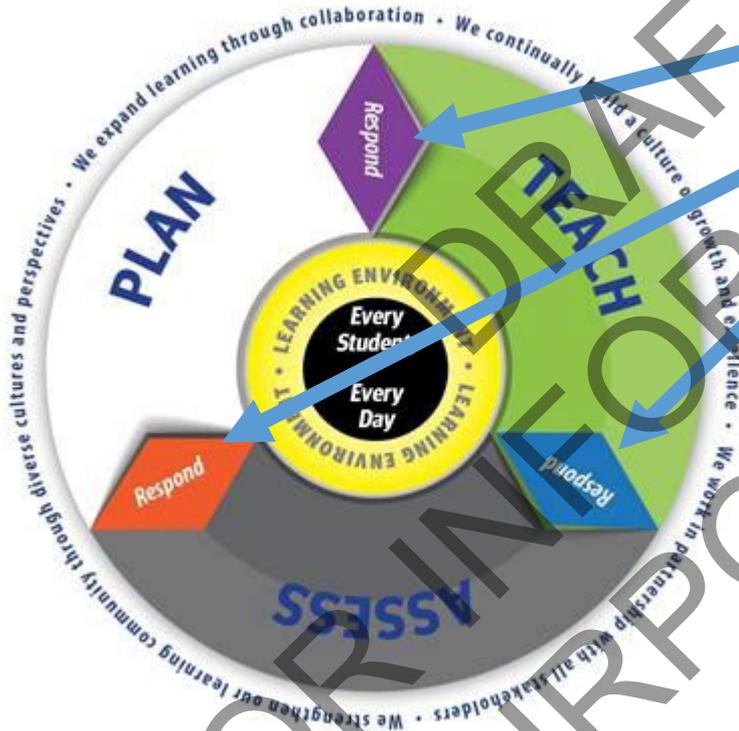
School Board Meeting

Sept. 13, 2022

FOR INFORMATIONAL PURPOSES ONLY

Continuing to Address Student Needs

Teaching and Learning Framework



RESPOND



Guiding Our Path

Compass to 2025
Strategic Action Agenda for 2022-2023

"We've got to stop and celebrate one another and our victories, no matter how small. Yes, there's more work to be done and things could go sideways in an hour, but that will never take away from the fact that we need to celebrate an accomplishment right now." ~ Brene Brown

Supporting Staff and Celebrating Success

Foster a positive work environment for all staff by helping them identify how their work meaningfully impacts the lives of others, providing opportunities for collaborative problem solving, and taking time to celebrate accomplishments.

is foundational for

Advancing Educational Equity

Advancing educational equity for every student every day by:

- Engaging in growth opportunities and professional learning to understand how to positively impact student access and outcomes.
- Fostering opportunities for students, staff, and families to provide their perspectives, share in decision making, and initiate strategies to improve systems and practices.
- Implementing the strategies that emerge from the division's educational equity plan.



COMPASS TO 2025 STRATEGIC FRAMEWORK
STUDENT CENTERED FOR STUDENT SUCCESS

GOAL 1

EDUCATIONAL EXCELLENCE

Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile.

EQUITY EMPHASIS

Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Pursue opportunities to expand early childhood education offerings.
2. Further integrate reading and writing across the curriculum and implement a plan for monitoring and improving achievement in these areas.

GOAL 2

STUDENT WELL-BEING

Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.

EQUITY EMPHASIS

Engage in culturally responsive practices divisionwide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.
2. More deeply integrate social-emotional learning (SEL) into the PreK-12 curriculum.
3. Engage in culturally responsive practices at the classroom level.

GOAL 3

STUDENT OWNERSHIP OF LEARNING

Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.

EQUITY EMPHASIS

Identify and address inequities in learning opportunities for students by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Partner with students to create inquiry-based and experiential learning opportunities with an emphasis on global, cross-curricular and real-world connections.
2. Enable student ownership of learning through goal-setting and reflection with opportunities to make decisions in the classroom.



K-12 Response

- **Further provide professional learning to ensure administrators and teachers have the tools and knowledge to respond to the academic, social, emotional, and behavioral needs of their students**
- **Enhance curriculum to ensure teachers have access to effective Tier I instruction to a greater extent**
- **Scale administrative observational feedback and alignment to instructional practices**

Support Structure for schools

Differentiated Support

Some schools



Universal Support

All schools

Comprehensive Local Assessment Plan

Assessment for Unfinished Learning Dates- Elementary

	Fall	Mid-Year	End-of Year
Pre-K and Kindergarten	VKRP Oct. 3-Oct. 21 Data available Oct. 25 PALS Oct. 17- Nov. 3 Data available Nov. 18	PALS Jan. 9-Jan. 27 Data available Feb. 10	VKRP April 24-May 19 Data available June 2 PALS Apr 24 – May 12 Data available May 26
1	PALS Sept. 19- Oct. 7 Data available Oct. 21 Math Fall Formative Sept. 12-Sept. 30 Data available Oct. 16	PALS Jan 9 – Jan 27 Data available Feb 10 Math Winter Formative Feb. 27-March 17 Data available March 24	PALS Apr 24 – May 12 Data available May 26
2	PALS Sept. 19- Oct. 7 Data available Oct. 21 Math Fall Formative Sept. 12-Sept. 30 Data available Oct. 16	PALS Jan 9 – Jan 27 Data available Feb 10 RI Jan. 9 - Jan. 27 Data available Feb. 10 Math Winter Formative Feb. 27-March 17 Data available March 24	PALS Apr 24 – May 12 Data available May 26 RI April 24-June 2 Data available June 16
3	PALS Sept. 19- Oct. 7 Data available Oct. 21 RI Sept. 19-Oct. 7 Data available Oct. 25 VDOE Fall Growth Assessment Sept. 22 Math Sept. 28 Reading	PALS Jan 9 – Jan 27 Data available Feb 10 RI Jan. 9 - Jan. 27 Data available Feb. 10 VDOE Winter Growth Assessment Feb. 6 Math Feb. 0 Reading	PALS Apr 24 – May 12 Data available May 26 RI April 24-June 2 Data available June 16 VDOE SOL Tests May 25 Reading June 2 Math
4-5	RI Sept. 19-Oct. 7 Data available Oct. 25 DSA Sept. 19-Oct. 7 Data available Oct. 25 VDOE Fall Growth Assessment 4th Sept. 20 Math Sept. 27 Reading	RI Jan. 9- Jan. 27 Data available Feb. 1 Math, Science, and Social Studies Benchmark Feb. 2-Feb. 25 Data available March 1 DSA Jan. 9- Jan. 27 Data available Feb. 1	RI April 24-June 2 Data available June VDOE SOL Tests 4th May 24 Reading June 1 Math 5th May 23 Reading May 31 Math

Language Arts Response

- **Professional Learning**

- LETRS cohort with continued focus on Science of Reading
- New materials for intervention and tutoring
- Strategies to support students with a variety of needs (504, ELL, SWD)

- **Curriculum**

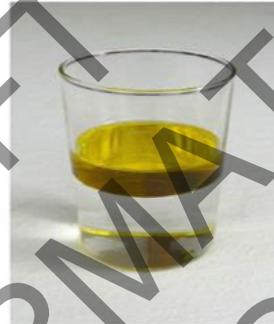
- Content integration (writing) opportunities added to curriculum



Writing and Content

In grades 3-5, science writing choice board activities have been created for teachers to use as independent practice during the language arts block.

Oil and Water



Look at the image. Explain what is happening with the oil and water.

- *What are your observations?(Evidence)*
- *What science words or ideas does this make you think about?*
- *What do you think is happening and why?*

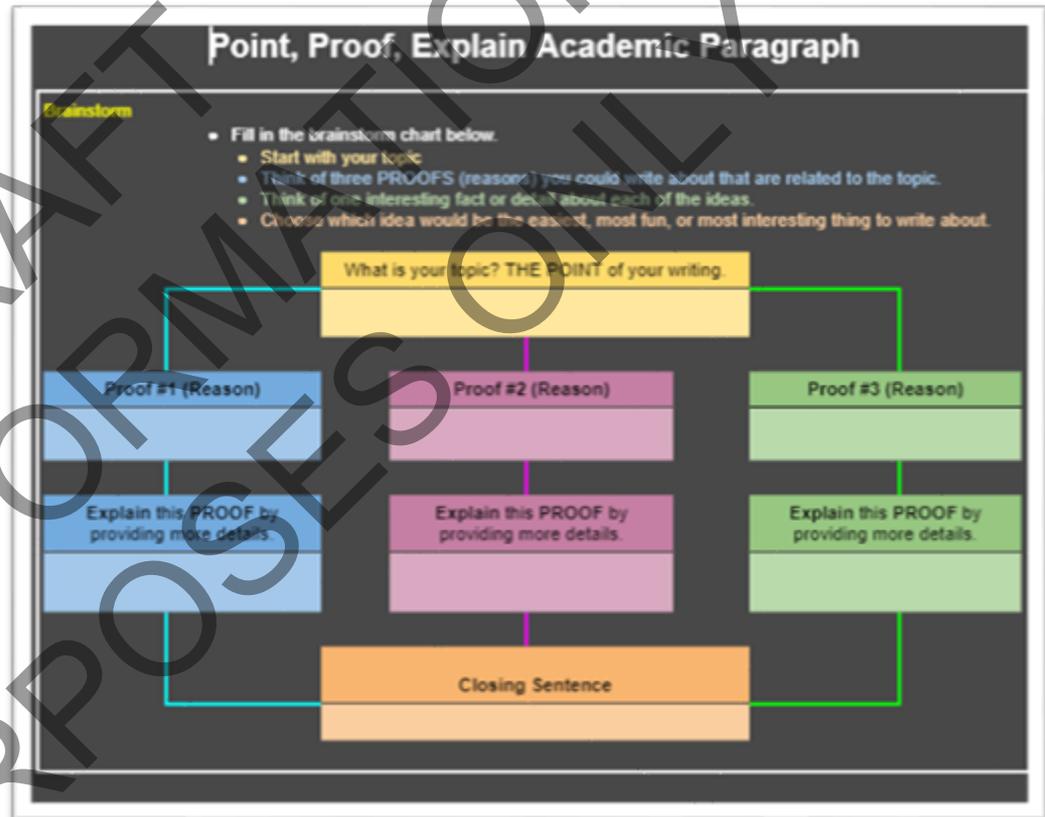
Elementary Language Arts Home Assessments Visual Resources Emergent Reader Beginning Reader More ▾

VBCPS Small Group Reading Instruction

This site is designed to support small group reading instruction. The resources are organized by stage of literacy and the specific needs of the reader at each level. Tabs to access the resources are located at the top right-hand side of this site. Additional information regarding elementary language arts instruction can be found in the curriculum front matter documents linked below.

Writing in Content Courses

Secondary content teachers use the PPE model (Point, Proof, Explain) for writing



Math Response

- **Professional Learning**
 - Assessment, data analysis and response
 - Strategies to support students with a variety of needs (504, ELL, SWD)
- **Curriculum**
 - Continued emphasis on rigorous instruction, manipulative use and balanced assessment practices
 - Slight adjustments to pacing to provide time for growth measures
 - Curriculum updates to highlight science integration opportunities in elementary



Elementary Math Rich Tasks

Carnival Prizes

Jamal is in charge of buying prizes for the school carnival. He needs exactly 250 total prizes. What could he buy? Find at least 2 combinations of prizes he could buy. Use pictures, numbers and words to explain your solution.

Prize item	How it is packaged
Bouncy balls	50 in each package
Water Squirters	25 in each package
Whistles	75 in each package
Glow sticks	10 in each package

Secondary Math Rich Tasks



Road Trip

Name _____

Date _____

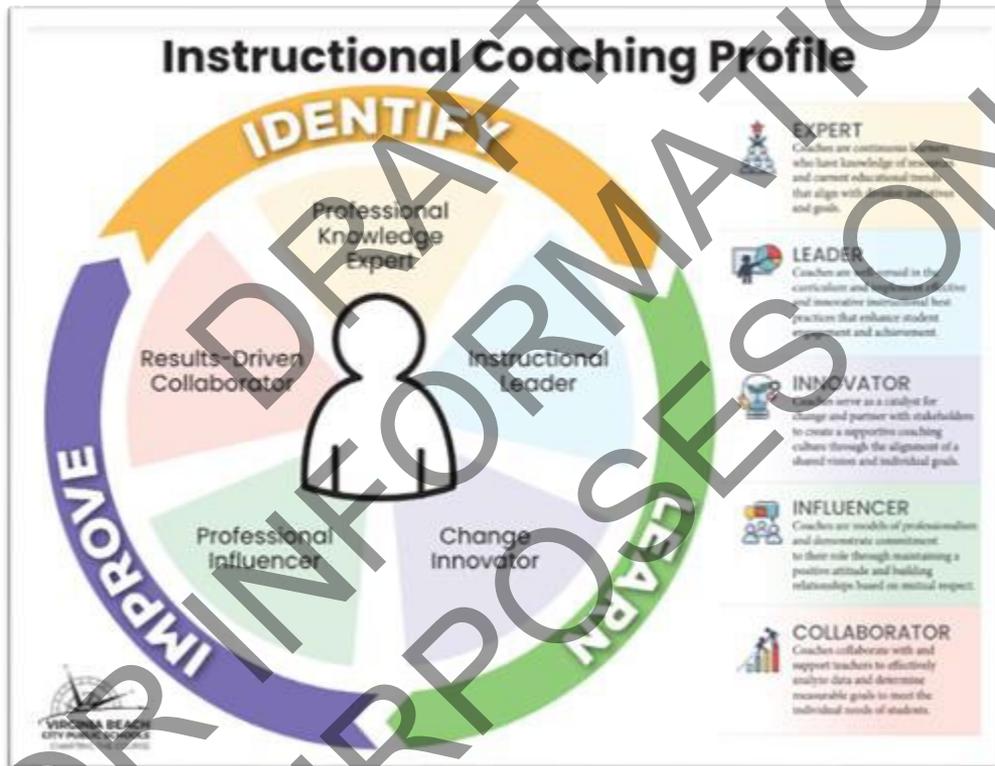
You are planning a one-day road trip, but you don't have a car. You have investigated rental cars available from companies in the area and have decided to rent a car from either Prestige Auto or Getaway Auto.

1. Prestige Auto charges \$35 a day plus 24¢ per mile. Fill in data in the chart below to indicate the charges you would incur for rental from Prestige Auto.

Miles Driven	Start up Cost	Cost for Miles Driven	Total Cost of Trip
0			
20			
40			
60			
80			
100			
120			
140			
160			

- Which values change in this situation? _____
- What causes the values to change? _____

Math and Literacy Coaches



Science

- Scientific and Engineering Practices
 - New rigorous 2018 standards
 - Emphasis on process, investigation, design and understanding

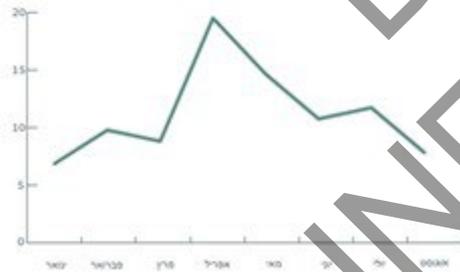
Science/Social Studies

- Emphasis on the strategy **'Explore before Explain'**



How do we measure the weather?

Explore



Explain

Standards Alignment

SCI.2.6.1

SCI.2.6.3

SCI.2.6.4

SCI.4.4.1

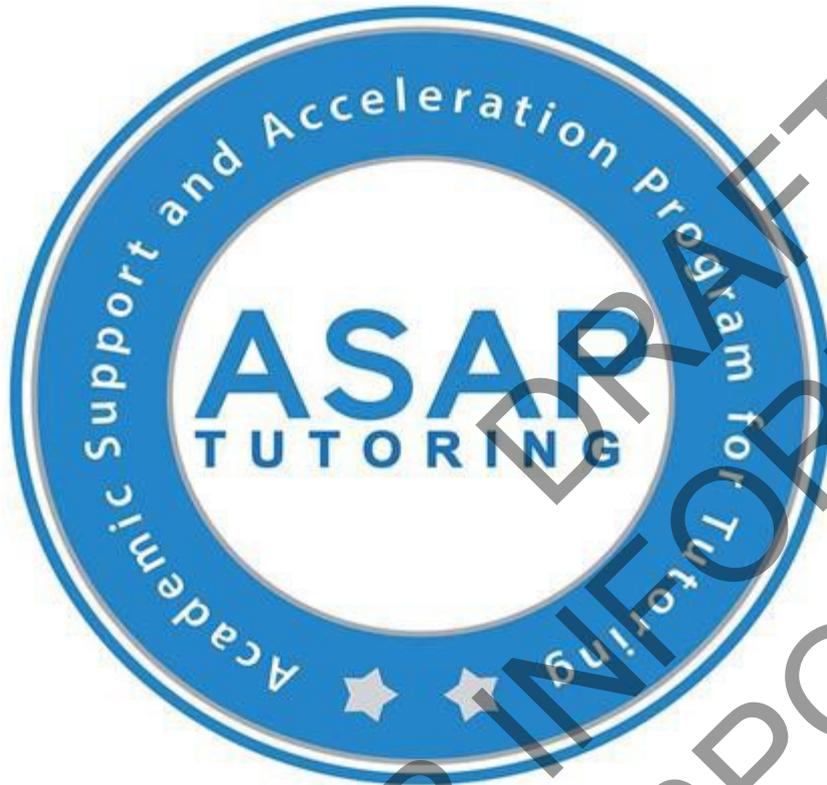
SCI.4.4.2

Social Studies

5E Instructional Model



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Academic
SUPPORT

f e v tutor

tutorED™

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Next Steps and Support

- Monitor Differentiated Support and Progress
- Leverage Data
- Focus on Feedback
- Focus on Coaching and Instructional Best Practices
- Develop Math and Literacy Plan At-a-Glance





School Support in 2022-23

Response to Standards of Learning Student Performance

School Board Meeting
Sept. 13, 2022



Subject: Environmental Studies Program: Year-Two Comprehensive Evaluation Item Number: 12C

Section: Information **Date:** September 13, 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 Environmental Studies Program: Year-Two Comprehensive Evaluation Report and the administration's recommendations.

Background Summary:

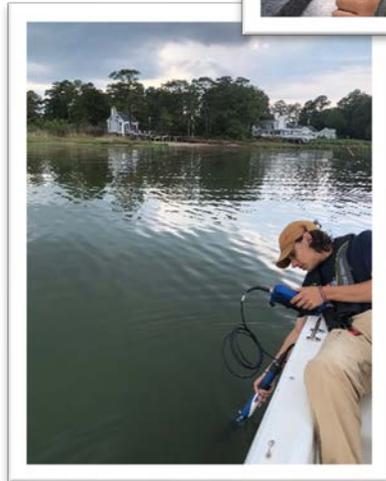
The Environmental Studies Program offers a unique opportunity for students to expand their understanding of sustainable economics and business innovation, social sustainability, and environmental sustainability and natural resource stewardship. Through experiential learning and community partnerships, students learn about sustainability and participate in hands-on Science, Technology, Engineering, and Math (STEM) experiences. Local environmental issues are used to contextualize students' challenge-based, collaborative, and design-thinking learning experiences. Integrated interdisciplinary instruction and service-learning projects broaden student knowledge of local and world issues pertaining to sustainability. The implementation of the program began in 2020-2021 with grade 11 students. Full implementation was achieved in 2021-2022 and included students in grades 11 and 12.

According to School Board Policy 6-26, the School Board approved the 2021-2022 Program Evaluation Schedule on September 14, 2021 that included a year-two evaluation of the Environmental Studies Program. In accordance with School Board Regulation 6-24.2, the comprehensive evaluation focused on the program outcomes, progress made toward meeting program goals and objectives, and program effectiveness. In addition, continued implementation of the program was assessed, especially in relation to the School Board approved proposal for the program. The evaluation also provided information about student characteristics, stakeholders' perceptions of the second year of operation, and the additional cost to the division compared with the proposed program budget. Recommendations were included based on the results of the evaluation.

Source:

School Board Policy 6-26
School Board Regulation 6-24.2
School Board Minutes September 14, 2021

Budget Impact:



Environmental Studies Program: *Year-Two Comprehensive Evaluation*

September 2022

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



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

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Introduction

Background

On November 13, 2018, the School Board approved the Environmental Studies Program to be opened at the Chesapeake Bay Foundation's Brock Environmental Center in September 2020. The program offers a unique opportunity for students to expand their understanding of sustainable economics and business innovation, social sustainability, and environmental sustainability and natural resource stewardship. Through experiential learning and community partnerships, students learn about sustainability and participate in hands-on Science, Technology, Engineering, and Math (STEM) experiences. Local environmental issues are used to contextualize students' challenge-based, collaborative, and design-thinking learning experiences. Integrated interdisciplinary instruction and service-learning projects broaden student knowledge of local and world issues pertaining to sustainability.

The implementation of the program began in 2020-2021 with grade 11 students. Full implementation was achieved in 2021-2022 and included students in grades 11 and 12. In year-two, the program was expected to serve approximately 100 students at full implementation. As part of the program, students take courses at their home high school, as well as at the Brock Environmental Center.

