



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 12, 2021

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

Pursuant to the Virginia State Health Commissioner's Order of Public Health Emergency Statewide Requirement to Wear Masks in K-12 Schools issued August 12, 2021, and Virginia Acts of Assembly No. 1303, Chapter 456, and the Center for Disease Control and Prevention (CDC)'s guidance for K-12 schools, and the School Board's 2021-2022 Reopening Plan adopted August 10, 2021, it is determined limited public seating due to physical distancing mitigation strategies will be made available on a first-come, first-served basis beginning shortly before the Workshop session of the School Board Meeting. Members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom through the link below.

Citizens who would like to speak can sign up to speak either in person or electronically. The School Board has determined that in person speakers will be heard before speakers who are participating electronically. All speakers must be signed up to speak by noon on October 12, 2021. Speakers must state the topic that will be presented during the public comment section. During the public comments section of the Meeting, the School Board will hear comments on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.

If a public speaker speaks on a matter not relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division, the speaker will be ruled out of order and will forfeit the time left for public comment. All public comments shall meet School Board Bylaws, 1-47 and 1-48 requirements for Public Comment and Decorum and Order.

In person speakers will be required to follow physical distancing and safety protocols including wearing a face covering while in the School Administration Building and while addressing the School Board. Speakers who are under 18 years old may be accompanied by one adult while in the School Administration Building. Citizens requiring accommodations to these requirements are encouraged to participate through electronic means or to contact the School Board Clerk to discuss accommodations to these requirements. Anyone requesting an accommodation from wearing a face covering in School Board Meetings must complete this [form](#) and send to the School Board Clerk, Regina Toneatto, Regina.Toneatto@vbschools.com, by 9:00 AM the day before a School Board meeting. Anyone who makes this request as noted will be contacted by the Clerk before the scheduled meeting to note what, if any, accommodations will be provided.

Attendee link: https://us02web.zoom.us/join/register/WN_lplgpsyHTJugAeS1gAUwDA Call-in (301) 715-8592 ID 878 8143 8623

Public comment is always welcome by the School Board through their group e-mail account at vbcpschoolboard@googlegroups.com or by request to the Clerk of the School Board at (757) 263-1016

- 1. Administrative, Informal, and Workshop 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. WHRO Services Update
 - C. Construction Projects Update
 - D. Comprehensive Tutoring Plan and On-Time Graduation Data **Added 10/08/2021**
 - E. COVID Health and Safety Mitigations
- 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**
 - A. 2021 National Blue-Ribbon School



8. Adoption of the Agenda

9. Superintendent's Monthly Report (second monthly meeting)

10. Approval of Meeting Minutes

- A. September 28, 2021 Regular School Board Meeting **Added 10/08/2021**

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

The School Board will hear public comments at the October 12, 2021 School Board Meeting. Citizens may sign up to speak by completing the [online form](#) 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 12, 2021. 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 12, 2021. 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.

12. Information

- A. Environmental Studies Program: Implementation Evaluation
- B. VSBA Tidewater Region Chair Nomination
- C. Legal Services Agreement Update

13. Return to public comments if needed

14. Consent Agenda

- A. Resolutions:
 - 1. Bullying Prevention Month **Added 10/08/2021**
 - 2. Disability History and Awareness Month **Added 10/08/2021**
 - 3. Filipino American History Month
 - 4. LGBTQIA+ History Month
 - 5. Indigenous Peoples' Day
- B. New Course: Interpersonal Communications (CST 126)

15. Action

- A. Personnel Report / Administrative Appointments **Updated 10/13/2021**
- B. Resolution to Clarify Equity Training and Teaching **Added 10/08/2021**

16. Committee, Organization or Board Reports

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

18. Adjournment



Subject: WHRO Services Update **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** October 12, 2021

Senior Staff: N/A

Prepared by: Bert Schmidt, WHRO President and Chief Executive Officer; and
Elmer Seward, WHRO Vice President of Education

Presenter(s): Bert Schmidt, WHRO President and Chief Executive Officer; and
Elmer Seward, WHRO Vice President of Education

Recommendation:

That the School Board receive an update on WHRO services and programs.

