



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, October 11, 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 VBTV Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_rqp0hbOxRiCtmxVbyz-hGw

Call-in (301) 715-8592 ID 844 0948 1425

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 26, 2022.

- 1. Administrative, Informal, and Workshop (Einstein.Lab) 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. School Discipline and Behavioral Supports
- 2. Closed Session (as needed)**
- 3. School Board Recess 5:30 p.m.**
- 4. Formal Meeting (School Board Chambers) 6:00 p.m.**
- 5. Call to Order and Roll Call**
- 6. Moment of Silence followed by the Pledge of Allegiance**
- 7. Student, Employee and Public Awards and Recognition**
- 8. Adoption of the Agenda**
- 9. Superintendent's Report (second monthly meeting)**
- 10. Approval of Meeting Minutes**
 - A. September 27, 2022 Regular School Board Meeting
- 11. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the October 11, 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 October 11, 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. October 11, 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, October 11, 2022

12. Information

- A. Educational Equity Plan
- B. State and Federal Accountability, The Status of Our Schools
- C. Calendar Adjustment
- D. Tri-Campus Update

13. Return to public comments if needed

14. Consent Agenda

- A. Easement Agreement(s):
 - 1. An Achievable Dream Academy Addition to Lynnhaven Middle School Dominion Energy Easement Agreement **Updated 10/10/2022**
 - 2. John B. Dey Easement Agreement
- B. Recommendation of General Contractor:
 - 1. Seatack, Linkhorn Park, and New Castle Elementary Schools Boiler Replacement
- C. Policy Review Committee Recommendations:
 - 1. Policy 3-63/Safety: Weapons on School property
 - 2. Policy 5-22/Teacher Removal of Students from Class for Disruptive Behavior
 - 3. Policy 5-23/Students Over 20
 - 4. Policy 5-24/Dropouts: Prevention/Intervention and Retrieval
 - 5. Policy 5-42/Property Damage
 - 6. Policy 5-55/Health Services/Health Services manual
 - 7. Policy 5-57/Medications
 - 8. Policy 5-60/Toxic Art materials
 - 9. Policy 5-63/Early Dismissal/Leaving School Grounds
 - 10. Policy 5-65/Search and Seizure
 - 11. Policy 5-68/Sex Offender Registry Notifications
 - 12. Policy 5-70/Employment Counseling and Placement Services
 - 13. Policy 5-72/Student Photographs/Class Rings/Other Sales
 - 14. Policy 5-75/Indigent Students
 - 15. Policy 6-23/Curriculum Documents
 - 16. Policy 6-52/Class Size
 - 17. Policy 6-73/Testing and Assessment
- D. Religious Exemption(s)

15. Action

- A. Personnel Report / Administrative Appointments **Updated 10/13/2022**

16. Committee, Organization or Board Reports

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

18. Adjournment



Subject: Student Discipline and Behavioral Supports **Item Number:** 1B

Section: Workshop **Date:** October 11, 2022

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation, and Accountability
Matthew D. Delaney, Chief Schools Officer
Kipp D. Rogers, Ph.D., Chief Academic Officer

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

Matthew D. Delaney, Chief Schools Officer
Department of School Leadership

Robert B. Jamison, Executive Director of Student Support Services
Kipp D. Rogers, Ph.D., Chief Academic Officer
Department of Teaching and Learning

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

Matthew D. Delaney, Chief Schools Officer
Department of School Leadership

Recommendation:

That the School Board receive information about 2021-2022 student discipline data within the context of historical trends and behavioral supports.

Background Summary:

The overview of 2021-2022 student discipline data will include a review of discipline referrals, information about disparity in referrals for student groups, referrals for specific types of offenses, suspension data, and stakeholders' perceptions of schools being a safe and orderly place to learn or work. Following a review of the data, information about behavioral supports will be provided including proactive supports for students, along with mental health supports; professional learning; and support for teachers and school teams.

Source:

Budget Impact:

None



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

Section: Approval of Meeting Minutes **Date:** October 11, 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. September 27, 2022 Regular School Board Meeting

Background Summary:

N/A

Source:

Bylaw 1-40

Budget Impact:

N/A



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School Board Regular Meeting MINUTES **Tuesday, September 27, 2022**

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

- 1. Administrative, Informal, and Workshop:** Chair Rye convened the administrative, informal, and workshop session at 4:00 p.m. on the 27th day of September 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.

In addition to Superintendent Spence, the following School Board members were present in the Einstein Lab: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz (arrived at 4:01 p.m.), Ms. Hughes (arrived at 4:05 p.m.), Ms. Manning, Ms. Owens (arrived at 4:03 p.m.), Ms. Riggs (arrived at 4:03 p.m.), and Ms. Weems (arrived at 4:01 p.m.)

- A. School Board Administrative Matters and Reports: There were no administrative matters or reports discussed at the meeting.
- B. Forecast of Regular School Board Meeting Agenda Topics FY23 – 2nd Quarter: October, November, December: Superintendent Spence shared with the School Board the Administration's forecast of agenda topics to be presented at School Board meetings during the second quarter – October, November, and December – of the 2022-2023 school year; mentioned the public hearing on the budget in December; noted there is only one meeting in December due to winter break; the Wednesday, November 9 meeting date since November 8 is a holiday (Election Day); there was a brief mention of the October 25th meeting topic Employee Input Process; noted items on the forecast can be added or changed.
- C. Department of School Division Services Update: Jack Freeman, Chief Operations Officer, introduced the School Board presentation regarding updates from the offices within the Department of School Division Services; Melisa Ingram, Executive Director of Facilities Services shared information regarding summer work at schools and administrative facilities; over 90 sites and over 11,000,000 SF of space; preventative maintenance, cleaning protocols, special event support, summer school programs, and school readiness; reviewed CIP planned projects which included: roof replacements, HVAC upgrades, grounds – tennis and playgrounds, energy performance contracting; budget of approximately \$36.8 million; Lynnhaven Middle School addition. Eric Woodhouse, Director of Maintenance Services, continued the presentation and reviewed summer planned projects; completed over 170 projects including: painting, electrical upgrades, HVAC improvements, carpet replacements; completed over 67,000 work orders; shared two maintenance services current initiatives: Demand Response Test Program – average cost savings \$250,000 and Genetec Central Control Platform (Security Software); new initiative – Tririga Asset Management Program, workplace management program, field test at Green Run High School, division-wide implementation – July 1, 2023.

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Sam Nix, Director of Custodial and Distribution Services, continued the presentation; completed over 120 summer planned projects: screen & recoat gym floors, stripped & waxed all floors, pressure washing, overall cleaning protocols for school readiness (top priority); challenges filling custodial positions; shared efforts towards fulling staffing vacancies: participated in division-related career and recruiting events, Custodial Substitute Initiative Program (347 participating employees); Distribution Services (internal postal system) provided continuous school support; delivering: all division interdepartmental mail, student records, Kindergarten materials, furniture, custodial supplies, textbooks, technology supplies to schools; removal of kitchen equipment, surplus computers, surplus furniture; support special events.

The presentation continued with Thomas DeMartini, Director of Security and Emergency Management; shared information regarding School Security Officers (SSOs); SSOs are placed in 9 of 11 high schools and 5 of 15 middle schools; reviewed training: DCJS (Department of Criminal Justice Services) required Active Shooter Emergency Response, Emergency Evacuation procedure, and Threat Assessment training; firearms training and certification; expectation sheet for SSOs shared with building administration; reviewed other trainings: summer administration training, nonviolent crisis intervention, Department of School Leadership – emergency management training, Food Services/cafeteria staff division-wide – Run-Hide-Protect training, School Resource Officer training, Security Assistant training; school visits: school audits and unannounced security inspections.

James Lash, Executive Director of Transportation and Fleet Management Services, continued the presentation; shared information regarding transportation services annual in-service training, topics included: PBIS, risk management, safety; shared transportation data from September 13 - total number of to and from school regular education bus runs: 2,391; total number of late arrival at school sites (9/13/2022): 105; estimated on-time percentage: 91%; reviewed recruitment strategies: Care Fair, Banner Bus, VBCPS Graduations, Chesapeake Regional Job Fair, interviews on three major local TV stations; since July 1, 2022: conducted six school bus driver training (CDL) classes, 55 individuals have been fully trained and licensed, 55 individuals contracted as school bus drivers.

Viorica (Vicka) Harrison, Director of Food Services, continued the presentation; shared information regarding meal prices; pandemic federal waivers for no cost student meals have expired; meal costs are based on individual student eligibility (paid, reduced, free); Community Eligibility Provision (CEP) school students are receiving reimbursable breakfast and lunch at no cost; record number of 10 million student meals served during the fiscal year 2021-2022; Scratch Initiative's menu items are part of the division-wide cycle menu and offered at all VBCPS schools; food truck completion by late October 2022; YouTube Channel (VBSchools Food Service) has 34 educational videos; shared examples of most popular current Scratch menu items; and student education. The presentation continued with questions and comments regarding transportation in-service and PBIS; hiring temporary employees to help over the summer for larger projects; length of time for bus driver training; paid training for bus drivers; security assistants; custodian training, professional development, incentives; number of personnel in each department of School Division Services; challenges in filling vacancies; Hiring Fair for custodial and food service employees - October 15; School Security Officers; compliments on clean and maintained schools, transportation; Scratch Cooking initiative and time frame for other schools; all schools doing Scratch Cooking for breakfast/lunch; clarification between school audit and unannounced school inspection; what is observed during school inspection – information will be shared with the School Board; and communicating information regarding free and reduced lunch.

- D. Educational Equity Plan: Due to time constraints, workshop presentation moved to agenda item #17. See agenda item #3 below and agenda item #8 – Adoption of the agenda.

2. **Closed Session**: None during the administrative, informal, and workshop session.
3. **School Board Recess**: Chair Rye noted, the workshop item 1D – Education Equity Plan, would be presented at the end of the formal meeting and would make a modification during the adoption of the agenda. Chair Rye adjourned the administrative, informal, and workshop session at 5:23 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 6:02 p.m. on the 27th day of September 2022 and noted members of the public will be able to observe the School Board meeting through livestreaming on vbschools.com, broadcast on VBTB Channel 47, and on Zoom.

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In addition to Superintendent Spence, the following School Board members were present in the School Board chamber: Chair Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

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 made the following modification, as noted in the workshop, adding agenda item #17 – Educational Equity Plan; without any other modifications, Chair Rye called for a motion to approve the agenda as modified. Ms. Franklin made the motion, seconded by Ms. Riggs. 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) September 6 First day of school photos, mentioned the two webinars from last month to help students and parents prepare for the new school year, there were 35 full-time instructional vacancies, 90 positions less than last year, division staffing success of more than 99%, there were 51 non-instructional school-based vacancies in comparison to 145 openings last year (not including custodial and food service staff); 2) Erin Bailey, a senior at Cox High School, shadowed WVEC report Janet Roach over the summer. Also, Erin and Mike Hillier, a senior at Cox High School, attended the press conference at the air show and interviewed a few of the Blue Angels pilots; 3) shared a video from the Air Show - STEM Lab Learning Day, thousands of VBCPS fifth graders took part in hands-on learning activities; and 4) October 16-22 is America's Safe Schools Week and on Wednesday, October 19 recognizing School Resource Officer, School Security Officer and Security Assistant Day.

10. Approval of Meeting Minutes

A. September 13, 2022 Regular School Board Meeting: Chair Rye called for any modifications to the September 13, 2022 regular School Board meeting minutes as presented. Hearing none, Chair Rye called for a motion to approve the September 13, 2022 meeting minutes as presented. Ms. Anderson made the motion, seconded by Ms. Riggs. Without discussion, 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. Owens, Ms. Riggs, and Ms. Weems. There was one (1) abstention to the motion: Ms. Manning, due to the fact she was not in attendance at the meeting. 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 ten (10) in person speakers (including three (3) student speakers) and three (3) online speakers (including two (2) student speakers); topics discussed were transgender policy; LGBTQIA+ students; cell phone policy; lunch time in school; teacher concerns – no planning time, required meetings, substitutes, 4x4 schedule, data collection; library materials; bullying issues; banned books; emails to staff; Policy 5-7; teacher workload; Policy 5-22; loss of educators; and parental rights.

The Public Comments ended at 6:47 p.m.

12. Information

A. Interim Financial Statements – June (unaudited), July and August 2022: Daniel G. Hopkins, Director of Business Services, presented the following financial information to the School Board: fiscal year ending June 30, 2022 – final revenue trend was favorable, actual over budget amount of approximately \$900,000; Commonwealth of Virginia revenue source was unfavorable, actual under budget of approximately \$20.5 million, mainly due to the sales tax increase; State sales tax revenue source was favorable, actual over budget of approximately \$16.3 million, noted the increase in sales tax reduces the State Basic Aid; Federal government revenue source was favorable, actual over budget of approximately \$3.6 million, due to an increase in Impact Aid receipts; other

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revenue sources were favorable, actual over budget of approximately \$1.6 million, due to sale of capital assets and revenue from Stop Arm Enforcement Program.

Reviewed total revenues by major source in FY2022: City of Virginia Beach 52.9%, Commonwealth of Virginia 33.6%, State sales tax 11.2%, Federal government 1.9%, and other sources .5%; final expenditure trend for FY2022 was favorable in all categories; overall remaining unspent and unencumbered balance was \$21.1 million; reviewed total expenditures incurred in FY2022 by category: instructional category 67.3%, operations & maintenance 12.2%, pupil transportation 6.3%, technology 5.0%, administration, attendance, and health 4.1%, and debt services 5.1%; mentioned reversion back to the City of approximately \$21.0 million (includes approximately \$409,000 from the Green Run Charter School fund and approximately \$296,000 from the school athletic fund; revenues that comprise the City/School Board revenue sharing formula on a preliminary basis came in over budget; our share of that surplus is approximately \$25.6 million; reversion funds uses will be presented and discussed at the October 25 School Board meeting; noted figures presented are unaudited and subject to change.

The presentation continued with questions and comments regarding other sources of revenue; clarification regarding increase in sales tax revenue and decrease in state funding; revenue sharing formula; reversion funds and resolution; annual process with reversion funds; school operating funds and encumbrances; and risk management fund.

- B. Policy Review Committee 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 September 15, 2022 meeting; School Board Attorney, Kamala H. Lannetti presented the following:
1. Policy 3-63/Safety: Weapons on School property: The PRC recommends scrivener's changes and updating the legal references.
 2. Policy 5-9/Age of Entrance/Kindergarten: The PRC recommends amendments to reflect the Interstate Compact on the Educational Opportunity for Military Children requirements and updating the legal references; a brief discussion followed regarding interstate compact; enrollment of Kindergarten students from another state; Policy 5-9 would return to the Policy Review Committee for additional review.
 3. Policy 5-22/Teacher Removal of Students from Class for Disruptive Behavior: The PRC recommends scrivener's changes and updating the legal references.
 4. Policy 5-23/Students Over 20: The PRC recommends amending the language to reflect current language as well as scrivener's changes.
 5. Policy 5-24/Dropouts: Prevention/Intervention and Retrieval: The PRC recommends updating the legal references.
 6. Policy 5-42/Property Damage: The PRC recommends amending the language and removing outdated language as well as updating the legal references.
 7. Policy 5-55/Health Services/Health Services manual: The PRC recommends formatting changes.
 8. Policy 5-57/Medications: The PRC recommends amendments to add procedures for albuterol and updating the legal references.
 9. Policy 5-60/Toxic Art materials: The PRC recommends scrivener's changes.
 10. Policy 5-63/Early Dismissal/Leaving School Grounds: The PRC recommends scriveners changes.
 11. Policy 5-65/Search and Seizure: The PRC recommends scrivener's changes and updating the legal references.
 12. Policy 5-68/Sex Offender Registry Notifications: The PRC recommends scrivener's changes.
 13. Policy 5-70/Employment Counseling and Placement Services: The PRC recommends updating the regal reference.
 14. Policy 5-72/Student Photographs/Class Rings/Other Sales: The PRC recommends amendments to refer to procurement procedures rather than list all procedures in the policy.
 15. Policy 5-75/Indigent Students: The PRC recommends updating the legal reference.
 16. Policy 6-13/School Day: The PRC recommends amendments to reflect that Kindergarten is a full day program and adding language concerning the Superintendent's authority to alter school hours under certain circumstances; a brief discussion followed regarding the language about adjustment of school hours; clarity needed; Policy 6-13 would return to Policy Review Committee for additional review and clarifying language.
 17. Policy 6-23/Curriculum Documents: The PRC recommends scrivener's changes.

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18. Policy 5-52/Class Size: The PRC recommends removing an unnecessary reference.
19. Policy 6-73/Testing and Assessment: The PRC recommends adding clarifying language.

13. Return to public comments if needed: As noted under agenda item #11, Public Comments ended at 6:47 p.m.

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

- A. Resolutions:
 1. Dyslexia Awareness Month: Recommendation that the School Board approve a resolution recognizing October as Dyslexia Awareness Month.
 2. Bullying Prevention Month: Recommendation that the School Board of the City of Virginia Beach proclaim October 2022 as Bullying Prevention Month.
 3. Disability History and Awareness Month: Recommendation that the School Board approve a resolution recognizing October as Disability History and Awareness Month.
 4. Filipino American History Month: Recommendation that the School Board approve a resolution recognizing Filipino American History Month.
 5. LGBTQIA+ History Month: Recommendation that the School Board approve a resolution recognizing LGBTQIA+ Month.
 6. Indigenous Peoples' Day: Recommendation that the School Board approve a resolution recognizing Indigenous Peoples' Day.
- B. Budget Calendar: Recommendation 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.
- C. Environmental Studies Program: Year-Two Comprehensive Evaluation: Recommendation that the School Board approve the administration's recommendations that were proposed in response to the Environmental Studies Program: Year-Two Comprehensive Evaluation.
- D. School Board Compensation Philosophy: Recommendation that the school board approves the board's updated *Compensation Philosophy*.

Chair Rye asked for the resolutions to be read. Ms. Holtz read the following resolution:

**Dyslexia Awareness Month
October 2022**

WHEREAS, dyslexia is a language-based learning disability that causes difficulties with reading, writing, spelling, and word pronunciation; and

WHEREAS, the onset and severity of dyslexia varies for each individual; and

WHEREAS, it takes individuals with dyslexia longer to process phonemic information, thus affecting academic growth, achievement, and self-esteem; and

WHEREAS, it is important to provide effective teaching approaches and educational intervention strategies for individuals with dyslexia; and

WHEREAS, Dyslexia Awareness Month is an opportunity to acknowledge educators utilizing effective teaching strategies, and to celebrate the many achievements of adolescents, students and adults with dyslexia; and

WHEREAS, the School Board of the City of Virginia Beach is committed to a continued focus on educating students, parents, and school staff about effective teaching strategies to address the needs of students with learning disabilities.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the month of October to be Dyslexia Awareness Month; and be it

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FURTHER RESOLVED: That strategies and interventions to address the needs of students with learning disabilities 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 27th day of September, 2022

Ms. Manning read the following resolution:

**Bullying Prevention Month
October 2022**

WHEREAS, school bullying has become an increasingly significant problem in the United States and Virginia; and

WHEREAS, over 20 percent of the youth in the United States are estimated to be involved in bullying each year, either as a bully or as a victim; and

WHEREAS, students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school; and

WHEREAS, bullying can take many forms, including verbal, physical, and most recently in cyberspace, and can happen in many places on and off school grounds; and

WHEREAS, it is important for Virginia Beach parents, students, school counselors, teachers, and school administrators to be aware of bullying, and to encourage discussion of the problem as a school community; and

WHEREAS, the School Board of the City of Virginia Beach has developed a policy on anti-bullying to encourage positive behaviors and to eliminate bullying behaviors; and

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

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognizes the month of October 2022, as Bullying Prevention Month in the Virginia Beach City Public Schools, and be it

FURTHER RESOLVED: That the issue of bullying and its prevention be discussed in Virginia Beach City Public Schools classrooms during this time, and be it

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

Ms. Owens read the following resolution:

**Disability History and Awareness Month
October 2022**

WHEREAS, Americans with Disability Act of 1990 was founded on four principles: inclusion, full participation, economic self-sufficiency and equality of opportunity for all people with disabilities; and

WHEREAS, the Virginia General Assembly has designated the month of October as Disability History and Awareness Month to increase public awareness and respect for persons with disabilities; to inform the public concerning their

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many contributions to society; and to emphasize the abilities and rights of persons with disabilities rather than their exceptionalities; and

WHEREAS, public schools, institutions of higher education, the business community, civic organizations and other interested entities are encouraged to promote Disability History and Awareness Month in the Commonwealth of Virginia; and

WHEREAS, the Virginia Department of Education's 2021-2022 Virginia State Quality Profile reported the Virginia public school divisions served 169,725 students with disabilities under the Individuals with Disabilities Education Act and the Virginia Beach City Public Schools 2021-2022 Quality Profile reported the division served 8,230 students with disabilities under the Individuals with Disabilities Education Act; and

WHEREAS, Virginia Beach City Public Schools believes in having the highest expectations for students with disabilities and believes that students with disabilities make significant academic and social progress when educated, as appropriate, in general education environments; and

WHEREAS, it is necessary to increase public awareness, knowledge, and understanding of disabilities, the rights of persons with disabilities, and to foster a culture of mutual respect and equal opportunities for all in our schools, businesses, and communities.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of October 2022 as Disability History and Awareness 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 during Disability History and Awareness 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 27th day of September, 2022

Ms. Felton read the following resolution:

FILIPINO AMERICAN HISTORY MONTH
October 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, Filipino Americans are the second largest Asian American group in the nation and the City of Virginia Beach has the highest percentage of Filipino Americans in Virginia;

WHEREAS, through the study of their contributions, all students may find role models whose participation, commitment and achievement embodies the American spirit and ideals; and

WHEREAS, the School Board of the City of Virginia Beach recognizes the importance of multicultural diversity education within our school division; and

WHEREAS, the year 2022 marks the 51st anniversary of the First Young Filipino People's Far West Convention, a meeting that took place at Seattle University in 1971 and brought over 300 young Filipino American participants from the West Coast of the U.S. This convention has been hailed as the beginning of the Filipino American Movement.

NOW, THEREFORE, BE IT

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Virginia Beach, VA 23456

Tuesday, September 27, 2022
School Board Regular Meeting
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RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of October 2022, as Filipino American History Month, whose theme is “Past, Present and Future”; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in various school activities during Filipino American History Month; and be it

FINALLY 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 27th day of September 2022.

Ms. Hughes read the following resolution:

**LGBTQIA+ MONTH
October 2022**

WHEREAS, all students and youth should be able to attend school in a safe and inclusive environment free from discrimination, and that history has shown that school board policy and regulation are effective in contributing to such environments; and

WHEREAS, the School Board amended 5-7 policy to address protections of discrimination on the basis of gender identity, gender expression, or sexual orientation; and

WHEREAS, the lack of awareness and understanding of issues facing LGBTQ students and youth has contributed to a higher rate of isolation, depression, and suicidal ideations or attempts; and

WHEREAS, the School Board promotes the understanding and acceptance of and respect for LGBTQ children and youth; and

WHEREAS, the School Board acknowledges that educational equity and non-discrimination policies specifically to sexual orientation, gender identity and gender expression are associated with: students feeling more safe; lower levels of bullying; decreased incidents of harassment related to sexual orientation and greater academic success; and

WHEREAS, the School Board of the City of Virginia Beach will continue to advocate for LGBTQ students and youth within our school division.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of October 2022, as LGBTQIA+ month and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages citizens to incorporate standards regarding age-appropriate, medically accurate and culturally sensitive information on LGBTQIA+ issues into existing health and other appropriate curricula.

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

Ms. Riggs read the following resolution:

**INDIGENOUS PEOPLES' DAY
October 2022**

WHEREAS, the School Board recognizes that Native Americans have lived and thrived in North America from time immemorial; and

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WHEREAS, the School Board recognizes that Indigenous people contribute to the academic, economic, and cultural success and well-being of the City of Virginia Beach and Commonwealth each and every day; and

WHEREAS, the School Board values the many contributions made to our community by Indigenous people; and the deep cultural contributions that has substantially shape the character of the City of Virginia Beach; and

WHEREAS, Indigenous people in America have often suffered persecution and removal from their homelands at the hands of governing bodies and through the colonization and settlement of America; and

WHEREAS, the School Board supports the resilience of Indigenous people to thrive and prosper to the present day; and

WHEREAS, the School Board promotes the closing of the equity gaps for Indigenous people through policies and practices that promote the culture, history and their many contributions in society.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognize the second Monday in October 2022 as Indigenous Peoples' Day, and be it

FURTHER RESOLVED: that all schools and our community are encouraged to support and celebrate the resilience of our tribal communities on Indigenous Peoples' Day, and be it

FINALLY 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 27th day of September 2022.