Purpose of Program Evaluation

This evaluation provides the School Board, the Superintendent, and the program leadership with information about the Environmental Studies Program's second year of implementation, as well as program outcomes. Because the Environmental Studies Program initiative is a new initiative and operated with local resources, evaluation of the Environmental Studies Program by the Office of Planning, Innovation, and Accountability's research and evaluation staff is required for a minimum of two years by School Policy 6-26. The School Board approved the Environmental Studies Program for an initial implementation evaluation on September 9, 2020, as part of the 2020-2021 program evaluation schedule. The year-one implementation evaluation report was presented to the School Board on October 12, 2021, with recommendations to continue the program with modifications related to providing an additional staff member to support instruction and assist the program's teaching coordinator. The School Board approved the recommendations on October 26, 2021.

The School Board approved a year-two evaluation on September 14, 2021, as part of the 2021-2022 program evaluation schedule. In accordance with School Board Regulation 6-24.2, the year-two evaluation is focused on the program outcomes, progress made toward meeting program goals and objectives, and program effectiveness. In addition, continued implementation of the program is assessed, especially in relation to the School Board approved proposal for the program. This evaluation addresses the extent to which the program was implemented as designed, information about student characteristics, progress toward meeting goals and objectives, stakeholders' perceptions of the second year of operation, and the additional cost to the division compared with the proposed program budget.

Program Overview

According to the proposal approved by the School Board, the program was established to offer a comprehensive curriculum to students who are interested in environmental science and sustainability. The program aims to prepare students for post-secondary education and provides opportunities to investigate careers related to the environment and sustainability. The program equips students with the skills to be globally competitive and to be successful in pathways after high school to become future scientists, politicians, and business leaders within the community and larger world. Through a personalized learning approach

coupled with advanced placement courses, graduates of the program will secure a high school diploma while benefiting from a variety of partnerships, including with the Chesapeake Bay Foundation and Virginia Wesleyan University. The Environmental Studies Program offers students the opportunity to pursue three curriculum strands within the program of study: Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship. Through studies within the three strands, students are provided opportunities to be immersed in experiential and meaningful coursework that prepares them for the world of ecological, equitable, and economic sustainability.

Program Goals and Objectives

According to the program proposal, the goal of the Environmental Studies Program is to empower students in the program to broaden their understanding of sustainability through the following:

- Utilizing the natural community as a context for learning about environmental and sustainability issues.
- Implementing environmental service-learning projects.
- Integrating interdisciplinary instruction.
- Incorporating challenge-based, collaborative, and design-thinking learning.
- Earning the Seal of Excellence in Science and the Environment upon high school graduation.

In addition, another goal of the program is to establish collaborative agreements with institutions of higher education that will result in on-going program development and assessment. The specific goals, as well as data assessing progress toward meeting these goals, are outlined in this report.

Evaluation Design and Methodology

Evaluation Design and Data Collection

During the year-two evaluation, the program reached full implementation, and the evaluation focuses on program outcomes, progress made toward meeting the program's goals and objectives, and program effectiveness. The evaluation methods include the use of multiple instruments and data sources. Quantitative data were gathered from the school division's data warehouse and through closed-ended survey items. Qualitative data were collected through document reviews, interviews, and open-ended survey questions. The Office of Research and Evaluation program evaluators employed the following data collection methods:

- Examined the Environmental Studies Program Proposal (November 2018) and program documentation.
- Collected student data from the VBCPS data warehouse for analyzing participant characteristics.
- Collected data on students' academic performance in courses and scores on the Advanced Placement (AP) Environmental Studies exam.
- Administered a perception survey to grade 11 and 12 students in the Environmental Studies Program.
- Administered a perception survey to parents of students in the Environmental Studies Program.
- Conducted two interviews and communicated with the grade 11 teacher and/or the Environmental Studies Program teaching coordinator during the year.
- Collected cost information for the Environmental Studies Program from the Department of Teaching and Learning, the Department of Human Resources, the Office of Business Services, and the Office of Transportation Services and Fleet Management.

VBCPS Data Warehouse

Student data analyzed as part of the year-two evaluation were extracted from the VBCPS data warehouse. These data included enrollment records, demographic characteristics of participants, and academic outcomes including course grades and scores on the AP Environmental Studies exam. The data for participating program students were analyzed along with data from grade 11 and 12 students across the division for the purpose of providing interpretive context.

Surveys

Environmental Studies Program students and parents were invited to complete an anonymous survey regarding their perceptions of and experiences with the Environmental Studies Program. A survey was developed for each participant group. The participant surveys consisted mainly of Likert-type items that focused on program operations and program outcomes. In almost all cases, these selected-response items were constructed on a four-point scale: (1) Strongly Disagree/Very Dissatisfied, (2) Disagree/Dissatisfied, (3) Agree/Satisfied, and (4) Strongly Agree/Very Satisfied. Whenever possible, comparable versions of survey items were included on both survey versions. Further, all surveys included open-ended questions regarding what students gained from the program, possible improvements for the program, and the impact the COVID-19 pandemic had on the program. Students in grade 12 completed exit survey items as one part of the survey. Questions on the exit survey included information related to students' plans following graduation, long-term career goals, and if their future plans are related to the environment or sustainability. For all surveys, agreement percentages reported in the evaluation were based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Agreement percentages for survey items that included a Not Applicable response option excluded those who responded with Not Applicable. Because the responses on the Likert-type items had very high percentages of satisfaction, the majority of the data are presented displaying the percentage of respondents who Strongly Agreed and Agreed. By displaying the data in this manner, additional information about the respondents' strength of agreement is provided. Responses to open-ended questions were analyzed for common themes.

The student survey was administered online by the Office of Research and Evaluation to students in the Environmental Studies Program from May 3 to June 8. A link to the online student survey was provided to the program's teaching coordinator who distributed the survey link to the students. The Office of Research and Evaluation emailed survey invitations to all parents of students in the program, and the online parent survey was administered from May 3 to May 13. Response rates are shown in Table 1.

Table 1: Number of Environmental Studies Program Survey Respondents by Group and Response Rates

Group	Number of Respondents	Response Rate
Students	78	95%
Parents	50	36%

Evaluation Questions

Program evaluation questions were based on a review of School Board policy related to year-two evaluations, the Environmental Studies Program proposal to the School Board, and feedback from Department of Teaching and Learning program managers, including the executive director of secondary teaching and learning, the secondary science coordinator, and the Environmental Studies Program teaching coordinator.

1. What occurred during the second year of the program's implementation?

- Student Application and Selection Process
- Characteristics of Students Served by the Program
- Staff Selection Process
- Professional Learning Opportunities
- Program of Study and Courses

2. What progress was made toward meeting the program goals and objectives?

3. What were the stakeholders' perceptions of the program?

4. How did the actual costs of the program compare with the projected costs specified in the budget section of the program proposal?

Evaluation Results and Discussion

This section of the year-two evaluation describes the implementation of the Environmental Studies Program during the 2021-2022 school year. Appropriate comparisons are drawn to the year-one implementation during 2020-2021 and the academy proposal. More specifically, this section addresses the year-two evaluation questions associated with the student application process and student characteristics, staffing, professional learning, and the program of study. Additionally, progress made toward meeting the program's goals and objectives and stakeholders' perceptions of the program during its second year of operation will be discussed. Finally, information about the program's cost will be compared with the proposed budget.

Program Implementation

Student Recruitment, Application, and Selection Process

Due to COVID-19 safety protocols, the majority of recruitment in the spring of 2021 for the 2021-2022 grade 11 class took place virtually via Zoom. Program staff set up meetings with schools to present to different groups of students and/or classes interested in the program. Program staff Zoomed with Chemistry and Biology classes, and Physical Education (PE) classes at Advanced Technology Center (ATC) and Virginia Beach Technical and Career Center. In addition, program staff Zoomed with some middle schools and third grade classrooms to further expand the program pipeline. The ability to use Zoom allowed for program staff to "visit" multiple schools/classes in a day.

Beginning in tenth grade, students can apply for admission to the Environmental Studies Program using the standard VBCPS academy program application process. The application is submitted online for current VBCPS students and directly to the coordinator for non-VBCPS students. Applications for the Environmental Studies Program are due in February each year. An essay formulated around the topics of Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship was included in the application and used to identify candidates who showed a passion for and interest in the fields of study.

Students who met the following criteria were entered into a modified lottery system:

- All course pre-requisites are met (Algebra II, English 10, two Social Studies credits, Biology, Economics and Personal Finance).
- Positive teacher recommendations.
- Student essay displays an ability to rationalize and think creatively and critically to solve or describe a problem pertaining to sustainability.

For the 2021-2022 grade 11 class, program staff modified their original lottery system to a two-tiered system. Students who displayed a passion and interest in the program through their essay were selected first, and then any student meeting the qualifications was selected in the next tier as part of the lottery. As the program is working toward providing equitable and rigorous standards for admittance in the program, the program coordinators allowed for some flexibility with the original application process to enable qualified candidates to enroll. For example, if an interested student applied to the program but had already taken AP Environmental Science during their sophomore year, an independent study opportunity was crafted for the student to allow him or her to enroll in and participate in the program, while other students took AP Environmental Science as part of their first year in the program as a junior.

According to the proposal, the goal is for each incoming class to include 50 students. The program received 62 completed applications. Sixty-two students qualified for the lottery, and 45 grade 11 students were enrolled as of September 30, 2021. By the end of the school year, one student had left the program leaving 44 grade 11 students in the program.

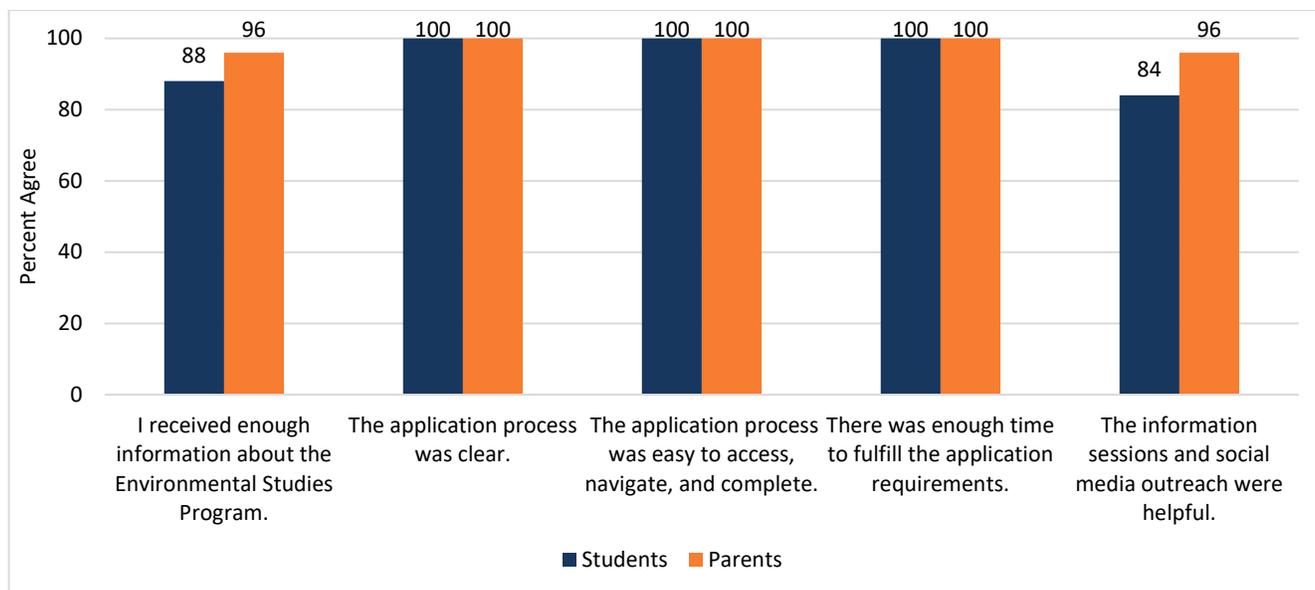
Changes were made by program staff in spring 2022 in efforts to improve the recruitment and student selection process for the 2022-2023 school year. Recruitment efforts in spring 2022 for the incoming 2022-2023 grade 11 class focused on schools with low enrollment in the program. Program staff visited these schools and conducted assembly-like presentations for grade 10 students. Prior recruitment efforts focused on students who already had an interest in the topic and would participate to hear more about the program, but program staff decided to market in a more general way to bring awareness to the program by presenting to all grade 10 students. Because of previous COVID-19 protocols, spring 2022 was the first year that program staff was able to recruit in-person and in an assembly-like setting.

Due to the overrepresentation of candidates from certain schools, in addition to adjusting their recruitment efforts to be more inclusive, the program staff also modified their lottery system for the 2022-2023 grade 11 class. First, a committee of about five individuals including VBCPS staff members and other professionals reviewed the applications and determined if each application met the above criteria. Then, the committee selected three students, if possible, from each school based on their essays and other application factors. The remaining applicants who met the admissions criteria were entered into a spreadsheet and a random number generator selected students for morning and afternoon sessions based on transportation zones. Selected students were then notified of admission. Alternates were identified using the same process to fill any openings based on students declining admission into the program. For the 2022-2023 grade 11 class, the program received 99 applicants. As of August 26, 2022, 51 grade 11 students are slated to begin the Environmental Studies Program for the 2022-2023 school year.

Perceptions of Application and Selection Process

Grade 11 students in 2021-2022 and their parents were asked about their perceptions of the application and selection process on the end-of-year survey. Figure 1 displays the agreement percentages of students and parents with several statements regarding the application process. Overall, students and parents had positive perceptions of the Environmental Studies Program application process with nearly all respondents agreeing with the survey items. All students and parents indicated that the application process was clear; was easy to access, navigate, and complete; and that they had enough time to fulfill the application requirements.

Figure 1: Student and Parent Perceptions of the Environmental Studies Program Application Process



Reasons for Enrolling

An open-ended survey item asked students and parents to provide their reasons for enrolling in the Environmental Studies Program. In general, students and parents had similar responses. Among the 43 students in grade 11 who responded to the item, the most common reason for enrolling in the program involved being interested in, having passion for, or enjoying the overall topic of the program including the environment, sustainability, and aquatic wildlife. Thirty-four students (79%) cited such a reason. Twenty students (47%) indicated they were interested in the program because the program was a unique and new opportunity that provided an alternative to a traditional high school learning environment including hands-on learning. The third most common reason involved the program aligning with their future aspirations – mainly, students expressed wanting a future job or career in the environmental field. This was cited by eight student respondents (19%). A small number of students (7%) indicated that they enrolled in the program because of recruitment efforts made by program staff. Of the 26 grade 11 parent responses to a similarly worded open-ended survey item, 21 parents (81%) explained that they had enrolled their child in the Environmental Studies Program because of their child’s overall interest in the program. Another 13 parents (50%) explained that the program afforded their child with a unique educational opportunity. Four parents (15%) also explained that they enrolled their students in the program because they planned to have a future job or career in the environmental field.

Student Characteristics

On September 30, 2021, a total of 9,538 students were enrolled in eleventh and twelve grade across the division. Of these students, 83 (1%) were enrolled in the Environmental Studies Program. There were 45 grade 11 students and 38 grade 12 students with the total enrollment at 83 percent of the program’s capacity of 100 students. In the program’s second year, the grade 11 class was at 90 percent capacity, while the grade 12 class was at 76 percent capacity. The lower percentage at the twelfth-grade level was to some extent a continuing impact of the COVID-19 pandemic, which impacted the capacity of the eleventh-grade class in 2020-2021, which was at 82 percent capacity in September 2020.

Student Demographics

Table 2 displays the demographic characteristics of both the students enrolled in the Environmental Studies Program and all grade 11 and 12 students across the division. The majority of the students in the program were female (61%), and the majority of students in the program were Caucasian (78%). Similar to last year's cohort, the student enrollment mirrored the characteristics of the applicants. For example, the percent of applicants who were female was 60 percent, which is about the same percentage of grade 11 students who enrolled through the lottery. The race/ethnicity of those students who enrolled through the lottery in grade 11 were similar with differences ranging from 1 to 5 percentage points. Compared to the grade 11 and 12 students in the division, the Environmental Studies Program had a higher percentage of female and Caucasian students (i.e., more than a 5-percentage point difference). Conversely, the Environmental Studies Program had markedly lower percentages of male, African American, Hispanic, or economically disadvantaged students.

Table 2: Demographic Characteristics of Environmental Studies Program Students and Grade 11 and 12 Students Across the Division

Characteristic	Environmental Studies Program (N=83)		Division Grades 11 and 12 (N=9,538)	
	N	%	N	%
Gender				
Female	51	61%	4,714	49%
Male	32	39%	4,819	51%
Ethnicity				
American Indian	<	<	24	<1%
Asian/Native Hawaiian/Pacific Islander	<	4%	705	7%
Black/African American	5	6%	2,241	23%
Hispanic	4	5%	1,045	11%
Multiracial	5	6%	902	9%
White	65	78%	4,621	48%
Economically Disadvantaged				
Yes (Free/Reduced Lunch)	12	14%	3,386	36%
Identified Limited English Proficiency				
Yes	<	<	186	2%
Identified Gifted*				
Yes	27	33%	1,791	19%
Identified Military Connected				
Yes	10	12%	1,352	14%
Identified Special Education				
Yes	<	<	1,067	11%

Note: Enrollment as of September 30, 2021. Percentages may not add up to 100 percent due to rounding.

*Includes artistically and intellectually gifted students.

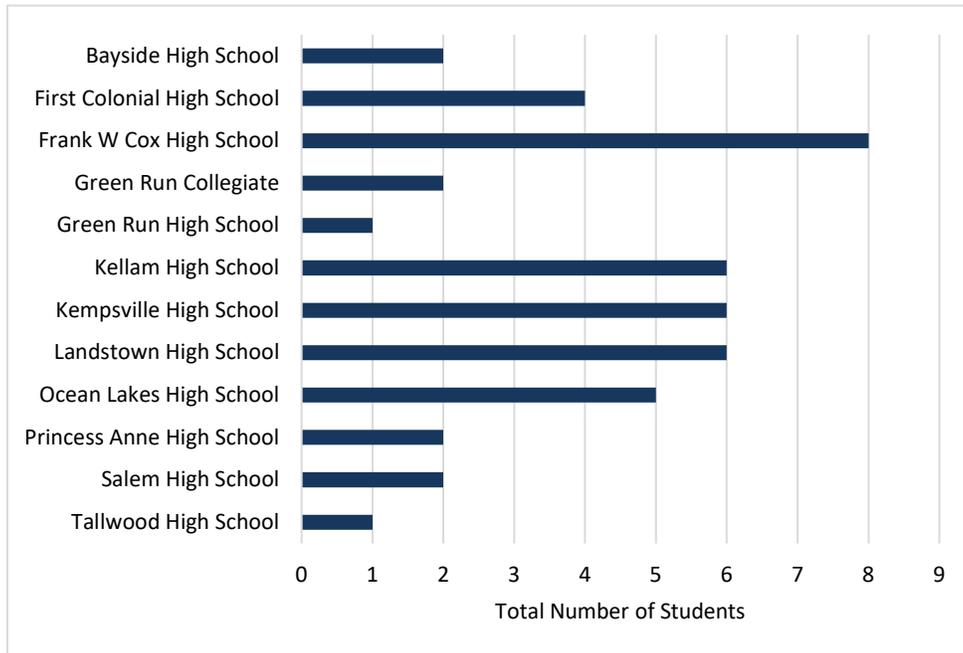
<Less than 5 students.

Student Home High Schools

The 45 incoming grade 11 students represented all 12 home high schools. The largest number of students were from Frank W. Cox High School with a total of 8 students (18%), followed by Kellam High School, Kempsville High School, and Landstown High School each with 6 students (13%). Ocean Lakes High School was

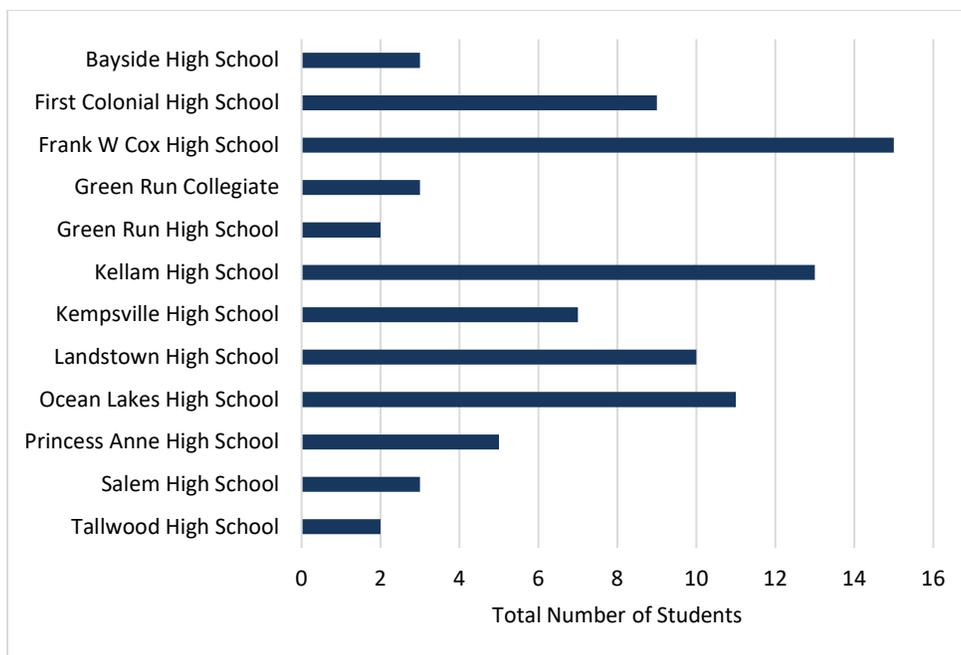
represented next with 5 students (11%). Figure 2 displays the home schools of the remaining 13 students. The program staff’s modification to the student selection process to avoid overrepresentation from certain schools has helped students be more evenly represented across all 12 high schools.