Background Summary:

Source:

WHRO

Budget Impact:



Subject: Construction Projects Update **Item Number:** 1C

Section: Workshop **Date:** October 12, 2021

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

Prepared by: Anthony L. Arnold, P.E., Executive Director, Facilities Services

Presenter(s): Anthony L. Arnold, P.E., Executive Director, Facilities Services

Recommendation:

To provide an update on the construction projects administered through the Department of School Division services, Office of Facilities and Maintenance Services.

Background Summary:

Source:

Budget Impact:



Subject: Comprehensive Tutoring Plan and On-Time Graduation Data **Item Number:** 1D

Section: Information **Date:** October 12, 2021

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

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

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

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

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

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

Recommendation:

The Academic Support and Acceleration Program (ASAP) for Tutoring and the most recent on-time graduation rates and cohort dropout data for all students and by student groups will be shared.

Background Summary:

Tutoring in Virginia Beach City Public schools is designed to support intervention and acceleration available in both face-to-face and virtual environments. Offering extra help and support provides a path towards academic success, diminishes the likelihood of behavior problems, and increases the likelihood of high school graduation. It is our commitment to identifying and addressing student needs with programs such as the ASAP Tutoring program that will result in achievement including, but not limited to our on-time graduation and cohort dropout rates.

Source:

N/A

Budget Impact:

Funds used to support the various tutoring programs are sustained using existing local funds and grant funds.



Subject: COVID Health and Safety Mitigations **Item Number:** 1E

Section: Workshop **Date:** October 12, 2021

Senior Staff: Eugene F. Soltner, Ed.D., Chief Schools Officer
Jack Freeman, Chief Operations Officer

Prepared by: Eugene F. Soltner, Ed.D., Chief Schools Officer
Jack Freeman, Chief Operations Officer

Presenter(s): Eugene F. Soltner, Ed.D., Chief Schools Officer
Jack Freeman, Chief Operations Officer

Recommendation:

That the school board receive an update regarding COVID-19 health and safety mitigations including data updates, as well as process and support improvements.

Background Summary:

The school board has and will continue to receive updates of ongoing COVID-19 protocols and procedures implemented for health and safety across the division.

Source:

N/A

Budget Impact:

Potential ESSR Grant funding impact.



Subject: School Board Recognitions **Item Number:** 7A

Section: Student, Employee and Public Awards and Recognitions **Date:** October 12, 2021

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

Prepared by: Mary R. Norton, Public Relations Coordinator, Dept. of Communications and Community Engagement

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

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the Oct. 12, 2021 School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

1. Windsor Oaks ES – 2021 National Blue Ribbon School

Background Summary:

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

Recognition Criteria:

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

Source:

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

Budget Impact:

None



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

Section: Approval of Minutes **Date:** October 12, 2021

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 28, 2021 Regular School Board Meeting

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

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



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School Board Regular Meeting MINUTES

Tuesday, September 28, 2021

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

INFORMAL MEETING

- I. ***Convene School Board Workshop:*** Chairwoman Rye convened the School Board workshop in the School Board chamber at 3:32 p.m. on the 28th day of September 2021 and announced pursuant to the Virginia State Health Commissioner's Order of Public Health Emergency Statewide Requirement to Wear Masks in K-12 Schools issued August 12, 2021, and Virginia Acts of Assembly No. 1303, Chapter 456, and the Center for Disease Control and Prevention (CDC)'s guidance for K-12 schools, and the School Board's 2021-2022 Reopening Plan adopted August 10, 2021, it is determined physical distancing will be used in School Board Chambers as a health mitigation strategy therefore there will be limited public seating available on a first-come, first-served basis beginning shortly before the Workshop session of the School Board Meeting. Members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom.