After the resolutions were read, Chair Rye called for a motion to approve the items on the Consent Agenda as presented. Vice Chair Melnyk made the motion, seconded by Ms. Anderson. 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 three (3) nays opposed to the motion: Ms. Hughes, Ms. Manning, and Ms. Weems. The motion passed, 8-3-0.

15. Action

- A. Personnel Report / Administrative Appointments: Chair Rye called for a motion to approve the September 27, 2022 personnel report and administrative appointments. Ms. Riggs made the motion, seconded by Ms. Holtz that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the September 27, 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: Muhammad Z. Babar, Manager IT Infrastructure Services, The Colonial Williamsburg, as the Director of Technology (Infrastructure), Department of Technology.
- B. 403(b) Oversight Committee Membership: Chair Rye called for a motion to approve the 403(b) Oversight Committee Membership; Ms. Holtz made the motion, seconded by Ms. Manning. Crystal Pate, Chief Financial Officers provided some background information; vacancy on the committee due to staffing changes; recommendation of Tiffany Jacobs, Assistant Director, Maintenance Services to serve on committee; Ms. Manning noted it was voted on in committee and was unanimous to add Ms. Jacobs to the team. Without further discussion, Chair Rye called for a vote. The School Board Clerk announced the motion passed unanimously, 11-0-0.

- 16. Committee, Organization or Board Reports:** Ms. Riggs mentioned Sister Cities will have a booth at the FilFest October 8 and 9, Tallwood High School introduced the Sister Cities in a game at the NES Oceana Day; Ms. Anderson mentioned the working group meeting regarding the enhanced employee input process, purpose of group to ensure employees have an opportunity to be heard, series of employee meeting annually, location of meetings will be at the

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Plaza Annex, there will also be virtual meetings, meeting to start in November, meetings scheduled: November 18 at 9:00 a.m. (face-to-face) and November 21 at 6 p.m. (face-to-face), November 29 at 5:30 p.m. (Zoom meeting), January 24 at 5:30 p.m. (Zoom meeting), and January 25 at 5:30 p.m. (face-to-face), pre-registration needed for face-to-face meetings, meeting structure – brief overview, small breakout groups, feedback cards; Vice Chair Melnyk mentioned the Audit Committee meeting moved from Thursday, October 27 to Wednesday, October 26; meeting will be a 1:00 p.m.; Chair Rye mentioned the Governance Committee meeting changed from Wednesday, October 5 to Monday, October 10 due to the availability of outside counsel; Ms. Felton shared the Planning and Performance Monitoring Committee will meet on October 10 at 1:00 p.m. in the Einstein Lab; Ms. Weems mentioned the Special Education Advisory Committee met last week, if you need information regarding the meeting you may contact her, next meeting is scheduled for October 17 at 9:30 a.m.; Ms. Franklin mentioned attending the District SCA Council meeting with Ms. Owens, presented idea of having representatives from each district and one speaker to come to meetings, concerns shared regarding students part of the committee but not designated to represent their school, would like to gather other feedback from other students in SCA.

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

Educational Equity Plan: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion provided the School Board an Educational Equity Plan update; mentioned *Compass to 2025* and the graduate profile; reviewed definition of equity from Policy 5-4; recapped work done previously with the equity assessment and key findings; mentioned the Administrative Equity Planning Committee and School Board members on the committee – Ms. Weems and Ms. Owens; shared an overview of the planning process; shared the following goals in *Compass to 2025* and the equity assessment priority: Goal 1 – Educational Excellence, Equity Assessment Priority – ensure diverse cultures and perspectives are positively represented in the curriculum; Goal 2 – Student Well-Being, Equity Assessment Priority – create an environment where all students feel safe, welcome, and included at school. Address student discipline disparities; Goal 3- Student Ownership of Learning, Equity Assessment Priority – increase access to and success in rigorous learning opportunities for all students; Goal 4 – An Exemplary, Diversified Workforce, Equity Assessment Priority – recruit, retain, and promote a workforce representative of the diverse student population; Goal 5 – Mutually Supportive Partnerships, Equity Assessment Priority – increase opportunities for stakeholders to be informed and involved; Goal 6 – Organizational Effectiveness & Efficiency, Equity Assessment Priority – ensure equitable allocation of resources across schools and students; provided high yield strategies for each of the equity assessment priorities; shared proposed indicators for the data dashboard; and full plan will be presented to the School Board at October 11 meeting.

The presentation continued with comments regarding appreciation for continuing work; pleased with strategies; Goal 3 – Student Ownership of Learning; transparency; Equity Council; high yield strategies; encompassing all students; student engagement; true diversity; Goal 1 – Educational Excellence; reading on grade level; helping with transitions of students with special needs; and full plan to be presented in October.

18. Adjournment: Chair Rye adjourned the meeting at 8:03 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Subject: Educational Equity Plan **Item Number:** 12A

Section: Information **Date:** October 11, 2022

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

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

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

Recommendation:

That the School Board receive information on the Educational Equity Plan.

Background Summary:

The School Board adopted Policy 5-4 Educational Equity on September 9, 2020. Section C of the policy calls for the School Division to create an Equity Plan to identify priorities, correct and address the inequalities and review and monitor such efforts. This presentation includes the complete Equity Plan for Board review.

The office remains committed to providing and supporting inclusive teaching and learning opportunities for students, staff and the community.

Source:

Office for Diversity, Equity and Inclusion

Budget Impact:

N/A

2022-2025



EQUITY PLAN

Virginia Beach City Public Schools

**A community commitment to
improving educational outcomes for all
students.**

Office for Diversity, Equity, & Inclusion



Equity in VBCPS

The School Board values the diversity in our community and staff. The School Board believes that all students, staff, and community members, regardless of backgrounds, deserve a rigorous and respectful learning and work environment where diversity is valued and used toward achieving positive academic and social outcomes. The School Board and the School Division are committed to developing a capacity for cultural competence and a commitment to equity and inclusion to enable the fulfillment of its core values and life-long learning competencies. This Policy defines expectations for consideration of racial and social equity, including meaningful stakeholder involvement in planning, developing, and implementing policies, practices and initiatives, as well as review by the School Board of the School Division's efforts to address issues of educational equity. It provides a framework to advance educational equity in alignment with the School Board and the School Division's visions and priorities.

"Virginia Beach City Public Schools is committed to establishing and sustaining an equitable community that exemplifies the School Division's core values and equity mission to end the predictive value of race, ethnicity, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical conditions, age, marital status, disability and to ensure each member of the school community's success. The School Board and the School Division reject all forms of unlawful discrimination and harassment as destructive to their core values and strategic goals."

Excerpt from School Board Policy 5-4
Adopted September 9, 2020

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Introduction

In November 2019, the School Board adopted the division's five-year strategic framework, *Compass to 2025*. The framework was developed based on extensive community input and was anchored in the division's vision of future-ready students which is articulated in the division's Graduate Profile.

In a desire to elevate the focus on equity in Virginia Beach City Public Schools (VBCPS), *Compass to 2025* calls out specific areas of emphasis for advancing educational equity. In addition, in the fall of 2020, the School Board adopted an Educational Equity Policy to further reinforce the division's commitment to equity. This policy called for an equity assessment to identify opportunities for improvement.

Beginning in January 2021, the school division partnered with a local outside consulting firm to conduct an equity assessment. Using *Compass to 2025* as a reference point, the equity assessment included an examination of pre-existing data sources and gathered perception data to inform the development of the division's equity plan. The equity assessment resulted in the following priorities:

- Ensure diverse cultures and perspectives are positively represented in the curriculum.
- Create an environment where all students feel safe, welcome, and included at school.
- Address student discipline disparities.
- Increase access to and success in rigorous learning opportunities for all students.
- Recruit, retain, and promote a workforce representative of the diverse student population.
- Increase opportunities for stakeholders to be informed and involved.
- Ensure equitable allocation of resources across schools and students.

The following pages provide information related to the development of the division's equity plan. As part of the planning process, key metrics were identified for monitoring progress. Many of these metrics were previously identified as key indicators for monitoring progress on the division's strategic framework. Where appropriate, available metrics are included to provide additional context for the action plans associated with the high leverage strategies outlined in the equity plan.

Alignment Among *Compass to 2025* Goals, Equity Emphases and Equity Assessment Priorities



Educational Excellence

Goal 1: 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.

Equity Assessment Priority: Ensure diverse cultures and perspectives are positively represented in the curriculum.



Student Well-Being

Goal 2: 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 division-wide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions.

Equity Assessment Priorities: Create an environment where all students feel safe, welcome, and included at school. Address student discipline disparities.



Student Ownership of Learning

Goal 3: 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.

Equity Assessment Priority: Increase access to and success in rigorous learning opportunities for all students.

Alignment Among *Compass to 2025* Goals, Equity Emphases and Equity Assessment Priorities



An Exemplary,
Diversified
Workforce

Goal 4: Foster a positive working climate that values and invests in a high-quality, diversified workforce who exemplify the division's core values.

Equity Emphasis: Place a priority on recruiting, retaining, and promoting a workforce representative of our diverse student population.

Equity Assessment Priority: Recruit, retain, and promote a workforce representative of the diverse student population.



Mutually
Supportive
Partnerships

Goal 5: Cultivate mutually supportive partnerships - among families, schools, the division, businesses, military, faith-based, civic and city agencies - to support student well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.

Equity Emphasis: Strengthen connections and communication with families and students in most need of additional support.

Equity Assessment Priority: Increase opportunities for stakeholders to be informed and involved.



Organizational
Effectiveness &
Efficiency

Goal 6: Pursue the effective and efficient use of division resources, operations, and processes to support the division's vision, mission, and strategic goals.

Equity Emphasis: Ensure equitable distribution of human, fiscal, and capital resources across the division.

Equity Assessment Priority: Ensure equitable allocation of resources across schools and students.

Contributors

Administrative Equity Planning Committee

Comprised of school board members, students, parents, staff and community leaders, the Administrative Equity Planning Committee was tasked with developing a multi-year equity plan for the school division. The committee met from February through August to inform the development of this plan.

Admon Alexander
Starr Armstrong
James Avila
Sharon Babbs
Lisa Banicky
William Bland
Jennifer Born
Tenille Bowser
Tina Cerja
John Clark
Princess Condaugh
Janet Coulson
Tiffany Cowell
Nicole DeVries
Gail Flax
Janene Gorham
Jayda Greene
Camille Harmon
Ty Harris
Karen Hills Pruden

Susan James
Lorena Kelly
Sebrina Lindsay-Law
Kevin Lokey
Dodie McGuire
James Miller
Roni Myers-Daub
Jessica Owens
Monica Parker
LaQuiche Parrott
Jack Pearman
Don Robertson
Angela Seiders
Keith Simmons
Kathleen Slinde
Michael Taylor
Darnita Trotman
Carolyn Weems
Sterling White
Tiffany Young

Equity Council

The Equity Council is comprised of community members, school board members, business partners, teachers, parents, and students. The council meets bi-monthly to discuss equity efforts, needs and actions of the division and community. The council monitors the division's progress toward meeting diversity/equity goals and provides feedback to impact future action. The council also host an annual student showcase that highlights the minority and gender achievement clubs throughout the division and community.

2022-2023

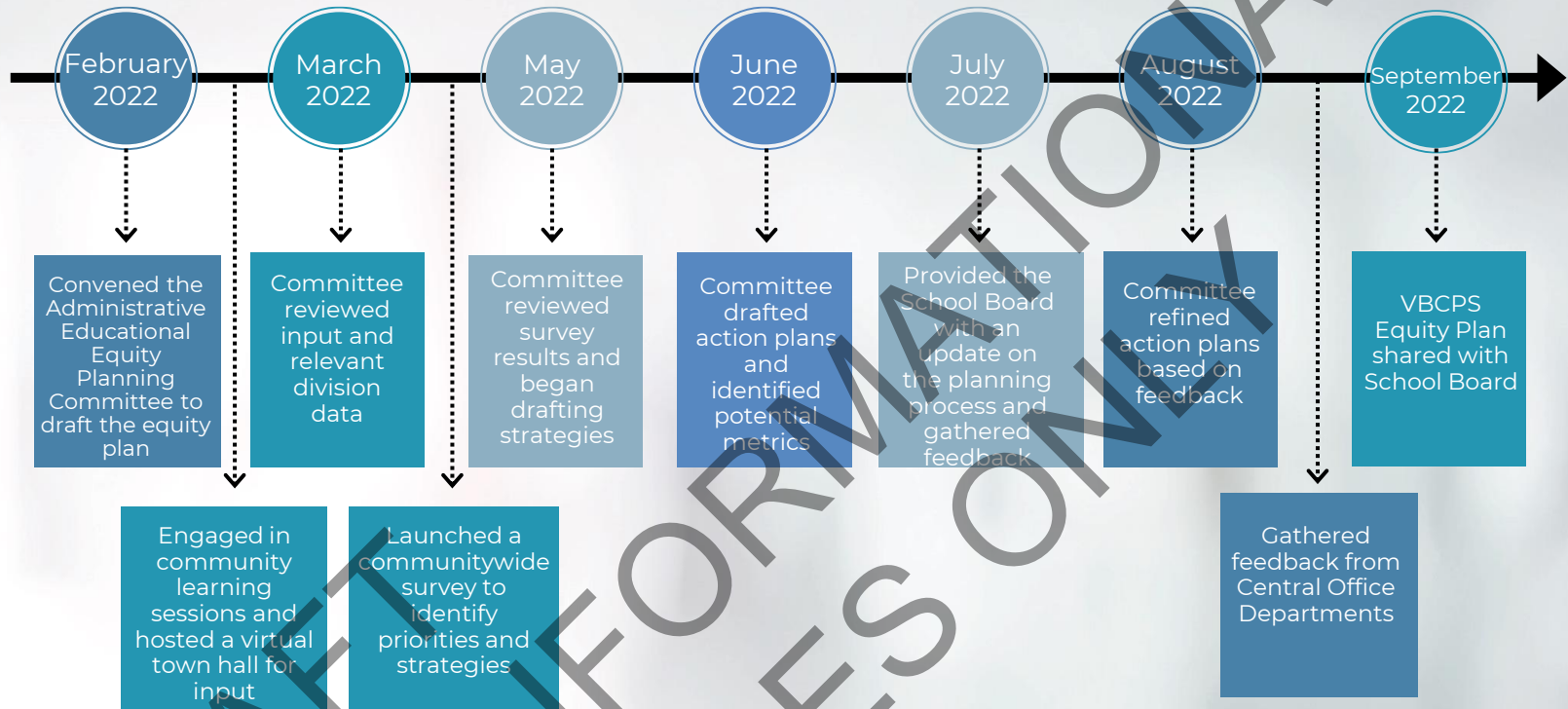
Term Ending - April 6, 2023

Ty M. Harris, Chair

Admon Alexander
Amy Baddi
Theresa Bannon
Tina Cerja
Josiah Davenport
Ure Emejuru
Lowell Evans
Gregory Falls
Suzanne Farley
Rowena Finn
Rowena Gesick
Kelly Knight
Vikram Kolli
Sebrina Lindsay-Law
Bridget Mariano
Zulainy Martinez
Natalie Meiggs

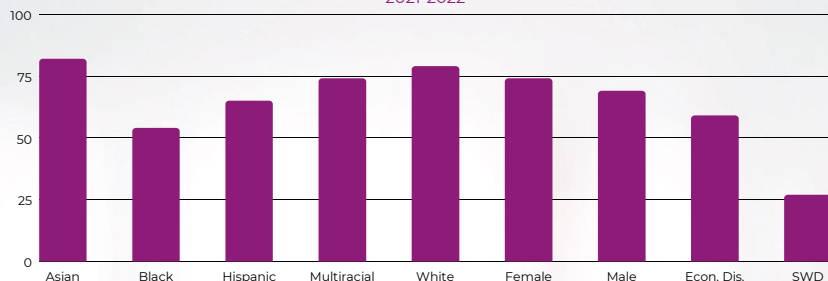
Chris Middleton
Lindsey Nathaniel
Sam Nix
Jessica Owens
Rebecca Palasek
Monica Parker
Meghan Raftery
Leslie Riccio
Visla Rudiger
Elizabeth Santos
Arnetta Spikes-Taylor
Ronald Taylor
Brooke Taylor
Noah Wagner
Brian Wayne
Carolyn Weems
CJ Weisel

Overview of Planning Process

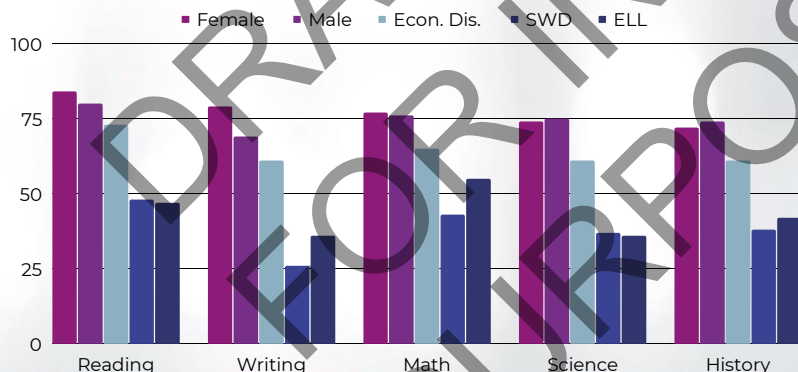
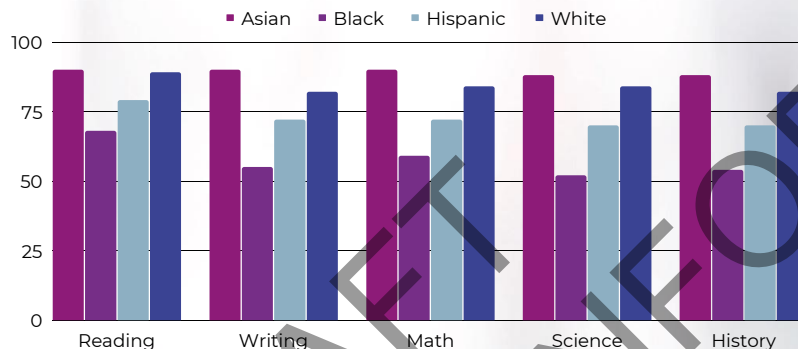


Goal 1: Educational Excellence

Reading on Grade Level (Grades 3 - 9)
2021-2022



SOL Passing Rates
2021-2022



Data Overview:

- Lower percentages of Black, Hispanic, economically disadvantaged students, and students with disabilities were reading on grade level compared to their peers.
- Lower percentages of Black, Hispanic, students with disabilities and English Language Learners passed the SOL assessments compared to their peers.
- Based on the most recent data available from the Virginia Department of Education (VDOE), VBCPS did not meet the state targets for including students with disabilities in the regular classroom for a specified period of time.

Students with Disabilities in Least Restrictive Environments	VBCPS 2020-2021	State Target for 2020-2021
Students with disabilities included in regular classroom 80% or more of the day	67.21%	>=71.60% Target Not Met
Students with disabilities included in regular classroom less than 40% of the day	12.98%	<=8.40% Target Not Met

Goal 1: Educational Excellence

Implement and share teaching practices that foster deeper learning and engagement and are adaptable to diverse student needs, with an emphasis on Black males, economically disadvantaged, English learners (ELs), and students with disabilities (SWDs).

WHAT will we do?	By WHEN?	HOW will we know we are successful?
Review current processes for SWDs transition meetings (from grade to grade) and identify areas to increase engagement and foster sense of belonging	Winter '22	Each school in VBCPS will adopt a processes to allow incoming SWDs opportunities to gain exposure to their new surroundings
Identify and develop professional learning opportunities for teachers and administrators for the purpose of building capacity to foster student engagement	Spring '23	Professional learning offering to foster engagement will be scheduled and added to Frontline
Identify engaging teaching practices currently being utilized by VBCPS staff to foster deeper learning	Spring '23	Through classroom observations and lesson plan reviews, exemplary teaching practices will be compiled
Provide each school with least restrictive environment (LRE) data and have schools reflect on data and consider possible changes needed	Spring '23	Schools will receive LRE data and develop a plan for monitoring support
Using LRE data, schools will implement any necessary changes to support SWDs, including providing time for staff planning	Fall '23	Schools will identify changes made
Share teaching practices currently being utilized to foster deeper learning and engagement through a variety of avenues	Spring '24	Compile list of practices, share them at teacher led PL sessions, leadership conferences, and in-service trainings
Implement professional learning opportunities for teachers and administrators related to fostering student engagement	Fall '24	Targeted professional learning to foster engagement will be provided to staff
Gather assessment data and conduct analyses of components or skills assessed to identify specific areas for improvement	Ongoing	Results of analysis will be shared with appropriate staff

Goal 1: Educational Excellence

Incorporate multicultural resources and materials into the curriculum at all levels		
WHAT will we do?	By WHEN?	HOW will we know we are successful?
Review and assess the current status of multicultural resources/materials in the curriculum	Spring '23	Staff will evaluate existing resources and consider suggestions from the action committee to select multicultural resources
Develop protocol for teachers to use when selecting supplemental multicultural materials/resources for instruction	Spring '23	Defined protocol will be added to the teacher handbook
Develop considerations for curriculum writers to use when selecting materials/resources which incorporate multicultural perspectives	Spring '23	Step by step outline provided to curriculum writers
Establish action committees including teachers, caregivers, specialists, and students (as appropriate) to meet annually and review/propose new multicultural material	Fall '23	Recommended list of new/revised multicultural material will be provided by the action committee annually
Identify or compile and share external sources of multicultural resources and materials in order to spark discovery and inquiry, including field trips, guest speakers, etc.	Fall '23	List of resources and school activities will include purposeful exposure to various cultures
Teachers and administrators will create a repository of videos and other digital media designed by VBCPS staff to showcase use of multicultural resources	Spring '24	Digital library of VBCPS generated media will be posted in SharePoint or Google Drive, and made accessible to families
Teachers and administrators will share lesson plans developed by VBCPS staff and focused on multicultural learning and themes	Spring '24	Multicultural lessons, catalogued by subject, will be made available for VBCPS staff in SharePoint or Google Drive

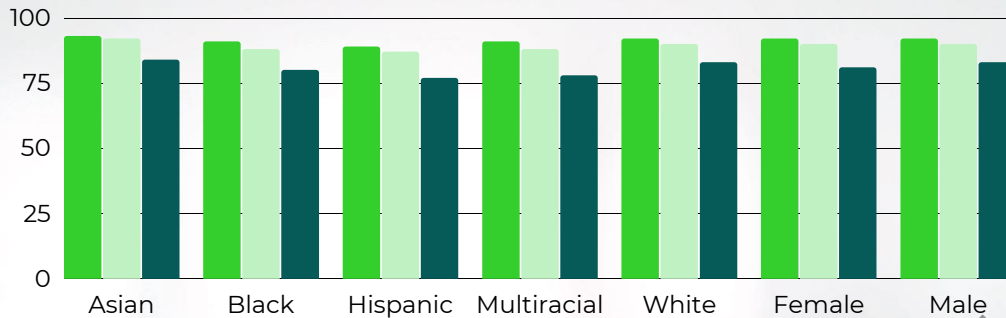
Goal 1: Educational Excellence

Develop and embed protocols in curriculum that help facilitate effective classroom discussions from multiple perspectives

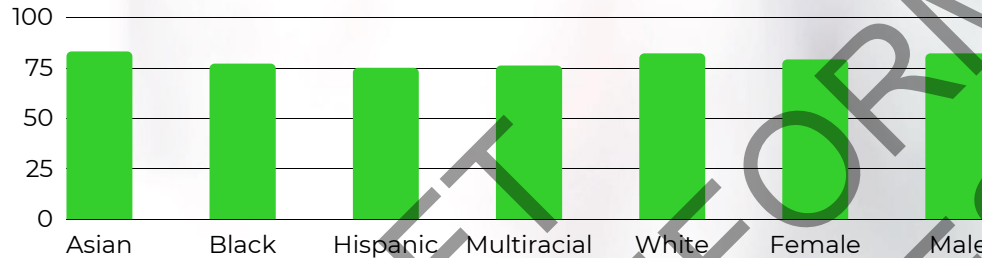
WHAT will we do?	By WHEN?	HOW will we know we are successful?
Review the curriculum for current protocols to assist effective classroom discussions about sensitive topics, using board policy 6-8 regarding controversial issues as a guide	Spring '23	Provide list of current protocols
Integrate all adopted protocols and strategies into the SEL and CRP stockpiles	Summer '23	Identified stockpiles will reflect adopted protocols
Develop and implement professional learning that highlights discussion practices that support purposeful and inclusive dialogue	Fall '23	Professional learning offerings and enrollments
Implement revised cultural competency badge program that is aligned with Compass to 2025, the equity plan, and input from Design Fellows	Fall '24	A revised cultural competency badge program will be shared with VBCPS staff during in-service week, 2024

Goal 2: Student Well-Being

Percent of Students Reporting Their School is...