Figure 2: Home High Schools of Environmental Studies Program Grade 11 Students



The 83 students in grades 11 and 12 also represented all 12 home high schools. The largest number of students were from Frank W. Cox High School with a total of 15 students (18%), followed by Kellam High School with 13 students (16%), Ocean Lakes High School with 11 students (13%), Landstown High School with 10 students (12%), and First Colonial High School with 9 students (11%). Figure 3 displays the home schools of the remaining 25 students.

Figure 3: Home High Schools of Environmental Studies Program Students



Staff Selection Process

During the second year of implementation, the Environmental Studies Program consisted of two staff members. The program's teaching coordinator was hired in March 2020 and prior to full implementation in year-two, another full-time staff member was hired. According to the teaching coordinator, the new teacher hired for year-two taught grade 11 students and the teaching coordinator looped with the program's first cohort of students and taught grade 12. The staff selections were based on the following qualifications:

- Experience teaching environmental-based courses
- Excellence in teaching and delivery of instruction
- Endorsements in the fields of study
- Varied professional work experiences in the field
- Strong technology skills
- The ability to work flexibly with instruction of higher learning and community business leaders
- Teaching coordinator must have a master's degree and a Virginia license in Administration and Supervision PreK-12

Based on a School Board approved recommendation from the year-one evaluation report, a general assistant position was added to help support the program.¹ As posted by the VBCPS human resources department, general responsibilities of this position include the following: "Under the direction of the school coordinator and staff, the person will work in providing assistance to the Coordinator and Teacher of the Environmental Studies Program. The employee in this class is responsible for performing clerical and instructional tasks as well as participating and supporting daily indoor and outdoor activities." A complete job description can be found in Appendix A. The Department of Human Resources posted the position on July 8, 2022, and interviews began July 14, 2022. An individual was hired for this position in August 2022 with a start date of August 31, 2022.

Professional Learning Opportunities

Staff development in year-two continued to be based on the needs of program staff. Program staff focused on making connections with community partners. The goal is that these partnerships can provide learning opportunities for both program staff and students. The grade 11 teacher participated in an AP Environmental

Summer Institute. Students created a podcast titled “Turbine Talks” in a partnership with Dominion Energy and from the Mayor’s Commission on Offshore Wind and Clean Energy to discuss emerging regional markets related to renewable experts. A partnership was formed with Guston School focused on watershed preservation. The teaching coordinator continued to be an active committee member and collaborated with other experts in the field by serving on various local committees noted below:

- Back Bay Committee
- City Green Ribbon Committee
- State Committee for Environmental Education
- City Offshore Renewable Energy Committee

Program of Studies and Courses Offered

The Environmental Studies Program is comprised of three major strands: Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship. According to the program proposal, the Environmental Studies Program is designed with the personalized learning approach in mind. Table 3 displays an outline of the expected courses throughout the life of the program.

Table 3: Courses of Environmental Studies Program

Pre-Requisites*	Grade 11	Grade 12
Algebra II	Math Analysis or AP Statistics*	Elective*
English 10	English 11*	English*
2 Social Studies Credits	Government or AP Government*	VA and US History or AP US History*
Biology	Elective*	Elective*
Economics and Personal Finance	AP Environmental Science**	Topical Research**
	Sustainability: Core Concepts and Environmental Systems**	EcoSummit Senior Independent Study**
	Natural Resource Management**	
	Watershed Hydrology**	

*Indicates general courses taken at home school.

**Indicates courses taken at the Brock Center.

During their junior year (i.e., first year of the program), students take AP Environmental Science, Sustainability: Core Concepts and Environmental Systems, Natural Resource Management, and Watershed Hydrology. These courses are an introduction to the content of the three strands of study offered to Environmental Studies Program students. As reported in the year-one evaluation, initially the plan was for students to select one curriculum strand for in-depth study, but according to the teaching coordinator, the three strands cannot be viewed distinctly, but instead as three interconnected components of sustainability. Considering the interconnectedness of the three strands, students can choose one or multiple strands of study as a lens to guide their Topical Research course and EcoSummit Senior Independent study in the second year of the program. The courses within the strand(s) are immersive, experiential opportunities that will provide students their own course of study based on interests and career goals they have set for themselves. During students’ senior year, the program culminates with seniors presenting at a showcase called an EcoSummit where students present their independent study work with solutions or ideas to the local issue they focused on.

A foundational component of the Environmental Studies Program includes experiential learning through hands-on scientific field work. As part of the curriculum, students are fully immersed in the environment,

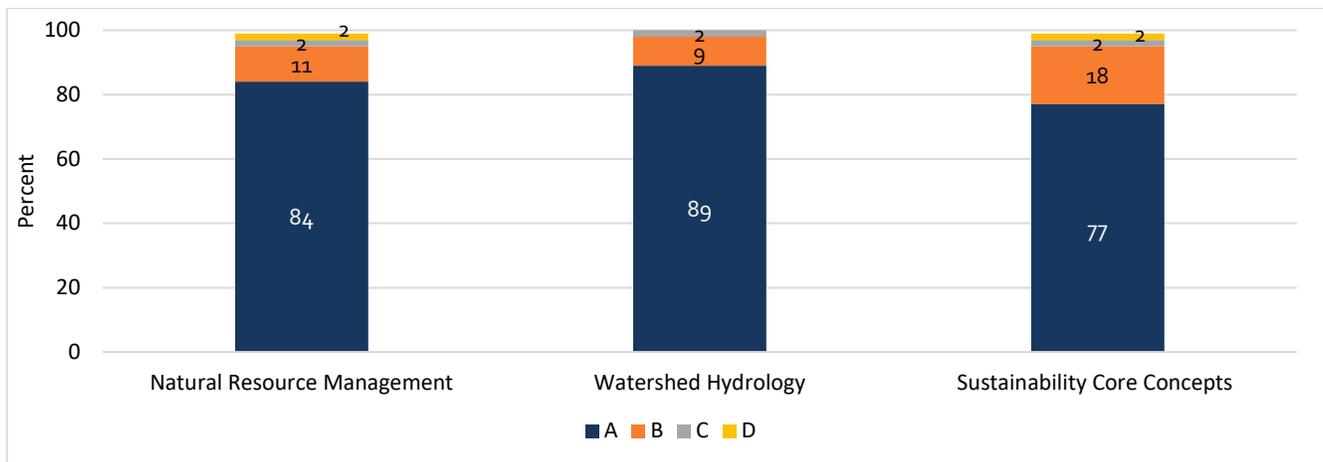
interacting with the elements designed to help students think critically and creatively. As stated in the proposal, “The Chesapeake Bay is one of the many important natural resources found in Virginia Beach that will serve the Environmental Studies Program as a local resource, utilized to provide a personalized, globally competitive hands-on curriculum.” Through partnerships with postsecondary institutions and local/national organizations, students are exposed to a variety of learning opportunities to meet their individual needs. For example, as part of the program in 2021-2022, students had the opportunity to travel to Bozeman, Montana and the Grand Tetons as a partnership with the Teton Science Schools. On this trip, students participated in experiential learning and explored sustainability on a national level including natural resource management practices in the National Park system.

Course Enrollment and Performance

Students in the Environmental Studies Program take five courses at the Brock Environmental Center. Students take three courses in grade 11 and two courses in grade 12. Students’ course grades specific to the Environmental Studies Program were examined, including performance in AP Environmental Science (i.e., course grades and AP exam scores). Then to provide a point of reference, course grades and AP exam scores for all division grade 11 students were analyzed.

In grade 11, students in the Environmental Studies Program take three program-specific courses. These courses include Natural Resource Management, Watershed Hydrology, and Sustainability Core Concepts. Student grade distributions are displayed in Figure 4. Overall, the 44 students with course grades performed academically well across the three courses with students having the highest performance in the Watershed Hydrology course, with 89 percent of students earning some form of an A. The Sustainability Core Concept course had more variation in course performance.

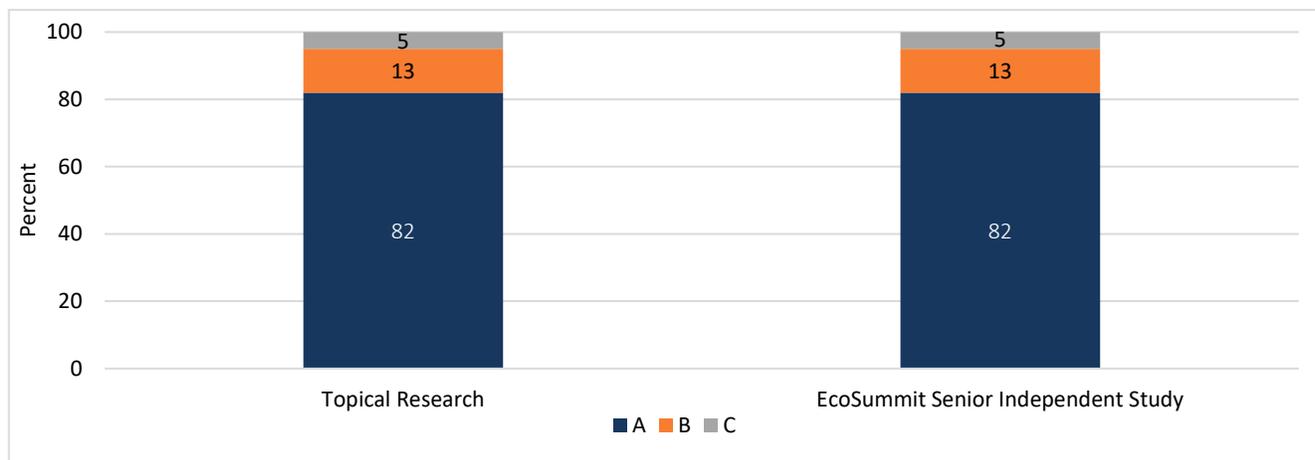
Figure 4: Grade Distribution Percentages of Students in Program Specific Courses



In grade 12, students take two program specific courses: Topical Research and EcoSummit Senior Independent Study. Student grade distributions are displayed in Figure 5. Overall, the 38 students with course grades performed academically well across both courses. Over 80 percent of students earned some version of an A in both courses. None of the students earned less than a C.

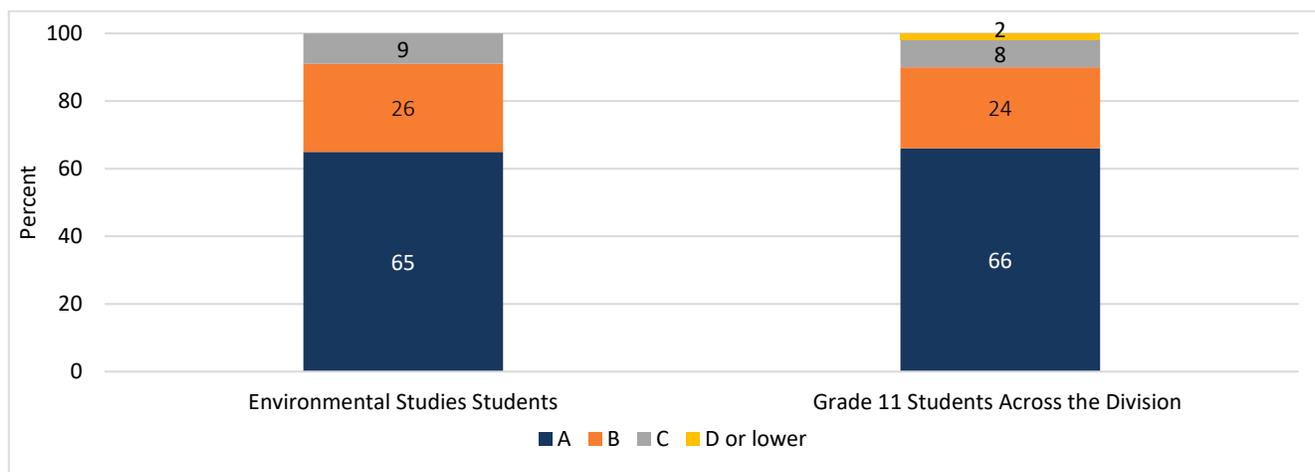
Additional data indicated that all grade 12 students who took the survey indicated that they participated in a senior independent study/internship. Nearly all (97%) of the grade 12 students indicated that their senior independent study/internship was useful.

Figure 5: Grade Distribution Percentages of Students in Program Specific Courses



Sixty-five percent (65%) of the 43 students who took the AP Environmental Science course earned some form of an A, and 26 percent earned some form of a B (see Figure 6). Grades in AP Environmental Science for all grade 11 students (n=323) across the division are shown in Figure 6 for reference. Students in the Environmental Studies Program and all grade 11 students had relatively the same distribution of grades; however, no students in the Environmental Studies program earned a grade lower than a C.

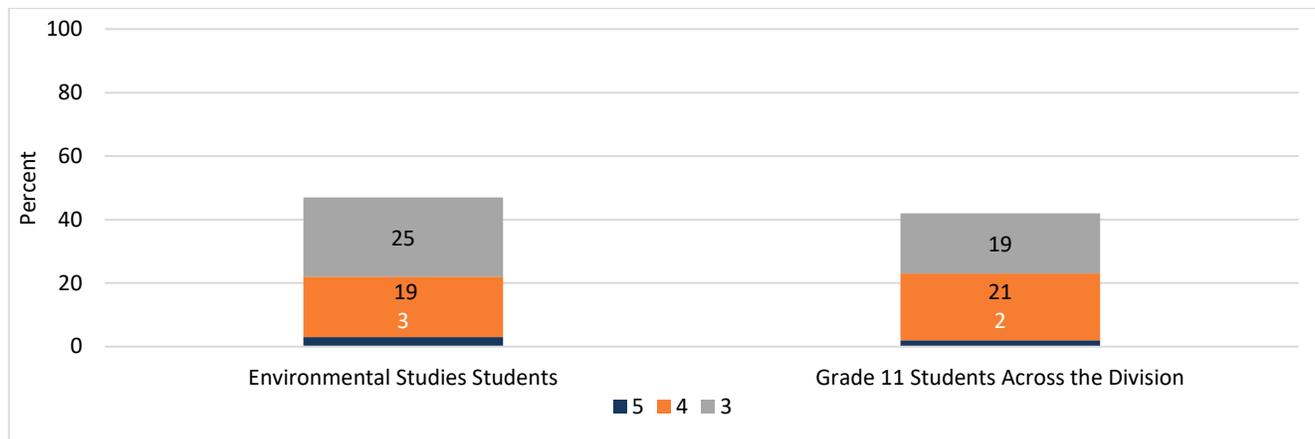
Figure 6: Grade Distribution Percentages of Students in AP Environmental Science



AP Exam Scores

All students who take AP Environmental Science have the option to earn college credit by taking the corresponding AP exam and earning a qualifying score (e.g., scores of 3 or higher). Of the grade 11 students eligible to take the AP Environmental Studies exam, 32 students (74%) took the AP Exam. Three percent (3%) earned a score of 5 on the exam, 19 percent of the students scored a 4 on the exam, and 25 percent scored a 3 on the exam (see Figure 7). Of the 323 grade 11 students enrolled in AP Environmental Science course across the division, 68 percent (n=221) took the AP Exam. Two percent (2%) of the students scored a 5, 21 percent scored a 4, and 19 percent scored a 3 on the exam. Overall, in 2021-2022, 47 percent of students earned a score of 3 or higher on the AP Exam, which was similar to 2020-2021 when 48 percent of students earned a score of 3 or higher on the AP Exam.

Figure 7: Distribution of Student AP Exam Scores



Progress Toward Meeting the Program Goals and Objectives

This section of the report examines progress that has been made toward meeting the following program goals and objectives. The Environmental Studies Program’s overarching goal was broadening students’ understanding of sustainability, which it aims to do through five objectives:

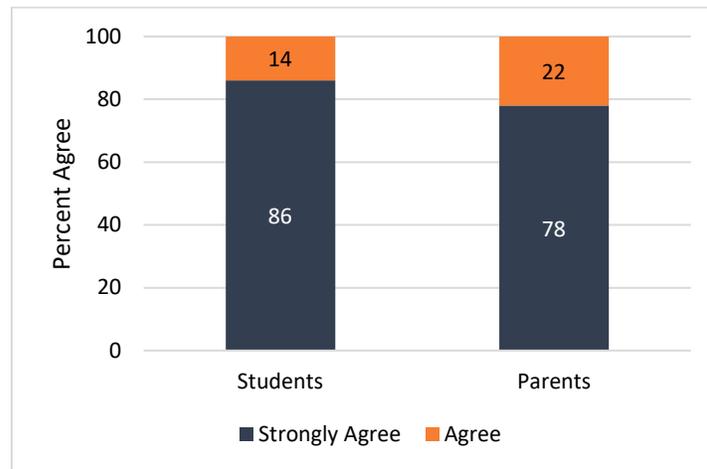
- Utilizing the natural community as a context for learning about environmental and sustainability issues.
- Implementing environmental service-learning projects.
- Integrating interdisciplinary instruction.
- Incorporating challenge-based, collaborative, and design-thinking learning.
- Earning the Seal of Excellence in Science and the Environment upon high school graduation.

In addition, another goal of the program is to establish collaborative agreements with institutions of higher education that will result in on-going program development and assessment.

Broaden Understanding of Sustainability

When asked about the overall goal of the program, students and parents unanimously agreed that the program has broadened understanding of sustainability. Further, as shown in Figure 8, both students and parents strongly agreed (78% to 86%) that the program broadened their understanding or their child’s understanding of sustainability. This is particularly important because the knowledge and understanding of sustainability is a hallmark of the program. In a separate exit survey designed specifically for seniors, grade 12 students were asked how the program impacted their interest in environmental science or sustainability, and 85 percent of students reported that their interest in environmental science or sustainability had increased since entering the program.

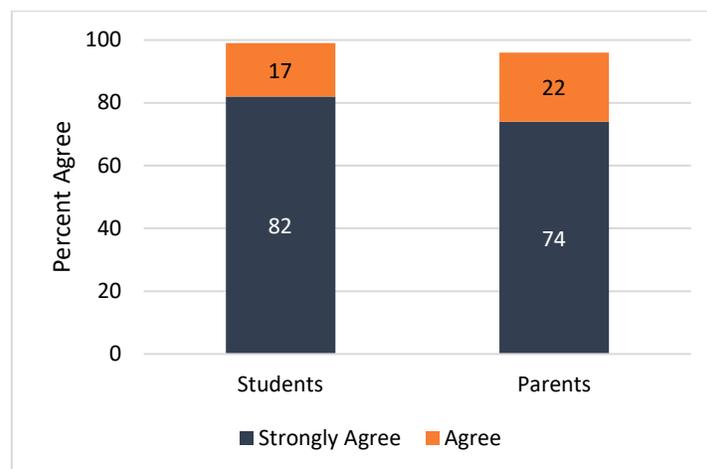
Figure 8: Student and Parent Perceptions That the Environmental Studies Program Broadened Understanding of Sustainability



Utilize the Natural Community

One objective of the program was to utilize the natural community as a context for learning about environmental and sustainability issues. Almost all students (99%) and parents (96%) agreed that the Environmental Studies Program provided place-based learning opportunities (see Figure 9). These place-based learning opportunities were provided at the Brock Learning Center where students had the opportunity to participate in field work in close proximity to the Chesapeake Bay.

Figure 9: Student and Parent Perceptions That the Environmental Studies Program Provided Place-Based Learning Opportunities



Implement Service-Learning Projects

The program’s teaching coordinator helped students make connections for their senior year service-learning project(s) or for their participation in community partnership(s). Example service-learning partnerships included the Virginia Beach Aquarium, the Chesapeake Bay Foundation, Parks and Recreation, and Department of Wildlife Resources, while other opportunities were embedded in schools. For example, according to the teaching coordinator, a group of 12 seniors worked directly with fifth-grade classrooms in a partnership with six Title I elementary schools. The seniors served as ambassadors of outdoor education and sustainability to

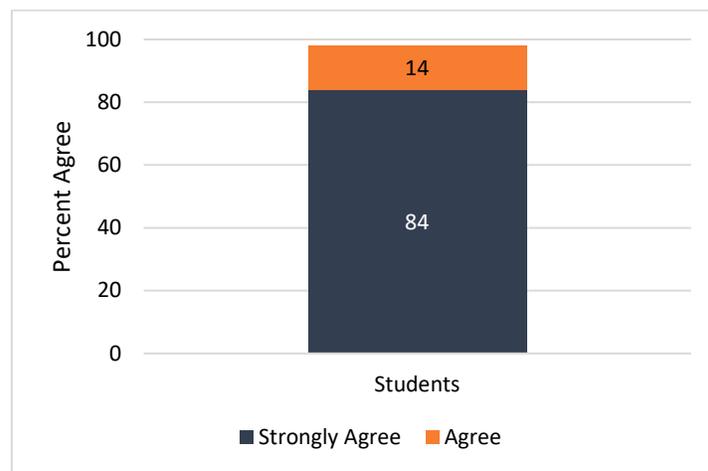
empower the next generation of environmental leaders. On the end-of-year survey, 88 percent of seniors indicated that they participated in a service-learning project, and 100 percent of those students agreed that the service-learning project was useful.