It is the School Board's protocol to break at 5:30 p.m. to prepare for the Regular School Board Meeting to begin at 6:00 p.m. At 5:30 p.m., the School Board will conclude its Informal Meeting unless the School Board votes to continue the Informal Meeting until 5:45 p.m. The Informal Session will conclude no later than 5:45 p.m. to allow the School Board and the School Administration to prepare for the Regular School Board Meeting at 6:00 p.m.

The following School Board members were present in the School Board chamber: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz (arrived at 3:35 p.m.), Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.
 - A. **School Board Administrative Matters and Reports:** Chairwoman Rye mentioned the adopted school list and a few School Board members needed to choose their preferences; a brief discussion followed regarding a larger space for School Board meetings; suggested the Professional Development Center (PDC); administration would work on reserving the space; decision to be made later depending on transmission levels.
 - B. **Forecast of Regular School Board Meeting Agenda Topics FY 22 – 2nd Quarter: October, November, December:** Superintendent Spence briefly reviewed agenda topics for the months of October, November, and December 2021; noted some information incomplete; working on dates for staffing (12/7) and benefits; reversion resolution; School Board member to notify Superintendent Spence if other topics need to be added; workshop and information presentations to be possibly abbreviated – case by case basis.
 - C. **American Rescue Plan Act ESSER III:** Crystal Pate, Chief Financial Officer presented the School Board an update on the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III allocation; provided a brief overview – over \$82 million has been allocated to VBCPS, period of availability: March 13, 2020 through September 30, 2023 with an additional 12 months extended for any carryover; allowable use of funds, factors to consider – COVID-19 pandemic impact on social, emotional, mental health, and academic needs of students, use of funds permissible under the Uniform Administrative Requirements, Cost Principles, and Audit requirements for Federal Awards, is expenditure reasonable and necessary; some

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examples of allowable uses of funds: address unfinished learning, mental health services and supports, educational technology, supplies to sanitize and clean buildings; address learning loss – reserve not less than 20% to address learning loss through the implementation of evidence-based interventions (e.g., summer learning, summer enrichment, etc.), interventions respond to students’ academic, social, and emotional needs; maintenance of equity – to ensure that local education agencies (LEAs), schools, and students that already experience opportunity gaps are not disproportionately impacted by any funding reductions that might result from the COVID-19 pandemic; plan requirements – operational plan: plan for safe return to in-person instruction and continuity of services, financial plan: describe how funds were used to implement prevention and mitigation strategies, address unfinished learning/lost instructional time (20% reserved for this purpose), use of remaining funds (80%); stakeholder engagement – public input, brief survey to provide input, survey open from August 3, 2021 to August 13, 2021, community was asked to select options of how to spend funding; over 6,700 responses; four categories: prevention and mitigation strategies (e.g., personal protective equipment PPE, contact tracing, COVID testing), address unfinished learning (e.g., expanding tutoring programming, internet supports, enhanced summer learning programs, virtual/distance learning), addressing student needs (e.g., support for at-risk student population, feeding students seven days a week), other uses of funds (e.g., facility improvements, technology); provided brief examples of items included in approved application.

The presentation continued with questions regarding obtaining a copy of the approved application for School Board members; camera for virtual learning; bus driver shortage and possible.