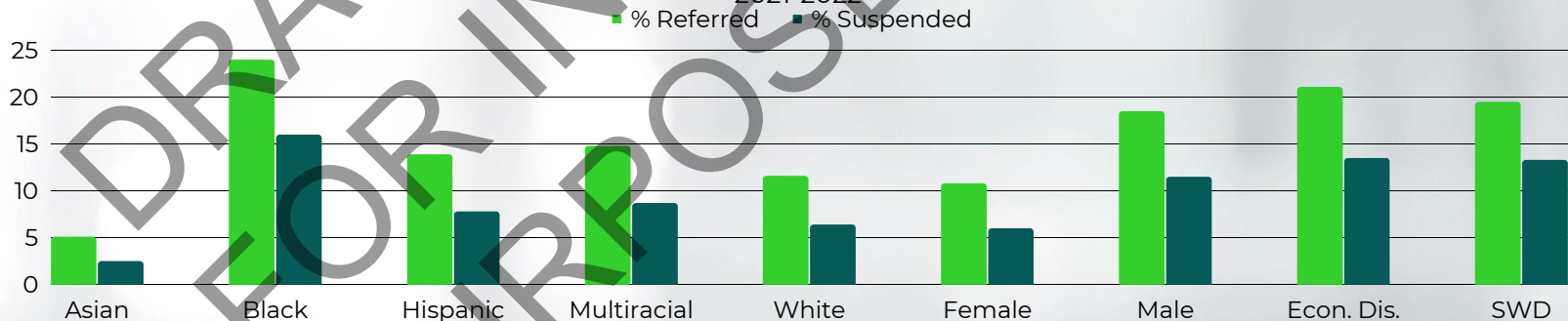
Percent of Students Reporting A Sense of Belonging 2021-2022



Data Overview:

- For each student group examined, the percentage of students reporting their school was inclusive was lower than the percentages reporting their school was safe or welcoming.
- The percentage of students reporting a sense of belonging ranged from 75 percent for Hispanic students to 83 percent for Asian students.
- When examining the percentages of each student group receiving a referral and the percentages suspended, the highest percentages were observed among Black, male, economically disadvantaged students and students with disabilities.

Discipline Referrals and Suspensions 2021-2022



Goal 2: Student Well-Being

Implement prevention and intervention strategies and alternatives to suspension

WHAT will we do?	By WHEN?	HOW will we know we are successful?
Recognize current best practices VBCPS schools are using to establish, maintain, and repair relationships for the purpose of preventing incidents before they happen	Spring '23	Develop a matrix of activities being used by schools
Conduct discipline data review semiannually to identify and respond to referral trends and specific areas for intervention	Spring '23	Division staff will visit each school semiannually to meet with administrators to review suspension data and discuss/develop any needed action steps
Develop a means for sharing trauma-sensitive best practices used by teachers and administrators	Fall '23	Complete set of high yield strategies will be shared with staff
Identify professional learning opportunities to support de-escalation of conflict amongst peers, as well as between teacher and student	Fall '23	Professional learning will be provided for all VBCPS via online module or in person training
Review non-violent crisis intervention training and ensure all staff receive training	Fall '23	Include as requirement in Safe Schools
Review current counseling protocols to include referral process, engagement plan (how counselors approach students), and family engagement for the purpose of establishing and maintaining consistency across buildings	Fall '23	Share OSS adopted approach with senior staff
Explore scalability of the BASE program in partnership with local service providers	Fall '23	Provide recommendations for senior staff review

Goal 2: Student Well-Being

Implement prevention and intervention strategies and alternatives to suspension		
WHAT will we do?	By WHEN?	HOW will we know we are successful?
Provide inclusion workshop for all staff, focused on addressing mindsets based on experiences. At a minimum, provide online module	Spring '24	Completed workshop in every school
Incorporate trauma-sensitive practices into existing tiered system of supports and provide training and learning session on SRT and trauma supports for families	Fall '24	Conduct a family/community learning session about trauma-sensitive strategies in place in VBCPS
Continue to support consistent non-crisis and in-crisis approaches for interacting with children and families across the board	Ongoing	Analyze exit survey data for courses being offered to gauge effectiveness of the trainings

DRAFT
FOR INFORMATIONAL
PURPOSES ONLY

Goal 2: Student Well-Being

Increase the number and diversity of mentorship opportunities.		
WHAT will we do?	By WHEN?	HOW will we know we are successful?
Clearly define "mentorship" as it relates to elementary and secondary levels	Fall '22	Published definition of mentorship by level
Explore additional opportunities for student-to-student mentor relationships (high school to elementary and middle school)	Spring '23	Complete feasibility report listing possible peer mentorship avenues
Explore additional partnerships to provide mentors from local businesses, colleges and universities, and our military in order to strengthen high school to post-secondary avenues. (Employment, enlistment, or enrollment)	Spring '23	Complete feasibility report listing possible mentorship avenues
Explore additional opportunities for individual community members, or those not affiliated with a previously proposed entity to serve as mentors	Spring '23	Complete feasibility report listing possible mentorship avenues

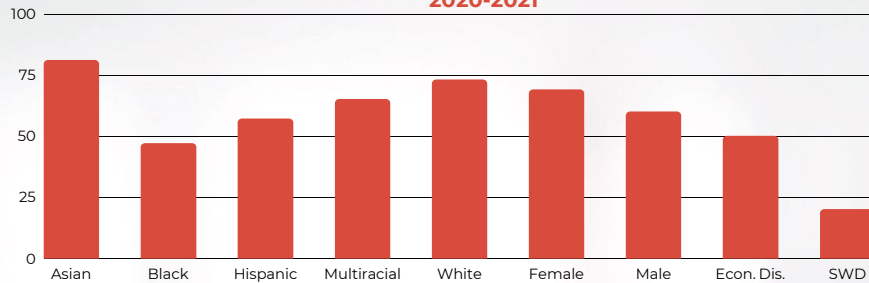
Goal 2: Student Well-Being

Amplify student voice through increased opportunities for leadership and input into school-level decisions to ensure a sense of belonging across diverse student groups.

WHAT will we do?	By WHEN?	HOW will we know we are successful?
Investigate the possibility of adding a student representative/liaison to the school board	Fall '22	School board will determine if a student should serve as a board liaison
Identify if and how students are currently serving on advisory panels across the division	Winter '22	Ensure that selection process is equitable and that students are made aware of the opportunity
Review club/activity offerings that promote student leadership capacity building at each school to determine if programs should or will be replicated for the purpose of extending opportunities for all students	Winter '22	A complete list of all clubs and activities that promote student leadership will be shared with school and division leadership for the purpose of replicating or scaling-up efforts across sites
Establish a student equity council to be supported by division leadership	Fall '23	Each school will have a representative or delegation that will meet to discuss equity related kudos and concerns

Goal 3: Student Ownership of Learning

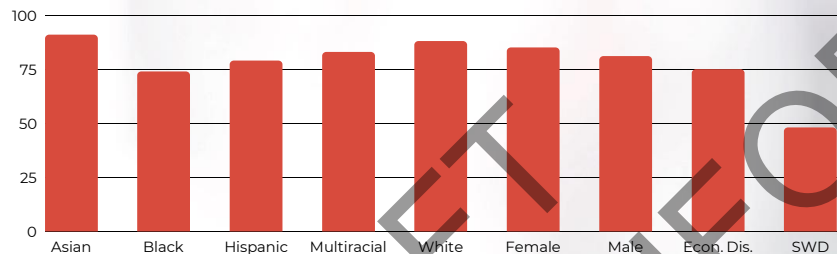
**Secondary Students Enrolled in and Successfully Completing Rigorous Coursework
2020-2021**



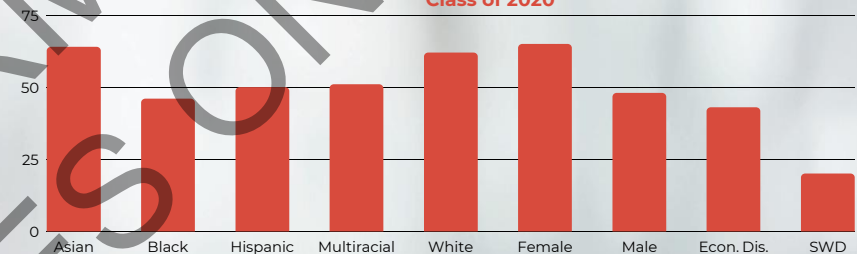
Data Overview:

- Across college and career readiness measures, a similar pattern emerged where percentages were lowest for Black and economically disadvantaged students as well as students with disabilities.
- Less than 50 percent of graduates in the male, Black, economically disadvantaged, or students with disabilities groups enrolled in college within one year.
- Relative to their enrollment percentages, Black and Hispanic students, male students, and economically disadvantaged students were underrepresented in high school academies.
- Relative to their enrollment percentages, the largest instances of underrepresentation in gifted identification were among Black students and economically disadvantaged students.

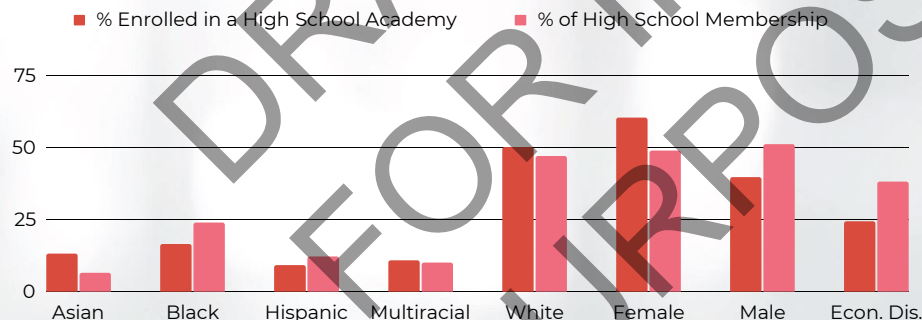
**Graduates Demonstrating College, Career, and Civic Readiness
2021-2022**



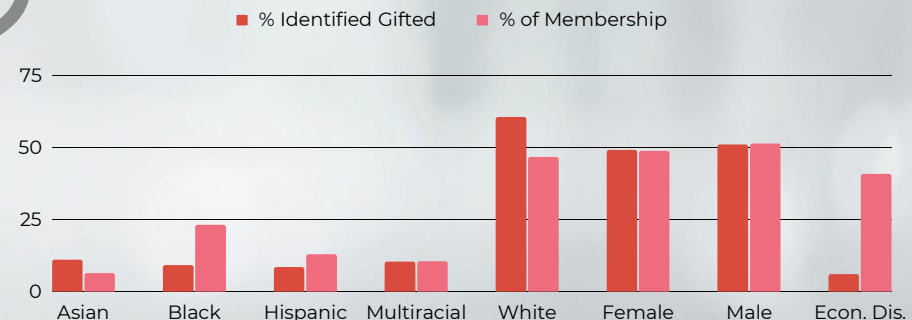
**Students Enrolling in 2- and 4- Year Colleges
One Year After High School
Class of 2020**



**High School Academy Enrollments
2021-2022**



**Gifted Identification
2021-2022**



Goal 3: Student Ownership of Learning

Offer supplementary and extended learning experiences at the secondary level to address disparities in advanced coursework participation.

WHAT will we do?	By WHEN?	HOW will we know we are successful?
Review supplementary materials and resources currently being utilized to prepare students for advanced coursework	Winter '22	Share comprehensive list of materials and resources with schools. Ensure materials are accessible to families
Develop a framework and schedule for synchronous and asynchronous supplementary and extended learning support	Spring '23	Supplementary support options will be provided to students and families at the school level
Communicate opportunity for supplementary coursework support and post schedule for students and families	Spring '23	Send letter home and post on the VBCPS webpage
Identify additional materials and resources to be used and establish training for teachers that will use them	Fall '23	Share comprehensive list with schools

Goal 3: Student Ownership of Learning

Further promote and expand equitable access to services and programs that support students' future aspirations

WHAT will we do?	By WHEN?	HOW will we know we are successful?
Continue to review application process for academies and gifted programs to promote inclusion and diversity	Fall '22	Processes marked as reviewed
Increase communication and promotional efforts at the elementary level across multiple staff groups and modalities to ensure families are aware of program offerings and application process	Spring '23	Revised communication plan will be shared with staff
Create/administer survey items to specifically measure the lived experience of students in schools for the purpose of gauging student perception of their access to services and programs that interest them	Fall '23	Increase student opportunities by measuring students' perceptions of positive change in their learning environment based on student self-reporting through survey data
Establish/scale up career fairs at each school in the division to ensure that all schools offer a plethora of professional opportunities beyond what may be represented typically	Fall '23	List of career fair participants for each school will include a diverse offering of professions

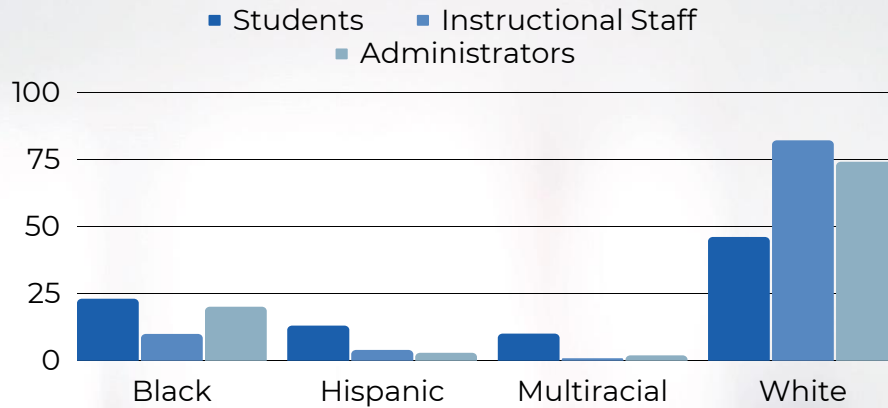
Goal 3: Student Ownership of Learning

Increase awareness around entry points and support for students interested in enrolling in advanced coursework and programs

WHAT will we do?	By WHEN?	HOW will we know we are successful?
Implement shared division expectations to use multiple sources of information to determine individual student readiness for advanced coursework	Spring '23	Distribution of expectations to schools and centers
Design professional learning opportunities to prepare educators to examine student data sources for the purpose of readily identifying potential success in advanced coursework and programs	Ongoing	Defined professional learning plan will be shared with school and division leadership
Ensure families are made aware of resources & pathways to enrollment in advanced coursework and programs	Ongoing	Division webpage and school-based communications (i.e. newsletters) will promote resources that support enrollment in advanced coursework
Ensure all students have identified pathways for future goals and actions through the ACP process. Ensure families are engaged in, and made aware of the process	Ongoing	VBCPS currently exceeds the VDOE requirement for ACP completion. We will monitor progress to sustain growth
Provide opportunities for current and prospective students to engage in activities at the academy sites and specialized learning centers	Ongoing	Sponsor at least one engagement event at each site annually

Goal 4: An Exemplary, Diversified Workforce

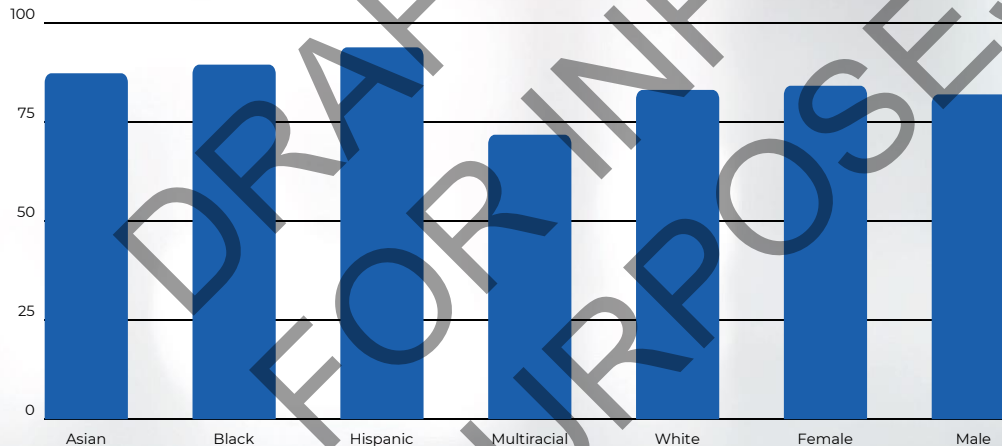
Students and Staff Demographics
2020-2021



Data Overview:

- Relative to the student population, larger percentages of instructional staff and administrators are White. The smallest difference observed when comparing staff to student demographics was between the percentage of Black students and Black administrators, which were relatively similar.
- The percentage of staff who reported being satisfied with their job ranged from 72 percent for multiracial staff members to 94 percent for Hispanic staff members.
- The overall within year teacher retention rate for 2021-2022 was 88 percent. Moving forward the intent is to report the teacher retention rate by demographic group.

Staff Reporting High Levels of Job Satisfaction
2021-2022



Goal 4: An Exemplary, Diversified Workforce

Continue to strengthen the recruitment and selection process		
WHAT will we do?	By WHEN?	HOW will we know we are successful?
Encourage teacher participation at recruiting fairs, especially aligned to alma-mater or other personal ties	Fall '22	Shared recruiting schedule with identified HR guests
Review and calibrate application screening processes for the purpose of establishing consistency across buildings	Winter '22	Consistent screening process will be developed for hiring managers to use
Increase intentionality in the recruitment of a diverse workforce, including outreach to, and partnerships with, Historically Black Colleges and Universities (HBCUs) and other Minority Serving Institutions (MSIs), and messaging that will appeal to a diverse audience	Ongoing	Regular participation at job fairs and other recruiting engagements
Ensure job descriptions are accurate and updated	Ongoing	HR will review job descriptions to ensure posted content, requirements, and salary scale (if applicable) are accurate

Goal 4: An Exemplary, Diversified Workforce

Increase employee retention by fostering a positive working environment		
WHAT will we do?	By WHEN?	HOW will we know we are successful?
Evaluate effectiveness of recruitment and retention through surveys and focus groups	Spring '23	Survey data will be reviewed by appropriate offices
Review existing employee recognition programs to highlight staff across the division who demonstrate personal growth, commitment to equity and support of student learning	Spring '23	Adopted recognition program/plan in place
Develop a stay interview process	Spring '23	Share finalized plan with senior staff
Increase VBCPS employee perks, discounts, and offerings	Ongoing	Approved activities posted on website

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PURPOSES ONLY

Goal 4: An Exemplary, Diversified Workforce

Provide a variety of personalized professional learning opportunities				
Professional Learning from Plan	Recommendation	Compass Goal	VDOE Domain	Evaluation Standard
Develop or identify professional learning opportunities for teachers and administrators for the purpose of building capacity to foster engagement	Design Fellows	Goal 1	Domain II: Culturally Competent Pedagogy and Practice	Standard 3: Instructional Delivery
Implement professional learning opportunities for teachers and administrators related to fostering engagement	Essential for 23-24	Goal 1	Domain II: Culturally Competent Pedagogy and Practice	Standard 3: Instructional Delivery
Identify engaging teaching practices currently being utilized by VBCPS staff to foster deeper learning	Prep for Essential 23-24 Design Fellows	Goal 1	Domain II: Culturally Competent Pedagogy and Practice	Standard 3: Instructional Delivery
Share teaching practices currently being utilized to foster deeper learning and engagement through a variety of avenues	Design Fellows	Goal 1	Domain II: Culturally Competent Pedagogy and Practice	Standard 3: Instructional Delivery
Provide professional learning for staff to capture and share best practices in use of multicultural materials	Design Fellows	Goal 1	Domain III: Culturally Competent Learning Environments	Standard 1: Professional Knowledge

Goal 4: An Exemplary, Diversified Workforce

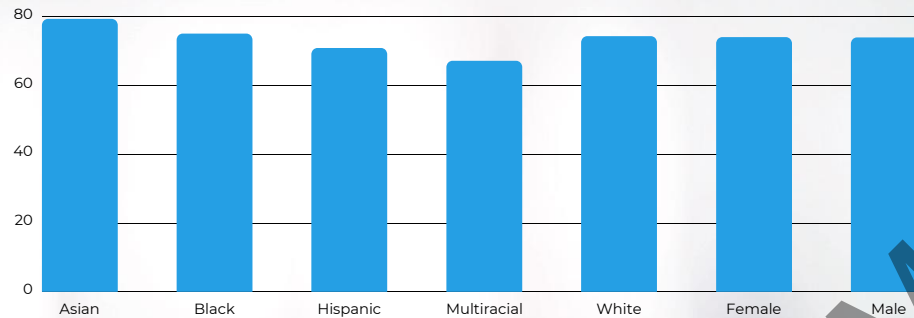
Provide a variety of personalized professional learning opportunities				
Professional Learning from Plan	Recommendation	Compass Goal	VDOE Domain	Evaluation Standard
Develop and implement professional learning that highlights discussion practices that support purposeful and inclusive dialogue	Design Fellows	Goal 1	Domain II: Culturally Competent Pedagogy and Practice	Standard 5: Learning Environment
Implement new cultural competency badge program with input from Design Fellows, that is aligned to Compass to 2025 and the equity plan	DEI/PGI	Goal 1	All Domains	Standard 6: Culturally Responsive Teaching and Equitable Practices
Identify professional learning opportunities to support de-escalation of conflict amongst peers, as well as between teacher and student	DEI/SSS	Goal 2	Domain II: Culturally Competent Pedagogy and Practice	Standard 5: Learning Environment
Provide inclusion workshop for all staff, focused on addressing mindsets based on experiences. At a minimum, provide online module	VCIC	Goal 2	Domain I: Culturally Competent Self-Reflection	Standard 7: Professionalism
Design professional learning opportunities to prepare educators to examine student data sources for the purpose of readily identifying potential success in advanced coursework and programs	DTAL	Goal 3	Domain II: Culturally Competent Pedagogy and Practice	Standard 4: Assessment of/for Student Learning

Goal 4: An Exemplary, Diversified Workforce

Year One Strategies (22-23)	Year Two Strategies (23-24)	Year Three Strategies(24-25)
All licensed staff completed the VDOE Cultural Competency Module.		All licensed staff will complete division-created cultural competency professional learning. (§ 22.1-298.7)
Teachers will be solicited to serve as design fellows for the domains of the Virginia Cultural Competency Framework. Design Fellows will identify and develop strategies and practices that support each domain. (Goals 1, 2, 3, and 5)	Design Fellows Cohort 1 will share their learning in a variety of ways (e.g. share fairs, videos, and learning walks, presentations at the Leadership Conference). A new cohort of Design Fellows will be convened to review and revise micro-credentials to create a specialization to support cultural competence. Design Fellows will partner with central support staff to create the division plan for the legislated requirement for biennial Cultural Competency training (§ 22.1-298.7) Additional teachers will have the opportunity to engage in communities of practice with design fellows.	Communities of practices will continue to focus on implementation of the cultural competency domains. Revised specialization will be published to create a personalized path for professional learning.
DTAL will develop plans for professional learning that embed engagement strategies and focus on deeper learning. (Goal 1)	<p>Essential professional learning for all staff will focus on engagement and deeper learning strategies differentiated by teaching assignment.</p> <p>Coaches will engage in parallel professional learning to build their capacity to support teachers.</p> <p>Administrators will attend essential sessions at the Leadership Conference that provide an overview of key elements of teacher professional learning.</p>	

Goal 5: Mutually Supportive Partnerships

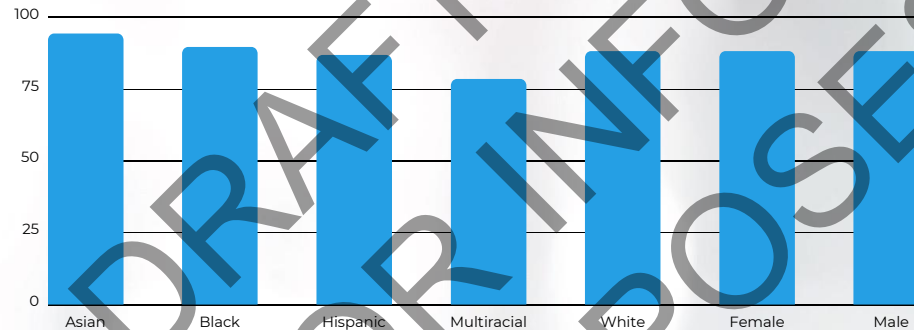
Percentage of Parents/Guardians Aware of Events, Programs and Resources VBCPS Provides to Families to Support Students
2021-2022



Data Overview:

- The percentage of parents/guardians indicating that they were aware of events, programs, and resources provided to families to support students ranged from 67 percent for multiracial parents to 79 percent for Asian parents.
- Of parents who attended a VBCPS event or program or used resources in 2021-2022, the percentage expressing satisfaction ranged from 78 percent for multiracial parents to 94 percent for Asian parents.