According to the teaching coordinator, students in grade 11 also engaged in a minimum of 50 service-learning hours embedded in their school day. These opportunities included partnering with Lynnhaven River Now in stewardships projects, adopting Lochaven Park and Stormwater impoundment through the Parks and Recreation Foundation with regular stewardship/clean ups, facilitating interactive displays at Malibu Elementary’s Science Night, creating an Eco and Art Club for fourth graders at Three Oaks Elementary, and hosting students in grade 5 from Landstown Elementary to guide students through sustainability and design-thinking. About 93 percent of grade 11 students indicated that they participated in service-learning or community partnership projects on the end-of-year survey, and 100 percent of grade 11 students indicated they found the service-learning project or community partnership useful.

Integrate Interdisciplinary Instruction

A third program objective is integrating interdisciplinary instruction. Almost all students (98%) agreed that the “Environmental Studies Program integrated learning across subject areas including policy, science, contemporary social issues, environmental issues, and economic issues.” Eighty four percent (84%) of students strongly agreed with this statement and 14 percent agreed (see Figure 10).

Figure 10: Student Perceptions That the Environmental Studies Program Provided Interdisciplinary Instruction



Incorporate Challenge-Based, Collaborative, and Design-Thinking Learning

The fourth objective of the Environmental Studies Program was to incorporate challenge-based, collaborative, and design-thinking learning. To gauge whether this goal was met, students were asked three questions on the survey and parents were asked one. Because this goal is specific to experiences that students might have had within the program, students and parents were not asked the same questions. Ninety-two percent (92%) of students and 91 percent of parents agreed that the program provided them or their child with rigorous and challenging learning experiences (see Figure 11). One hundred percent of students agreed that the program provided them opportunities to be collaborative and 98 percent of students agreed that the program provided them opportunities to participate in the design-thinking learning model (see Figure 12).

Figure 11: Student and Parent Perceptions That the Environmental Studies Program Provided Rigorous and Challenging Learning Opportunities

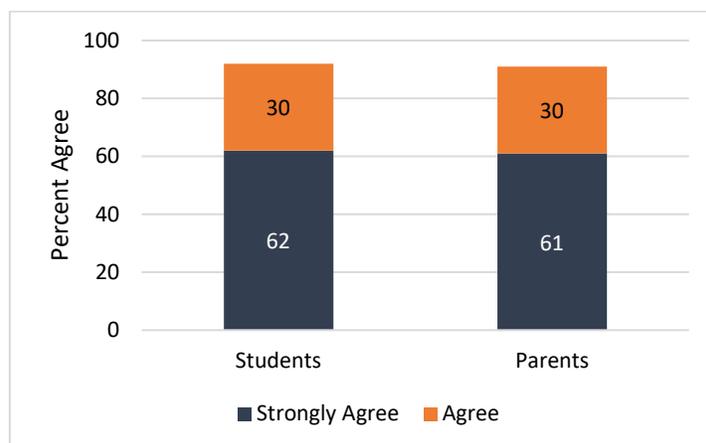
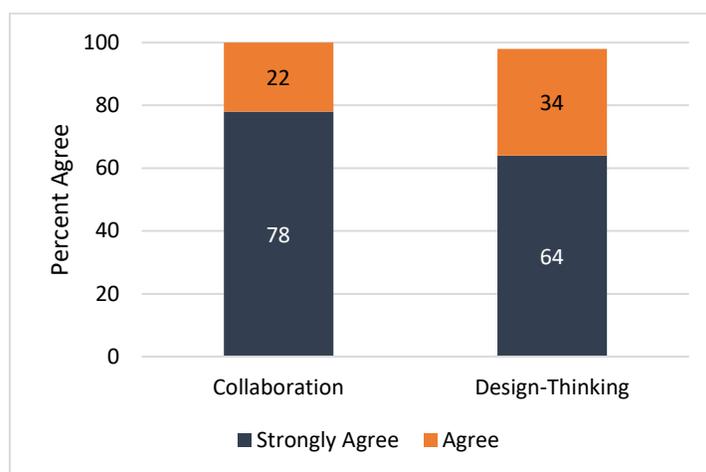


Figure 12: Student Perceptions That the Environmental Studies Program Provided Opportunities for Collaboration and Opportunities to Participate in Design-Thinking



Earn the Seal of Excellence in Science and the Environment

The Seal for Excellence in Science and the Environment is awarded to students who entered the ninth grade for the first time in the 2018-2019 year and thereafter, and met each of the following criteria:

- Earn either a Standard or Advanced Studies Diploma
- Complete at least three different first-level board-approved laboratory science courses and at least one rigorous advanced-level or postsecondary-level laboratory science course, each with a grade of “B” or higher
- Complete laboratory or field-science research and present that research in a formal, juried setting
- Complete at least 50 hours of voluntary participation in community service or extracurricular activities that involve the application of science such as environmental monitoring, protection, management, or restoration.²

Of the 38 students in grade 12, 37 students (97%) earned the Seal of Excellence in Science and the Environment. In addition, 36 students (95%) earned an Advanced Diploma and 2 students (5%) earned a Standard Diploma.

Seniors in the Environmental Studies Program were asked about their future plans on an exit survey. Most students (93%) pursuing furthering their education after high school graduation indicated that their intended major was related to environmental science or sustainability, and 75 percent of those seeking employment after graduation indicated that their future planned job is related to environmental science or sustainability.

Establish Collaborative Agreements

A final goal of the Environmental Studies Program is to establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment. The program has continued to make progress on this goal and has been able to partner with Old Dominion University, Virginia Wesleyan University, and Virginia Tech Agricultural Extension. Asterisks indicate a new collaborative agreement in the 2021-2022 school year. Additional partnerships include:

- Back Bay National Wildlife Refuge
- Back Bay National Wildlife Refuge Friends nonprofit organization
- Chesapeake Bay Foundation
- Chesapean Eco Tours*
- Convert Solar LLC*
- Dills Architects
- First Landing State Park
- Lynnhaven River NOW
- Mayor's Commission for Offshore Wind and Clean Energy*
- Nature Matters LLC
- Norfolk Botanical Gardens
- Operation Smile*
- RBA Architects*
- Renewable Energy Dominion Power*
- RRMM Architecture & Interior Design Firm
- Virginia Aquarium
- Virginia Beach City Council Student representatives:
 - Active Transportation Advisory Committee*
 - Clean Community Commission*
 - Green Ribbon Committee
- Virginia Beach Parks and Recreation
- Virginia Department of Wildlife Resources
- WPL Landscape Architecture*

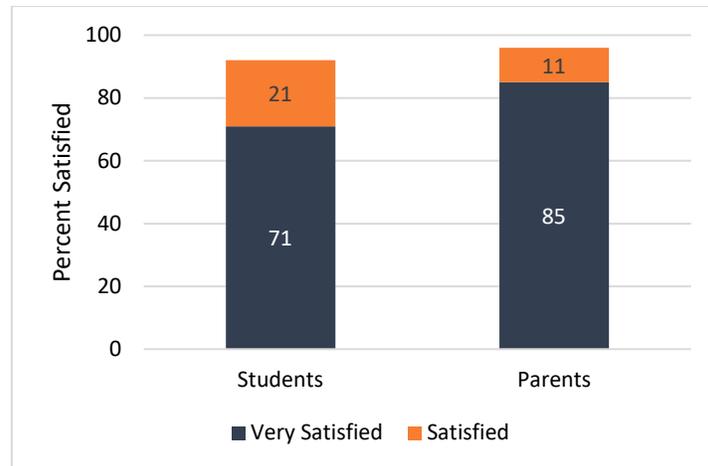
Stakeholder Perceptions

Students and parents were asked several survey items to assess their general perceptions of the Environmental Studies Program.

Satisfaction

Stakeholders were asked to indicate their overall satisfaction with the program. As shown in Figure 13, strong positive results were found for both respondent groups with 92 percent of students and 96 percent of parents reporting that they were satisfied with the program. Eighty-five percent (85%) of parents were “Very Satisfied” and 71 percent of students were “Very Satisfied.”

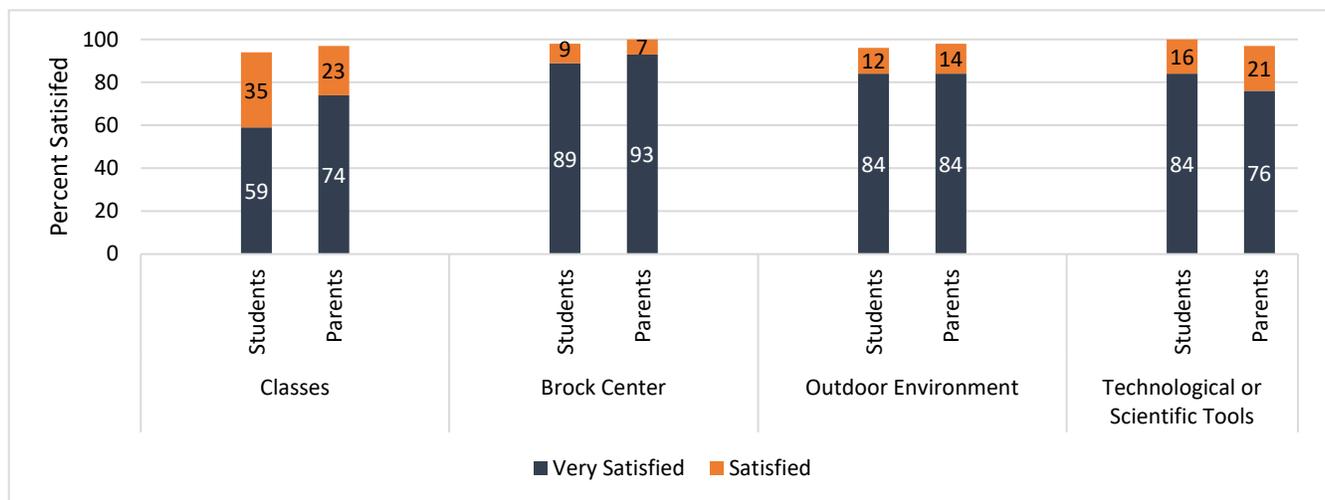
Figure 13: Student and Parent Overall Satisfaction With the Environmental Studies Program



Grade 12 students were asked to rate their experience in the program in 2021-2022 compared to their experience in 2020-2021. A total of 26 students (76%) indicated that their experience this year (2021-2022) was better than their experience last year. Three students (9%) reported that their experiences were about the same. As reported in the year-one evaluation report, the program was greatly impacted by the COVID-19 pandemic during 2020-2021 because students were virtual for about half of the year. The program itself is grounded in hands-on, field-based learning which was difficult to attain in an online environment.

In addition, stakeholders were asked their satisfaction with specific components of the program including classes, the Brock Learning Center, the outdoor learning environment, and technological or scientific tools. Overall, the components were viewed positively by both students and parents (see Figure 14). There was 100 percent satisfaction among students regarding scientific or technological tools, and 100 percent satisfaction among parents regarding the Brock Learning Center. All other program components ranged in satisfaction from 94 to 98 percent, with relatively high percentages reporting that they were very satisfied.

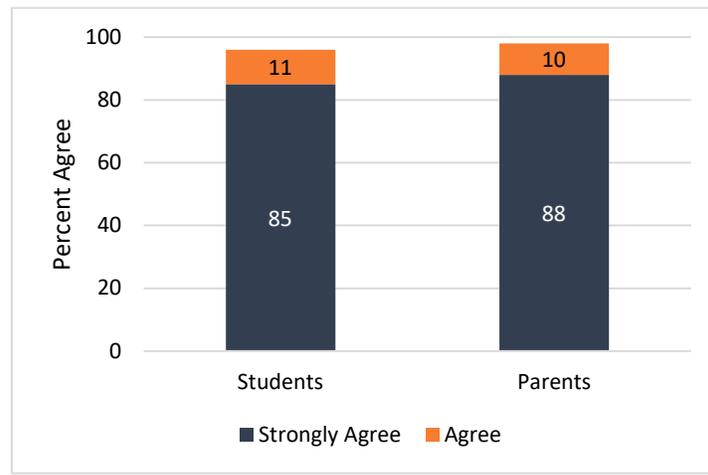
Figure 14: Student and Parent Perceptions of Components of Environmental Studies Program



Students were also asked if they would recommend the Environmental Studies Program to other students. Similarly, parents were asked if they would recommend the Environmental Studies Program to the parents of

other students. As displayed in Figure 15, 96 percent of students agreed they would recommend the program to other students, and 98 percent of parents agreed they would recommend the program to other parents.

Figure 15: Student and Parent Perceptions for Recommending the Environmental Studies Program



Impact of Program

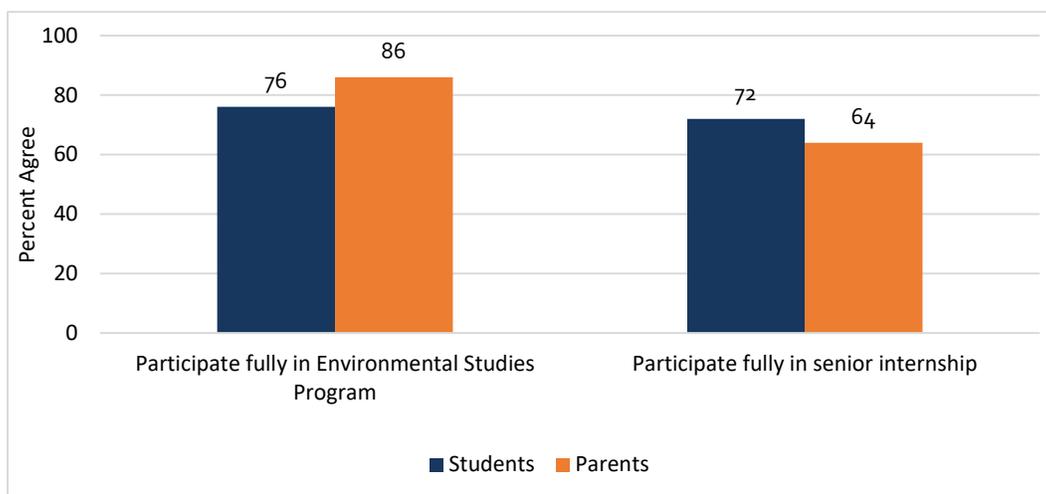
As an overall assessment of the program’s impact on students, a portion of the survey for seniors included future-oriented questions about their postgraduation plans and preparation. Results from seniors showed that:

- 88 percent indicated their primary focus after high school was to further their education, and 13 percent indicated their primary focus was to seek employment.
- 94 percent of seniors agreed or strongly agreed that the program helped them make decisions about their future education or employment.
- 88 percent of seniors indicated that the program prepared them to continue their education in environmental science, sustainability, or a related field.

Transportation

During the year-one evaluation, when stakeholders were asked ways to improve the program, school bus transportation was mentioned as an area that could be improved. Students were asked to report about their experience with school bus transportation in the program’s second year in terms of it allowing them to fully participate in the program. Overall, the majority of students agreed (72%-76%) that the school bus transportation provided by the program enabled them to participate fully either in the program or in the senior internship (see Figure 16). The majority of parents (86%) agreed that school bus transportation allowed their child to participate fully in the Environmental Studies Program, and 64 percent agreed that it allowed them to participate fully in his/her senior internship. Percentages do not include students or parents who indicated that the transportation-related survey items did not apply to them.

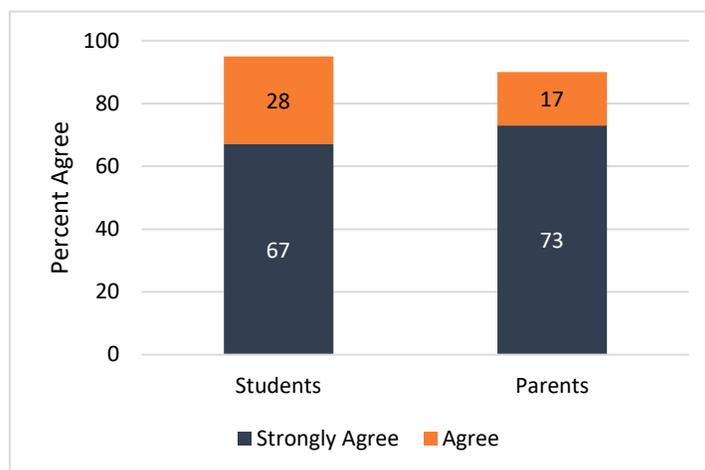
Figure 16: Student and Parent Perceptions of School Bus Transportation



Meeting Students' Needs

Students and parents were asked to what extent the Environmental Studies Program was meeting students' learning needs. A large majority of students and parents agreed (90%-95%) that the program met the students' learning needs (see Figure 17).

Figure 17: Student and Parent Perceptions of the Environmental Studies Program Meeting Students' Learning Needs



Continued Participation

Students were asked if they intended to continue their enrollment in the Environmental Studies Program during the 2022-2023 school year. Among the Environmental Studies Program students, 35 of the 38 respondents in grade 11 (91%) indicated "Yes." The four students who indicated they would not be attending had a variety of reasons, including other plans for high school completion, lack of interest in the focus of the program or its approach, and experiences in the program. Of the 26 parents who responded to the survey item, 24 (92%) indicated that their child intended to return to the program.

Participant Comments

The student and parent surveys contained open-ended questions about what was gained from being enrolled in the Environmental Studies Program during 2021-2022; what improvements to the Environmental Studies Program, if any, would the survey respondent suggest; and how the program was impacted by the pandemic. As mentioned previously, open-ended survey responses were coded into thematic categories for qualitative analysis. Note that some individual responses included more than one theme, and the responses could contribute to two or more category percentages. As a consequence, percentages often sum to more than 100 percent.

What is Gained From Being Enrolled

One open-ended survey question asked, “What do you think students gain from enrollment in the Environmental Studies Program?” Table 4 displays a summary of the themes by respondent group.

Table 4: Perceptions of What is Gained From Enrollment in the Environment Studies Program

Item	Students (N=73)	Parents (N=31)
Knowledge of the environment and/or sustainability	66%	58%
Innovative learning experience (e.g., place-based education, field research experience, non-traditional classroom experience)	26%	32%
Sense of community; friendships	29%	3%
Exposure to knowledge, skills, and/or experience toward future college/career	21%	32%
Soft skills involving collaboration and communication and/or sense of confidence	11%	16%

The most common student and parent response was knowledge of the environment and/or sustainability. Both students and parents identified the innovative learning experience the program offered to be an important benefit. Students identified the sense of community that the program fostered and the friendships that they gained to be an important benefit of the program more so than parents.

Suggested Improvements

Students and parents were also asked to suggest ways that the Environmental Studies Program could be improved. Seventy-two students and 20 parents responded to this question on the survey. Of the students who responded to the question, 39 students (53%) provided suggestions for improvement and 33 (46%) did not provide suggestions and gave responses like “None or N/A.” Of the parents who responded, 11 parents (55%) provided suggestions for improvements and 9 parents (45%) did not provide suggestions for improvement and responded with answers like “None or N/A.” Of the students and parents who gave suggestions, 11 students (28%) and 7 parents (64%) expressed wanting more from the program including more field trips, more hands-on activities, more speakers, and a couple of students mentioned that they wanted the program to be longer in length (four years instead of two). Six students (15%) expressed wanting the program to have more structure including strict due dates and clearly defined assignments. In addition, six students (15%) and two parents (18%) indicated transportation for the program needed to be improved. Transportation challenges included to and from home schools and to and from internships. Five students (13%) indicated that there was a need for more staff members, which aligned with the recommendation that was made as a result of the year-one program evaluation and is currently in process. A small number of students (8%) and one parent expressed wanting more preparation for the Environmental Science AP exam.

Impact of the Pandemic

An open-ended survey question asked, “How was your/your child’s experience in the program impacted by the pandemic?” A total of 73 students (30 grade 12 students and 43 grade 11 students) and 34 parents (12 grade 12 grade parents and 22 grade 11 parents) responded to this question. Of the parents who responded, 19 parents (56%) stated that the pandemic did not impact their child’s experience. However, most of these parents (n=16) were grade 11 parents. About a quarter of parents (26%) reflected on their child’s first year in the program and expressed disappointment that their child missed out on part of the program when it was virtual for part of the 2020-2021 school year. All of these parents had students in grade 12. Two parents discussed disappointment that their child was unable to participate in the program because their child was part of the afternoon cohort of students, and seven Wednesdays during the 2021-2022 school year were half days so students could not attend the program during those days.