- D. Safe Schools Update: Jack Freeman, Chief Operations Officer and Thomas A. DeMartini, Director, Office of Safe Schools provided the School Board with an update from the Office of Safe Schools outlining activities, training, and response to COVID-19 mitigation strategies and security upgrades, as well as budget and grant funding; Mr. Freeman introduced Mr. DeMartini; discussed and reviewed the Safe School Team; COVID-19 mitigation – Safety Assessment Team coordination, vaccination facilitation, security assistant reassignment; training – CPI (crisis prevention institute), Raptor and Genetec training, Run Hide Protect, traffic control, CPR/AED, creation of new Security Assistant manual, August training – Raptor Emergency Management module training, Drill Management, Emergency Management; other projects: intranet upgrade; Mass Notification Systems – 39 installed, Emergency Response Guide, Crisis Response Team Handbook, Knox boxes, Securly; other tasks: election site facilitation (54 schools), reunification sites, DCJS State School Safety Audit, SRO Collaboration, School Board Meeting security, fencing/security gates; purchased and distributed 642 two-way radios; security computers upgraded for all elementary and middle schools; briefly mentioned grant funding – 2020-2021 SEG (School Equipment Grant) and 2022 COPS (Community Oriented Policing Services Grant); resume safety audits; COVID-19 Safety Assessment Teams.

The presentation continued with questions regarding monitoring Securly; specialized training in mental health; safety audit; assessment teams; advance notification; school threats; communication to parents; community engagement, Crisis Team Handbook.

- E. COVID Health and Safety Mitigations: Jack Freeman, Chief Operations Officer and Eugene F. Soltner, Ed.D., Chief Schools Officer provided the School Board with an update regarding COVID-19 health and safety mitigations including data updates, as well as process and support improvements; Mr. Freeman introduced the presentation and mentioned Dr. Nancy Welch, Acting Director, Virginia Beach Department of Public Health and Director, Chesapeake Department of Public Health was in attendance and available to take questions at the end of the presentation; reviewed data from VDH Level of Community Transmission – level high, cases 226.2, percent positivity 10.7%; contact tracing – 387 positive cases reported in our schools since September 1, explained and reviewed close contacts and quarantining, close contacts: 1,370 - required to quarantine 995 students and 37 staff, exempt from quarantine 215 students and 123 staff, connected cases: 15, process improvements – streamlined the contact tracing process, VBDPH contact tracers relocated to Plaza Annex Professional Development Center, 10 central staff members to support to school nurses; reviewed vaccine demographics for Virginia Beach; fully vaccinated – 12-15 years 44.6%, 16-17 years 58.6%; at least one dose – 12-15 years 53.9%, 16-17 years 66.1%; vaccination clinics at secondary school sites; HEPA filter deployment: 1,675 units, clinics and isolation rooms (152), approximately 3,300 units to deploy at 47 sites, projected final completion date is October 29; Mr. Freeman introduced Dr. Soltner. Dr. Soltner continued the presentation; reviewed enrollment numbers from 5-day, 10-Day, and projected; 98.25% of students are in person and less than 2% of students are virtual; school level mitigations; reviewed extracurricular updates – high school: 1803 students participating on 132 teams, 167 athletes (9.3%) and 11

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coaches have quarantined, 23 teams affected by quarantine; middle school: 1060 students participating on 51 teams, 46 athletes (4.37%) and 1 coach have quarantined, 8 teams affected by quarantine. Mr. Freeman continued the presentation; mentioned athletics are high risk activities; indoor athletics increase risk; preparation for winter athletics (November 8) all high school athletes must be fully vaccinated or participate in no-cost weekly COVID testing (VBCPS provided), includes out of season conditioning programs; reviewed additional vaccination clinics dates; the presentation continued with questions and discussions regarding if a negative test is needed for a student to return to school after quarantine; contact tracing and mask exemptions; contacting close contacts; required vaccination; Dr. Welch provided information regarding risk verses benefits; natural immunity in lieu of vaccination; opposition to mandatory vaccine; testing process; contact tracing; layers of mitigation, need more data before removing layered mitigation strategies; number of athletes who had COVID; not requiring athletes to get vaccine – they can get vaccine or get tested; Dr. Welch shared research information regarding masking; academics is a priority.

2. **Closed Meeting:** None during the informal meeting.
3. **School Board Recess** Chairwoman Rye adjourned the workshop at 5:15 p.m.