Percentage of Parents/Guardians Satisfied with the Events, Programs and Resources VBCPS Provides to Families to Support Students*
2021-2022



*Based on respondents who reported participation in events and programs

Goal 5: Mutually Supportive Partnerships

Partner with local agencies to provide wraparound services for students and families		
WHAT will we do?	By WHEN?	HOW will we know we are successful?
Develop a plan for a cradle to career continuum to identify local resources potentially available to families in VBCPS	Spring '23	Comprehensive plan that addresses the primary needs of the families served by VBCPS as identified by survey results and statistical data
Determine which resources within a cradle to career continuum are managed by VBCPS and which ones are external	Fall '23	Plan will highlight what is to be supported externally, internally, and mutually
Identify alternate (non-local, non VBCPS) resources to be leveraged based on scale and capacity. E.g. VDJJ	Fall '23	Alternate resource list will be compiled and shared with families via VBschools.com
Create advisory board, or utilize existing body to establish an implementation plan to ensure identified resources/ services are known and accessible to families	Winter '23	Contributing group of stakeholders will share a plan to implement cradle to career supports, identifying specific entities and levels of engagement
Increase the number of partners who provide hands-on onsite training for students constructing the VBEF 12th House Project/THSB (The House Students Built)	Spring '24, Repeats every 2 years	Completion of house project
VBCPS/FACE will sustain community programs and events to connect partners with school and families, providing additional supports for families most in need	Ongoing	VBEF House Project, VBEF Beach Bags, Care Fair, Restock & Roll, My Friend's Closet, TGIF celebration
Increase VBEF support of curriculum development, teacher innovation, and student achievement through programs	Ongoing	Increase donations to Beach Bags and VASTAR, My Friend's Closet, and Adopt A+ Grants programs

Goal 5: Mutually Supportive Partnerships

Create an accessible database of translators		
WHAT will we do?	By WHEN?	HOW will we know we are successful?
Establish a VBCPS Language Access Policy to ensure reliable systems of translation and interpretation for all VBCPS students and their families	Winter '22	FACE, in cooperation with all other VBCPS departments and offices, will share an approved list of translation service providers with schools, as well as post information on the VBschools website in a highly visible location
Identify and train family liaisons embedded in the schools to develop relationships with our ESL populations	Winter '22	Posted list of trained/ endorsed professionals in each building
Increase the availability of translated documents by developing a division-wide database and protocol for using translated documents	Spring '23	All key documents generated from schools and the division will be translated into Spanish, or translatable using best available software
Audit current language services and providers utilized across VBCPS offices in order to identify and eliminate redundancies and gaps in service	Summer '23	Eliminate and/or consolidate language service providers, ensuring best practices in bidirectional interpretation and AI-informed translation to ensure timely and reliable translation and interpretation services for all VBCPS families
Identify populations to be assisted with translation and interpretation services. Recruit, hire, and retain translators and interpreters to work across school sites and feeder patterns	Summer '23	VBCPS will fund local positions for Spanish translators and interpreters in the following offices: DTAL, DOSL, DCCE, Food Services, Transportation

Goal 5: Mutually Supportive Partnerships³¹

Create an accessible partnership database

WHAT will we do?	By WHEN?	HOW will we know we are successful?
Identify procedures and platform for internal and external partners to use to interact with schools, notifying them of what services are available in real time	Summer '23	Mode and method for internal and external partners to interact with school staff will be reviewed and adopted by DOSL with approval by FACE
Create a public-facing database or webpage to identify entities that are partnering with schools and promote future partnership opportunities	Summer '23	VBschools website will include a tab listing current partners, as well as informing guests how they can support a school or the division
Identify diversity of current partners and increase diversity in future partnerships to reflect an equitable cross section of the community	Ongoing /Summer '25	Tracking data on minority-, women-, veteran-, owned businesses partnering with VB Schools
Annual review of the internal and external partner list will be conducted each spring	Ongoing	Approved list of internal and external partners will be posted on the VBCPS intranet

Goal 6: Organizational Effectiveness and Efficiency

The final goal in *Compass to 2025* is focused on organizational effectiveness and efficiency. Indicators include accreditation data, satisfaction with communication and assistance provided by Central Office, as well as several operational targets focused on building inspections, energy consumption, food services, and financial stewardship. The existing indicators do not lend themselves to disaggregation by reporting groups.

Several new indicators have been proposed for inclusion as part of the equity plan and are described on the following page

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PURPOSES ONLY

Goal 6: Organizational Effectiveness & Efficiency

Provide adequate and sustainable human and capital resources		
WHAT will we do?	By WHEN?	HOW will we know we are successful?
Review current staffing assignments and create a utilization chart to identify how reading and math specialists are being used in each school	Winter '22	Distribute utilization chart to each principal and foster dialogue amongst them during the annual leadership conference
Identify other positions to be reviewed for the purpose of maximizing utilization of staff	Spring '23	Annual review of staff utilization will lead to increased efficiency in buildings

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PURPOSES ONLY

Goal 6: Organizational Effectiveness & Efficiency

Collaborate with community, business or organizations to leverage resources to support equitable opportunities to level the "playing field".

WHAT will we do?	By WHEN?	HOW will we know we are successful?
Create communication plan to share with organizations to include opportunities to secure additional resources (human, financial) in high-need schools	In progress	Final communication plan approved by senior staff
Partner with city and schools' PTAs to increase membership	Ongoing	Increase in reported membership

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Goal 6: Organizational Effectiveness & Efficiency

Develop and publish an equity data dashboard

WHAT will we do?	By WHEN?	HOW will we know we are successful?
Gather feedback on proposed indicators	Fall '22	Finalized list of indicators
Identify format for sharing/posting equity dashboard	Winter '22	Mock-up of data dashboard
Publish dashboard along with a plan to monitor data	Fall '23	TBD (SB presentation, approval process, etc.)

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Goal 6: Organizational Effectiveness & Efficiency

Proposed Indicators for the Data Dashboard

Goal 1: Educational Excellence	<ul style="list-style-type: none"> Students Reading on Grade Level Performance on State Assessments Least Restrictive Environment Data for Students with Disabilities Students reporting teachers use diverse texts and lesson materials that incorporate multiple perspectives* Students reporting they are provided with opportunities to share their opinions or experiences*
Goal 2: Student Well-Being	<ul style="list-style-type: none"> Students reporting a sense of belonging to their school. Students reporting that their school is safe, welcoming, and inclusive. Stakeholders (i.e., students, parents, staff) reporting staff make sure students have the same consequences when breaking rules* Discipline Referrals Suspension Data
Goal 3: Student Ownership of Learning	<ul style="list-style-type: none"> Secondary students enrolling in and successfully completing rigorous coursework Graduates demonstrating college, career, and civic readiness as defined by the Virginia Department of Education Students enrolling in college one year after graduation Demographics of students participating in specific programs or receiving services (i.e., gifted, special education, academies, Technical and Career Education)
Goal 4: An Exemplary, Diversified Staff	<ul style="list-style-type: none"> Staff satisfaction Race/ethnicity demographic characteristics of instructional staff, administrators, compared to students Teacher retention rate
Goal 5: Mutually Supportive Partnerships	<ul style="list-style-type: none"> Families reporting schools communicate well with them* Families aware of events, programs, and resources provided for them to support students Families expressing satisfaction with events, programs, and resources provided for them to support students
Goal 6: Organizational Effectiveness and Efficiency	<ul style="list-style-type: none"> Stakeholders (i.e., students, parents, staff) reporting students from all backgrounds have access to all classes.* Number of staff allocations (e.g., school counselors, teachers, school resource officers, math specialists) for higher and lower need schools.* Staff reporting resources are equitably distributed across all district schools.*

*Not currently available.

Produced by the Office for Diversity, Equity, and Inclusion for Virginia Beach City Public Schools
For further information, please call (757) 263-1936.

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.

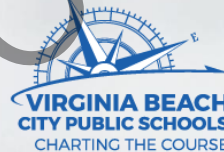
Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Gonzalez@vbschools.com (student 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.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Ty Harris, Director, Office for Diversity, Equity, and Inclusion, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1936 (voice); 263-1240 (TDD) or email him at Ty.Harris@vbschools.com.

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October 25, 2022



Subject: State and Federal Accountability, Status of Our Schools 2022-2023 **Item Number:** 12B

Section: Information **Date:** October 11, 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

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

Recommendation:

That the School Board receive information related to the 2022-2023 State and Federal Accountability, Status of Our Schools presentation.

Background Summary:

The Virginia Department of Education has released [school accreditation ratings](#) under the revised [Virginia state accreditation system](#) and schools identified for support and improvement under [federal accountability](#). The office of student assessment will review these two accountability systems and the ratings of our schools.

Source:

The Virginia Department of Education Website.

Budget Impact:

None

**PLANNING,
INNOVATION AND
ACCOUNTABILITY**



2022-2023 State Accreditation and Federal Accountability Status of Our Schools

Office of Student Assessment
Tuesday, October 11, 2022

State Accreditation



State Accreditation Indicators

Achievement

- Passing scores (reading, writing, math, and science)
- Growth included on grades 3-8 reading and math assessments
- English learner progress included on the ACCESS for ELLs assessment

Chronic Absenteeism (Waived for 2022-2023)

- 10% or more full-day absences

State Accreditation Indicators

Graduation and Completion Index

- Board-approved diplomas - 100
- General Education Development Certificates (GED) - 75
- Certificates of Completion - 25
- Active on the last day of school of expected cohort year, working toward graduation - 70
- Dropped out or were inactive, non-completers on the last day of school - 0

State Accreditation Indicators

Cohort Dropout Rate

- Students who discontinued schooling, and have not earned a diploma, GED, or certificate of completion.

CCCRI (Active for 2023-2024 accreditation)

- Advanced coursework credit
- CTE Credential
- Work-Based Learning
- Service-Learning

State Accreditation Performance Levels

Level 1: At or Above Standard

- Performance at or above the benchmark, or
- Improvement from Level 2

Level 2: Near Standard or Improvement from Below Standard

- Performance is below the benchmarks but close
- Improvement from Level 3

Level 3: Below Standard

- Performance is well-below the benchmarks

State Accreditation Accreditation Status

Accredited

- All school quality indicators are in the Level 1 or Level 2 range

Accredited with Conditions

- When any school quality indicator is in the Level 3 range

Accreditation Denied

- When a school or school division fails to implement school division or school corrective action plans

State Accreditation Triennial Accreditation

Standard Three of the Standards of Quality (§ 22.1-253.13:3) indicates that “the Board shall review annually the accreditation status of all schools in the Commonwealth. The Board shall review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. Upon such triennial review, the Board shall review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period, the Board shall accredit the school for another three years [triennial accreditation].”

State Accreditation VBCPS Accreditation Ratings



Schools
Accredited for the
2022-2023
School Year

State Accreditation School Quality Indicators Summary

Number of Schools	Final Performance Levels	Percent of Schools
59	All Level 1	72%
22	Levels 1 and 2	27%
1	Levels 1, 2, and 3	1%

1,470
Level 1
Indicators
out of 1,577

93.5%

State Accreditation

School Quality Indicators at Level 2/3

“All Students” Reporting Group - Science

- Level 2
 - Three elementary schools
 - One high school
- Level 3
 - One elementary school

Gap Groups - English

- Level 2
 - Two elementary schools
 - Eleven middle schools
 - Six high schools

Gap Groups - Math

- Level 2
 - Two elementary schools
 - Six middle schools
 - One high school

State Accreditation Chronic Absenteeism

- Waived for 2022-2023
- Level 2 – Seventeen Schools
 - Six Elementary Schools
 - Four Middle Schools
 - Seven High Schools

State Accreditation Chronic Absenteeism

Plan for 2022-2023

- Schools will monitor Attendance
- PCI Goals and Action Steps
- New Reports to Assist Schools
- Division Leaders will Review Data and Provide Support
- New Student Response Team Attendance Support Plan, resources and list of tiered interventions
- January 2023 – dedicated Juvenile and Domestic Relations Court docket for VBCPS

Federal Accountability



Every Student Succeeds Act of 2015

State Accreditation and Federal Accountability - Comparison

State Accreditation	Federal Accountability
Reading and Writing, Math, and Science	Reading and Math
Combined Rates (SOL Passing and Growth)	SOL Passing Rates Only
	English Learner Progress
	Academic Growth (For Supports)
Reporting Groups (Fixed Benchmarks)	Reporting Groups (Interim Benchmarks)
Chronic Absenteeism	Chronic Absenteeism
Graduation and Completion Index	Federal Graduation Indicator
College, Career, and Civic Readiness	
Cohort Dropout Rate	

Federal Accountability Status of Our Schools

No Federal Designations of
Required Support and
Improvement



Federal Accountability Participation Rates

Participation Rates – 95%

- All Students
- All Reporting Groups

Seventeen Schools did NOT meet 95% for one or more groups

- Two Elementary Schools
- Four Middle Schools
- Eleven High Schools

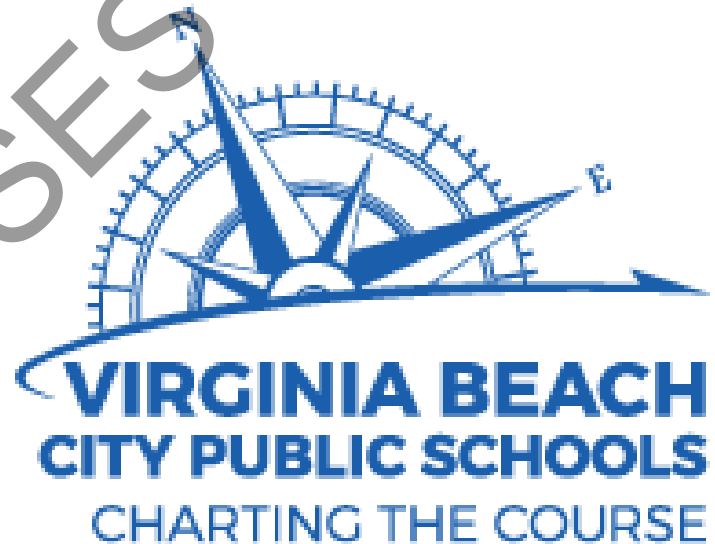
Summary

Accomplishments

- All Schools Accredited
- No School Identified for Support under ESSA

Areas of Focus

- Level 2/3 Schools
- Chronic Absenteeism
- Participation



**PLANNING,
INNOVATION AND
ACCOUNTABILITY**



2022-2023 State Accreditation and Federal Accountability Status of Our Schools

Office of Student Assessment
Tuesday, October 11, 2022



Subject: Calendar Adjustment **Item Number:** 12C

Section: Information **Date:** October 11, 2022

Senior Staff: Matthew D. Delaney, Chief Schools Officer

Prepared by: Matthew D. Delaney, Chief Schools Officer

Presenter(s): Matthew D. Delaney, Chief Schools Officer

Recommendation:

That the School Board receive information regarding calendar adjustments to the 2022-23 and 2023-24 school calendars. Adjustments to the calendars are needed based on final exams, graduation start times and the Presidential Primary.

Background Summary:

The Department of School Leadership and Department of Communications and Community Engagement worked in tandem to create calendars for the 2022-23 and 2023-24 school years. The School Board approved the 2022-23 school calendar February 22, 2022, and approved the 2023-24 school calendar on March 8, 2022. An adjustment to the 2022-23 calendar is needed to allow students early dismissal June 13-16, 2023, to complete final exams and graduation start times. Adjustments to the 2023-24 school calendar are also needed to change the staff day currently scheduled for Monday, March 4, to Tuesday, March 5, to acknowledge voting for the Presidential Primary - Super Tuesday and to allow an adjusted dismissal of high school students June 11-14, 2024, for exams to be completed and graduation start times.

Source:

Budget Impact:

None.



Subject: Tri-Campus Update **Item Number:** 12D

Section: Information **Date:** October 11, 2022

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation, and Accountability
Jack Freeman, Chief Operations Officer

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

Melisa A. Ingram, Executive Director of Facilities Services
Department of School Division Services

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

Melisa A. Ingram, Executive Director of Facilities Services
Department of School Division Services

Recommendation:

That the School Board receive an update on the Tri-Campus, which includes input from the school community about the preferred delivery model for the Tri-Campus elementary schools and next steps related to design of the B.F. Williams / Bayside 6th (Grade 4-6 Replacement) project, CIP 1-028. Design for this project could start as early as fall/winter 2023, if design services begin with the proposed Public-Private Education Facilities and Infrastructure Act (PPEA) Interim Agreement.

Background Summary:

At the July 18, 2022 School Board Retreat, the School Board received information about the Tri-Campus elementary schools, which include Diamond Springs, Newtown, and Bettie F. Williams elementary schools. Information was shared about the history of the Tri-Campus, historical academic performance data, attendance zone considerations, and the design of the B.F. Williams ES / Bayside 6th (Grade 4-6 Replacement) project, CIP 1-028. During discussion, it was requested by the School Board that community input be gathered regarding the preferred delivery model at the three Tri-Campus schools: the current model with each school serving specific grade levels (i.e., Diamond Springs ES kindergarten and grade 1, Newtown ES grades 2 and 3, and Bettie F. Williams ES grades 4 and 5) or if the community had a desire to change the current model to a kindergarten through grade 5 model at each elementary school. The presentation provides results from the community input as well as the impact on design of the B.F. Williams / Bayside 6th (Grade 4-6 Replacement) project and next steps regarding timeline of the new school design, considering the PPEA Interim Agreement and current CIP schedule.

Source:

School Board Retreat Minutes, July 18, 2022

Budget Impact:

None



Tri-Campus Update

Planning, Innovation, and Accountability - Research and Evaluation
School Division Services - Facilities

School Board Meeting
October 11, 2022

Overview

- Community Input
 - Purpose: To gather community input about preference for the delivery model at the Tri-Campus schools when the new Bettie F. Williams school is built
 - Current Model: K-1, 2-3, and 4-5 at separate schools
 - K-5 at each school
 - In both scenarios, the site would include the Bayside 6th Grade Campus
 - Gather input on any other considerations
- Impact on the Public-Private Education Facilities and Infrastructure Act (PPEA) Process and Next Steps

Community Input

- Two methods of receiving community input
 - Community meetings
 - Parent and staff surveys
 - Tri-campus schools and Bayside 6th Grade Campus
- Input opportunities announced in a variety of ways
 - Multiple emails to families
 - Paper flyer distributed through schools
 - VBSchools.com information page
 - School marque message

Community Forums

- In-person meetings: Aug. 22, Aug. 24, Sept. 15
- Virtual meeting: Sept. 22
- 17 attendees
- Provided input and preference on keeping current model or three K-5 schools
 - Current Delivery Model: Preferred by 10 attendees
 - K-5 Delivery Model at All Schools: Preferred by 5 attendees

Community Forums

- Current model
 - Sense of community at campuses
 - Same age groups help with safety and comfort level
 - Specialization and focus on each age group
 - Concerns about siblings at more than one school
- K-5 at each of the three schools
 - No moving across schools
 - Siblings at one school
 - Concerns about:
 - Equitable distribution of resources
 - Transportation
 - Large age gaps and mixing of grade levels

Survey Methodology

- Parent surveys (Sept. 9 – 25)
 - Flyer communications sent home with students during the first week of school
 - Division email message sent on Sept. 8
 - Multiple methods used – online and paper
 - Translated Spanish version available online
 - 727 surveys submitted – 44% response rate
- Staff surveys (Sept. 12 – 23)
 - Online survey with multiple reminders
 - 124 surveys submitted – 41% response rate

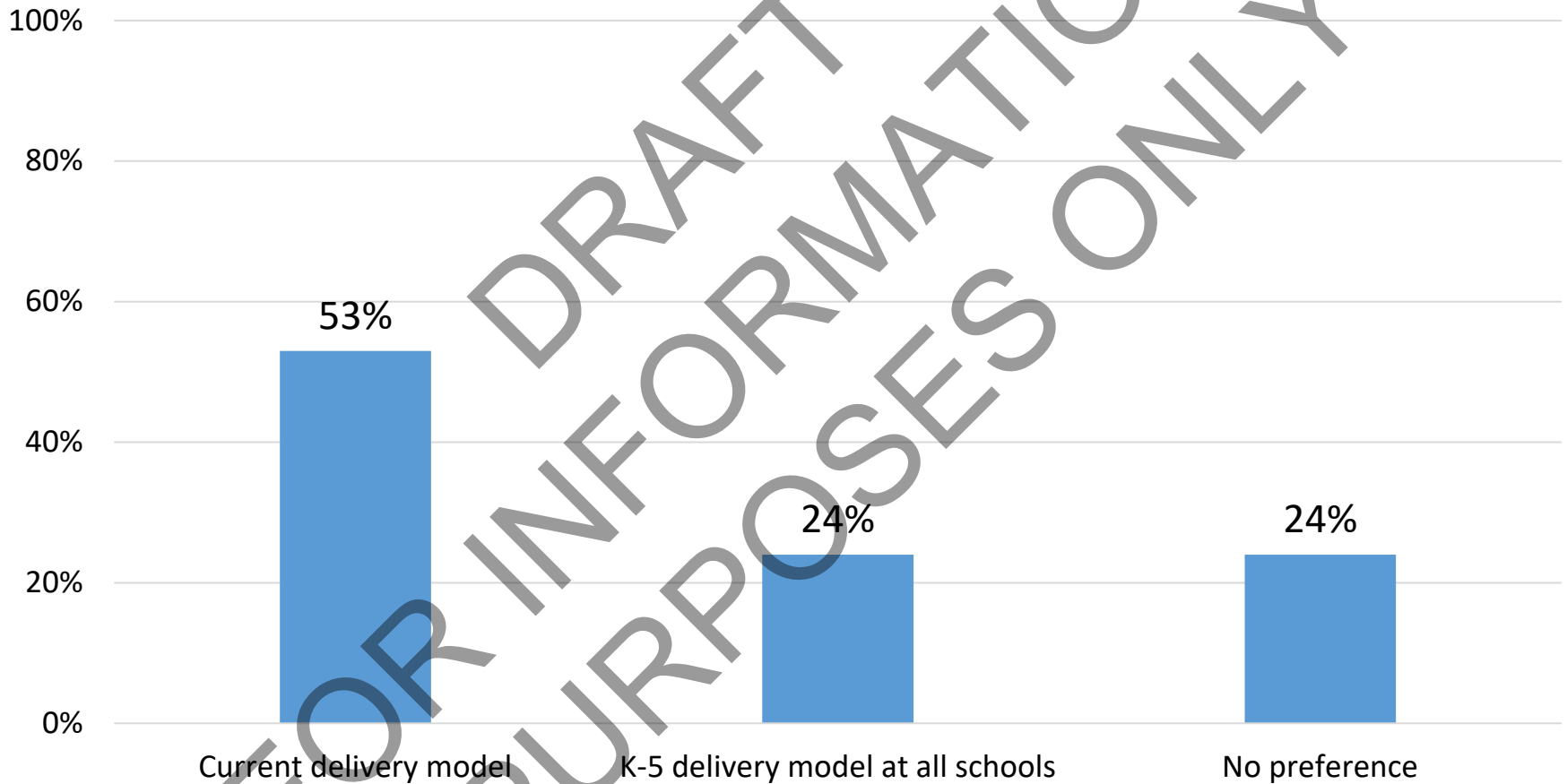
Parent Survey Results

School Selected	Number	Percentage of Respondents*
Diamond Springs	262	36%
Newtown	259	36%
Williams	256	35%
Bayside 6 th Grade Campus	102	14%