Students shared similar sentiments as the parents. Sixty-five percent (65%) of grade 11 students who responded to the survey indicated that their experience was not impacted by the pandemic. Eleven students (19%) in grade 11 discussed challenges related to safety mitigations due to the COVID-19 pandemic like social distancing and wearing a mask. One hundred percent of the students in grade 12 who responded to this question expressed disappointment about their experience in the 2020-2021 school year being virtual for about half the year.

Additional Cost

The final evaluation question focused on the extent to which the proposed budget was an accurate prediction of needs by comparing the actual costs to the projected costs in the budget section of the program proposal that was approved by the School Board. Costs could include both (a) the one-time purchase and start-up costs and (b) the operating costs for the program’s second year. The program’s budget from the original program proposal is included in Appendix B for reference.

Information about actual expenditures was provided by the Department of Teaching and Learning,³ the Office of Transportation and Fleet Management Services, the Office of Budget Development within the Department of Budget and Finance, and the Department of Human Resources. Two types of program costs were considered: one-time, start-up costs and annual recurring operating costs.

For the purposes of this evaluation, start-up costs were one-time purchases. In general, start-up costs are defined as costs associated with physical or tangible assets that have a useful life of more than one year and that were incurred in the year prior to the initial implementation of the program’s first grade level – grade 11 in the case of the Environmental Studies Program. In addition, some expenses during the first two years of implementation are defined as start-up costs because they are one-time purchases required to fully implement the program across each of the proposed grade levels (grades 11 and 12). Start-up expenses could include costs for items in the following cost categories: curriculum development, instructional materials/equipment for student research, furniture, technology, additional buses needed for program transportation, and improvements to the facilities. Because this program was implemented at a new location offsite, some office supplies that were required for the first year of operation were also considered start-up costs. Cost data received for the 2021-2022 fiscal year did not specifically identify any one-time, start-up costs in these categories. Data from the year-one evaluation indicated that a total of \$136,686 had been spent previously on one-time purchases in 2019-2020 or 2020-2021.

Operating costs were defined as annual, recurring expenses for program operation. Operating expenses include costs for items in the following cost categories: consumable instructional materials, field trip expenses,

professional learning, communication/marketing, consumable office and computer supplies, personnel, transportation, and facility use fees. These are costs that are expected each year after the program reaches full implementation across grades 11 and 12.

Following the methodology of the June 2005 academy cost analysis report, the operating costs reported in the tables are in excess of school-generated funds and the per pupil allocations that travel with the students that would have been expended on the students in any setting. To answer the evaluation question, the actual costs in 2021-2022 were compared to the overall costs in various cost categories specified in the proposal. Costs are rounded to the nearest dollar figure. The operating expenses accrued during 2021-2022 are shown in Table 5.

Table 5 displays the annual operating costs for the program in 2021-2022 which totaled \$329,091. This was \$50,891 more than the total projected annual operating costs of \$278,200 for year-two of the program. The largest operating cost included program-specific staff, which included the salary and benefits for the teaching coordinator and one full-time teacher. The second largest cost is attributed to transportation. The transportation cost for the program’s second year was \$95,938, which was above the projected amount of \$78,430. This cost includes the use of 6 buses and 5 vans for providing services for 41 students in the program. The next largest cost is attributed to building use, which was not allocated for in the proposed budget. VBCPS and the Chesapeake Bay Foundation (CBF) have a formal agreement related to the use of the classroom in the Brock Environmental Center which is owned by the CBF. As part of this agreement, VBCPS must agree to the terms of use and pay a “Use Fee” of quarterly installments of \$3,904. About \$7,000 was spent on communication/marketing which included graduation-related expenses like food and t-shirt memorabilia. Instructional materials included items such as water testing solutions that will need to be purchased annually. A total of \$1,800 paid for travel to the Montana and the Grand Tetons. The budget included \$2,500 allocated for professional learning that was not used during year-two.

Table 5: Annual Operating Costs for the Environmental Studies Program in 2021-2022

Cost Category	Proposed Budget	Actual Cost 2021-22 Fiscal Year
Instructional Materials	\$4,000	\$3,975
Field Trips/Site Visits	\$5,000	\$1,800
Professional Learning	\$2,500	\$0
Communication/Marketing (senior celebrations and memorabilia)	\$0	\$7,307
Office Supplies	\$0	\$0
Technology	\$2,000	\$0
Program-Specific Staff*	\$186,270	\$204,455
Transportation	\$78,430	\$95,938
Use of Brock Environmental Center Building**	\$0	\$15,616
Total Annual Operating/Recurring Cost	\$278,200	\$329,091

*Based on salary for teaching coordinator and full-time teacher including fringe benefits, health insurance, and allowances and supplements.

**There was a \$10,000 deposit submitted by VBCPS that would be expected to be returned when the contract expires with the Chesapeake Bay Foundation in 2030 if it is not renewed. This deposit is not included as a cost.

Overall, the proposed budget for one-time start-up and operating costs for the first two years of the program was \$580,791. Including cost information collected during the year-one program evaluation, as well as the current year-two evaluation, the total one-time start-up and operating costs for the first two years of operation totaled \$613,334. Thus, the actual costs were \$32,543 more than the proposed budget for the initial two years of the program to be fully implemented.

Summary

The Environmental Studies Program year-two evaluation focused on the program's year of full implementation for students in grades 11 and 12. The Environmental Studies Program at the Chesapeake Bay Foundation's Brock Environmental Center offers students the unique opportunity to learn beyond the classroom and to study, understand, and explore the intersection of business, culture, and natural resources. The experiential and place-based nature of this program links students with community partners to broaden personal pathways. The program provides a comprehensive program of study for students interested in a sustainability perspective with hands-on, scientific field work, and challenge-based investigative learning opportunities.

During the program's second year, the program included two full-time staff members: the teaching coordinator, who was hired in year one and a full-time teacher who was hired at the start of year two. The teaching coordinator served as both a teacher and the program manager. During year two, the teaching coordinator taught grade 12 students and the new teacher taught grade 11 students. A total of 83 students were enrolled in the Environmental Studies program on September 30, 2021 (45 grade 11 students and 38 grade 12 students). The majority of the students in the program were female (61%), and the majority of the students in the program were White (78%). Overall, grade 11 students performed academically well across the four courses taken at the Brock Environmental Center: AP Environmental Science, Sustainability: Core Concepts and Environmental Systems, Natural Resource Management, and Watershed Hydrology with students having the highest performance in the Watershed Hydrology course, with 89 percent of students earning an A. Grade 12 students took two courses at the Brock Environmental Center during year-two: Topical Research and EcoSummit Senior Independent Study. All seniors performed well in these courses with 82 percent earning an A for each course. Seventy-four percent (74%) of the students in grade 11 who were eligible took the Environmental Science AP Exam. Three percent (3%) of the students scored a 5 on the exam, 19 percent of the students scored a 4 on the exam, and 25 percent of the students scored a 3 on the exam, which would potentially allow them to earn college credit for the course.

The Environmental Studies Program consists of one overarching goal of broadening students' understanding of sustainability which it aims to do through five objectives: utilizing the natural community as a context for learning about environmental and sustainability issues; implementing environmental service learning projects; integrating interdisciplinary instruction; incorporating challenge-based, collaborative, and design-thinking learning; and earning the Seal of Excellence in Science and the Environment upon high school graduation. Students and parents both unanimously agreed that the Environmental Studies Program broadened their or their child's understanding of sustainability. In addition, when asked how students benefited from enrolling in the program, the most common response was related to knowledge about the environment and/or sustainability. Most students (99%) and parents (96%) agreed that the program provided place-based learning opportunities or the natural community as a context for learning about environmental and sustainability issues. Eighty-eight percent (88%) of seniors indicated that they participated in a service-learning project and 100 percent of students agreed that the service-learning project was helpful. In addition, 93 percent of grade 11 students indicated that they participated in service-learning projects. One hundred percent (100%) of grade 11 students indicated they found the service-learning project or community partnership useful.

Ninety-eight percent (98%) of students agreed that the program integrated learning across subject areas including policy, science, contemporary social issues, environmental issues, and economic issues. Ninety-two percent (92%) of students reported that the program provided rigorous and challenging learning experiences along with 91 percent of parents. One hundred percent (100%) of students reported that the program provided them with opportunities to be collaborative, and 98 percent of students reported that the program provided them opportunities to participate in design-thinking. All seniors in the Environmental Studies

Program graduated from high school, with 95 percent of the students earning an Advanced Studies Diploma. Of the grade 12 students, 97 percent earned the Seal of Excellence in Science and the Environment.

Another goal of the program is to establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment. Currently, the program has partnerships with three institutions of higher learning, and 20 additional organizations including non-profits.

Overall, the program was perceived very positively by both students and parents who responded to the surveys. Students and parents had positive perceptions of the application process with 100 percent of students and parents agreeing that the application process was clear; it was easy to access, navigate, and complete; and that they had enough time to fulfill the application requirements.

Students and parents indicated strong satisfaction with the overall program, with satisfaction levels between 92 and 96 percent. In addition, 76 percent of grade 12 students indicated their experience in year two of the program was better than their first year in the program when it was impacted by the COVID-19 pandemic. Student retention in the program appears strong with 91 percent of students indicating they would be enrolling again next year. In addition, 95 percent of students and 90 percent of parents reported that the Environmental Studies Program was meeting their or their child's learning needs. Programmatic components including the program's classes, the Brock Environmental Learning Center, the outdoor learning environment, and science or technological tools were viewed positively with 94 to 100 percent of students and parents reporting that they were satisfied. One area that was rated somewhat lower was transportation related to senior internships. Approximately 72 percent of grade 12 students and 64 percent of parents of seniors agreed that school bus transportation allowed them or their child to fully participate in the senior internship.

The Environmental Studies Program's year-two annual operating costs totaled \$329,091. This was \$50,891 more than the total projected annual operating costs of \$278,200 for year-two of the program. The largest operating cost included program-specific staff, which included the salary and benefits for the teaching coordinator and one full-time teacher. The program-specific staff cost was approximately \$18,000 more than proposed. The second largest cost was attributed to transportation. The transportation cost for the program's second year was \$95,938, which was above the projected amount of \$78,430.

Recommendations and Rationale

Recommendation #1: Continue the Environmental Studies Program with modifications noted in Recommendations 2 and 3. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The first recommendation is to continue the Environmental Studies Program with modifications noted in the recommendation below. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The recommendation to continue the Environmental Studies Program with modifications is based on the academic success of students, the positive perceptions of the program by both parents and students, and the novel experiences given to students in the program.

Recommendation #2: Continue to monitor the recruitment and admissions process to ensure the program is operating at capacity as well as serving a diverse population. *(Responsible Group: Department of Teaching and Learning)*

Rationale: The second recommendation is to continue to monitor the recruitment and admissions process to ensure the program is operating at capacity, as well as serving a diverse population. The program's capacity is 100 students with 50 in grade 11 and 50 in grade 12. During year-one (2020-2021), the program began with 42 students, or was at 84 percent capacity. By the end of that school year, 38 students remained enrolled in the program. Year-one enrollment was impacted by the COVID-19 pandemic. In September of year-two (2021-2022), 45 grade 11 students were enrolled in the program, which was 90 percent of the program's capacity for grade 11 students. During the 2021-2022 school year, the program was at 83 percent capacity including both grade 11 and grade 12 students. A majority of students enrolled were female (61%) and a majority were White (78%), which mirrored the characteristics of the applicants. In addition, a large majority of applicants and those admitted were from Frank W. Cox and Kellam high schools. During spring 2022, program staff made concerted efforts in their recruitment strategies for the incoming grade 11 class to ensure the program operates at capacity and to improve student diversity. As a result of these efforts, the program received a larger number of applications than before, and the incoming grade 11 class is expected to be at capacity with 51 students. Continuing to monitor the impacts of recruitment strategies and the admissions process will allow the program to ensure the program operates at capacity with a diverse group of students representing each high school.

Recommendation #3: Investigate potential transportation solutions for seniors to participate in internships. *(Responsible Groups: Department of Teaching and Learning, Office of Transportation Services and Fleet Management)*

Rationale: The third recommendation is to investigate potential transportation solutions for seniors to participate in internships. During the year-two evaluation, school bus transportation was noted by several students and parents as an area for improvement, and survey results suggested that this was centered on senior students and their ability to fully participate in their internships. When asked on the survey about bus transportation, 72 percent of grade 12 students and 64 percent of parents of seniors agreed that school bus transportation allowed them or their child to fully participate in the senior internship. Internships are an embedded component within the grade 12 course EcoSummit Senior Independent Study. Therefore, it is recommended that program staff in conjunction with the Office of Transportation Services and Fleet

Management investigate options for ensuring that all senior students have access to transportation to fully participate in their senior internship.

Appendices

Appendix A: General Assistant Position Description

GENERAL RESPONSIBILITIES

Under the direction of the school coordinator and staff, the person will work in providing assistance to the coordinator and teacher of the Environmental Studies. The employee in this class is responsible for performing clerical and instructional tasks as well as participating and supporting the daily indoor and outdoor activities. The successful candidate must be able to work collaboratively with VBCPS team members, Chesapeake Bay Foundation staff, community stakeholders, and students.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Assist the Environmental Science Program teachers and coordinator in performing specific duties as assigned or undertaking specialized tasks.
- Confident in a variety of indoor and outdoor activities including:
 - Assist the coordinator and the teacher in creating a safe environment that is joyful and conducive to learning
 - Handle a variety of technical and administrative assignments.
 - Serve as primary clerical support to the coordinator and staff; serve as school receptionist and telephone operator; prepare and maintain files and records; assist students and teachers
 - Bookkeeping, process orders, and other purchasing logistics
 - Handle a variety of technical and administrative assignments; create office newsletter, catalogs, brochures, and papers required for office distributions
 - Reinforce skills taught by the classroom teacher to small and large groups of students
 - Provide minor care and first aid
 - Able to hike on the trails, explore a range of wooded and aquatic habitats and assist the teacher and/or coordinator with student safety during learning activities
 - Some offsite driving may be required (training will be provided)

KNOWLEDGE, SKILLS, AND ABILITIES

General knowledge of the practices, methods, and techniques used in classroom teaching; ability to maintain confidential files and information and to compile reports; ability to deal effectively with students and teachers; skill in the use of classroom and instructional equipment; ability to operate standard office, Word and data processing equipment; ability to establish and maintain effective working relationships with teachers, parents, students, and associates. A background in outdoor education/environmental education is preferred.

EDUCATION AND EXPERIENCE

Required: High School Diploma or GED

Preferred: Experience in environmental science or outdoor education with strong technological skills

Appendix B: Proposed Budget

One-time purchase costs and recurring costs to develop and implement the Environmental Studies Program are listed in the table below.

		One-Time Purchase and Start-up Costs	Recurring Costs
Description	FY 19/20	FY 20/21	FY 21/22
Transportation*		\$78,430	\$78,430
Instructional Costs			
• Instructional materials		\$15,000	\$2,000
• Equipment for student research		\$50,000	\$2,000
• Field Trips and Site Visits			\$5,000
• Curriculum development	\$10,000	\$5,000	\$1,000
• Professional development	\$2,500	\$5,000	\$2,500
Technology		\$25,000	\$2,000
Teacher salaries		\$110,661 (1 FTE Coordinator)	\$186,270 (1 FTE Coordinator and 1 FTE Teacher)
Total	\$12,500	\$289,091	\$279,200

End Notes

¹ The complete recommendation from the year-one evaluation stated, “Provide an additional staff member to support instruction and assist the program coordinator with logistics related to safety when working in the field, transportation concerns, and other duties as needed.”

² Source: https://www.doe.virginia.gov/instruction/graduation/diploma_seals/index.shtml

³ Department of Teaching and Learning provided their BuySpeed documentation by searching for the keyword “ESP.”

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

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For further information, please call (757) 263-1199

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September 2022



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY
Office of Research and Evaluation

Environmental Studies Program: Year-Two Comprehensive Evaluation

The table below indicates the proposed recommendations resulting from the **Environmental Studies Program: Year-Two Comprehensive Evaluation**. It is requested that the School Board review and approve the administration’s recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2022 Program Evaluation	Administration’s Recommendations
<u>Information</u> September 13, 2022 <u>Consent</u> September 27, 2022	Environmental Studies Program: Year-Two Comprehensive Evaluation	<ol style="list-style-type: none"> 1. Recommendation #1: Continue the Environmental Studies Program with modifications noted in recommendations 2 and 3. (<i>Responsible Group: Department of Teaching and Learning</i>) 2. Recommendation #2: Continue to monitor the recruitment and admissions process to ensure the program is operating at capacity as well as serving a diverse population. (<i>Responsible Group: Department of Teaching and Learning</i>) 3. Recommendation #3: Investigate potential transportation solutions for seniors to participate in internships. (<i>Responsible Groups: Department of Teaching and Learning, Office of Transportation Services and Fleet Management</i>) 	The administration concurs with the recommendations from the program evaluation.



Environmental Studies Program: Year-Two Comprehensive Evaluation

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting
September 13, 2022

About the Program



- Opened September 2020
 - Year 1: 2020-2021 grade 11
 - Year 2: 2021-2022 grades 11 & 12 (full implementation)
- Located at the Chesapeake Bay Foundation's Brock Environmental Center
 - Students take courses at home school and Brock Center
 - AM and PM sessions
- Through experiential learning and community partnerships, students learn about sustainability and expand STEM experiences
 - Three strands
 - Sustainable Economics and Business Innovation
 - Social Sustainability
 - Environmental Sustainability and Natural Resource Stewardship
 - Field work essential component

Evaluation Process and Method

- Year-Two Comprehensive Evaluation
 - Accomplishment of goals and objectives, implementation components, student characteristics, stakeholder perceptions, and cost
- Data Collection
 - VBCPS data warehouse
 - Document review
 - Interviews
 - Surveys

Stakeholder Group	Number of Respondents	Response Rate
Students	78	95%
Parents	50	36%

Program of Study

- Six program specific courses
 - AP Environmental Science
 - Sustainability: Core Concepts and Environmental Systems
 - Natural Resource Management
 - Watershed Hydrology
 - Topical Research
 - EcoSummit Senior Independent Study (senior internship)
- Outdoor learning environment and use of scientific and/or technological tools
- At least 91% earned As and Bs in all program-specific courses
- Program components viewed positively by both students and parents (94%-100% of respondents were satisfied)
- 72% of students and 64% of parents agreed transportation allowed them/their child to participate in senior internships.