FORMAL MEETING

4. **Call to Order and Verbal Roll Call:** Chairwoman Rye called the formal meeting to order at 6:00 p.m. on the 28th day of September 2021 and announced Pursuant to the Virginia State Health Commissioner's Order of Public Health Emergency Statewide Requirement to Wear Masks in K-12 Schools issued August 12, 2021, and Virginia Acts of Assembly No. 1303, Chapter 456, and the Center for Disease Control and Prevention (CDC)'s guidance for K-12 schools, and the School Board's 2021-2022 Reopening Plan adopted August 10, 2021, it is determined that physical distancing will be used in School Board Chambers as a health mitigation strategy therefore there will be limited public seating available on a first-come, first- served basis beginning shortly before the School Board Meeting.

Members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom.

The following School Board members were present in the School Board chamber: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. The following School Board member attending the meeting via Zoom: Ms. Holtz due to health reasons/medical situation. Ms. Holtz joined the meeting via Zoom at 6:43 p.m.

5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognitions:** There were no awards or recognitions.
7. **Adoption of the Agenda:** Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Hughes. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. Note: Ms. Holtz at the time of the vote, was not logged into Zoom.
8. **Superintendent's Report:** Superintendent Spence shared the following information: 1) Recognized Windsor Oaks Elementary as a 2021 National Blue Ribbon School by the U.S. Department of Education of Exemplary Achievement Gap-Closing. Windsor Oaks is one of only seven schools in Virginia to be named as a 2021 National Blue Ribbon School; 2) Recognition of two teachers who have been accepted in the prestigious Virginia Declaration of Learning Program: Andrea Eisenberger, art teacher, Three Oaks Elementary School and Parthena Savides, fourth-grade teacher, Christopher Farms Elementary School; and 3) Beach Girls Rock! on October 23, the first of the 2021-22 series which will be held via Zoom. The Beach Girls Rock program is the division's leadership empowerment program for our female students in grades five through eight. The event is free to attend but students and parents must register ahead of time, registration link is available on vbschools.com.
9. **Approval of Meeting Minutes:**
 - A. **September 14, 2021 Regular School Board Meeting:** Chairwoman Rye called for any modifications to the September 14, 2021 Regular School Board meeting minutes. Hearing none, Chairwoman Rye called for a motion to approve. Ms. Franklin made a motion, seconded by Ms. Melnyk. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion:

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Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Owens, and Ms. Riggs. There were two (2) abstentions: Ms. Manning (left the meeting at midnight) and Ms. Weems (left the meeting due to health reasons). Note: Ms. Holtz at the time of the vote, was not logged into Zoom.

- 10. *Hearing of Citizens and Delegations on Formal Agenda Items:*** Chairwoman Rye announced the School Board will hear comments on Formal Agenda items from citizens and delegations who signed up with the School Board Clerk prior to the meeting and stated information of speaking on formal agenda topics, decorum and order, and submitting comments via group email.

There were sixteen (16) in-person speakers and four (4) online speakers; topics discussed were Bylaws 1-47, 1-48, 1-28, 1-30; Policies 7-17, 7-53; public input; limiting speakers; reducing speaker time; rallies outside; First Amendment Rights; public comment; and flags.

- 11. *Consent Agenda:*** Chairwoman Rye stated the items on the Consent Agenda and stated the resolution to be read.

A. Resolutions

1. Dyslexia Awareness Month: Ms. Anderson read the following Resolution:

**Resolution for Dyslexia Awareness Month
October 2021**

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

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 28th day of September 2021.

- B. Budget Calendar: That the School Board review and approve the attached Budget Calendar for the FY 2022/23 Operating Budget and the 2022/23 – 2027/28 Capital Improvement Program.
- C. Recommendation of General Contractor: Elementary School Playground Equipment Replacement: That the School Board adopt a motion authorizing the Superintendent to execute a contract in the amount of \$294,394.11 with Play & Park Structures for the replacement of elementary school playground equipment at the following schools:

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- Brookwood Elementary School
- Malibu Elementary School
- Holland Elementary School

- D. Religious Exemption(s): That the School Board approve Religious Exemption Case No. RE-21-04 and RE-21-05.