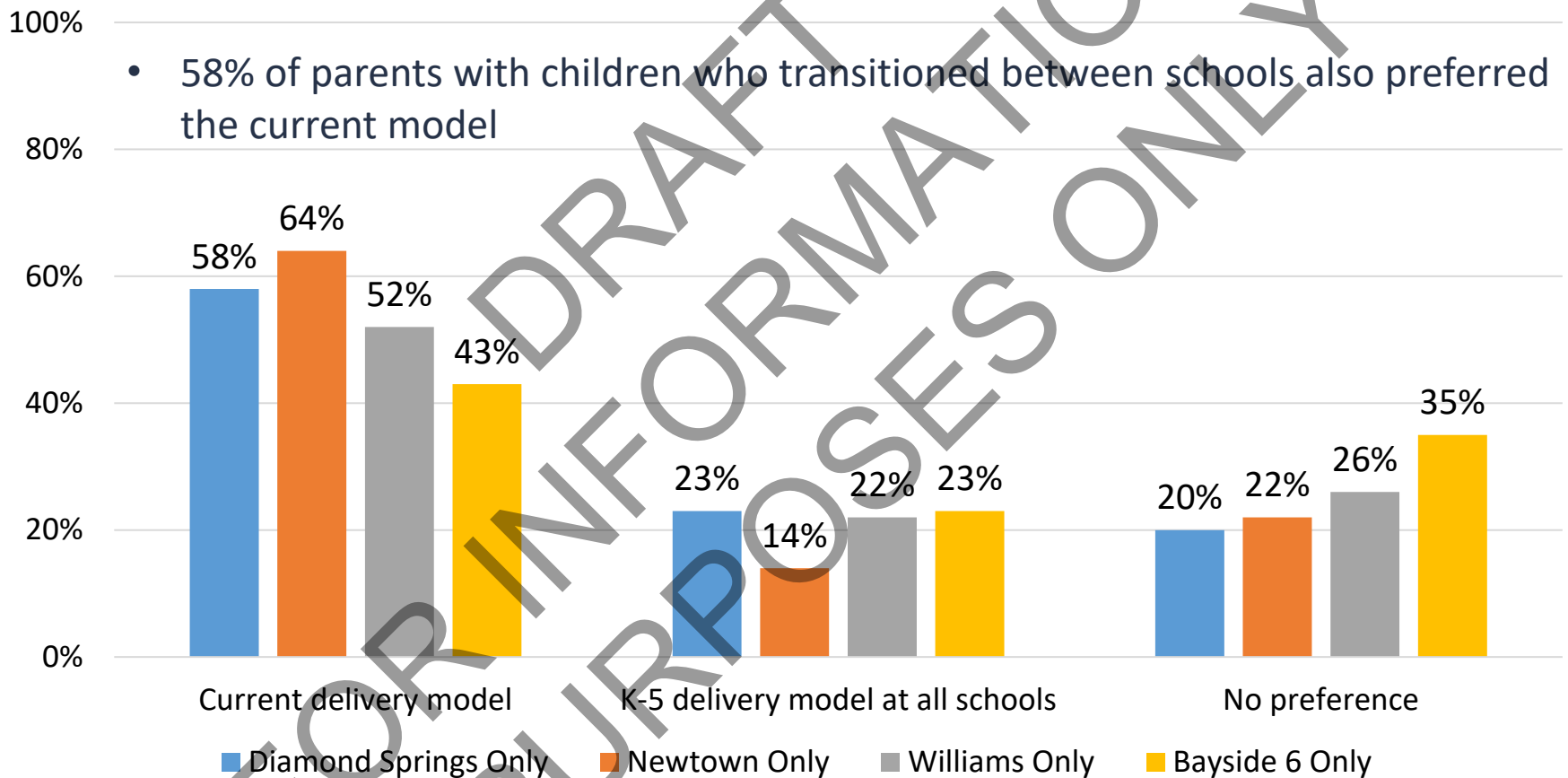
*Could have selected more than one school.

- 66% expected to have children enrolled at a tri-campus school or Bayside 6th Grade Campus in fall 2025
- 61% had a child or children move from one tri-campus school to another tri-campus school or Bayside 6th Grade Campus

Parent Survey Results: Model Preference



Parent Survey Results: Model Preference

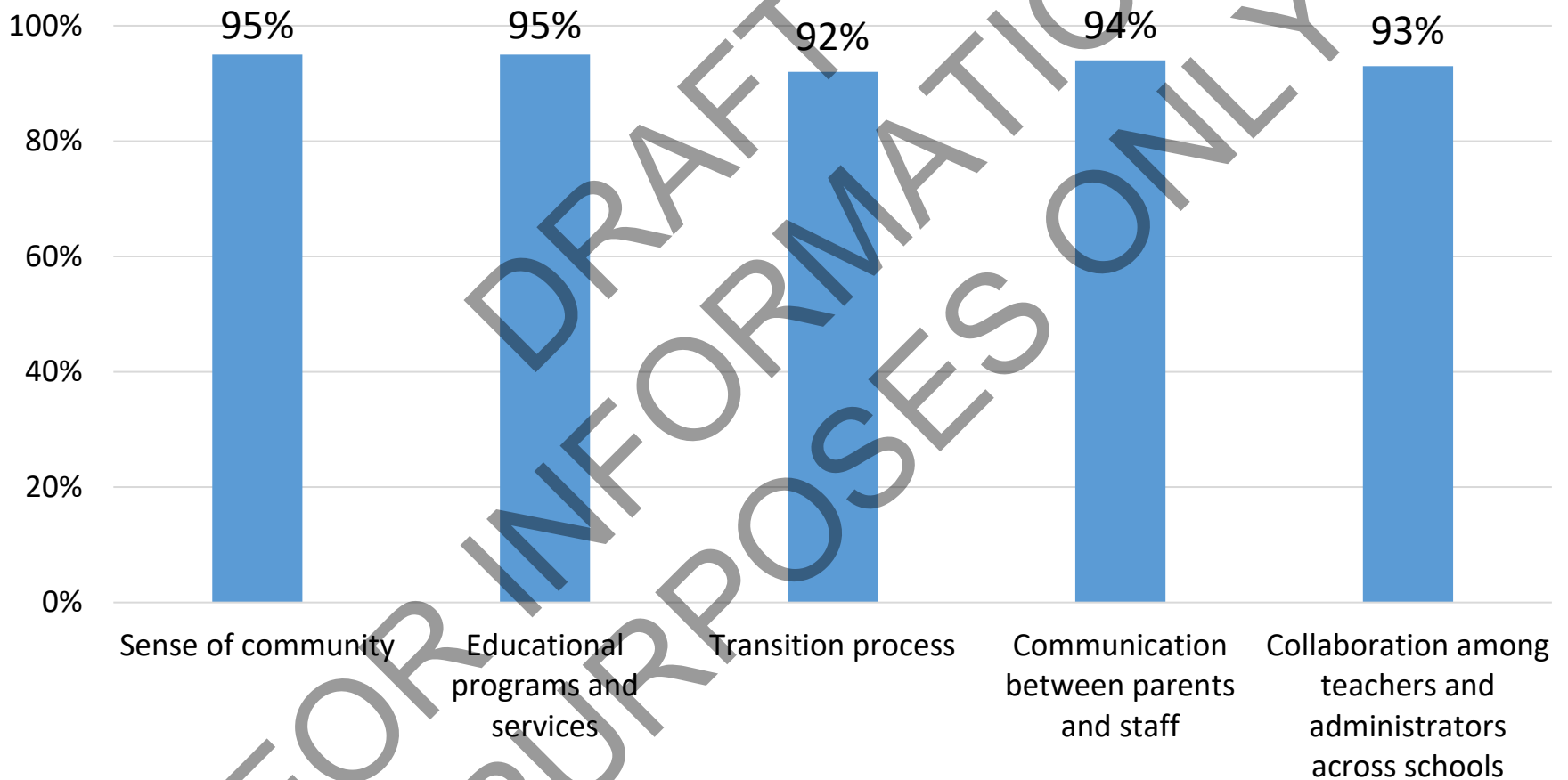


Note: Includes parents who selected one school.

Parent Survey Results: Comments

- Parents who preferred current delivery model
 - Developmentally appropriate grouping of students
 - Sense of safety/security
 - Challenge with multiple students at multiple schools
- Parents who preferred K-5 delivery model
 - Challenge with transitions
 - Challenge with multiple students at multiple schools

Parent Survey Results: Satisfaction



Note: Don't know responses not included (ranged from 4% to 15% depending on the item).

Staff Survey Results

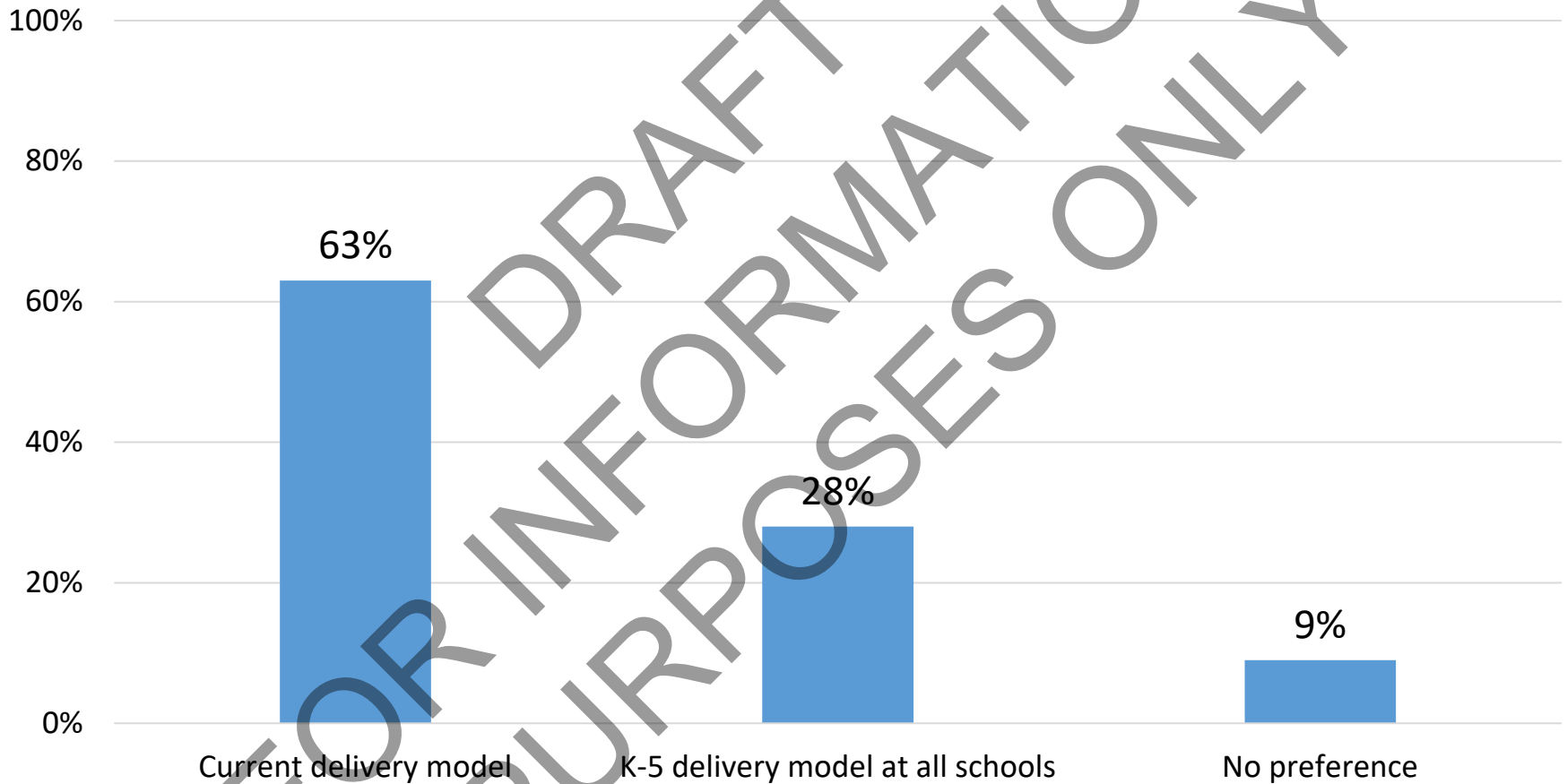
School Selected	Percentage
Diamond Springs	35%
Newtown	17%
Williams	31%
Bayside 6 th Grade Campus	17%

Position Selected	Percentage
Administrative	6%
Instructional	69%
Non-instructional	24%

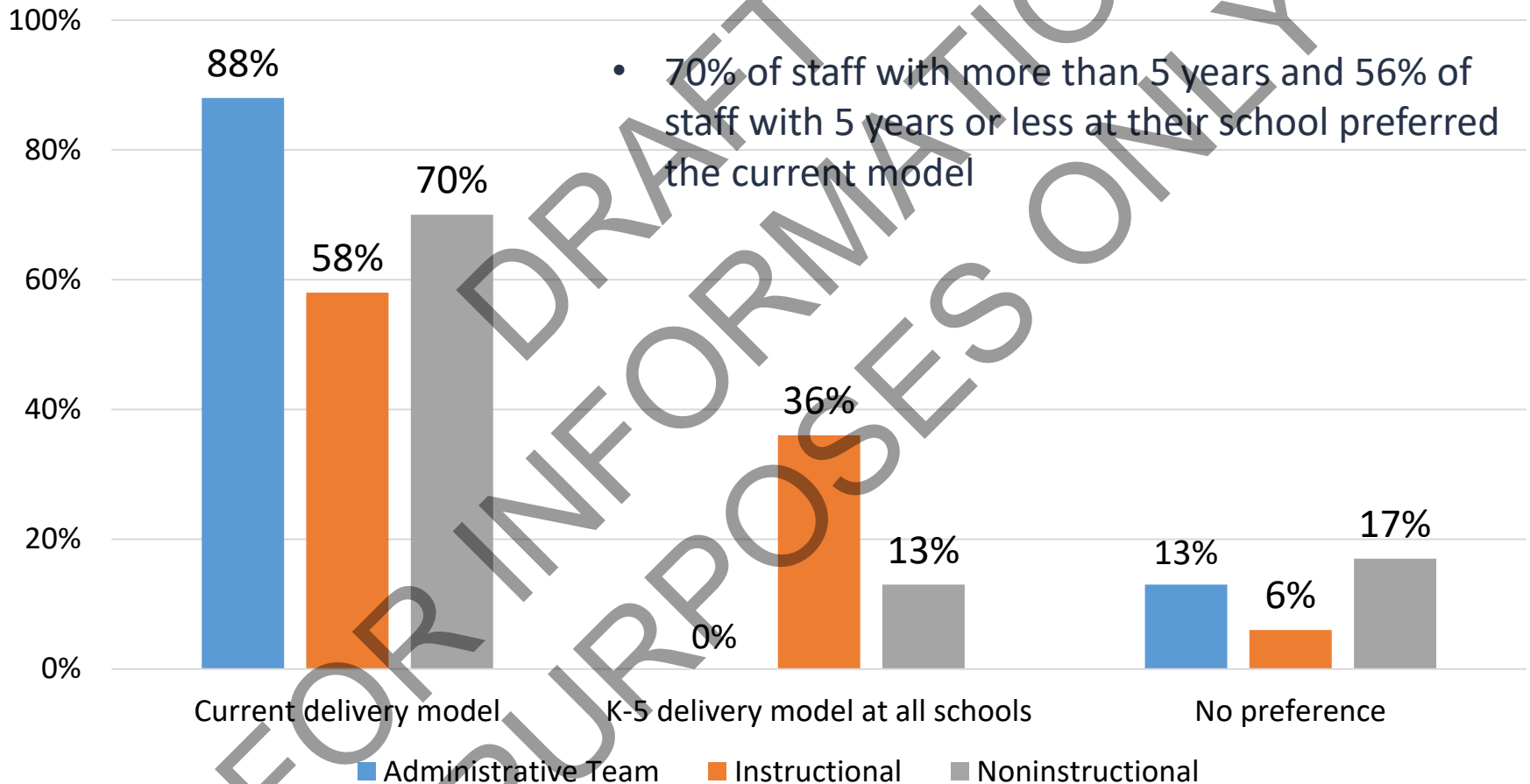
Years Worked at Schools	Percentage
More than 5 years	49%
5 years or less	51%

- 90% expected to be working at a tri-campus school or Bayside 6th Grade Campus in fall 2025

Staff Survey Results: Model Preference



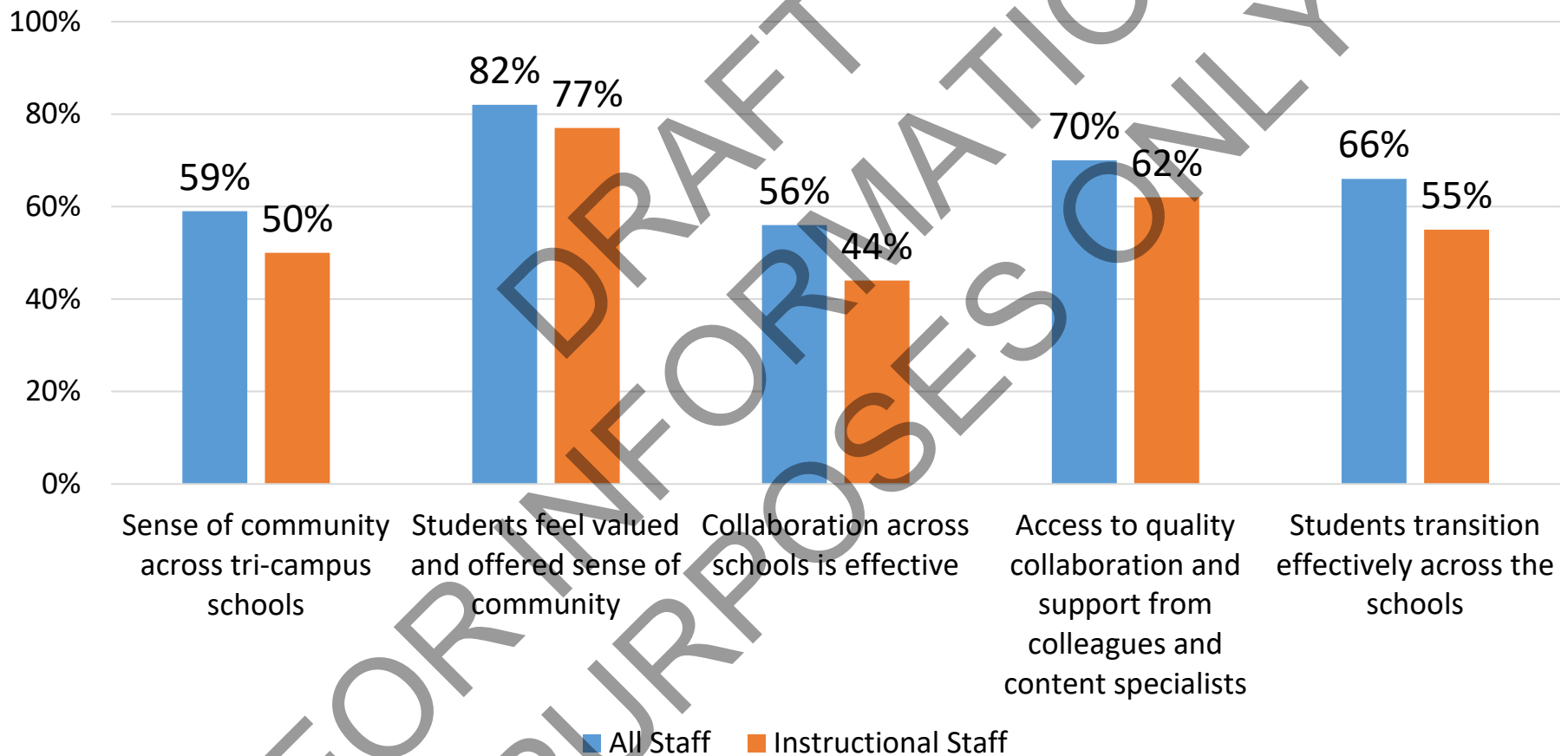
Staff Survey Results: Model Preference



Staff Survey Results: Comments

- Staff who preferred current delivery model
 - Targeted specialized instruction
 - Strong collaboration
 - School design
- Staff who preferred K-5 delivery model
 - Challenge with transitions
 - Mobility within student population
 - Inconsistencies across schools

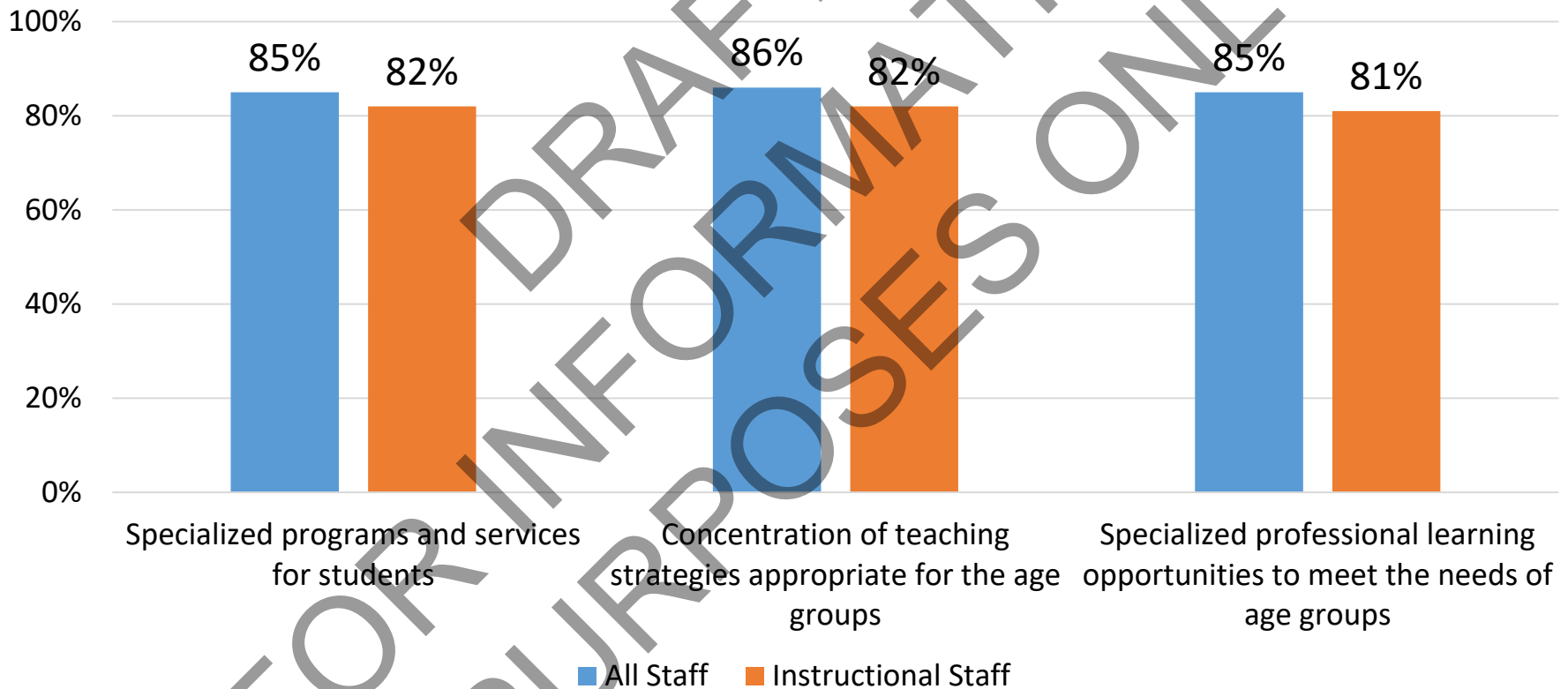
Staff Survey Results: Agreement



Note: Don't Know responses not included (ranged from 7% to 17% for all staff depending on the item).

Staff Survey Results: Agreement

Tri-campus schools offer...



Note: Don't Know responses not included (ranged from 9% to 10% for all staff depending on the item).