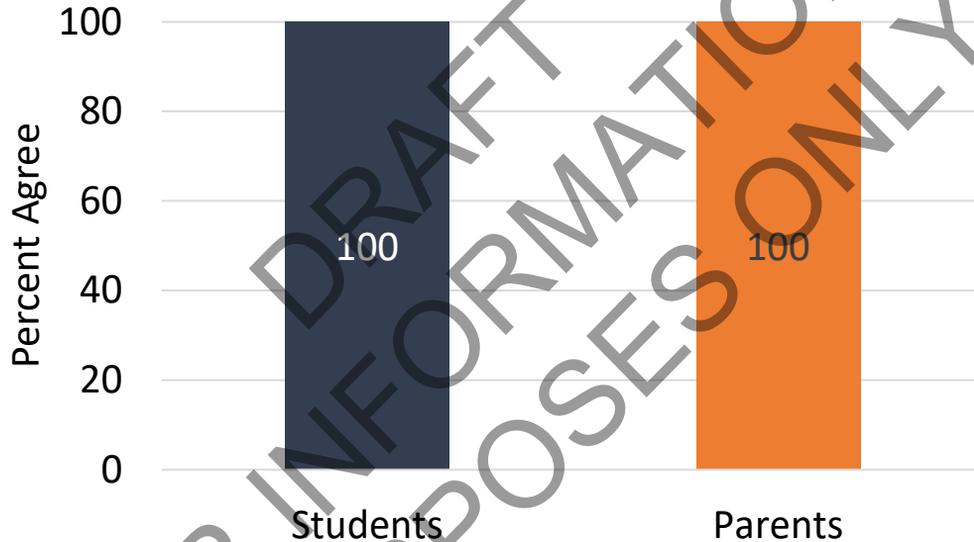
Student Characteristics and Staff

- Recruitment in spring 2021 via Zoom
- Grade 11: 62 applications → 62 qualified for lottery → 45 enrolled
- 83 students on September 30, 2021 (83% capacity)
 - 45 Grade 11 Students
 - 38 Grade 12 Students
- Demographics
 - Majority of students were female (61%) and White (78%)
- All 12 high schools across division represented
 - Top two most represented schools: Frank W. Cox High School (18%) and Kellam High School (16%)
- Changes in recruitment made in spring 2022 to diversify program applicants
- Program staff included teaching coordinator and teacher in 2021-2022
 - General assistant hired in August 2022 based on School Board approved recommendation from year-one evaluation

Goals and Objectives

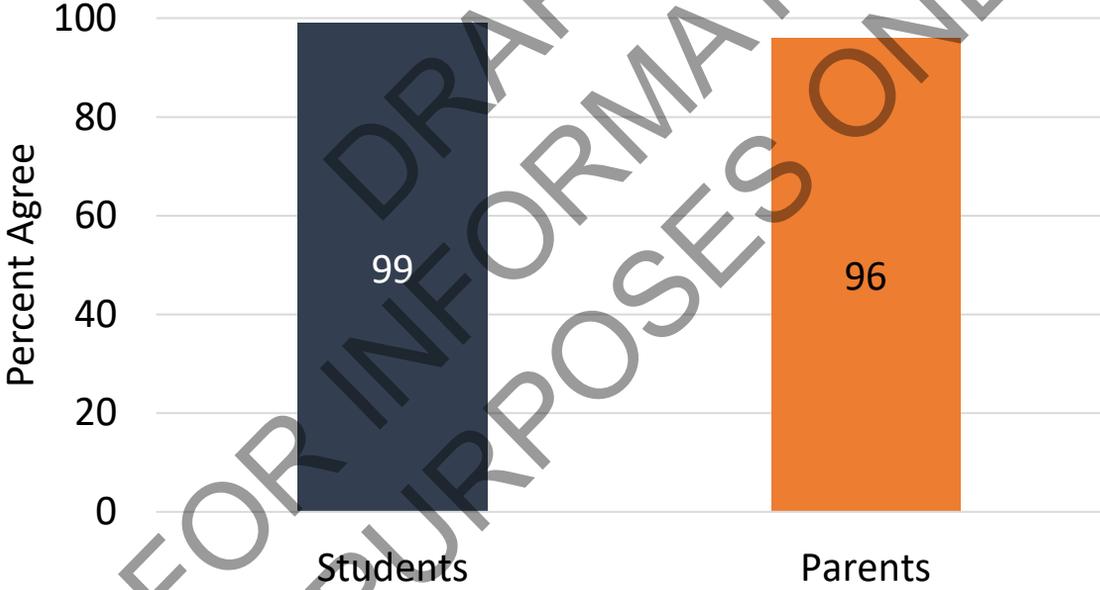
- Broaden students' understanding of sustainability
 - Utilizing the natural community as a context for learning about environmental and sustainability issues
 - Implementing environmental service-learning projects
 - Integrating interdisciplinary instruction
 - Incorporating challenge-based, collaborative, and design-thinking learning
 - Earning the Seal of Excellence in Science and the Environment
- Establish collaborative agreements with institutions of higher education

Goals and Objectives: Broaden Understanding of Sustainability



- 85% of grade 12 students reported their interest in environmental science or sustainability increased

Goals and Objectives: Utilize Natural Community Through Place-Based Learning Opportunities



Goals and Objectives: Implement Service-Learning Projects

- 93% of grade 11 students and 88% of grade 12 students indicated they participated in service-learning projects
- 100% of grade 11 and grade 12 students indicated the service-learning project was useful

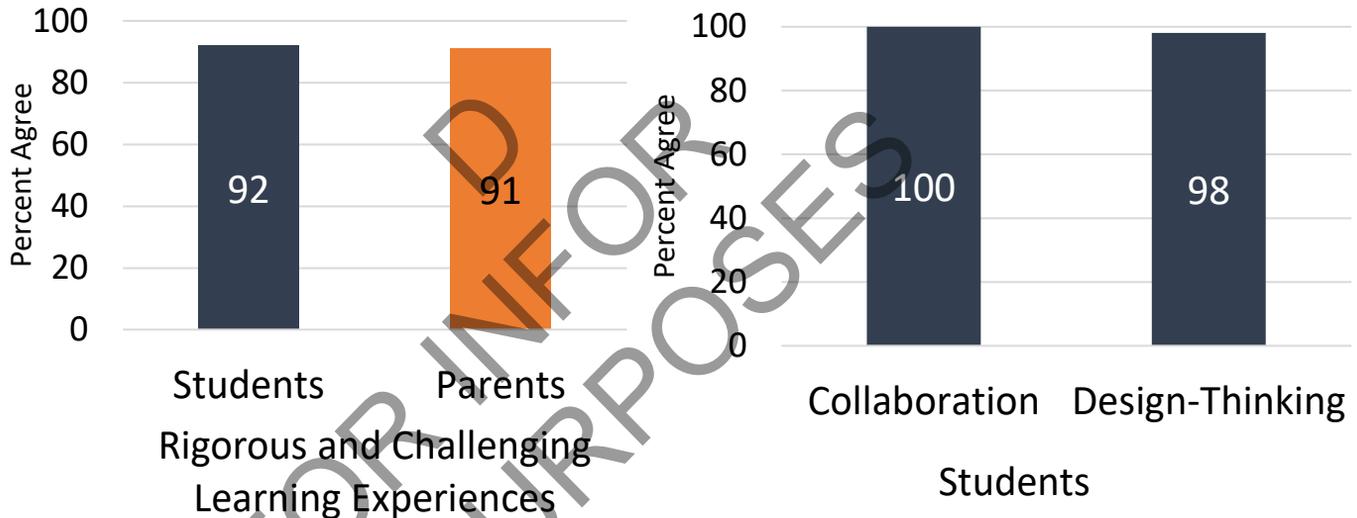


Goals and Objectives: Integrate Interdisciplinary Instruction

- 98% of students agreed the program integrated learning across subject areas



Goals and Objectives: Incorporate Challenge-Based, Collaborative, and Design-Thinking Learning



Goals and Objectives: Earn Seal of Excellence in Science and the Environment

- 97% of students in grade 12 earned the Seal of Excellence in Science and the Environment
- 95% earned an Advanced Diploma
- 5% earned a Standard Diploma



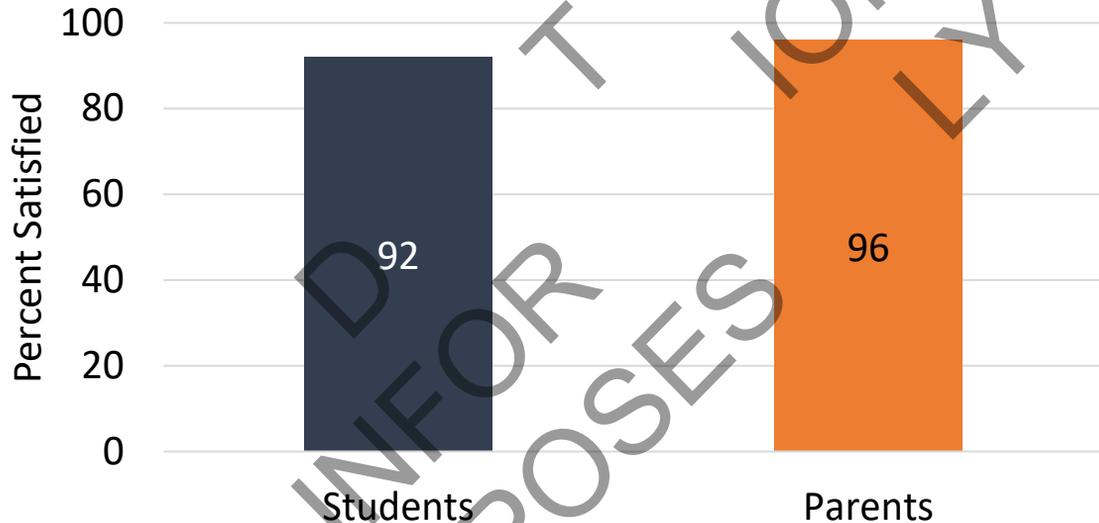
Goals and Objectives: Establish Collaborative Agreements

- Old Dominion University, Virginia Wesleyan University, and Virginia Tech Agricultural Extension

- Back Bay National Wildlife Refuge
- Back Bay National Wildlife Refuge Friends nonprofit organization
- Chesapeake Bay Foundation
- Chesapean Eco Tours*
- Convert Solar LLC*
- Dills Architects
- First Landing State Park
- Lynnhaven River NOW
- Mayor's Commission for Offshore Wind and Clean Energy*
- Nature Matters LLC
- Norfolk Botanical Gardens
- Operation Smile*
- RBA Architects*
- Renewable Energy Dominion Power*
- RRMM Architecture & Interior Design Firm
- Virginia Aquarium
- Virginia Beach City Council Student representatives:
 - Active Transportation Advisory Committee*
 - Clean Community Commission*
 - Green Ribbon Committee
- Virginia Beach Parks and Recreation
- Virginia Department of Wildlife Resources
- WPL Landscape Architecture*

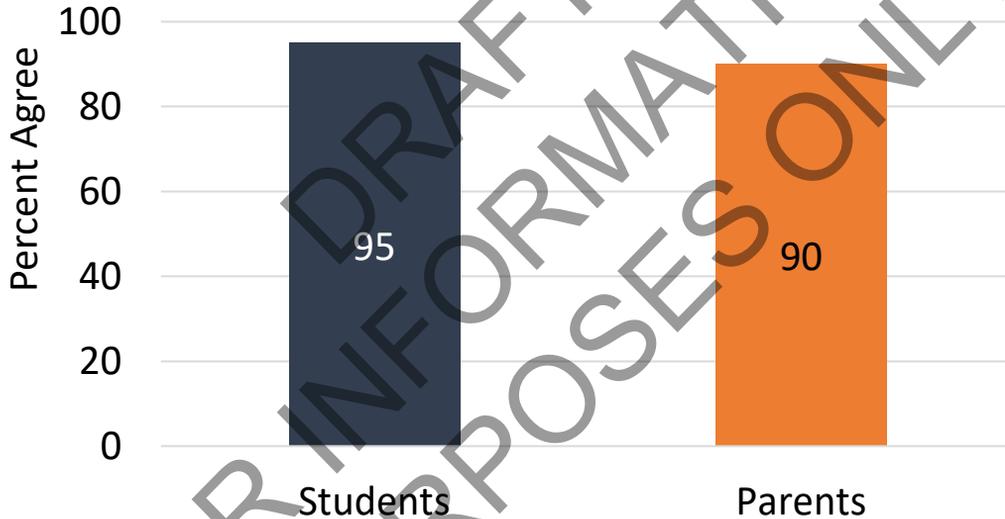
*New in 2021-2022

Stakeholder Perceptions: Overall Satisfaction



- 96% of students and 98% parents agreed they would recommend the program to others

Stakeholder Perceptions: Met Learning Needs



Impact of the Program: Seniors

- 94% agreed program helped them make decision about future education or employment
- 88% indicated program prepared them to continue education in a related field
- 93% indicated intended major was related to environmental science/sustainability
- 75% indicated future job was related to environmental science/sustainability



Additional Cost

Proposed Budget	Actual Cost 2021-2022 Fiscal Year	Difference
\$278,200	\$329,091	\$50,891

- Largest operating cost items included program-specific staff and transportation

Recommendations

- Recommendation #1: Continue the Environmental Studies Program with modifications noted in recommendations 2 and 3.
- Recommendation #2: Continue to monitor the recruitment and admissions process to ensure the program is operating at capacity as well as serving a diverse population.
- Recommendation #3: Investigate potential transportation solutions for seniors to participate in internships.



Administration's Recommendations

- Concurs with recommendations from program evaluation





Environmental Studies Program: Year-Two Comprehensive Evaluation

Planning, Innovation, and Accountability
Office of Research and Evaluation

School Board Meeting
September 13, 2022



Subject: School Board Compensation Philosophy

Item Number: 12D

Section: Information

Date: September 13, 2022

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

Prepared by: Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

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

Recommendation:

That the school board receives information related to the school board's updated *Compensation Philosophy*.

Background Summary:

With the approval of implementing a compensation study of positions on the instructional and unified experience-based step pay scales, a review of the school board's *Compensation Philosophy* was the first step in the process. During the School Board's retreat on July 19, 2022, school board members met with the division's compensation consultant from Segal to finalize the review and update the school board's *Compensation Philosophy*.

Source:

Goal 4 of the School Division's Strategic Plan

Budget Impact: TBD



Compensation Philosophy

Presented by
the Department of Human
Resources
September 13, 2022

DRAFT



COMPENSATION PHILOSOPHY OF THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH

The vision statement for the School Board of the City of Virginia Beach has the goal that every student will be achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment. With this vision in mind, the School Board strives to provide a total employee compensation program that enables the school division to:

- ✓ Attract and retain a highly qualified and diverse workforce
- ✓ Ensure fair and consistent pay practices
- ✓ Comply with applicable laws and regulations
- ✓ Operate within the constraints of fiscal resources while balancing and achieving educational goals



The School Board's Compensation Philosophy Embraces the Following Points (continue)

- ~~1. The total compensation program will align with the division's overall mission in support of the division's strategic goals and objectives.~~
1. The ~~division will strive to provide a total compensation program that is world class among all accredited K-12 institutions.~~ school division endeavors to provide a total compensation program that is economically competitive with institutions in **Southeastern** Virginia and for certain positions, outside of our local labor market as well.
2. Benchmarking and broad-banding are used as best practices for compensation of similar positions.
3. Compensation strategies must include the flexibility needed to adapt to market changes, maintain internal equity, and address the needs of the school division. **Pay adjustments, other than allowances and supplements may be provided to employees when appropriate, to address equity, market conditions, targeted needs, and consistency in the administration of the school division's compensation program.**
4. Starting pay for new employees is based upon education and work experience related to position requirements. ~~as well as market conditions.~~
5. Allowances are available to eligible employees based on the attainment of educational/licensing credentials earned beyond the requirements of the position to the extent that they relate to the employee's current job responsibilities and to the extent that they enhance the employee's ability to contribute to the mission and strategic goals of the school division.



The School Board's Compensation Philosophy Embraces the Following Points (continue)

6. Supplements may be provided to eligible employees performing specific functions outside of their established job descriptions.
- ~~7. Supplements may be provided to eligible employees performing specific functions outside of their established job descriptions.~~
7. Salary progression may occur as a result of annual salary increases, promotions, reclassifications and pay adjustments.
8. Benefit plans, retirement, and other non-cash compensation are reviewed annually for competitiveness, cost-effectiveness, and their value to employees and the school division.
9. To ensure our compensation structure remains competitive, pay ranges for all instructional positions are evaluated annually. ~~Pay ranges for all other job groups are reviewed as needed, but not less than every three years.~~ Pay ranges for all other job groups are reviewed 3-5 years or as needed.
10. **New:** The Division's Human Resources Department is responsible for evaluating the pay programs for alignment with VBCPS' compensation philosophy, senior leadership is responsible for proposing any changes to the program, and the Board is responsible for approving any proposed changes.
11. The compensation philosophy will be made available to employees.



FOR INFORMATION ONLY



COMPENSATION PHILOSOPHY OF THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH

The vision statement for the School Board of the City of Virginia Beach has the goal that every student will be achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment. With this vision in mind, the School Board strives to provide a total employee compensation program that enables the school division to:

- ✓ attract and retain a highly qualified and diverse workforce;
- ✓ ensure fair and consistent pay practices;
- ✓ comply with applicable laws and regulations; and
- ✓ operate within the constraints of fiscal resources while balancing and achieving educational goals.

The School Board's compensation philosophy embraces the following points:

- ~~1. The total compensation program will align with the division's overall mission in support of the division's strategic goals and objectives.~~
1. ~~The division will strive to provide a total compensation program that is world class among all accredited K-12 institutions.~~ The school division endeavors to provide a total compensation program that is economically competitive with institutions in Southeastern Virginia and for certain positions, outside of our local labor market as well.
2. Benchmarking and broad-banding are used as best practices for compensation of similar positions.
3. Compensation strategies must include the flexibility needed to adapt to market changes, maintain internal equity, and address the needs of the school division. Pay adjustments, other than allowances and supplements, ~~may be~~ are provided to employees when appropriate, to address equity, market conditions, targeted needs, and consistency in the administration of the school division's compensation program.
4. Starting pay for new employees is based upon education and work experience related to position requirements, ~~as well as, market conditions.~~
5. Allowances are available to eligible employees based on the attainment of educational/licensing credentials earned beyond the requirements of the position to the extent that they relate to the employee's current job responsibilities and to the extent that they enhance the employee's ability to contribute to the mission and strategic goals of the school division.
6. Supplements may be provided to eligible employees performing specific functions outside of their established job descriptions.
- ~~7. Pay adjustments, other than allowances and supplements, are provided to employees when appropriate, to address equity, market responsiveness, targeted needs, and consistency in the administration of the school division's compensation program.~~
7. Salary progression may occur as a result of annual salary increases, promotions, reclassifications and pay adjustments.
- ~~8. Part time/temporary employees may or may not be eligible for the same benefits as full time employees.~~
8. Benefit plans, retirement, and other non-cash compensation are reviewed annually for competitiveness, cost-effectiveness and their value to employees and the school division.
9. **To ensure our compensation structure remains competitive, pay ranges for all instructional positions are evaluated annually. Pay ranges for all other job groups are reviewed as needed, but not less than every three years. Pay ranges for all other job groups are reviewed 3-5 years or as needed.**
10. **New: The Division's Human Resources Department is responsible for evaluating the pay programs for alignment with VBCPS' compensation philosophy, senior leadership is responsible for proposing any changes to the program, and the Board is responsible for approving any proposed changes.**
11. The compensation philosophy will be made available to employees.

Compensation Philosophy

QUESTIONS





Subject: Program Evaluation Schedule for 2022-2023 **Item Number:** 14A

Section: Consent **Date:** September 13, 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 approve 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:



**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.



Renaissance Academy Alternative Education Program:

Subject: Evaluation Readiness Report **Item Number:** 14B

Section: Consent **Date:** September 13, 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 approve the Renaissance Academy Alternative Education Program goals, objectives, evaluation questions, and recommended three-year evaluation plan developed during the evaluation readiness process.

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).

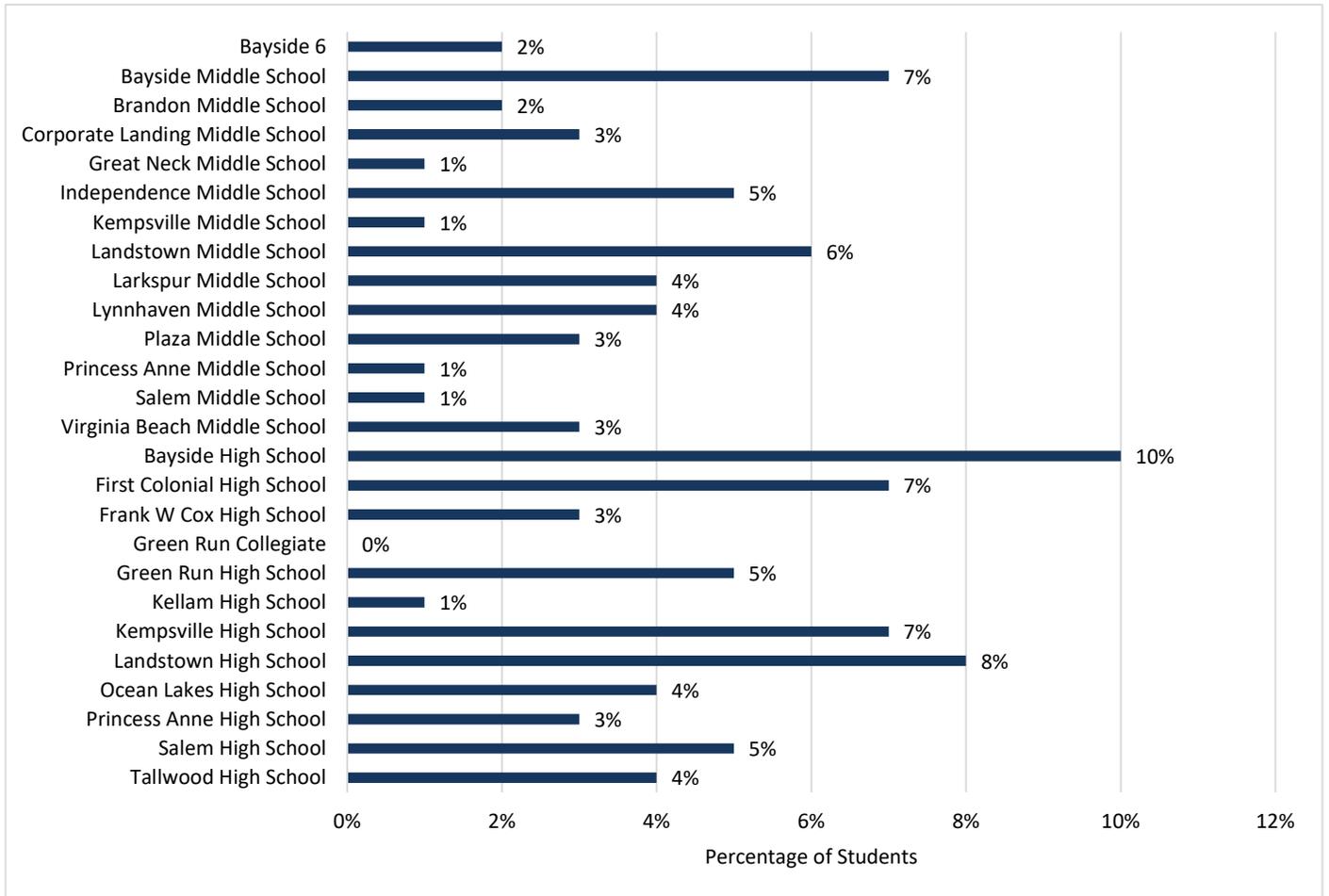
Of the 661 students enrolled at some time during the 2021-2022 school year, 72 percent (n=473) were enrolled in Renaissance Academy for the first time. Additionally, 7 percent (n=47) were enrolled the entire 2021-2022 school year. The median number of days students were enrolled at Renaissance Academy 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
 - ISAEP
 - 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 their 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.