Chairwoman Rye called for a motion to approve the Consent Agenda. Ms. Franklin made a motion, seconded by Ms. Owens. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

12. Action

- A. Personnel Report / Administrative Appointment(s): Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Anderson that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the September 28, 2021 personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously. There were no administrative appointments.
- B. Policy Review Committee Recommendations: That the School Board approve Policy Review Committee (PRC) recommendations from its August and September 2021 meetings and the recommendations of the School Board after reviewing the September 14, 2021 Information Agenda. School Board Members are advised to review the below listed Bylaws, Appendices and Policies due to amendments or clarifications that have been made by School Board Members since the September 14, 2021 meeting. School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney reviewed the following items after motions to approve:

1. Appendix B / amendment: Recommend amending the Standing Rules to reflect the authority of the School Board to alter the agenda and to change the order of certain agenda items.

Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Anderson. A discussion followed regarding the process for Bylaw and Policy review; speaker procedure – citizen hearings until 8:00 p.m., stop to conduct presentations, rest of speakers will be heard prior to any voting; restated speakers will be heard before voting. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

2. Bylaw 1-32 / Approval for Content/Sufficiency, Format for Presentation, Policy Adoption, Amendment and Suspension: Recommend amending the Bylaw to change the title, and to clarify procedures for adopting, amending, suspending, or repealing policies.

Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Riggs. A discussion followed regarding suspending rules and policies – vote should be unanimous; majority verses unanimous vote; using 2/3 vote; number to use for 2/3 vote either 7 or 8; suspending a policy; voting if 11 School Board members then 7, if less than 11 School Board members then majority plus 1; 2/3 should be 8 for rounding up; minimum notice requirement time; majority vote language in two sections – need to be consistent; use of 7 as the threshold – rounding; procedure - Policy Review Committee then to Information then Action/Consent; Ms. Lannetti read edits to Section D; discussion continued regarding voting numbers, majority vote, 2/3 vote, Robert's Rules on votes; Ms. Lannetti read edits to Section C.

Ms. Manning made a substitute motion to send Bylaw 1-32 back to Policy Review Committee and was seconded by Ms. Weems. Chairwoman Rye called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Owens, and Ms. Weems. There were three (3) nays opposed to the motion: Ms. Anderson, Ms. Holtz, and Ms. Riggs. The motion passed 8-3-0.

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3. Bylaw 1-36 / Open Meetings and Closed Meetings: Recommend amending the Bylaw to clarify when the School Board may hold meetings electronically and clarifications regarding closed session and remote participation.

Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Franklin. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

4. Bylaw 1-37 / Annual Organizational Meeting: Recommend amending the Bylaw to remove unnecessary approval procedures in the Annual Organizational Meeting.

Chairwoman Rye called for a motion to approve. Ms. Manning made a motion, seconded by Ms. Anderson. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

5. Bylaw 1-38 / Regular Meetings, Time and Place, Order of Business, Recessed Meetings, Work Session/Public Hearing, and Retreats and Abridged Meetings: Recommend amending the Bylaw to reserve the right to alter dates and times for School Board Meetings, and to clarify retreats and abridged meetings.

Chairwoman Rye called for a motion to approve. Ms. Owens made a motion, seconded by Ms. Anderson. There was a brief discussion regarding format of retreat and abridged meetings; voting on personnel appointments at abridged meeting; not voting at retreats and abridged meeting with exception of personnel and agenda. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

6. Bylaw 1-40 / Parliamentary Authority, Special Rules of Order, and Standing Rules: Recommend changing the title and amending the Bylaw regarding the Special Rules of Order and the Standing Rules.

Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Anderson. A discussion followed regarding Robert's Rules of Order; use of Bylaws to govern Board – absence of Bylaw to use Robert's Rules of Order; Standing Rules; Ms. Manning made a substitute motion to send Bylaw 1-40 back to Policy Review Committee and was seconded by Ms. Hughes; suggested to make edits. Ms. Manning withdrew her substitute motion and was agreed upon by Ms. Hughes who seconded the motion.

Ms. Anderson made a substitute motion to not strike out Bylaw 1-40 Section A – Parliamentary Authority and return Section B – Special Rules of Order with removal of the last sentence in Section B to original format/verbiage and return Section C – School Board Standing Rules to original format/verbiage; motion was seconded by Ms. Riggs.

A brief discussion followed regarding majority vote and 2/3 vote; clarification and recap of the motion on the floor; Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

A brief discussion continued regarding the number of votes to amend, suspend or appeal a Bylaw when all eleven School Board members are present; current number is 7; use of number 8 instead of 7; Robert's Rules of Order; Chairwoman Rye called for a vote on Bylaw 1-40 with present language. The School Board Clerk announced there were seven (7) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were four (4) nays opposed to the motion: Ms. Franklin, Ms. Hughes, Ms. Manning, and Ms. Weems. The motion passed 7-4-0.

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7. Bylaw 1-47 / Public Comments at School Board meetings: Recommend amending the Bylaw to set forth procedures and expectations regarding public comments at School Board Meetings.

Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Felton. A discussion followed regarding listening to speakers; speaker time reduction from four minutes to three minutes; order of speakers; student speakers first; length of meetings; conducting the business of the School Board; speaker format in other school divisions; discussion regarding an amendment to Bylaw and wording; Ms. Manning suggested to use previous language in Section A; suggested to have first paragraph read, "At regular School Board meetings and Public Hearings shall accept comments..."; the substitute motion was recapped; Ms. Owens confirmed the substitute motion and was seconded by Ms. Manning. Chairwoman Rye called for a vote. The School Board Clerk announced the substitute motion passed unanimously.

The discussion continued regarding accepting public comment; limiting comment; discussion of Section C items #5 and #11; speaker time; Ms. Weems made a substitute motion to remove sentence in Section A, "The School Board reserves the right to not accept public comments at any meeting.", delete Section C item #5 and delete Section C item #11 and was seconded by Ms. Melnyk. Chairwoman Rye called for a vote. The School Board Clerk announced the substitute motion passed unanimously.

The discussion continued with appreciation of the changes; speaker time at three minutes; speaking one time; number of items on agenda; long meetings; clarification of Section B item #2; combining agenda and non-agenda speakers; Ms. Manning made a substitute motion to Section C item #3 to change speaker time back to four minutes and was seconded by Ms. Hughes. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were three (3) ayes in favor of the substitute motion: Ms. Hughes, Ms. Manning, and Ms. Weems. There were eight (8) nays opposed to the substitute motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz; Ms. Owens, and Ms. Riggs. The substitute motion did not pass 3-8-0.

Chairwoman Rye called for a vote on the Bylaw 1-47 as it presently stands. The School Board Clerk announced there were nine (9) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens, Ms. Riggs, and Ms. Weems. There were two (2) nays opposed to the motion: Ms. Hughes and Ms. Manning. The motion passed 9-2-0.

8. Bylaw 1-48 / Decorum and Order-School Board Meetings: Recommend amending the Bylaw to clarify decorum and order procedures and expectations during School Board Meetings.

Chairwoman Rye called for a motion to approve. Ms. Franklin made a motion, seconded by Ms. Anderson.

Ms. Hughes provided the following substitute motion to the School Board members and was seconded by Ms. Manning:

Bylaw 1-48 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 and orderly manner during meetings;

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2. That all persons signed up to address the School Board during public comment sections of the 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. Limitation 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, and comments or actions with the intent to incite violence or other breach of peace;
3. Comply with the time limits and guidelines for public comment set forth in the agenda and Bylaws.