Implications of Community Input

- Continue with the current delivery model when the Williams replacement school is designed and built
 - Diamond Springs: K-1
 - Newtown: Grades 2-3
 - Williams: Grades 4-5 with the site to include Bayside 6th Grade Campus

CIP 1-028: Williams ES/Bayside 6th Replacement

Fiscal Years FY23 through FY28 Capital Improvement Program									
Project: PG601028		Title: B.F. Williams Elementary/Bayside 6th (Grades 4-6) Replacement					Status: Approved		
Category: Schools			Department: Public Education						
Project Type				Project Location					
Project Type: Rehabilitation/Replacement				District: 4					
Programmed Funding									
Programmed Funding	Appropriated To Date	Budgeted FY23	FY24	Non-Appropriated Programmed CIP Funding			FY28	Funding Future	
Funding		FY23	FY24	FY25	FY26	FY27	FY28	Future	
68,387,500	7,500,000	11,500,000	4,000,000	21,412,277	21,300,000	2,675,223	-		
Description and Scope									
This project will fund the replacement of Bettie F. Williams Elementary School with a facility of approximately 145,000 sq ft that can accommodate the current 4th and 5th grade students along with the students attending the Bayside 6th Grade Campus.									

Description and Scope
This project will fund the replacement of Bettie F. Williams Elementary School with a facility of approximately 145,000 sf that can accommodate the current 4th and 5th grade students along with the students attending the Bayside 6th Grade Campus.

Purpose and Need
Bettie F. Williams Elementary School, originally built in 1962, and the Bayside 6th Grade Campus, originally built in 1957, can no longer adequately accommodate the required instructional programs. As a result, both facilities are in need of replacement. This combined school will house grades 4 through 6 and will be built on the current Bettie F. Williams site. The new building is estimated to be 140,000 square feet.

History and Current Status
This project first appeared in the FY 2019-20 CIP. Appropriations to date reflect a transfer of \$7.5 million in FY 2020-21 reversion funds that has not yet been approved by City Council.

Operating Budget Impact Comments						
This project will create savings in the Schools' operating budget.						
	FY23	FY24	FY25	FY26	FY27	FY28
Total Operating Budget Impacts	-	-	-	-	-	-
Total FTE	-	-	-	-	-	-

Project Map	Schedule of Activities		
	Project Activities	From - To	Amount
	Inspections and Support	07/25 - 09/28	300,000
	Design	06/22 - 09/28	4,372,500
	Furniture and Fixtures	06/28 - 09/28	2,500,000
	Construction	07/25 - 09/28	58,300,000
	Contingencies	06/22 - 09/28	2,915,000
Total Budgetary Cost Estimate:			68,387,500
Means of Financing			
Funding Subclass	Amount		
Local Funding	68,387,500		
Total Programmed Financing:	68,387,500		
Total Non-Programmed Financing:	-		
Total Funding:	68,387,500		

FY 2022-23 to FY 2027-28

13

Capital Improvement Program

- ☐ Programmed: Grades 4, 5, & includes Bayside 6th Grade Campus
- ☐ New School Planning Size: +/-145,000 SF
- ☐ Optimal Capacity 950 Students
 - Grades 4-5: 500 +/-
 - Bayside 6th Grade Campus: 450 +/-

Next Steps

- October 18: City Council scheduled to take action on PPEA Interim Agreement
 - If approved: design process to start as early as this fall
 - If not approved: design process to start SY 24/25



Tri-Campus Update

Planning, Innovation, and Accountability - Research and Evaluation
School Division Services - Facilities

School Board Meeting
October 11, 2022



An Achievable Dream Academy Addition to Lynnhaven Middle School

Subject: Dominion Energy Easement Agreement **Item Number:** 14A1

Section: Consent **Date:** October 11, 2022

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

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

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

Recommendation:

That the School Board approve a motion authorizing the Chair to execute a public utility easement agreement with Dominion Energy Virginia, which will allow the extension of underground utilities needed to provide utility service as part of the construction of the addition to the Lynnhaven Middle School for An Achievable Dream Academy.

Background Summary:

On December 7, 2021, the School Board entered into a contract with A.R. Chesson Construction Company, Inc. for the construction of the addition to the Lynnhaven Middle School for An Achievable Dream Academy. The proposed utility easement agreement with Dominion Energy Virginia will allow for permanent underground service to be provided to the school addition.

Source:

Budget Impact:

NA

RESOLUTION REGARDING THE DEDICATION OF AN EASEMENT ON A PORTION OF LYNNHAVEN MIDDLE SCHOOL PROPERTY TO ~~THE CITY OF VIRGINIA BEACH~~ DOMINION ENERGY VIRGINIA

WHEREAS, the Virginia Electric and Power Company, a Virginia public service corporation, doing business in Virginia as Dominion Energy Virginia (the "Company") has identified the need for a public utility easement on School Board property identified as a portion of parcel GPIN 2408-35-7034 (the "School Board Property"), to provide underground utilities as part of the construction of the addition to the Lynnhaven Middle School for An Achievable Dream Academy (the "Project");

WHEREAS, the Company's acquisition of a utility easement (the "Easement") on the School Board Property are needed as part of the Project to provide utility services from the existing service to the Project;

WHEREAS, Virginia Code §22.1-129(B) allows the School Board to grant easements on real property in such a manner and upon such terms as it deems proper;

WHEREAS, due to the determination that the School Board Property will be enhanced and preserved through the granting of the Easement and the Project, and the expected benefits that will be derived from this Project, the School Board is of the opinion that granting the Easement on the School Board Property to ~~the City~~ Dominion Energy Virginia would be a benefit to both parties.

NOW THEREFORE BE IT RESOLVED that:

1. In accordance with Virginia Code §22.1-129(B), the School Board finds that the granting of the Easement to the Dominion Energy Virginia to use a portion of the School Board Property located at Lynnhaven Middle School is proper and determines that the Easement sought by Dominion Energy Virginia should be granted.
2. The total amount of compensation to be paid to School Board by the Company for this acquisition is One Dollar (\$1.00)
3. Additionally, the School Board authorizes the Chair or her designee to execute any and all documents desired and necessary to complete the above-referenced transaction.

Adopted by the School Board this ____ day of, _____ 20____

Carolyn T. Rye, Chair

ATTEST:

Regina Toneatto
Clerk of School Board

Prepared by: VIRGINIA ELECTRIC AND POWER COMPANY

THIS AGREEMENT, made this ____ day of _____, 2022, between the SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH, a body political as set forth in Article VIII, Section 7 of the Constitution of Virginia, hereinafter called "Owner", GRANTOR, and VIRGINIA ELECTRIC AND POWER COMPANY, a Virginia public service corporation, doing business in Virginia as Dominion Energy Virginia hereinafter called "Company", GRANTEE.

W I T N E S S E T H:

1. That for the sum of One Dollar (\$1.00), and other valuable considerations, the receipt whereof is hereby acknowledged, Owner grants unto Company and its successors, the perpetual right, privilege, and easement of right of way for underground utilities (hereinafter the "Easement") 15 feet in width and location as shown on the Plat Numbered 25-22-002, incorporated herein and attached hereto as Exhibit A to lay, construct, operate, and maintain one or more lines of underground conduits and cables, as Company may from time to time deem expedient or advisable, located on the Easement hereinafter described, for the purpose of transmitting and distributing electric power by one or more circuits; together with all wires, conduits, cables, transformers, transformer enclosures, concrete pads, manholes, handholes, connection boxes, ground connections, meters, attachments, equipment, accessories and appurtenances desirable in connection therewith (hereinafter referred to as "Facilities"), over, under, across and through certain lands of Owner situated in the City of Virginia Beach, Virginia.

2. The Facilities erected hereunder shall remain the property of Company. Company shall have the right to inspect, rebuild, remove, repair, improve, relocate on the Easement, and make such changes, alterations, substitutions, additions to, or extensions of its Facilities as Company may from time to time deem advisable.

3. Company shall at all times have the right to keep the Easement clear of all buildings, structures, trees, roots, undergrowth and other obstructions which would interfere with its exercise of the rights granted hereunder, including the right to trim, retrim, retop, cut, and keep clear any trees or brush inside and outside the boundaries of the Easement that endanger the safe and proper operation of its Facilities. Company shall promptly remove from the Easement any trash or debris resulting from the exercise of the rights hereby granted. All trees and limbs cut by Company at any time shall remain the property of Owner.

4. For the purpose of constructing, inspecting, maintaining or operating its facilities, Company shall have the right of ingress to and egress from the Easement over the lands of Owner adjacent to the Easement. Company shall exercise such right in such manner as shall occasion the least practicable damage and inconvenience to Owner. Subject to Paragraph 3, Company shall repair damage to roads, fences, or other improvements and shall pay for all other damage when such damage results from the construction, inspection, or maintenance of Company's Facilities, provided Owner gives written notice thereof to Company within sixty (60) days after such damage occurs.

VA VBSB 8/2022
GPIN: 2408-35-7034
VAROW NO. 25-22-0002

5. Owner, its successors and assigns, may use the Easement area for any purpose not inconsistent with the rights hereby granted, provided such use does not interfere with or endanger the construction, operation, and maintenance of Company's Facilities and provided that no buildings, structures, or other obstructions (paving, sidewalks, street signs, fences, curbing, gutters and below-ground structures excluded) may be constructed on the Easement. In the event such use does interfere with Company's exercise of its rights granted hereunder, Company may relocate such obstructions as may be practicable to a new location on the lands of Owner as designated by Owner and acceptable to Company, Owner to bear the cost for relocation of any such obstruction.

6. It is further understood and agreed between the parties that:

a. The rights granted herein to Company are non-exclusive and Owner shall at all times have the right to make or grant such other use of the Easement area as shall not be inconsistent with the exercise by Company of the rights and privileges granted to it hereunder.

b. The Easement hereby granted is subject to existing rights, if any, of third persons to the extent that such rights are of record so as to constitute constructive notice to Company.

c. If Company shall discontinue the use of the Easement area all rights granted hereby shall cease and terminate, and upon demand of Owner, Company will at its cost and expense remove its Facilities from the Easement area and restore the land to substantially the condition in which it was at the time when the Easement was granted.

d. Upon demand by Owner, and upon the granting to Company of an equivalent easement in a reasonably practicable location, Company will relocate its Facilities upon such easement, relocation costs to be borne by Owner, whereupon all rights hereby granted in respect of the vacated portion of the Easement herein described shall cease and terminate.

e. Company's right to assign or transfer its rights, privileges, and easements granted herein is strictly limited to the assignment or transfer of such rights, privileges, and easements to another business which lawfully assumes Grantee's obligations as a public service company providing electric power and service, or other related and incidental service as a public service company; any such assignee of Company shall be bound by all of the terms, conditions, and restrictions set forth herein.

7. NOTICE TO OWNER: You are conveying rights to a public service corporation. A public service corporation may have the right to obtain some or all of these rights through exercise of eminent domain. To the extent that any of the rights being conveyed are not subject to eminent domain, you have the right to choose not to convey those rights and you could not be compelled to do so. You have the right to negotiate compensation for any rights that you are voluntarily conveying.

IN WITNESS WHEREOF, Owner has caused its name to be signed hereto by its School Board Chair or Designee, and its seal to be affixed as of the day and year first above written, and Company has caused its name to be signed hereto by its Vice President or Designee, as of the day and year first above written.

SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH

By: _____
School Board Chair/Authorized Designee

STATE OF VIRGINIA
City of Virginia Beach, to wit:

I, _____, a Notary Public in and for the State of Virginia at Large,
whose commission expires _____, do hereby certify that _____,
whose name is signed to the foregoing writing dated the _____ day of _____,
20____, as School Board Chair/Authorized Designee for the School Board of the City of Virginia
Beach, has acknowledged the same before me on this _____ day of _____, 2022, in
the City and State aforesaid.

Given under my hand this _____ day of _____, 20____.

Reg No _____

Notary Public

APPROVED AS TO CONTENTS

APPROVED AS TO LEGAL
SUFFICIENCY AND FORM

VIRGINIA BEACH CITY PUBLIC SCHOOLS
FACILITIES SERVICES

SCHOOL BOARD ATTORNEY

VIRGINIA ELECTRIC AND POWER COMPANY

By: _____
(Title) _____

STATE OF VIRGINIA
City of _____, to wit:

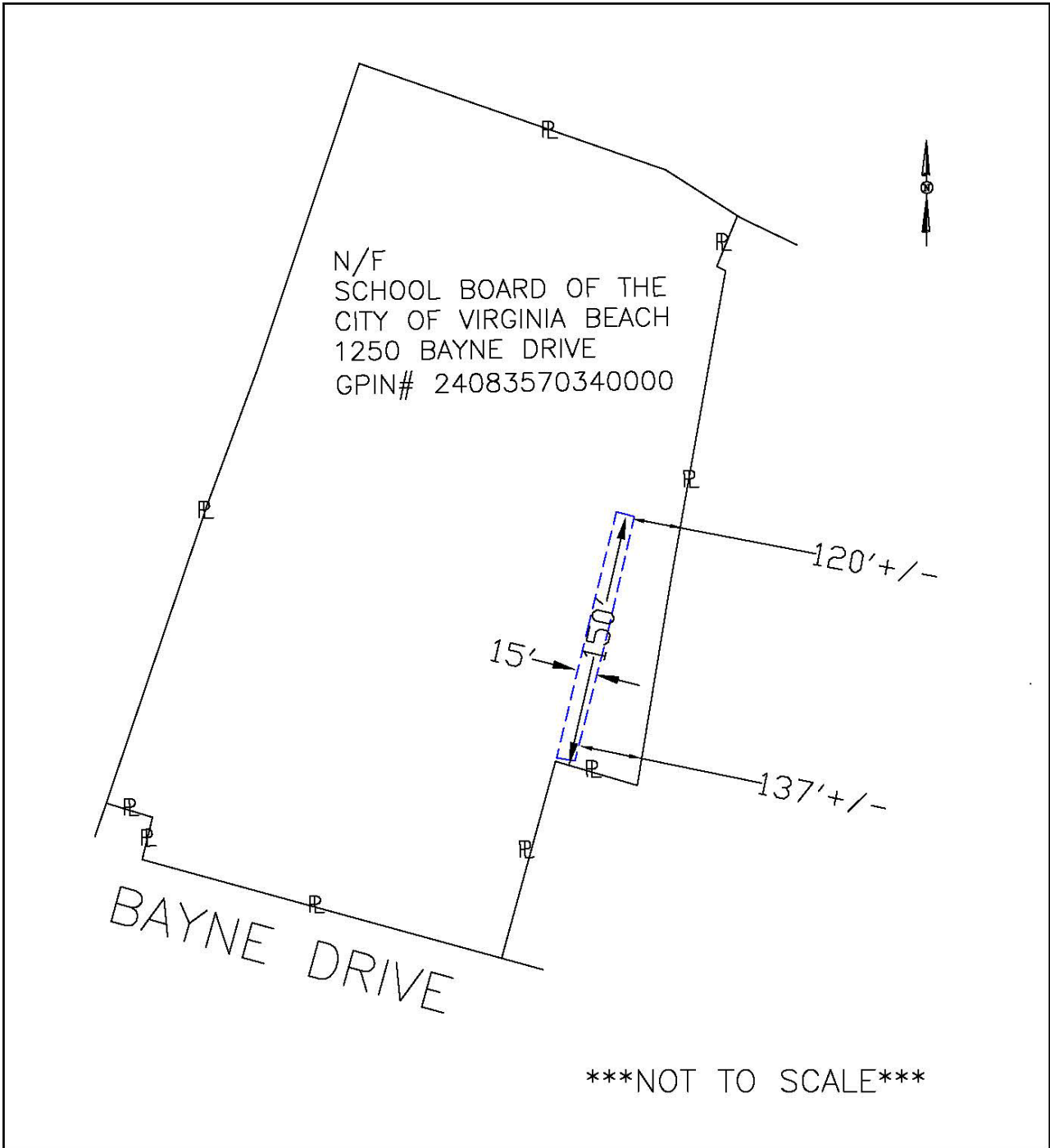
I, _____, a Notary Public in and for the State of Virginia at Large, whose commission expires _____, do hereby certify that _____, whose name is signed to the foregoing writing dated the _____ day of _____, 2022, as _____ (Title) of Virginia Electric and Power Company, has acknowledged the same before me on this _____ day of _____, 2022, in the City and State aforesaid.

Given under my hand this _____ day of _____, 20____.

Reg No _____

Notary Public

Exhibit A



LEGEND --- Location of Boundary Lines of Right-of-Way 15' in Width. =P= Indicates Property Line is Right-of-Way Boundary 15' in Width.	District VA BEACH	Scale NTS	PLAT TO ACCOMPANY RIGHT-OF-WAY AGREEMENT UG VIRGINIA ELECTRIC AND POWER COMPANY doing business as Dominion Energy Virginia
	District-Township-Borough VA BEACH	County-City VA BEACH	
	Office 25 VA BEACH	Plat Number 25-22-0002	
	Estimate Number 10503108	Grid Number N1117	
DATE: 10/4/2022 BY ETHAN SAMFORD			OWNER INITIALS _____



Subject: John B. Dey Easement Agreement **Item Number:** 14A2

Section: Consent **Date:** October 11, 2022

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

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

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

Recommendation:

That the School Board authorize the Chair to execute two public utility easements and a pedestrian access easement with the City, which will provide important safety features and public health benefits related to the public sidewalk and public utility needs associated with the modernization project at John B. Dey Elementary School.

Background Summary:

On March 21, 2017, the School Board entered into a contract with McKenzie Construction Corporation for the modernization of John B. Dey Elementary School. The proposed utility easements and pedestrian access easement along N. Great Neck Road will allow for utility service and pedestrian access to the site.

Source:

Budget Impact:

NA

**RESOLUTION REGARDING THE DEDICATION OF EASEMENTS AT JOHN B. DEY ELEMENTARY SCHOOL TO
THE CITY OF VIRGINIA BEACH**

WHEREAS, the City of Virginia Beach (the "City") has identified the need for two public utility easements and a pedestrian access easement on School Board real property, to-wit: (1) a 767.44 Square Foot Public Utility Easement; (2) a 360.93 Square Foot Variable Width Pedestrian Access Easement; and (3) a 1125.08 Square Foot Variable Width Public Utility Easement (collectively, the "Easements") located on the John B. Dey Elementary School and identified as a portion of parcel GPIN 1499-55-7505 (the "School Board Property");

WHEREAS, the Easements are needed as part of the sidewalk project that connected John B. Dey Elementary School to Great Neck Middle School;

WHEREAS, Virginia Code §22.1-129(B) allows the School Board to convey real property that it determines is surplus of its needs;

WHEREAS, due to the negligible impact the conveyance of the School Board Property will have on the John B. Dey Elementary School site and the expected benefits to be derived for the citizens of the City of Virginia Beach, the School Board is of the opinion that conveyance of the School Board Property for such purposes is a benefit to both parties.

NOW THEREFORE BE IT RESOLVED that:

1. The School Board finds that conveying the Easements to the City of Virginia Beach for the purposes outlined herein is a benefit to the citizens and provides important safety features and public health benefits and will not adversely impact the residue of the John B. Dey Elementary School site. Further, in accordance with Virginia Code §22.1-129(B), the School Board does not have further use of the areas to be ~~conveyed~~.
2. The School Board agrees to dedicate the Easements to the City.
3. The School Board authorizes the Chair or her designee to execute any and all documents desired and necessary to complete the above-referenced transaction and to take all actions necessary to have these funds retained by the School Board.

Adopted by the School Board this__ day of_____, 20__

Carolyn T. Rye, Chair

ATTEST:

Regina Toneatto
Clerk of School Board

THIS INSTRUMENT PREPARED BY VIRGINIA
BEACH CITY ATTORNEY'S OFFICE
ELIZABETH S. CHUPIK VSB#34737
EXEMPTED FROM RECORDATION TAXES UNDER
SECTION 58.1-811(A)(3) and 58.1-811(C)(5)
REIMBURSEMENT
AUTHORIZED UNDER SECTION 25.1-418
CONSIDERATION: 0.00

DEED OF DEDICATION OF EASEMENT

THIS DEED OF DEDICATION OF EASEMENT is made this ____ day of _____, 20____, by and between THE SCHOOL BOARD OF CITY OF VIRGINIA BEACH, VIRGINIA, a body politic as set forth in Article VIII, Section 7 of the Constitution of Virginia ("Grantor"), and the CITY OF VIRGINIA BEACH, a municipal corporation of the Commonwealth of Virginia ("Grantee").

WITNESSETH:

That for and in consideration of the mutual benefits accruing or to be accrued to the parties, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Grantor does hereby dedicate, grant and convey to the Grantee, its agents, assigns and/or successors, with GENERAL WARRANTY and ENGLISH COVENANTS OF TITLE, two public utility easements, and a pedestrian access easement (collectively, the "Easements") to the Grantee, its agents, assigns and/or successors to construct, reconstruct, alter, operate and maintain pedestrian access and utility facilities (the "Facilities") in, under, upon and across lands and property of Grantor, including the right of ingress and egress to the same, described as follows:

ALL THAT certain right and public utility easement to use that certain property situate, lying and being in the City of Virginia Beach, Virginia, designated and described as "18' PUBLIC UTILITY EASEMENT HEREBY DEDICATED TO THE CITY OF VIRGINIA BEACH (767.44 SQ. FT. OR 0.018 ACRES)," as shown on that certain exhibit entitled "EXHIBIT A PUBLIC UTILITY

EASEMENT JOHN B. DEY ELEMENTARY SCHOOL PROPERTY OF SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH VIRGINIA BEACH, VIRGINIA,” Scale: 1” = 40’, dated August 18, 2022, and, prepared by WPL, attached hereto as Exhibit A to which reference is made for a more particular description.

TOGETHER WITH that certain right and public pedestrian easement to use that certain property situate, lying and being in the City of Virginia Beach, Virginia, designated and described as “VARIABLE WIDTH PEDESTRIAN ACCESS EASEMENT HEREBY DEDICATED TO THE CITY OF VIRGINIA BEACH (360.93 SQ. FT. OR 0.008 ACRES),” as shown on that certain exhibit entitled “EXHIBIT B PEDESTRIAN ACCESS EASEMENT JOHN B. DEY ELEMENTARY SCHOOL PROPERTY OF SCHOOL BOARD OF VIRGINIA BEACH VIRGINIA BEACH, VIRGINIA,” Scale: 1” = 50’, August 18, 2022, and prepared by WPL, attached hereto as Exhibit B to which reference is made for a more particular description.

TOGETHER WITH that certain right and public utility easement to use that certain property situate, lying and being in the City of Virginia Beach, Virginia, designated and described as “VARIABLE WIDTH PUBLIC UTILITY EASEMENT HEREBY DEDICATED TO THE CITY OF VIRGINIA BEACH (1125.08 SQ. FT. OR 0.026 ACRES),” as shown on that certain exhibit entitled “EXHIBIT C PUBLIC UTILITY EASEMENT JOHN B. DEY ELEMENTARY SCHOOL PROPERTY OF SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH VIRGINIA BEACH, VIRGINIA,” Scale: 1” = 60’, dated August 18, 2022 and prepared by WPL, attached hereto as Exhibit C to which reference is made for a more particular description.

IT BEING a portion of the same property conveyed to The County School Board of Princess Anne County, Virginia by Deed dated July 22, 1955 from J. Davis Reed, Jr. and Emma A. Reed, his wife, and Robert M. Reed and Anna S. Reed, his wife, recorded in the Clerk’s Office of the Circuit Court of the City of Virginia Beach, Virginia in Deed Book 441, at page 331.

It is agreed between the parties hereto that the Grantee and its agents, successors, and/or assigns shall have the right to inspect the Easements and the Facilities and to cut and clean all undergrowth and remove other obstructions in and along the Easement or adjacent thereto that may in any way endanger or interfere with the proper use of same and to make use of the adjacent property for ingress and egress and for other activities necessary for the construction, reconstruction, operation and maintenance of the Easements and the Facilities.

Grantor agrees that the Grantee shall not be liable for any maintenance work whatsoever to the areas encompassed by the Easements except if the Grantee is required to perform excavation within the Easements in order to effectuate maintenance or repair of the Facilities. All other maintenance of the land encompassed by the Easements shall be performed by Grantor, and the Grantee shall have no duty or liability to perform any routine maintenance work to the areas encompassed by the Easements other than that work which arises out of maintaining or repairing the Easement or the Facilities.

Grantor agrees that when requested by the Grantee, Grantor shall remove any fence(s), structure(s), landscaping or vehicle parking within forty-eight (48) hours of receipt of written notice requesting such removal. In an emergency or failure to remove after written notice, the Grantee will remove, or have removed by others, any impediment to access, maintenance or operation, and Grantor agrees that it shall be responsible for replacement of said fence(s), structure(s), landscaping or vehicle parking at Grantor's sole expense.