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.

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

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or military status in its programs and activities, employment, or enrollment and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including but not limited to, [Policies 2-33](#), [4-4](#), [5-7](#), [5-19](#), [5-20](#), [5-44](#), [6-7](#), [6-33](#), [7-48](#), [7-49](#), [7-57](#) and Regulations [2-33.1](#), [4-4.1](#), [4-4.2](#), [4-4.3](#), [5-7.1](#), [5-44.1](#), [7-11.1](#) and [7-57.1](#)) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities, and employment.

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



Subject: Policy Review Committee Recommendations Item Number: 14C 1-8

Section: Consent Date: September 13, 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) **Policy 2-15/Communication with Staff** - *the PRC recommends no changes to the Policy.*
- 2) **Policy 4-8/Employee Input Process** - *the PRC recommends no changes to the Policy.*
- 3) **Policy 6-29/Drug Education** - *the PRC recommends amending title as well as the addition of language.*
- 4) **Policy 6-40/Science** - *the PRC recommends the removal of unnecessary language and editors note. Current legal reference was added.*
- 5) **Policy 6-54/Homework** - *the PRC recommends amendments to the language to bring the Policy in alignment with current Division guidelines for homework.*
- 6) **Policy 6-73/Testing and Assessment** - *the PRC recommends language that references the Standards of Learning (SOL), scrivener's changes and updated legal references.*
- 7) **Policy 6-81/Adult Education** - *the PRC recommends adding a legal reference.*
- 8) **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

Budget Impact:

N/A

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

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lencioni

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

APPROVED AS TO
LEGAL SUFFICIENCY


Kamala H. Lencioni

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-~~7~~207, 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

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lantieri

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

APPROVED AS TO
LEGAL SUFFICIENCY



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

APPROVED AS TO
LEGAL SUFFICIENCY



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, the 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

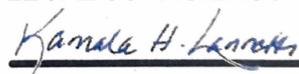
Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY



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

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lenzetti

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

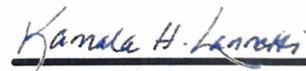
Amended by School Board: July 16, 1991

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

Amended by School Board: June 6, 2006

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY





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

Section: Consent Agenda **Date:** September 13, 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-22-08, RE-22-09, RE-22-10, RE-22-11, and RE-22-12.

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:** September 13, 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 September 13, 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
September 13, 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	Alanton	8/31/2022	Kanisha K Ullrich	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	9/2/2022	Loide M Davis	Physical Education Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/31/2022	Remedios M Cortez	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/31/2022	Christine Gray	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/31/2022	Kendall McIntosh	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/31/2022	Reagan N Templeton	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/25/2022	Dalvin J Kinney	Security Assistant	Not Applicable	Norfolk Sheriff's Office, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/25/2022	Shannon T Smith	School Nurse	Virginia Commonwealth University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/31/2022	Jasmine Eaton	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/31/2022	Khadijah N Kelly	General Assistant	Tidewater Community College, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/31/2022	Tiffany R Outlaw	Pre-Kindergarten Teacher Assistant	Not Applicable	Norfolk Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/29/2022	Shanna D Newton	School Office Associate II	Virginia Wesleyan University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/31/2022	Shinethia L Davis	Special Education Assistant	Tidewater Community College, VA	Kindercare Learning Company, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/31/2022	Norma J Ryker	Special Education Assistant	Not Applicable	SECEP, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/31/2022	Johanna Young	Physical Education Assistant	Southern Ill Univ Carbondale, IL	Unity Point Grade School, IL
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	9/2/2022	Anamaria R Roman	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	8/31/2022	Christina L Hillman	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	8/31/2022	Breanna D May	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	8/31/2022	Alexa I Merriman	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	8/31/2022	Laura E Tierney	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Centerville	8/31/2022	Nicole V Kihorany	Kindergarten Assistant	Regis University, CO	The Child Enrichment Center, CO
Assigned to Unified Salary Scale	Appointments - Elementary School	Centerville	8/31/2022	Lovenia Williams	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	8/23/2022	Isaac S Owens	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	8/31/2022	Maurice Jones	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	8/31/2022	Jill Y Stancil	Physical Education Assistant	Cambridge College, MA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	8/31/2022	Dawn M Wall	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	9/2/2022	ReNita M Inmon	Special Education Assistant	Southern Ill Univ Carbondale, IL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	8/31/2022	Heather P Rice	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	8/29/2022	Wendy E Esquivel-Moran	School Office Associate II	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	8/31/2022	Dana Z Pietrantoni	Pre-Kindergarten Teacher Assistant, .500	University of Pittsburgh, PA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	8/31/2022	Jennifer L LeBlond	Kindergarten Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	8/31/2022	Jonathan S Owens	Physical Education Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	8/31/2022	Andrea Rabbiosi	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	8/25/2022	Sara L Radebaugh	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	8/31/2022	Malathi Deepak	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	8/31/2022	Anthony J Jordan-Christman	Physical Education Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	8/31/2022	Hannah E Martin	General Assistant	Shenandoah University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	9/2/2022	Letitia M Rainey	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/31/2022	Ashley E Bare	Special Education Assistant	Longwood University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/31/2022	Cortney Halsey	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/31/2022	Miranda C Lamb	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	8/22/2022	Shelby Neal	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	8/25/2022	Benjamin K Smith	Security Assistant	Not Applicable	Military Service
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	8/31/2022	Ryann K Davis	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	8/31/2022	Ellyne Dube	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	8/31/2022	Stefanie M Gustafson	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	8/30/2022	Amber Edmonson	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	8/31/2022	Tia M Albritton	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	9/1/2022	Louella L Manlunas	Kindergarten Assistant	Philippines Other, PH	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	8/19/2022	Karina M Jones	School Office Associate II	Argosy University, FL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	8/31/2022	Gabrielle L Darling	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	8/31/2022	Mark A Johnson	Physical Education Assistant	Norfolk State University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	8/31/2022	Amanda L Ortiz	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	8/31/2022	Sarah L Wright	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	John B. Dey	8/31/2022	Gretchen J Lerner	General Assistant	Norfolk State University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	John B. Dey	8/31/2022	Melissa A McCormack	General Assistant, .500	University of Pittsburgh, PA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	John B. Dey	9/1/2022	Ashley R Smith	Clinic Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/15/2022	Michael R Lohr	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/22/2022	Raven Hoggard	School Office Associate II	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/31/2022	Jake P Albert	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/31/2022	Deborah A Diaz	Pre-Kindergarten Teacher Assistant	Briarcliffe College, NY	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/31/2022	Lucia Martinez	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	Charmaine M Johnson-Garcia	Kindergarten Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/31/2022	Felicia R Sparrow	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/31/2022	Nicholas J White	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	King's Grant	8/31/2022	Cristen A Parker	Kindergarten Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	8/31/2022	Jennifer N Anderson	Special Education Assistant	Virginia Tech, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	8/31/2022	Grace Silipigni	Kindergarten Assistant	Not Applicable	Sunnybrook Day School, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	8/31/2022	Khin P Williams-Sone	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	8/25/2022	Stephanie M Woodruff	Security Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	8/31/2022	Carrie S Urlick	Special Education Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	8/31/2022	Patricia B Vera	General Assistant, .500	Regent University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	9/2/2022	Mallory M Lutz	General Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	8/30/2022	Kelly A Remington	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	8/31/2022	Renee E Allbritton	Kindergarten Assistant	Radford University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	8/31/2022	Noelle L DuBois	Physical Education Assistant, .500	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	8/30/2022	Crystal M Brothers	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	8/31/2022	Ashley A Davis	General Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	8/31/2022	Erin Ulshafer	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	8/15/2022	Monique Harney-Parker	School Administrative Associate I	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	8/23/2022	Lanneka Sykes-Correa	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	8/24/2022	Scott A Carinci	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	8/25/2022	Pamela B Teagle	School Office Associate II	Ohio University, OH	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	8/31/2022	Iain H Lotan	Security Assistant	St Leo College, FL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	8/31/2022	Mollie Duff	Special Education Assistant	University of San Diego, CA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	8/31/2022	Melissa L Mort	Kindergarten Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	8/31/2022	Darlene C Olivo-Cesar	Kindergarten Assistant	Not Applicable	La Petite Academy, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	8/25/2022	Jon W Kline	Security Assistant	Not Applicable	Virginia Beach Police Department, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	8/29/2022	Christina K Barney	Clinic Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	8/31/2022	Alexander E Brown	Physical Education Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	8/29/2022	Maranda B Jones	Clinic Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	8/31/2022	Terri V Cannady	Special Education Assistant	City Univ of NY John Jay Col, NY	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	9/2/2022	Jasmine L Speller	Special Education Assistant	Virginia Commonwealth Univ, VA	Not Applicable

Personnel Report
Virginia Beach City Public Schools
September 13, 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	Ocean Lakes	8/25/2022	Glenn R Sostak	Security Assistant	Tompkins-Cortland Community Co, NY	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	8/31/2022	Melanie Ingraham	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	8/31/2022	Kandace Long	Special Education Assistant	Not Applicable	Lighthouse Christian Academy, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	8/31/2022	Tonya D Powell	Pre-Kindergarten Teacher Assistant	Excelsior College (Regents), NY	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Old Donation School	8/30/2022	Tina X Loi	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/22/2022	Alicia N Gonzales	School Administrative Associate I	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/25/2022	Chummie A Price	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/31/2022	Tracy M Critser	General Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/31/2022	Emily A Mastropasqua	Kindergarten Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/31/2022	Tameka D Miller	Kindergarten Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/31/2022	Amber N Robbins	Kindergarten Assistant	Tidewater Community College, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	8/29/2022	Alexis D Robertson	School Nurse	Trinity College, DC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	8/30/2022	Carolyn A Vaughan	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	8/31/2022	Sandra P Collins	Kindergarten Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/31/2022	Synquity D Pinn	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/31/2022	Janet E Weisman	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/25/2022	Jonathan A Hehl	Security Assistant	Randolph-Macon College, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/30/2022	Robin Wolfe	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/31/2022	Tracy F Murray	Physical Education Assistant	Strayer University, DC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/31/2022	Paula S Wykle	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/22/2022	Keith L Madric	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/30/2022	Johnna E Gonzales	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/31/2022	Leslie M Klosterman	Kindergarten Assistant	Univ of Tennessee Chattanooga, TN	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/31/2022	Rebecca L Vernon	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	8/31/2022	Hannah A Black	Physical Education Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	8/30/2022	Mallory J Sanders	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	8/31/2022	Amy C Beemus	Kindergarten Assistant	Mary Baldwin College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	8/31/2022	Brian A Howard	Security Assistant, .400	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	8/19/2022	Carissa A Danahy	Cafeteria Manager I	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	8/31/2022	Rebecca B Clifford	Kindergarten Assistant	Lynchburg College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	8/30/2022	Jamie Hall	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	8/31/2022	Kirstin L Mohr	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	8/31/2022	Jessie G Nunez	Physical Education Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	8/31/2022	Bradley J VanGilder	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	8/25/2022	Lauren A Flora	School Nurse	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	8/25/2022	Wayne E Lincoln	Security Assistant	St Leo College, FL	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	8/31/2022	Shapray A Neverson	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thalia	8/22/2022	Tracie L Johnston	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	8/29/2022	John A French	Security Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	8/25/2022	David J Cook	Security Assistant	Embry-Riddle Aeronautical Univ, FL	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	8/30/2022	Maureen A Cheaney	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	8/30/2022	Rita A D'Angelo	Cafeteria Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	8/31/2022	Sharon Story	Pre-Kindergarten Teacher Assistant	Texas A&M Corpus Christie, TX	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	8/30/2022	Ashlyn M Echerd	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	8/30/2022	Juana Romero	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	8/31/2022	Lewis P Gatling	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	8/31/2022	Eugenia R Wisneski	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	8/18/2022	Jonathan A Lynch	Custodian II Head Night	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	8/22/2022	Wanda S Pendleton	Custodian III Head Day	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	8/19/2022	Sirena D Bynum	School Office Associate II	Norfolk State University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	8/31/2022	Jordyn Mack	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	9/6/2022	China X Evins	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	8/25/2022	DeWayne Knight	Security Assistant	Not Applicable	Ottawa Police Service, ON
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	8/29/2022	Zaakir F Kelly	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	8/25/2022	Tanai N English	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	8/30/2022	Debra M Parker	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	8/31/2022	Cheyenne A Dodson	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	8/31/2022	Alvin B Holloman	School Security Officer, .400	St Leo College, FL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	8/31/2022	Alyssa R Schreyer	Special Education Assistant	University of Pittsburgh, PA	APS/Watson Institute, PA
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	8/31/2022	Kimberly Bartholomew	Special Education Assistant	Post University, CT	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	8/31/2022	Suzanne M Clark	Clinic Assistant, .500	Not Applicable	Atlantic Shores, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	8/31/2022	David A Joiner	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/25/2022	Robert W Cuniff II	School Security Officer	Tidewater Community College, VA	City of VA Beach Police Dept, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/25/2022	Melissa Dixon	School Nurse, .400	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/25/2022	Cynthia D Runaldue	School Nurse, .600	Hampton University, VA	Sentara Healthcare, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/26/2022	Kujtim Cela	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/31/2022	Gabrielle A Watkins	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/31/2022	Troy Webb	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/31/2022	Renada A Wilson	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	8/25/2022	Mark A Bacon	Security Assistant	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	8/31/2022	William A Wood	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	8/25/2022	Irving K Cashwell Sr	Security Assistant, .400	Norfolk State University, VA	US Army, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	8/25/2022	Darria T Fortson	Security Assistant, .400	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	9/1/2022	Gloria P Arno	Cafeteria Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	8/25/2022	Georgia L Mayberry	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	8/25/2022	Terrence D Parker	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/8/2022	Stephanie N Filio	School Counseling Department Chair	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/22/2022	Restituto T Dayrit	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/29/2022	Janeai A Carter	ISS Coordinator	Hampton University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/31/2022	Bonita L Cofield	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	8/31/2022	Marcela Hoogenakker	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	8/25/2022	Jacqueline N Lizette	School Nurse	Not Applicable	Nurses Etc. Staffing, TX
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	8/25/2022	Michael H Miller	Security Assistant	Old Dominion University, VA	Virginia State Police, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	8/31/2022	Katherine M Talk	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	8/25/2022	Jenna N Hinkel	Library/Media Assistant	James Madison University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	8/25/2022	Wayne A Ricci	School Security Officer, .600	Holyoke Community College, MA	City of Norfolk, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	8/25/2022	Dwayne L Whitehead	School Security Officer, .400	Not Applicable	City of Virginia Beach Police, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/22/2022	Frances D Warner	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/24/2022	Kyrus L Bradshaw	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/24/2022	Nicole M Bradshaw	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/30/2022	Kristian L Culin	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/25/2022	Gary T Meador	School Security Officer	Not Applicable	Virginia Beach Police Dept, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/25/2022	Tamara M Neighbors	Security Assistant, .400	Virginia Wesleyan University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/31/2022	Rebecca C Morgan	Special Education Assistant	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
September 13, 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 - Middle School	Princess Anne	8/31/2022	Zachary Putland	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	8/19/2022	Tiffany Howell	Cafeteria Manager II	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Virginia Beach	8/25/2022	John M Winnett	School Security Officer	Not Applicable	City of Virginia Beach Police, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Virginia Beach	8/30/2022	Timothy Green	Custodian III Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Cox	8/25/2022	James LaClaire	Security Assistant	Not Applicable	VBCPS, VA
Assigned to Unified Salary Scale	Appointments - High School	Cox	9/6/2022	Mary Demkowicz	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	8/25/2022	David J Vanderwerf	School Security Officer	Buffalo State College, NY	VBCPS, VA
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	8/31/2022	Haley M Flach	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/25/2022	Justin J Barnett	Security Assistant	Bryant & Stratton Col Va Beach, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/29/2022	Alivia L Evans	School Office Associate II	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/29/2022	Michelle A Winters	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	8/22/2022	Vonetta S Wilder	School Office Associate II	Norfolk State University, VA	City of Portsmouth, VA
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	8/25/2022	George C Wall	School Security Officer	Herzing College, WI	City of Norfolk Police Department, VA
Assigned to Unified Salary Scale	Appointments - High School	Landstown	9/1/2022	Samantha T Brown	Cafeteria Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	9/6/2022	Sharon B Pray	Baker/Cook, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Office of Programs for Exceptional Children	8/30/2022	Paul T Metzger	Interpreter	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/30/2022	Melissa M Keil	Clinic Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/31/2022	Zack R Wallace	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/31/2022	Janice C Wilson	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	8/19/2022	Katelyn A Leech	School Office Associate II	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	8/25/2022	Joshua D Brown	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	8/30/2022	Whitney M Babb	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	9/6/2022	Shavon Ginyard	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Human Resources	8/29/2022	Kelly L Stead	Teacher Retention Liaison	University of Virginia, VA	Norfolk Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	8/31/2022	Kimberly E Crissman	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	8/22/2022	Johnny Sanchez	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/19/2022	Saori Brennan	Baker/Cook, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/19/2022	Loretta A Wilson	Assistant Cafeteria Manager	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/25/2022	Iva K Glunt	Cafeteria Manager in Training, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/29/2022	Sharnett D Wethington	Cafeteria Manager in Training, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	9/1/2022	Trevor C Mezzapeso	Electrical Craftsman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	9/6/2022	Jason Rabeau	Assistant Warehouse Manager	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Safety and Loss Control	8/25/2022	David M Almeida	Security Officer	Not Applicable	City of Norfolk Police Department, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Safety and Loss Control	8/25/2022	Samuel Q Eure IV	Security Officer	Not Applicable	City of Virginia Beach Sheriff Department, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Leadership	9/8/2022	Violet Lapompe	Student Residency Verifier	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/19/2022	Cassandra Cason Griffin	School Social Worker	Howard University, DC	Prince William County, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/19/2022	Dana M Dixon	School Social Worker	Norfolk State University, VA	Kempsville Behavioral Health, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/31/2022	Sara Glass	General Assistant	Not Applicable	VBCPS, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2022	David W Cumpston	Assistant Warehouse Manager	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2022	Erin M Fleming	Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/29/2022	Kenneth Heckman	Fleet Technician I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/30/2022	Roberta K Affonso	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	Amy T Bailey	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	Diamond S Basnight	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	Kristeen A Beers	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	Kewanda M Benn	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	Nathan Brown	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	Michael Campbell	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	Denis A Crisp	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	Raven Dennin	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	Michelle V Diop	Bus Assistant Plan Bee, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/30/2022	Keri C Dusch	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	Valerie T Grissom	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	Brian K Herget	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	Patricia Keller	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	Zebadiah J Kipps	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	Thidasavanh Luangrath	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	Robert P McGarry	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	Jonathan Meeink	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	Genifer M Schwartz	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	Alexa Shaw	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	Jessica Turner	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	Lillijordan B Whitehead	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	Eugene E Wilson	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/6/2022	Desiree Harris	Transportation Dispatcher	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/12/2022	Emanuel L Jimenez	Fleet Technician I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	6/30/2022	Erica L Bailey	Pre-Kindergarten Teacher Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	6/30/2022	Ryan C Kilmon	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	6/30/2022	Kataya Morris	Cafeteria Assistant, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Christophers Farms	6/30/2022	Amanda M Espinda	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Fairfield	6/30/2022	Grayson K Lamb	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Glenwood	6/30/2022	Maria J Moctezuma	Cook, 7.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Glenwood	6/30/2022	Chaz K Whitfield	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Hermitage	9/12/2022	Quentin E King	Custodian II Head Night (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Holland	6/30/2022	Elsie Class-Santiago	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Holland	6/30/2022	Jeffrey J Robertson	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2022	Nicole M Weber	Cafeteria Assistant, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	9/6/2022	Brenda D Zenzian	Cafeteria Assistant, 6.0 Hours (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville	9/7/2022	Jacquelyn G Savage	School Administrative Associate I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville Meadows	8/11/2022	Jasmin Neville	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kingston	6/30/2022	Heather R Anderson	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Linkhorn Park	6/30/2022	Tahearra Hodges	Pre-Kindergarten Teacher Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	New Castle	6/30/2022	Samantha N Glaros	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	North Landing	6/30/2022	Donna M Zacher	Cafeteria Assistant, 4.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Ocean Lakes	6/30/2022	Ann A Callis	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	6/30/2022	Jaime Carino	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	6/30/2022	Andrea J Zimmerman	Kindergarten Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	6/30/2022	Zachary T Franklin	Physical Education Assistant, .500 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont	6/30/2022	Jeanette J Allen	Cafeteria Assistant, 4.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Strawbridge	6/30/2022	Cassadie S Centeno	Cafeteria Assistant, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Strawbridge	8/15/2022	Dominic J DeFilippo	Technology Support Technician (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Strawbridge	8/31/2022	Joanne Thomas	Special Education Assistant (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	8/26/2022	Loren P Rossi	Special Education Assistant (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Independence	6/30/2022	Ykechia R Hinton	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable

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Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	6/30/2022	Alayna P Garcia	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	9/16/2022	Kayla B Dotson	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Seatack	6/30/2022	James R Ruzsala	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Cox	6/30/2022	NQuiisha A Edwin	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Cox	8/24/2022	Dominic G Ellis	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	First Colonial	6/30/2022	Erin M Anastasi	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	First Colonial	6/30/2022	Luke M Rambo	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	First Colonial	8/25/2022	Crystal L Wright	Security Assistant (declined position)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	First Colonial	9/2/2022	Logan V Troutman	Custodian I (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	6/30/2022	Beverly Baker	Security Assistant (regular contract to temporary)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	6/30/2022	Michael A Danley	Security Asst (regular contract to temporary)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	7/29/2022	Erika Logan	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	9/30/2022	Sabrina Conner	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	6/30/2022	Carlton E Griffin	Custodian III Head Night (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	6/30/2022	Patricia A Ripoll	Clinic Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	6/30/2022	Terra L Cooley	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	6/30/2022	Mykel M Kofa-Wilson	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	6/30/2022	Stephanie Marcella	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Technical And Career Education Center	6/30/2022	Jemel Pindell	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Consolidated Benefits	9/2/2022	Caitlyn Shelton	Benefits Specialist I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Custodial and Distribution Services	8/18/2022	Brian D Porter	Distribution Driver (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Leadership	9/9/2022	Jacqueline R Corfey	School Nurse (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	6/30/2022	Jennifer H Beach	Behavior Intervention Specialist (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2022	Michelle J Hanley	Bus Driver, 7.5 Hours (active duty military)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2022	Nicole M Moursy	Bus Driver, 7.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Bettie F. Williams	6/30/2022	Martha I Cortes	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Salem	6/30/2022	Rebecca B Cadell	Cafeteria Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Communications & Community Engagement	9/30/2022	Nicole J Ingalls	Executive Office Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Teaching and Learning	10/31/2022	Carla Y Serex	Administrative Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2022	Vivian B Bryant	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	8/31/2022	Todd L Phillips	Fleet Technician III	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/30/2022	Marielys C Acevedo-Cortes	Fourth Grade Teacher	University of Puerto Rico, PR	School District of Lee County, FL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/25/2022	Paul J Spinden	Physical Education Teacher	Edinboro University, PA	McDowell County PS, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/25/2022	Erin L Bailey	Third Grade Teacher	University of Maryland, MD	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/25/2022	Heidi Bailey	Fourth Grade Teacher	University of Phoenix, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/25/2022	Rebekah I Butler	First Grade Teacher	Gordon College, MA	Hamelin International School
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/25/2022	Kristina Davignon	School Counselor	Western Michigan University, MI	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/25/2022	McKenzie L LeVan	Fourth Grade Teacher	College of Saint Rose, NY	Lansingburgh Central School, NY
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/25/2022	Caroline A Waite	Music/Vocal Teacher	Canterbury Christ Church College, GB	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	9/2/2022	Yessica Diaz Johnson	Kindergarten Teacher	University of Phoenix, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	8/25/2022	Sabrina A McDaniel	Fifth Grade Teacher	Western Governors University, UT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	8/25/2022	Tiffany N Sittton	Music/Vocal Teacher	James Madison University, VA	Norfolk Christian Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	8/25/2022	Meaghan C Smith	Kindergarten Teacher	Radford University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Christopher Farms	8/25/2022	Regina A Ralston	Fourth Grade Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	College Park	8/25/2022	Paige L Porter	Fifth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Cooke	8/25/2022	Denni Jo B Berger	Fourth Grade Teacher	San Diego State University, CA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Cooke	8/25/2022	Jessica A Grant	Special Education Teacher	West Chester Univ Pennsylvania, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Corporate Landing	8/25/2022	Yvonne T Johnson	Fourth Grade Teacher	Liberty University, VA	Military Service
Assigned to Instructional Salary Scale	Appointments - Elementary School	Creeds	8/25/2022	Kiara Walton	School Counselor	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Diamond Springs	8/25/2022	Tessa Lexa	First Grade Teacher	Minn State University Mankato, MN	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Diamond Springs	8/25/2022	Pamela C Washington	Art Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Glenwood	8/25/2022	Lisa A Carlson	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/25/2022	Debra J McCommons	Art Teacher	Temple University, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/25/2022	Christine R Soderberg	Second Grade Teacher	Marymount University, VA	Mega Office Furniture
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/25/2022	Elizabeth M Naberhaus Blanchard	Second Grade Teacher	Virginia Wesleyan University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/25/2022	Jessica L Patton	Music/Instrumental Teacher, .600	Bridgewater College, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/25/2022	April Gallagher	Second Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/25/2022	Brianna Roth	School Counselor	University of Minnesota, MN	Douglas County School District, CO
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/25/2022	Lisa N Scalabrino	Music/Vocal Teacher	Michigan State University, MI	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	8/25/2022	Patricia M Corbett	Fourth Grade Teacher	University of Mary Washington, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	8/25/2022	Lisa R Mitchell	Fifth Grade Teacher	Central Washington University, WA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	8/25/2022	Adyson K Noyes	Fourth Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	8/25/2022	Brianna E Raborg	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	8/25/2022	Caroline B Lowery	Fourth Grade Teacher	Radford University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/25/2022	Olivia M Kopytowski	Special Education Teacher	Old Dominion University, VA	SE Cooperative Educational, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/25/2022	Johanna M Means	Special Education Teacher	University of Pittsburgh, PA	Spotsylvania County Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/25/2022	Paula B Taylor	Second Grade Teacher	Old Dominion University, VA	Norfolk Christian, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/18/2022	Andrea S Thompson Derr	Kindergarten Teacher	Norfolk State University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/25/2022	Jody R Hance	Art Teacher	University Texas San Antonio, TX	San Antonio ISD, TX
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/25/2022	Victorian S McGee	First Grade Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/25/2022	Alexandria Pace	Third Grade Teacher	SUNY Buffalo, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kingston	8/25/2022	Rachel E Gerber	Special Education Teacher	Univ South Carolina Columbia, SC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	8/25/2022	Bailee E Cox	Third Grade Teacher	Virginia Tech, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	8/25/2022	Patrick N Kondzella	Fourth Grade Teacher	Cal State Univ Northridge, CA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	8/25/2022	Julia A Pepe	First Grade Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	8/25/2022	Cameron L Thompson	Kindergarten Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Luxford	8/25/2022	Kristin J Klaus	Fourth Grade Teacher	Lesley College, MA	Silver Lake Regional School District, MA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Malibu	8/25/2022	Laura J Estes	Fifth Grade Teacher	College of William and Mary, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Malibu	8/25/2022	Jonas McGhee	Special Education Teacher	Excelsior College (Regents), NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Malibu	8/25/2022	Caroline E McNulty	Second Grade Teacher	Virginia Commonwealth Univ, VA	Chesterfield County Public Sch, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Malibu	8/25/2022	Katie Reyes	Fifth Grade Teacher	Salisbury State University, MD	Harford County Public Schools, MD
Assigned to Instructional Salary Scale	Appointments - Elementary School	Malibu	8/25/2022	Ashli N Teeman	Fifth Grade Teacher	Univ North Carolina Wilmington, NC	Albermarle County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	New Castle	8/25/2022	Theresa C Azzarello	Fourth Grade Teacher	Troy State University, AL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	New Castle	8/25/2022	Jennifer T Proffitt	Art Teacher, .200	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/25/2022	Scott G Holl	Second Grade Teacher	Western Governors University, UT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/25/2022	Kimberly L Krug	Special Education Teacher	Grand Canyon University, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/25/2022	Kimberly C Young	Special Education Teacher	Belmont Abbey College, NC	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	North Landing	8/25/2022	Annabelle L Porter	Music/Vocal Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Ocean Lakes	8/25/2022	Allison R Quresma	Kindergarten Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Ocean Lakes	9/1/2022	Christina C Bergren	School Counselor, .400	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	8/25/2022	Shannon L Tracey	Special Education Teacher	Tidewater Community College, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/25/2022	Vianney Y Armer	Fifth Grade Teacher	Johns Hopkins University, MD	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/25/2022	Bruce N Doss	Music/Vocal Teacher, .400	Regent University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/25/2022	Reshamah T Manley	Special Education Teacher	Norfolk State University, VA	Not Applicable

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Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/25/2022	Sierra N Staton	Music/Vocal Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/25/2022	Olivia N Taylor	Music/Instrumental Teacher, .800	Virginia Commonwealth Univ, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Providence	8/29/2022	Kelly M Stoffer	Pre-Kindergarten Teacher	College of Mt St Joseph, OH	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Providence	8/31/2022	Savannah L Smith	Second Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Red Mill	8/25/2022	Crystal L Goddard	School Counselor	Marshall University, WV	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont Forest	8/25/2022	Catherine C Seminario	Second Grade Teacher	George Mason University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/25/2022	Michael Brenmark	Music/Vocal Teacher	Midwestern State University, TX	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/25/2022	Skylar F Old	First Grade Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/31/2022	Hannah J Fortuner	Second Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Strawbridge	8/25/2022	Andrea L Toran	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/25/2022	Yvette M Jump	Second Grade Teacher	Western Governors University, UT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/25/2022	Katherine M Parker	Third Grade Teacher	Univ North Carolina Wilmington, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/25/2022	Robin A Smith	Kindergarten Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/25/2022	Heather A Witherington	Kindergarten Teacher	Auburn University Montgomery, AL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/25/2022	Cheryl Z Beardsley	Art Teacher, .400	Regent University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	8/25/2022	Meagan A Craig	Third Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	8/25/2022	Chelsea L Furlong	Second Grade Teacher	Norwich University, VT	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	8/25/2022	Kami M Hill	Third Grade Teacher	Oklahoma State University, OK	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	8/25/2022	Carol S Horton	Pre-Kindergarten Teacher	SUNY College Cortland, NY	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	8/30/2022	Erin Strait	Fifth Grade Teacher	Escambia County School District, FL	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/25/2022	Judy K Graham	Music/Vocal Teacher, .200	Chapman University, CA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/25/2022	Meghan J Maher	Reading Specialist	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Woods	8/25/2022	Emidio B Tomassetti	Music/Instrumental Teacher, .600	University Of Oregon, OR	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/25/2022	Mary K Anderson	First Grade Teacher	Barton College, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/25/2022	Joya D Merchat	Third Grade Teacher	Johns Hopkins University, MD	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/25/2022	Blair E Posey	Special Education Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/25/2022	Tangela L Clayton	Seventh Grade Teacher	Liberty University, VA	Orange County PS, FL
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/25/2022	Cyntra Evans	Literacy Teacher	Radford University, VA	Contra Costa School, CA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/25/2022	Cedric T Pratt	Health & Physical Education Teacher	Elizabeth City State Univ, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/25/2022	Damaris Sanabria	Title I Resource Teacher	University of Puerto Rico, PR	Leonides Movales Rodriquez, PR
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/25/2022	Karina Schumm	Eighth Grade Teacher	University of Mary Washington, VA	Stafford County PS, VA, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/31/2022	Christopher I Harts	Eighth Grade Teacher	Howard University, DC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	9/6/2022	Natalie Keznor	Eighth Grade Teacher	Gettysburg College, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	8/25/2022	TaVeta S Alston	Literacy Teacher	George Washington University, DC	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	8/25/2022	Katherine M White	Title I Resource Teacher	Liberty University, VA	Northstar Academy, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/25/2022	Sarah L Bevier	Library Media Specialist	Grand Valley State University, MI	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/25/2022	Alivia A Austin	Seventh Grade Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/25/2022	Hannah Moeller	Eighth Grade Teacher	Seton Hill College, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/25/2022	Susan O'Brian Knight	French Teacher, .800	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/25/2022	Laura T Tragert	Special Education Teacher	James Madison University, VA	Bonn International
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/25/2022	Elizabeth J Winters	Music/Instrumental Teacher	Penn State University, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/25/2022	Lauren Bostick	Sixth Grade Teacher	Clarion Univ of Pennsylvania, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/25/2022	Tondra A Manning	Eighth Grade Teacher	Strayer University, DC	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/25/2022	James C Webster	Eighth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/31/2022	Jessica R Nath	Eighth Grade Teacher	Old Dominion University, VA	Portsmouth PS, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/25/2022	James Grillo	Sixth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/25/2022	Lauren B Obeng	Seventh Grade Teacher	Old Dominion University, VA	Prince Edward Co. PS, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/25/2022	Lori B Murphy	Sixth Grade Teacher, .250	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/25/2022	Iman Nanoua	Eighth Grade Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/1/2022	Kathryn M Dooley	Instructional Technology Specialist	Liberty University, VA	Amherst County Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/25/2022	Hayley E Crews	Eighth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/25/2022	Karen A Kinsey	Library Media Specialist	Old Dominion University, VA	Newport News PS, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/25/2022	Zhigen Lin	Eighth Grade Teacher	Florida State University, FL	Charter HS, NY
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/22/2022	Pamela J Knecht	Second Grade Teacher	University of Florida, FL	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/25/2022	Alexa C Dunks	Dance Teacher	Radford University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/25/2022	Sharon E Wood	Library Media Specialist	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/25/2022	Gloria L Magana	Eighth Grade Teacher	University of Arizona, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/25/2022	Sybil B Holmes	Eighth Grade Teacher, .500	University Texas San Antonio, TX	Edgewood Independent, TX
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/25/2022	Samantha I Stepp	Eighth Grade Teacher	University of South Florida, FL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	8/25/2022	Donita L Gordon	Special Education Teacher	Regent University, VA	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	8/25/2022	Amanda K Morris	Seventh Grade Teacher	Old Dominion University, VA	Gompers Prep Academy, CA
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/25/2022	Lauren Prosniewski	Sixth Grade Teacher	Texas A & M College Station, TX	Lewisville Independent SD, TX
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/25/2022	Patrick M Aiello	Social Studies Teacher	Molloy College, NY	Star of the Sea, VA
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/25/2022	Travis H Driscoll	Science Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/25/2022	Maurika Dutton	Health & Physical Education Teacher	Radford University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/25/2022	Marielle Jenquin	Special Education Teacher	Minn State University Mankato, MN	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/25/2022	Kenneth E Price	Health & Physical Education Teacher	Old Dominion University, VA	VBCPS, VA
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/25/2022	Shannon E Gamel	Science Teacher	Ferris State University, MI	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/25/2022	Chris L Jackolski	Science Teacher	Appalachian State University, NC	VBCPS, VA
Assigned to Instructional Salary Scale	Appointments - High School	Green Run Collegiate	8/25/2022	Homer A Babbitt	Social Studies Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run Collegiate	8/25/2022	Michaela L D'Angelo	French Teacher	Randolph-Macon Womans College, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run Collegiate	8/25/2022	Alex E Jusell	Science Teacher	Univ of Maryland College Park, MD	DoD Education Activity, AP
Assigned to Instructional Salary Scale	Appointments - High School	Green Run Collegiate	8/25/2022	Meghan E Malkowski	Gifted Teacher, .600	Longwood University, VA	VBCPS, VA
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	8/25/2022	Alexus R Tillman	Social Studies Teacher	University of North Florida, FL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/25/2022	Crystal S Beatty	Family & Consumer Science Teacher	Campbell University, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/25/2022	Alisa D Joseph	Mathematics Teacher	Liberty University, VA	Suffolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/25/2022	Stephen Walker	Social Studies Teacher	George Mason University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	8/25/2022	Donald J Robertson	Science Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/25/2022	Susan K Conrad	English Teacher	Slippery Rock University, PA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/25/2022	Matthew Meisenhelter	Social Studies Teacher	Wesley Theological Seminary, DC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/25/2022	Lori S Nye	Library Media Specialist	Regent University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/25/2022	Emma S Wiley	English Teacher, .600	Wichita State University, KS	Renwick USD, KS
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/31/2022	Rita E Stevenson	Literacy Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	8/25/2022	Amanda D Moore	Science Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	9/1/2022	Aleshia L Dunning	Literacy Teacher	Boston College, MA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Adult Learning Center	9/7/2022	Madelyn Cardenas	English Second Language	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Virginia Beach Juvenile Detention Center	8/16/2022	Nicholas T Windsor	English Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	6/30/2022	Virginia A Wyllie	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Brookwood	6/30/2022	Kelsey Buchell	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Creeds	6/30/2022	David S Wiggins	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	John B. Dey	6/30/2022	Alexandra C Stava	Second Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville	6/30/2022	Vanessa Anderson	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville	6/30/2022	Amy S Watson	Fourth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Linkhorn Park	6/30/2022	Christine Preece	Fourth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
September 13, 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	Providence	6/30/2022	Shayna T Herbst	Second Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Salem	6/30/2022	Meshell A Woliver	Special Education Teacher (accepted a private sector job)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Three Oaks	6/30/2022	Melinda J Rogers	Pre-Kindergarten Teacher (moved to private school)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windsor Oaks	6/30/2022	Arianna F Koumas	Art Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	6/30/2022	Morgan McCormick	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	6/30/2022	Margaret C Miller	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside Sixth Grade Campus	6/30/2022	Megan E Milley	Sixth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Corporate Landing	6/30/2022	Julie E Briggs	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Kempsville	8/25/2022	Justin M Brandt	Health & Physical Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	8/29/2022	Lewis L Copeland	Eighth Grade Teacher, .600 (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	6/30/2022	Holly J Weisenbeck	Eighth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	6/30/2022	Mary Reynolds	Science Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	8/25/2022	Jill L Rowland	Science Teacher (health)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Cox	6/30/2022	Amanda M Gillespie	Business Education Teacher, .800 (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Cox	6/30/2022	Kyle W Goodson	English Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run Collegiate	6/30/2022	Amy L Abbott	Gifted Teacher, .600 (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2022	Ellen R Rose	Social Studies Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	6/30/2022	Keonna M Chwiliniski	Science Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	9/15/2022	Marcus W Johnson-Williams	Social Studies Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	8/25/2022	Nichole E Davies-Murray	Speech/Language Pathologist (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Bayside	8/31/2022	Gary R Cason	Health & Physical Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Miscellaneous	Office of Programs for Exceptional Children	6/30/2022	Phyllis E Pruett	Visual Impairment Teacher, .200	Not Applicable	Not Applicable
Administrative	Appointments - High School	Tallwood	8/26/2022	Shaheen Soorani	Assistant Principal	Old Dominion University, VA	VBCPS, VA
Administrative	Appointments - Miscellaneous	Office of Food Services	9/14/2022	Rachel Amato	Assistant Director Food Services	Florida International Univ, FL	VBCPS, VA



Subject: Policy Review Committee Recommendations Item Number: 15B 1

Section: Action Date: September 13, 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.*

Source:

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

Budget Impact:

N/A

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 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

APPROVED AS TO
LEGAL SUFFICIENCY





Subject: Resolution: Parental Rights Recognized in Virginia Beach City Public Schools **Item Number:** 15C

Section: Action **Date:** September 13, 2022

Senior Staff: N/A

Prepared by: Laura Hughes, School Board Member

Presenter(s): Laura Hughes, School Board Member

Recommendation:

That the School Board adopt the Resolution: Parental Rights Recognized in Virginia Beach City Public Schools.

Background Summary:

Source:

Budget Impact:

RESOLUTION
PARENTAL RIGHTS RECOGNIZED IN
VIRGINIA BEACH CITY PUBLIC SCHOOLS

WHEREAS, the School Board of the City of Virginia Beach, Virginia recognizes parents are the first and most important teachers in their children's lives; and

WHEREAS, the School Board of the City of Virginia Beach, Virginia recognizes that parents are in the best position to know their children's needs and circumstances; and

WHEREAS, §1-240.1 of the Code of Virginia states that a parent has a fundamental right to make decisions concerning the upbringing, education, and care of the parents' child; and

WHEREAS, the single most important indicator of student success is parental involvement;

NOW, THEREFORE BE IT RESOLVED, that

1. Neither the Board nor the Administration of Virginia Beach City Public Schools will create or enforce policies, regulations, or practices which make healthcare decisions for students contrary to the will of their parents.
2. Virginia Beach City Public Schools shall develop an opt-in policy requiring parental notification of required classroom reading and a parent's signature before books are given to students.
3. Virginia Beach City Public Schools shall develop a system where parents receive an email when their students check out a book from the library. The email will contain a link to websites where parents can vet the books checked out.
4. This policy shall be in effect beginning immediately.

BE IT FURTHER RESOLVED that it will not be the policy of Virginia Beach City Public Schools to override the wishes of parents and/or guardians with respect to healthcare decisions, to include physical and emotional health, or educational decisions.

ALSO BE IT FURTHER RESOLVED that under no circumstances will students be encouraged by any Board member or employee, including the Superintendent and his/her staff, to discourage students from discussing ALL personal decisions, physical and emotional health questions and decisions, academic materials, and information gained in our schools with their parents and/or guardians.



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.