WITNESS the following signatures and seal:

GRANTOR:
THE SCHOOL BOARD OF CITY OF
VIRGINIA BEACH, VIRGINIA, a body
politic as set forth in Article VIII, Section 7
of the Constitution of Virginia

By:

Carolyn T. Rye, School Board Chair

ATTEST:

Clerk of the School Board

COMMONWEALTH OF VIRGINIA
CITY OF VIRGINIA BEACH, to-wit:

The foregoing instrument was acknowledged and sworn before me this _____ day of _____, 20____ by Carolyn T. Rye, School Board Chair of The School Board of City of Virginia Beach, Virginia.

NOTARY PUBLIC

My Commission Expires: _____

My Registration Number: _____

COMMONWEALTH OF VIRGINIA
CITY OF VIRGINIA BEACH, to-wit:

The foregoing instrument was acknowledged and sworn before me this _____ day of _____, 20____ by _____, Clerk of The School Board of City of Virginia Beach, Virginia.

NOTARY PUBLIC

My Commission Expires: _____

My Registration Number: _____

APPROVED AS TO CONTENT:

APPROVED AS TO FORM:

Office of Facilities Service

City Attorney

APPROVED AS TO LEGAL SUFFICIENCY:

School Board Attorney

**ACCEPTED ON BEHALF OF
THE CITY OF VIRGINIA BEACH:**

City Real Estate Agent

LINE TABLE		
LINE	BEARING	DISTANCE
L1	N 38°40'50" E	42.27'
L2	S 51°19'10" E	18.00'
L3	S 38°40'50" W	43.00'

N/F
SCHOOL BOARD OF
CITY OF VIRGINIA BEACH
JOHN B. DEY ELEMENTARY
SCHOOL
PARCEL A
1499-55-7505
(DEED BOOK 441, PAGE 331)
(IN. 20121024001234890)

VIRGINIA STATE PLANE
COORDINATE SYSTEM SOUTH
ZONE. NAD 1983/1993 (HARN)

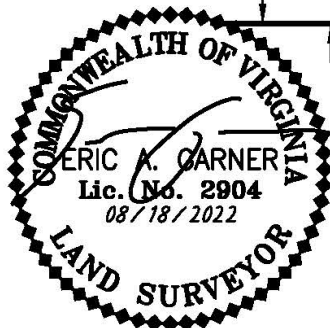
18' PUBLIC UTILITY EASEMENT
HEREBY DEDICATED
TO THE CITY OF VIRGINIA BEACH
(767.44 SQ. FT. OR 0.018 ACRES)

VARIABLE WIDTH WATER
SEWER & UTILITY ESM'T
(M.B. 111, PG. 25)
VEPCO EASEMENT
(D.B. 2361, PG. 570)
(M.B. 179, PG. 40)

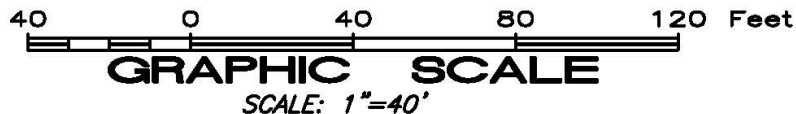
30' HRSD ESM'T
(IN. 202000104220)

VARIABLE WIDTH PUBLIC
DRAINAGE EASEMENT
(IN. 20170428000352880)

50' R/W
(D.B. 604, PG. 12)
(M.B. 48, PG. 48)



N. GREAT NECK ROAD
(VARIABLE R/W) (M.B. 179, PG. 38)



Landscape Architecture
Land Surveying
Civil Engineering
wplsite.com 757.431.1041
242 MUSTANG TRAIL STE 8 VIRGINIA BEACH, VA 23452

project:

EXHIBIT A
PUBLIC UTILITY EASEMENT
JOHN B. DEY
ELEMENTARY SCHOOL
PROPERTY OF
SCHOOL BOARD OF VIRGINIA BEACH
VIRGINIA BEACH, VIRGINIA

file: 214-0481_topo.dwg
tech: MRB
proj.man.: ES
principle: WRP

proj. no.
214-0481

scale:
1"=40'

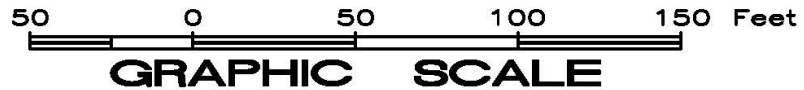
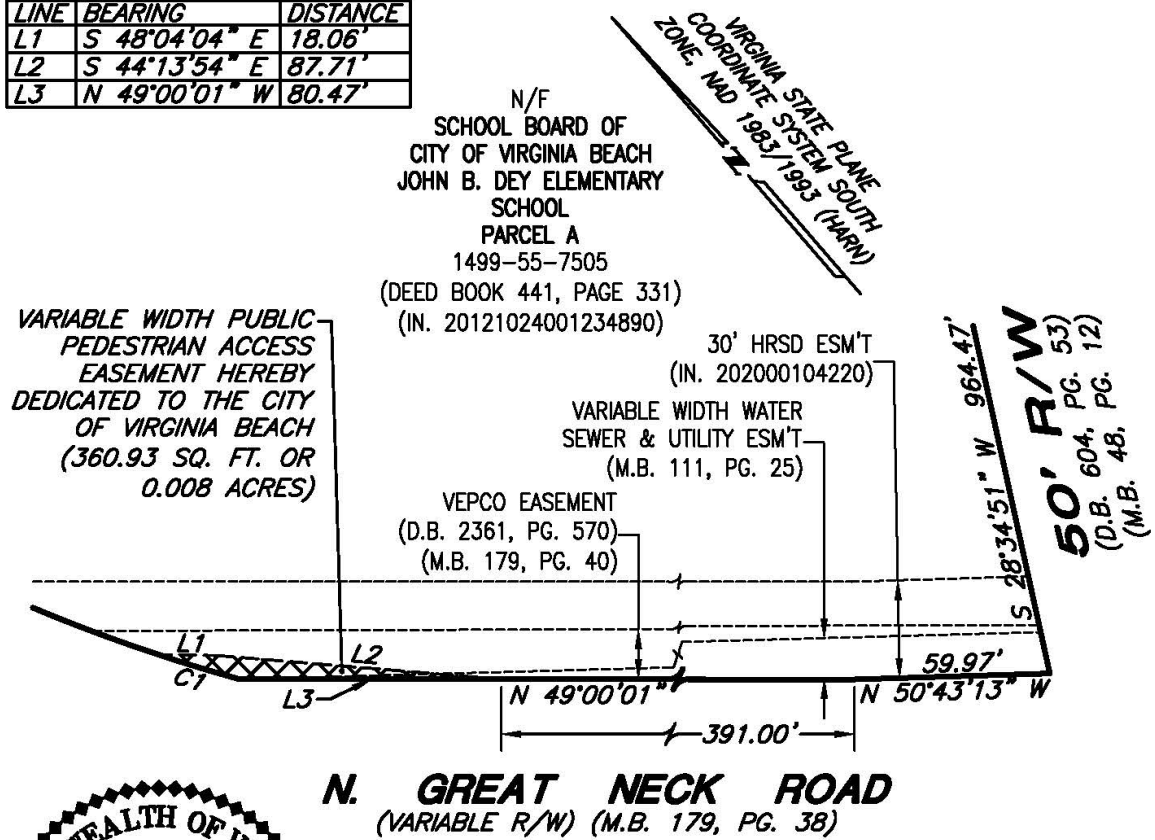
DATE: 08/18/22

CURVE TABLE

CURVE	ARC LENGTH	RADIUS	DELTA ANGLE	CHORD BEARING	CHORD LENGTH
C1	26.13'	538.46'	2°46'48"	N 32°07'10" W	26.12'

LINE TABLE

LINE	BEARING	DISTANCE
L1	S 48°04'04" E	18.06'
L2	S 44°13'54" E	87.71'
L3	N 49°00'01" W	80.47'



Landscape Architecture
Land Surveying
Civil Engineering
wplsite.com 757.431.1041
242 MUSTANG TRAIL STE 8 VIRGINIA BEACH, VA 23452

project:

EXHIBIT B
PUBLIC PEDESTRIAN ACCESS
EASEMENT
JOHN B. DEY
ELEMENTARY SCHOOL
PROPERTY OF
SCHOOL BOARD OF VIRGINIA BEACH
VIRGINIA BEACH, VIRGINIA

file: 214-0481_topo.dwg
tech: MRB
proj.man.: ES
principal: WRP

proj. no.
215-0189

scale:

1"=50'

DATE: 08/18/22

LINE TABLE

LINE	BEARING	DISTANCE
L1	N 09°53'45" E	31.18'
L2	N 28°34'47" E	83.08'
L3	N 36°26'22" E	37.12'
L4	S 53°33'38" E	4.96'
L5	S 35°15'21" W	42.21'
L6	S 09°53'45" W	15.31'
L7	S 28°34'51" W	93.64'

VARIABLE WIDTH PUBLIC
UTILITY EASEMENT HEREBY
DEDICATED TO THE
CITY OF VIRGINIA BEACH
(1125.08 SQ. FT. OR 0.026 ACRES)

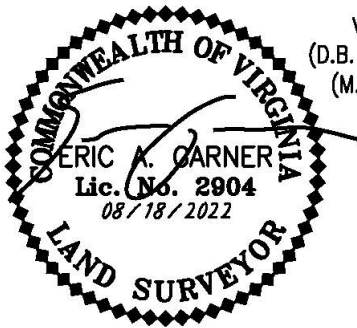
30' UTILITY EASEMENT
(D.B. 1859, PG. 498)

N/F
SCHOOL BOARD OF
CITY OF VIRGINIA BEACH
JOHN B. DEY ELEMENTARY
SCHOOL
PARCEL A
1499-55-7505
(DEED BOOK 441, PAGE 331)
(IN. 20121024001234890)

VIRGINIA STATE PLANE
COORDINATE SYSTEM SOUTH
ZONE, NAD 1983/1993 (HARN)

0 60 120 180ft

GRAPHIC SCALE : 1"= 60'



VEPCO EASEMENT
(D.B. 2361, PG. 570)
(M.B. 179, PG. 40)

VARIABLE WIDTH WATER
SEWER & UTILITY ESM'T
(M.B. 111, PG. 25)

30' HRSD ESM'T
(IN. 202000104220)

N 49°00'01" 471.47' N 50°43'13" W 59.97'
N. GREAT NECK ROAD
(VARIABLE R/W) (M.B. 179, PG. 38)

50' R/W
(DEED BOOK 604, PAGE 53)
(DEED BOOK 48, PAGE 12)
(MAP BOOK 48)



Landscape Architecture
Land Surveying
Civil Engineering
wplsite.com 757.431.1041
242 MUSTANG TRAIL STE 8 VIRGINIA BEACH, VA 23452

project:

EXHIBIT C
PUBLIC UTILITY EASEMENT
JOHN B. DEY
ELEMENTARY SCHOOL
PROPERTY OF
SCHOOL BOARD OF VIRGINIA BEACH
VIRGINIA BEACH, VIRGINIA

file: 214-0481_topo.dwg
tech: MRB
proj.man.: ES
principle: WRP

proj. no.
214-0481

scale:
1"=60'

DATE: 08/18/22



Recommendation of General Contractor – Boiler Replacements for

Subject: Linkhorn Park, New Castle and Seatack Elementary Schools **Item Number:** 14B1

Section: Consent **Date:** October 11, 2022

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

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

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

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with Colonial Web Contractors Company for the Boiler Replacements for Linkhorn Park, New Castle and Seatack Elementary Schools in the amount of \$1,401,700.

Background Summary:

Project Architect:	HBA architecture & Interior Design
Contractor:	Colonial Webb Contractors Company
Contract Amount:	\$1,401,700
Construction Budget:	\$1,500,00
Number of Responsive Bidders:	3
Average Bid Amount:	\$1,559,700
High Bid:	\$1,784,500

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements – HVAC – Phase III



Subject: Policy Review Committee Recommendations Item Number: 14C 1-17

Section: Consent Date: October 11, 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 September 15, 2022 meeting.

Background Summary

- 1) **Policy 3-63/Safety: Weapons on School property** - the PRC recommends scrivener's changes and updating the legal references.
- 2) **Policy 5-22/Teacher Removal of Students from Class for Disruptive Behavior** - the PRC recommends scrivener's changes and updating the legal references.
- 3) **Policy 5-23/Students Over 20** – the PRC recommends amending the language to reflect current language as well as scrivener's changes.
- 4) **Policy 5-24/Dropouts: Prevention/Intervention and Retrieval** – the PRC recommends updating the legal references.
- 5) **Policy 5-42/Property Damage** – the PRC recommends amending the language and removing outdated language as well as updating the legal references.
- 6) **Policy 5-55/Health Services/Health Services manual** – the PRC recommends formatting changes.
- 7) **Policy 5-57/Medications** – the PRC recommends amendments to add procedures for albuterol and updating the legal references.
- 8) **Policy 5-60/Toxic Art materials** - the PRC recommends scrivener's changes.
- 9) **Policy 5-63/Early Dismissal/Leaving School Grounds** – the PRC recommends scriveners changes.
- 10) **Policy 5-65/Search and Seizure** - the PRC recommends scrivener's changes and updating the legal references.
- 11) **Policy 5-68/Sex Offender Registry Notifications** – the PRC recommends scrivener's changes.
- 12) **Policy 5-70/Employment Counseling and Placement Services** - the PRC recommends updating the regal reference.
- 13) **Policy 5-72/Student Photographs/Class Rings/Other Sales** - the PRC recommends amendments to refer to procurement procedures rather than list all procedures in the policy.
- 14) **Policy 5-75/Indigent Students** - the PRC recommends updating the legal reference.
- 15) **Policy 6-23/Curriculum Documents** – the PRC recommends scrivener's changes.
- 16) **Policy 6-52/Class Size** - the PRC recommends removing an unnecessary reference.
- 17) **Policy 6-73/Testing and Assessment** - the PRC recommends adding clarifying language.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of September 15, 2022

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Safety: Weapons on School Property

The laws regarding the possession and/or use of weapons on school grounds and areas adjacent thereto are clear and penalties are provided for violators of these laws. All members of the community are subject to these laws and have the responsibility as citizens to uphold them.

The ~~School B~~oard will not condone any violation of the law and will fully support any citizen, who, in good faith acts to report, or cause any investigation to be made, into the activities of employees, students or other persons as they relate to the legal references of this ~~P~~policy.

Legal Reference

Code of V~~irginia~~, § 18.2-279, as amended. Discharging firearms or missiles within or at building or dwelling house.

Code of V~~irginia~~, § 18.2-280, as amended. Willfully discharging firearms in public places.

Code of V~~irginia~~, § 18.2-282, as amended. Pointing, holding, or brandishing firearm, air or gas operated weapon or object similar in appearance; penalty.

Code of V~~irginia~~, § 18.2-287.4, as amended. Carrying loaded firearms in public areas prohibited; penalty.

Code of V~~irginia~~, § 18.2-308.1, as amended. Possession of firearm, stun weapon, or other weapon on school property prohibited; penalty.

Adopted by School Board: February 16, 1993

Amended by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

STUDENTS

Teacher Removal of Students From Class for Disruptive Behavior

Teachers shall have the initial authority to remove students from class for disruptive behavior. Disruptive behavior is that which violates Sschool Bboard policies or regulations governing student conduct that interrupts or obstructs the learning environment. The Superintendent shall promulgate regulations setting forth the criteria for such removal in compliance with § 22.1-276.2 of the Code of Virginia, 1950, as amended.

Legal Reference

Code of Virginia, § 22.1-276.2, as amended. Removal of students from classes.

Virginia Department of Education addendum to the Student Conduct Policy Guideline, Criteria for Teachers to Remove Students from Class for Disruptive Behavior, as amended.

Adopted by School Board: June 16, 1998

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti

STUDENTS

Students Over 20

The ~~s~~Superintendent shall provide a review process for general ~~regular~~ education students who have reached the age of twenty (20) and wish to continue in day school.

Adopted by School Board: October 21, 1969

Amended by School Board: February 20, 1979

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti

STUDENTS

Dropouts: Prevention/Intervention and Retrieval

A. Definitions

1. Dropout

A dropout is a student who leaves school before graduation for any reason other than death and fails to transfer to another school (i.e., public schools including alternative education programs as defined by Virginia Board of Education regulations, private schools, hospital education programs or approved home instruction programs) or institution (i.e., state schools for the deaf and blind, correctional institutions or mental health/mental retardation institutions). Students who are awarded certificates as described in ~~Division~~ Regulation 5-30.1 are considered to be graduates and are not counted as dropouts.

2. Dropout Rate

The dropout rate is the number of students in grades 7-12 (including those in self-contained special education classrooms who are 12 years of age or older by January 1 of the reporting year) who drop out divided by the total number of students in those grades and special education classrooms at some time during the school year.

B. Dropout Task Force

A dropout task force shall be activated at each school for the purposes of developing, implementing and evaluating strategies designed to increase the number of students who earn a high school diploma or certificates as awarded by the school board. Principals will report findings of the task force to the Director of Student Leadership annually.

1. Membership

The task force shall be appointed by the principal.

2. Meetings

Meetings shall be convened by the principal, or designated coordinator, no later than five (5) school days following each grading period.

3. Responsibilities

- a. To provide assistance to potential dropouts as early as possible.

- b. To assign responsibility for identifying and following up on at-risk students.
- c. To assist in developing consistent and aggressive procedures for following up on nonattendance.
- d. To develop strategies for getting dropouts back in school.
- e. To prepare such studies and reports on dropouts as required by Virginia Board of Education regulations and Virginia Department of Education directives.
- f. To perform such other duties as may be assigned by the superintendent.

Legal Reference

~~Code of Va., § 22.1-209.1:1. Noncompetitive grants program for school dropout prevention.~~

Code of Virginia, § 22.1-253.13:1, as amended. Standard 1. Institutional Programs supporting the Standards of Learning and other educational objectives.

Code of Virginia §22.1-253.13:2, as amended. Standard 2. Institutional, administrative, and support personnel.

Code of Virginia §22.1-253.13.4, as amended. Standard 4. Student achievement and graduation requirements.

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

Code of Virginia §22.1-199.4, as amended. At-Risk Student Academic Student Achievement Program and Fund.

Code of Virginia §22.1-289.09, as amended. Programs designed to promote educational opportunities.

~~Virginia Board of Education Regulations, "Governing the Accreditation of Public Schools in Virginia." At § 8.12. (January, 1991)~~

Related Links

Division **Regulation 5-30.1**

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

Amended by School Board: August 7, 2001

Amended by School Board: April 4, 2006

| Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennett

STUDENTS

Property Damage

The ~~S~~superintendent or designee is directed to institute such actions against adult students, parents or legal guardian(s) of minor children as are necessary to recover from them funds adequate to repair damages done to school property. ~~by minors living with such parents or guardian(s) — or either of them as provided by state law.~~

Legal Reference

Code of Virginia, § 8.01-43, as amended. Action against parent for damage to public property by minor.

Code of Virginia, § 18.2-138, as amended. ~~Injuries to~~Damaging public buildings, etc.; penalty.

~~Code of Va., § 22.1-276. Liability of pupils for destruction of property.~~

Code of Virginia §22.1-280.4, as amended. School board action regarding destruction of property.

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

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

STUDENTS

Health Services/Health Services Manual

~~1.~~ The Superintendent shall establish procedures and protocols to provide health services for all students. Such procedures and protocols will be contained in the School Division's "Health Services Manual".

~~2.~~ The Superintendent shall provide those health services required by law and Virginia Board of Education Regulations and implement such services and protocols for them through the Health Services Manual. Protocols shall have the same force and effect as School Board Regulations.

Editor's Note

*For Superintendent's implementation see School Division's "Health Services Manual."
For preschool physical examinations and immunization see School Board Policy 5-10 and any implementing regulations.*

Legal Reference

Code of Virginia §§ 22.1-270 - 22.1-275.1, as amended.

Related Links

School Board **Policy 5-10**

School Board **Regulation 5-10.1**

School Board **Regulation 5-10.2**

School Board **Regulation 5-10.3**

Adopted by School Board: May 17, 1988

Amended by School Board: October 18, 1988

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

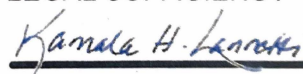
Amended by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: October 9, 2001

Scrivener's Amendments: July 7, 2014

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY


Kamala H. Lennetti

STUDENTS

Medications

A. Student Medication at School

1. Any student under medical care and using prescribed medication or homeopathic treatment during school hours must present to the school nurse, the principal, or designee, an order from a physician, a nurse practitioner, or a dentist stating the name of the medication prescribed for the student, the time to be administered, the dosage of medication, and the total duration of treatment. Statement of diagnosis is recommended. Administration of medication at school also requires the written signature of the parent/legal guardian for minor students.
2. All medicine will be secured in the clinic in its original container or in an appropriately labeled pharmacy container. The adult student or parent/legal guardian must transport prescription medication to the student's school. Extenuating circumstances (i.e., asthma) may require modification to this policy and will be considered by the principal on an individual basis. Students may not have possession or control of such medication or treatments.
3. Unless written as a prescription, over-the-counter medications or homeopathic treatments will not be administered during school hours.

B. Possession and Administration of Epinephrine in Schools

In accordance with the Code of Virginia § 22.1-274.2, *Possession and self-administration of inhaled asthma medications and epinephrine by certain students or school board employees*, and the Virginia School Health Guidelines, *Anaphylaxis in the School Setting Guidelines*, the Superintendent has included in the Health Services Manual the *Hampton Roads Regional Schools Life-threatening Allergy Management Protocol*. The goals of the protocol are to ensure that students receive an appropriate emergency school response for anaphylaxis (severe allergy reaction). This emergency response will include the administration of prescribed epinephrine by school nurses and designated trained employees.

C. Albuterol Administration to Any Student Experiencing Respiratory Distress

In accordance with applicable law, schools will possess albuterol metered doses inhalers (MDI), and valved holding chambers, and to administer undesignated stock albuterol to any student experiencing respiratory distress. After completion of training and with a standing order for undesignated stock albuterol from the local health department director, school nurses, unlicensed assistive personnel (UAP), and non-medical personnel may administer albuterol to any student experiencing respiratory distress.

Legal Reference

Code of Virginia § 22.1-274.2, as amended. Possession and self-administration of inhaled asthma medications and epinephrine by certain students or school board employees.

Code of Virginia § 8.01-226.5:1, as amended. Civil immunity for school board employees supervising self-administration of certain medication.

Virginia School Health Guidelines (~~December 2020~~ July 13, 2012), as amended. *Recognition and Treatment of Anaphylaxis in the School Setting.*

~~Commonwealth of Virginia Department of Education (July 13, 2012), *Development and Implementation of Policies for the Possession and Administration of Epinephrine in Schools*, Superintendent's Memo# 171-12.~~

~~Virginia Department of Education Manual for the Training of Public School Employees in the Administration of Medication (Revised June 2012), as amended.~~

Virginia Beach City Public Schools (VBCPS) Health Services Manual Protocols (2012), *Hampton Roads Regional Schools Life-threatening Allergy Management Protocol.*

HB 2019 reference

Virginia Beach City Public Schools (VBCPS) Health Services Manual Protocols (2012), as amended.
Protocol for Use of Undesignated Stock Albuterol for Students in Respiratory Distress.

Approved by Superintendent: July 16, 1991

Revised by Superintendent: September 21, 1993 (Effective August 14, 1993)

Revised by Superintendent: May 5, 2009

Adopted by School Board: October 2, 2012

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrabee

STUDENTS

Toxic Art Materials

A. Generally

As mandated in the legal reference to this ~~P~~policy, all art materials are to be evaluated and those which meet the criteria as toxic shall be so labeled. The use of such "toxic" art materials shall be prohibited in kindergarten through grade 5.

B. Procedural Guidelines

1. An art material shall be considered toxic if such material contains an ingredient which is a toxic substance, to include human carcinogen and potential human carcinogen causing chronic illness by the ingredient, whether an intentional ingredient or an impurity, is one percent or more by weight of the art material.
2. If an art material complies with labeling standard ASTM D-4236 and its revision, if any, of the American Society for Testing and Materials, the material shall be deemed to comply with the provisions of these criteria.
3. All art materials used in the ~~D~~ivision which meet the criteria as toxic shall be so labeled.
4. Use of art materials evaluated under ASTM D-4236 to be toxic shall be prohibited in the elementary grades.

Editor's Note

For implementation see Virginia Beach City Public Schools "The Potentially Hazardous and Toxic Art Materials Handbook" (1991).

Legal Reference

Code of V~~irginia~~, § 22.1-274.1, ~~as amended~~. Criteria to identify toxic art materials; labeling; use in certain grades prohibited. ~~The State Department of Education, in cooperation with the State Department of Health, shall develop criteria to identify toxic art materials.~~

~~After these criteria have been developed, the Department of Education shall require school divisions to evaluate all art materials used in schools and identify those which are toxic. All materials used in the public schools which meet the criteria as toxic shall be so labeled and the use of such art materials shall be prohibited in kindergarten through grade five. (1988)~~

Virginia Board of education Regulations 8VAC20-530, et seq., as amended. ~~Virginia Board of Education Regulations, "Governing Criteria to Identify Toxic Art Materials; Labeling, Use in Certain Grades Prohibited."~~ (January 1991) Regulations Governing Criteria to Identify Toxic Art Materials; Labeling; Use in Elementary Grades Prohibited.

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

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

STUDENTS

Early Dismissal/Leaving School Grounds

The ~~s~~Superintendent or designee shall develop procedures governing the early dismissal of students. Students shall not leave school grounds after arriving on the school premises without the approval of the principal.

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: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

STUDENTS

Search and Seizure

Warrantless searches may be conducted when there are reasonable grounds for suspicion that the student has violated or is violating state or federal laws, city codes, ~~s~~School ~~b~~Board policies or ~~division~~ regulations. Such searches shall be made by the principal/designee in the presence of the student if the student ~~he/she~~ is available.

Designated school officials may search any student when there is reasonable and articulable basis to believe that the student possesses an item which violates local, state or federal law, ~~s~~School ~~b~~Board policies or ~~division~~ regulations, or which may be harmful to the school or its students and staff. Strip search of students is not permitted.

The ~~s~~Superintendent shall develop procedures for conducting search and seizure which conform to law and the guidelines promulgated by the Virginia Board of Education.

Editor's Note

~~See School Board Policy 5-37 and Division Regulation 5-37.1 for reporting to law enforcement personnel.~~

~~See Memorandum of Understanding between the Virginia Beach Police Department and the School Board 5/17/01.~~

Legal Reference

~~New Jersey v T.L.O., 469 U.S. 325 (1985).~~

Code of Virginia, ~~1950 as amended~~, § 22.1-279.7, as amended. Guidelines for student searches.

VDOE School Search Resource Guide (VDOE October 2000), as amended.

~~Vernonia School District 47 J v. Action, 515 U.S. 646 (1995)~~

~~DesRoches by DesRoches v. Caprio, 974 F. Supp. 542 (E.D.Va 1997)~~

Related Links

School Board **Policy 5-37**

~~Division~~School Board **Regulation 5-37_1**

Adopted by School Board: December 11, 1968

Amended by School Board: October 19, 1982

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: September 15, 1992

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

Amended by School Board: October 9, 2001

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

STUDENTS

Sex Offender Registry Notification

A. Sex Offender Registration Notification

The School Board recognizes the danger sex offenders pose to student safety. Therefore, to protect students while they travel to and from school, attend school or attend or participate in school-related activities, the Superintendent or designee shall request notification of registered sex offenders in the same or contiguous zip codes as any school within the School Division via electronic mail. Such request shall be made in accordance with the procedure established by the Virginia Department of State Police. The information shall be used to screen current or prospective employees or otherwise for the protection of the School Division students. The Superintendent shall receive the registered sex offender information from the Virginia State Police. The Superintendent shall promulgate regulations designed to ensure that this information is provided to the appropriate employees and is used only in accordance with the law.

B. Annual Notification

At the beginning of each school year, the Superintendent or designee shall notify parents and School Division employees of the provisions of this Policy and the acceptable use of information obtained pursuant to this Policy.

C. Dissemination of Sex Offender Registry Information

The Virginia Beach School Board recognizes that it is the responsibility of local law enforcement officials to notify the community of potential public danger. Therefore, the Superintendent shall not disseminate sex offender registry information to parents. However, the Superintendent shall work closely with local law enforcement officials to determine when and under what circumstances local law enforcement officials will notify the community about the presence of a registered sex offender.

D. Unauthorized Use of Sex Offender Registry Information

The School Board recognizes that it is the responsibility of local law enforcement officials to notify the community of potential public danger. Therefore, the Superintendent shall not disseminate sex offender registry information to parents. However, the Superintendent shall work closely with local law enforcement officials to determine when and under what circumstances local law enforcement officials will notify the community about the presence of a registered sex offender.

Legal References

Code of Virginia § 22.1-298.1, as amended. Regulations governing licensure.

Code of Virginia § 19.2-390.1, as amended. Sex Offender and Crimes Against Minors Registry; maintenance; access.

Code of Virginia § 22.1-296.1, as amended. Data on convictions for certain crimes and child abuse and neglect required; penalty.

Code of Virginia § 22.1-296.4, as amended. Child abuse and neglect data required.

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

Code of Virginia § 22.1-79.3, as amended. Policies regarding certain activities.

Code of Virginia § 9.1-914, as amended. Automatic notification of registration to certain entities; electronic notification to requesting persons.

Adopted by School Board: May 16, 2000

Scrivener's Amendments: January 24, 2014

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lencioni

STUDENTS

Employment Counseling and Placement Services

Employment counseling and placement services are to be made available in the high schools. No fee shall be charged for these services.

Legal Reference

Code of Virginia, § 22.1-209, as amended. Employment counseling and placement services. ~~—A. Each school board shall make available to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the public schools in the school division. Such information shall include all types of employment opportunities, including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession.~~

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

Amended by School Board: April 25, 2000

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

STUDENTS

Student Photographs/Class Rings/Other Sales

A. Student Photographs

A. Contracts for student photographs will follow applicable law, regulations and policies regarding procurement and contracting for services. The Superintendent or designee is authorized to develop regulations, procedures and protocols for student photograph contracts. Individual photographs of students may be available for sale but not student shall be required to purchase photographs.

1. Generally

~~The contract, or contracts, for student photographs shall be established for the school division using the Request for Proposals (RFP) process. The evaluation committee for this process shall include representation of principals from all three levels of schools (elementary, middle, and high. All contracts shall be competitively negotiated within the provisions of the Virginia Public Procurement Act and School Board policies and regulations.~~

2. Criteria for Selection of Photographer

~~Among the criteria to be used in selecting a photographer are the following:~~

3. Sales to Students

~~Individual photographs of students may be made available for sale; however, no student shall be required to purchase photographs.~~

4. Yearbook Photographs

B. Yearbook photographs

1. The selection of the vendor for all yearbook sales shall be at the discretion of the individual principal and made in accordance with applicable law, regulation, procedures and protocols. No "percentage of gross sales" agreements, and/or agreements for any other considerations shall be made with vendors.

5.2. The faculty advisor to the yearbook may specify uniform requirements such as background and attire for photographs. Students are to be advised that the photographs may be purchased from sources other than that chosen by the school if the student wishes to do so. The uniform requirements, however, are to be complied with for placement in the yearbook and will be made available in

writing to students desiring to purchase from sources other than that chosen by the school.

- ~~a. The criteria which should be used in selecting the vendor are the best value for the goods or services, highest quality, best delivery or service terms; and the capacity of the vendor to provide the service.~~
- ~~b. No "percentage of gross sales" agreements, and/or agreements for any other considerations, shall be made with vendors.~~

B.C. Class Rings/Other Sales

The selection of the vendor for all class ring sales or other sales shall be at the discretion of the individual principal and in accordance with applicable law, regulation, policy, procedure and protocol. No "percentage of gross sales" agreements, and/or agreements for any other considerations, shall be made with vendors.

~~1. The criteria which should be used in selecting the vendor are the best value for the goods or services, highest quality, best delivery or service terms; and the capacity of the vendor to provide the service.~~

~~2. No "percentage of gross sales" agreements, and/or agreements for any other considerations, shall be made with vendors.~~

C.D. Vendors shall not release, sell, or otherwise use student information without the prior approval of the principal or designee.

Legal Reference

Code of Virginia, § 2.2-4303, as amended. Methods of procurement.

Code of Virginia, § 2.2-4343, as amended. Exemption from operation of chapter for certain transactions.

The Virginia Beach City Public Schools Purchasing Policy and Procedures Manual, as amended.

Virginia Beach City Public Schools Business Services Manual, as amended.

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

Amended by School Board: April 4, 2006

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

STUDENTS

Indigent Students

Indigent students are entitled to the school services available to meet their needs. Principals and teachers are to use all resources available for the welfare of indigent students through the department of welfare, civic clubs, religious organizations, churches, military, service organizations, partner organizations, businesses, other governmental agencies, and parent-teacher associations.

The ~~s~~School ~~b~~Board will provide free textbooks to all students.

Free and ~~reduced-price~~reduced-price lunches will be provided to those students who qualify under state and federal regulations.

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

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lennetti

INSTRUCTION

Curriculum Documents

A. Definitions

1. Curriculum Guide

The purpose of the curriculum guide is to provide a coherent and comprehensive plan for teaching and learning built upon a framework that moves students toward learning goals. Each curriculum guide is composed of course objectives and comprehensive/interrelated units of study, based on the Virginia Beach City Public Schools framework. Separate documents will be developed for each course at the following levels: elementary school, middle school and senior high school.

These guides will be developed and include the following framework components:

- Philosophical assumptions guiding curriculum development in the subject area
- General goals or outcomes for the subject area
- Applicable National and state standards
- Instructional objectives for the subject area
- Pacing ~~guides~~suggestions
- Suggestions for p~~Planning, teaching and assessing~~ suggestions
- Suggestions for use of b~~Basic~~ and supplemental instructional materials and equipment
- Suggestions for use of S~~pecific of digital programs and resource~~technology referenced in the curriculum
- ~~Program and student assessment suggestions~~
- ~~Specific teaching strategies and suggestions~~

2. Parent/legal guardian, adult student Document

Parent/legal guardian, adult student (hereinafter “parent”) -documents will be developed for each grade level at the elementary level and each course at the secondary level. The documents will be available to parents online at VBSchools.com. Hard copies of the documents will also be available at each school upon request. The purpose of the parent document is to share information about the curriculum to be taught in a particular grade

level or course. At the secondary level, the document will include prerequisites for enrolling in a course as well as the possible course sequence upon completion of a course.

B. Implementation

The curriculum guide will be distributed to building administrators and teachers. Curriculum guides and parent documents will be maintained in all instructional areas. ~~Courses being implemented in the Curriculum~~ will be reviewed annually by the Department of Teaching and Learning Curriculum and Instruction.

These guides shall be developed by ~~the curriculum committees~~ under the direction of subject area coordinators and instructional specialists. The basic objectives shall be clear and measurable. Programs and courses shall be flexible enough to provide for the wide range of needs of individual students.

Teachers and principals are responsible for ensuring that program content ~~outlined~~ outlines in curriculum guides is delivered.

The Superintendent shall annually budget, and the School Board will support, to the extent financially feasible, funds to be used in developing these important documents.

Editor's Note

~~*For division wide curriculum committees see School Board Policy 6-21.*~~

Related Links

School Board Policy 6-21

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

Amended by School Board: June 6, 2006

Amended by School Board June 16, 2009

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lencioni

INSTRUCTION

Class Size

In general, the student-teacher ratio in a class shall fall within the limits set by the Virginia Board of Education ~~and by the recommendations of the Southern Association of Colleges and Schools~~. However, inadequate funding or changing enrollment patterns may force an increase in class size.

In general, the School Board desires a small class size for students in kindergarten, in the primary grades, and in courses requiring close supervision of the students. A larger than normal class size may be permitted in classes that lend themselves to effective large group instruction.

The number of students in a class shall depend upon the subject to be taught, instructional organization and techniques, and the financial capabilities of the school division.

Legal Reference

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

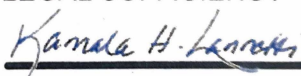
Code of ~~Virginia~~, § 22.1-253.13:2, as amended. Standard 2. Instructional, administrative, and support personnel.

Adopted 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

Testing and Assessment

The Ssuperintendent shall develop a program to test and assess the progress of students and to evaluate curriculum, teaching, and the instructional program. The Ssuperintendent shall report to the School Board, the School Division, students, parents/legal guardians, the community, and the media the results of the testing and assessment program.

Legal Reference

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

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

Kamala H. Larratti



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

Section: Consent Agenda **Date:** October 11, 2022

Senior Staff: Matthew D. Delaney, Chief Schools Officer

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 Nos. RE-22-13, RE-22-14, RE-22-15, RE-22-16, RE-22-17, RE-22-18, RE-22-19, RE-22-20, RE-22-21.

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:** October 11, 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 October 11, 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
October 11, 2022
2022-2023

Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Appointments - Elementary School	Alanton	9/29/2022	Eko Setiyowati	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Appointments - Elementary School	Bettie F. Williams	9/26/2022	Gabrielle Fugere	General Assistant	Virginia Tech, VA	Not Applicable
Appointments - Elementary School	Bettie F. Williams	10/11/2022	Kelly R Alleyne-Calhoun	Special Education Assistant	Not Applicable	VBCPS
Appointments - Elementary School	Christopher Farms	9/22/2022	Gregg Proctor III	Physical Education Assistant	Not Applicable	Not Applicable
Appointments - Elementary School	Cooke	9/29/2022	David Caraballo	Physical Education Assistant	Virginia Wesleyan University, VA	VBCPS
Appointments - Elementary School	Diamond Springs	9/29/2022	Kirsty D Lorenzo	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Appointments - Elementary School	Indian Lakes	9/29/2022	Habiba Harkati	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Appointments - Elementary School	Kempsville	10/3/2022	Vanessa Clarke	School Administrative Associate I	Not Applicable	Not Applicable
Appointments - Elementary School	Linkhorn Park	10/3/2022	Nikki L Cummings	Security Assistant	Not Applicable	VBCPS
Appointments - Elementary School	New Castle	9/29/2022	Kelly L Cary	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Appointments - Elementary School	Pembroke	9/29/2022	Cristina C Driver	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Appointments - Elementary School	Pembroke	9/29/2022	Jesus V Julian	Custodian I	Not Applicable	Not Applicable
Appointments - Elementary School	Pembroke	9/30/2022	Carson D Cutler Jr	Security Assistant	Not Applicable	Hampton City Schools, VA
Appointments - Elementary School	Providence	9/29/2022	Tara H Smith	Special Education Assistant	Not Applicable	Not Applicable
Appointments - Elementary School	Rosemont	9/29/2022	Kenae S White	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Appointments - Elementary School	Seatack	9/29/2022	Bryan J Brown	Physical Education Assistant	Not Applicable	Not Applicable
Appointments - Elementary School	Shelton Park	9/29/2022	Stacy L Pringle	Special Education Assistant	Not Applicable	Not Applicable
Appointments - Elementary School	Shelton Park	10/5/2022	Carolyn E Zaborowski	Special Education Assistant	Not Applicable	Not Applicable
Appointments - Elementary School	Tallwood	9/29/2022	John Crisden	Physical Education Assistant	Not Applicable	Not Applicable
Appointments - Elementary School	Windsor Woods	9/29/2022	Alexis D Nickles	Special Education Assistant	Not Applicable	Not Applicable
Appointments - Middle School	Kempsville	10/3/2022	Cara L Graves	School Nurse	ECPI College of Tech, VA	Not Applicable
Appointments - Middle School	Landstown	10/3/2022	Sarah V Loen	School Office Associate II	Not Applicable	Not Applicable
Appointments - Middle School	Larkspur	9/29/2022	Jasmin Tria	Custodian I	Not Applicable	Not Applicable
Appointments - Middle School	Old Donation School	10/3/2022	Quinchelle Bailey	Special Education Assistant	Norfolk State University, VA	Not Applicable
Appointments - Middle School	Salem	9/19/2022	Chela V McKenzie	School Office Associate II	Not Applicable	Avis Budget Group, OK
Appointments - High School	Cox	9/26/2022	Akisha N Wimbush	School Office Associate II	Not Applicable	Not Applicable
Appointments - High School	Cox	9/29/2022	Tiffany M Moore	School Office Associate II	Not Applicable	Not Applicable
Appointments - High School	First Colonial	9/29/2022	Jabari Ali D Evans	Security Assistant	Not Applicable	Not Applicable
Appointments - High School	First Colonial	10/3/2022	Jaclyn N Colton	Special Education Assistant	Not Applicable	Not Applicable
Appointments - High School	Green Run	9/29/2022	Whitney L Atkinson	School Office Associate II	Old Dominion University, VA	VBCPS
Appointments - High School	Green Run	9/29/2022	Frank Crumpton Jr	Security Assistant, .400	Not Applicable	City of VA Beach Police Dept, VA
Appointments - High School	Landstown	10/3/2022	Reta K Savage	Custodian I	Not Applicable	Not Applicable
Appointments - High School	Salem	9/29/2022	Tristan Schuiteboer	Special Education Assistant	Not Applicable	Not Applicable
Appointments - Miscellaneous	Department of Human Resources	10/3/2022	Jennifer M Swetland	Human Resources Associate	Not Applicable	Not Applicable
Appointments - Miscellaneous	Office of Maintenance Services	10/3/2022	Johnny S Teasley	Occupational Health/Safety Technician	Columbia Southern University, AL	EVMS, VA
Appointments - Miscellaneous	Office of Programs for Exceptional Children	10/6/2022	Marguerite Dugas	Interpreter	Not Applicable	Not Applicable
Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/29/2022	Bridgette D Clark	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/29/2022	Alisha Flemister	Bus Driver	Not Applicable	Not Applicable
Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/29/2022	Veronica James	Bus Assistant, 7.5 Hours	Not Applicable	Not Applicable
Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/3/2022	Madeline G Rogers	Office Associate II	Not Applicable	Not Applicable
Resignations - Elementary School	Alanton	6/30/2022	Eileen M McKenna	Cafeteria Assistant, 4.5 Hours (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	Bettie F. Williams	9/30/2022	Shannon T Smith	School Nurse (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	Brookwood	9/19/2022	Star A Wilson	School Nurse (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	College Park	9/15/2022	Deirdre Givens	Custodian I (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	College Park	9/21/2022	Zaliya Z Cherkaoui	Pre-Kindergarten Teacher Assistant (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	Kempsville	6/30/2022	Elaine F Livsey	Cafeteria Assistant, 3.0 Hours (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	Kempsville	9/28/2022	Erin K Odom	Cafeteria Assistant, 4.0 Hours (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	Kempsville Meadows	10/14/2022	Jessica Rodriguez	Cafeteria Assistant, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Resignations - Elementary School	Kingston	9/19/2022	Samuel B Newlin	Custodian I (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	Kingston	10/31/2022	Larry T Buchanan	Custodian I (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	Lynnhaven	9/23/2022	Robyn McNamara	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Resignations - Elementary School	Old Donation School	9/30/2022	Tina X Loi	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	Pembroke	9/7/2022	Domonique Callender	Custodian I (family)	Not Applicable	Not Applicable
Resignations - Elementary School	Pembroke	9/16/2022	Alexis D Robertson	School Nurse (transfer of spouse)	Not Applicable	Not Applicable
Resignations - Elementary School	Rosemont Forest	9/30/2022	Tiffany A Cain	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	Salem	10/13/2022	Paulette M Ullom	School Nurse (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	Seatack	9/22/2022	Kelvin D Murray	Physical Education Assistant, .500 (personal reasons)	Not Applicable	Not Applicable
Resignations - Middle School	Independence	10/11/2022	Regina D Danzi	Cafeteria Assistant, 6.0 Hours (relocation)	Not Applicable	Not Applicable
Resignations - High School	Kempsville	9/29/2022	Corlis Moody	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Resignations - High School	Princess Anne	10/4/2022	Jamar E Simmons	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Resignations - High School	Renaissance Academy	10/4/2022	Albert R Rouson	School Administrative Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Resignations - Miscellaneous	Department of Technology	9/29/2022	Malcolm Smith	Technology Support Technician (personal reasons)	Not Applicable	Not Applicable
Resignations - Miscellaneous	Department of Technology	9/30/2022	Thomas R Lemay	Network Technician I (career enhancement opportunity)	Not Applicable	Not Applicable
Resignations - Miscellaneous	Office of Food Services	9/30/2022	Maria Vazquez	Cook, 7.0 Hours (family)	Not Applicable	Not Applicable
Resignations - Miscellaneous	Office of Gifted Education & Academy Programs	9/23/2022	Davida Lawrence-Griffin	Administrative Office Associate I (career enhancement opportunity)	Not Applicable	Not Applicable
Resignations - Miscellaneous	Office of Gifted Education & Academy Programs	10/6/2022	Sheila J Jones	Coordinator Health/PE (expiration of long-term leave)	Not Applicable	Not Applicable
Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/26/2022	Robin N Kane	Bus Assistant, 6.5 Hours (job abandonment)	Not Applicable	Not Applicable
Retirements - Elementary School	Shelton Park	9/30/2022	Tamara L Miller	Special Education Assistant	Not Applicable	Not Applicable
Retirements - Elementary School	Windsor Woods	9/15/2022	Maryjane Root	Special Education Assistant	Not Applicable	Not Applicable
Retirements - Middle School	Bayside	11/30/2022	Sharon E Alston-Felder	Special Education Assistant	Not Applicable	Not Applicable
Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	9/23/2022	Allison Briggs	Bus Driver	Not Applicable	Not Applicable
Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	10/31/2022	Sara A Peters	Bus Driver	Not Applicable	Not Applicable
Appointments - Elementary School	College Park	9/22/2022	Lisa R Thompson	Kindergarten Teacher	Old Dominion University, VA	VBCPS
Appointments - Elementary School	Indian Lakes	9/22/2022	Felicia A Weaver	School Counselor, .400	Capella University, MN	Not Applicable
Appointments - Elementary School	Landstown	9/26/2022	Jessica F Servi	Reading Specialist, .200	Northwestern State University, LA	Not Applicable
Appointments - Elementary School	Red Mill	9/29/2022	Madison McPheeters	Third Grade Teacher	Southeast Missouri State Univ, MO	Not Applicable
Appointments - Middle School	Independence	9/26/2022	Colleen E Dickason	Seventh Grade Teacher	Old Dominion University, VA	Not Applicable
Appointments - Middle School	Kempsville	9/22/2022	Dyitha A Roach	Health & Physical Education Teacher	Norfolk State University, VA	VBCPS
Appointments - Middle School	Old Donation School	8/25/2022	Kiera V Davis	Seventh Grade Teacher	SUNY Albany, NY	Not Applicable
Appointments - High School	Green Run	9/21/2022	Hannah E Webb	Mathematics Teacher	Oklahoma State University, OK	Not Applicable
Appointments - High School	Landstown	9/30/2022	Kristin C Marriner	Special Education Teacher	Slippery Rock University, PA	Not Applicable
Appointments - Miscellaneous	Advanced Technology Center	9/30/2022	James D Spruill	Cisco Network Engineering Instructor	Not Applicable	CBBT, VA
Resignations - Elementary School	Birdneck	10/7/2022	Michelle Stanek	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Resignations - Elementary School	White Oaks	9/9/2022	Nadia E McKee	English Second Language (personal reasons)	Not Applicable	Not Applicable
Resignations - High School	Kellam	9/23/2022	Alyssa B Shank	Spanish Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Resignations - High School	Kellam	9/30/2022	Candice R Foster	Science Teacher (personal reasons)	Not Applicable	Not Applicable
Resignations - High School	Landstown	9/30/2022	Jennifer A Renne	Technology Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Resignations - Miscellaneous	Office of Programs for Exceptional Children	9/30/2022	Caitlin Green	Speech/Language Pathologist (personal reasons)	Not Applicable	Not Applicable
Retirements - Middle School	Bayside Sixth Grade Campus	11/30/2022	Kenneth W Reichert	Sixth Grade Teacher	Not Applicable	Not Applicable
Retirements - Middle School	Larkspur	12/31/2022	Bienvenido A Pancho	Sixth Grade Teacher	Not Applicable	Not Applicable
Retirements - High School	Landstown	10/10/2022	Wesley Lacaze	Science Teacher	Not Applicable	Not Applicable
Retirements - High School	Salem	10/31/2022	Peggy A Burke	Science Teacher	Not Applicable	Not Applicable
Other Employment Actions - Elementary School	North Landing	6/30/2022	Matthew F Gurvich	Kindergarten Teacher (employee changed resignation to retirement)	Not Applicable	Not Applicable
Other Employment Actions - High School	Landstown	9/30/2022	Kristin C Marriner	Special Education Teacher (employee rescinded retirement)	Not Applicable	Not Applicable



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

Section: Closed Session **Date:** October 11, 2022

Senior Staff: _____

Prepared by: Carolyn Rye, School Board Chair

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, Paragraph 1, 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 and job description.

Background Summary:

Source:

Code of Virginia §2.2-3711, as amended.

Budget Impact:



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.