C. Other expressive activities during meetings

1. Public comments during meetings are limited to matters relevant to public education and the business of the School Board.
At 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 chambers will be limited. The following is prohibited in chambers during a School Board meeting:

Petitioning, demonstrating, picketing, or solicitation
Pamphlet distribution
Conducting polls
Use of noise-making devices
Intimidation, harassment, or threats to persons in the meeting or who are entering or departing the meeting

Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting

The American Flag will not be prohibited from the School Board meeting place or its grounds

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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, 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

VBCPSSchoolBoard@googlegroups.com or email Board members individually.

Persons addressing the School Board may deliver to the School Board or its Clerk written materials including, but not limited to, reports, charts, graphs, statements, exhibits, letters, or signed petitions prior to or after a meeting. Public speakers, while addressing the Board, may not approach the 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 their public comments do 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 decorum and order.

E. The Chair shall preserve decorum and order in the room where the meeting is taking place and shall decide questions of decorum and order during the meeting. School Board members may vote to overrule the Chair's decision at the time that the Chair makes the decision.

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 is taking place.

G. No person attending a meeting of the School Board shall use 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 the School Board meeting room and on the agenda for any School Board or Committee meeting.

H. At the request of the Chair, a city police officer or other law enforcement shall act as sergeant-at-arms at all School Board meetings.

A discussion followed regarding the substitute motion presented; expressive activities; clapping at meeting; gathering in parking lot; not limiting public; safe schools; decorum; flags; not banning the American flag; recapped the motion on the floor; Ms. Manning made a substitute motion to send Bylaw 1-48 back to the Policy Review Committee; seconded by Ms. Melnyk. Chairwoman Rye called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the substitute motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. There was one (1) nay opposed to the motion: Ms. Holtz. The substitute motion passed 10-1-0.

9. Appendix C / School Board Standing Committee Procedures: Recommend amendments to Appendix C to clarify procedures for changing and running meetings and to make the Appendix consistent with other Bylaw amendments.

Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Franklin. A discussion followed regarding wording; receiving materials – three days in advance; flexibility and circumstances of gathering materials; material ahead of time for voting items; available for the public; support for getting materials in advance. Chairwoman Rye called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion: Chairwoman Rye, Ms. 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.

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10. Bylaw 1-28 / Committees, Organizations and Boards – School Board Member assignments: recommend amendments to the Bylaw to clarify procedures for changing and running meetings and to make the Bylaw consistent with other Bylaw amendments.
- Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Anderson. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
11. Bylaw 1-30 / Amendment, Suspension or Repeal of Bylaws: Recommend amending the Bylaw to clarify the procedures for adopting, amending, suspending, or repealing Bylaws.
- Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Riggs. A discussion followed regarding the wording of Bylaw; suspending Bylaws; reviewed original language; vote of 7; amending Bylaw; Bylaw requires majority vote; suspension of Bylaw; reason/example to suspend a Bylaw; flexibility; reviewed proposed draft; Ms. Manning made a motion to send Bylaw 1-30 back to the Policy Review Committee and was seconded by Ms. Hughes. A suggestion was made not send back to Policy Review Committee and work on Bylaw; Ms. Manning withdrew her motion and Ms. Hughes agreed. The School Board would return to vote on Bylaw 1-30.
12. Policy 3-55 / Buildings, Facilities, Grounds, Vehicles and Equipment-Generally: Recommend amendments to the Policy to clarify the definition of facilities and the conditions for use of facilities.
- Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Melnyk. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
- The School Board members took a recess at 11:15 p.m. and resumed the meeting at 11:22 p.m.
- The School Board members returned to discuss Bylaw 1-30; prior draft was reviewed and read; mentioned that amending or appealing Bylaws should be presented on Information Agenda first then voted on in the next meeting; noted to have section A as Amendment, Repeal, and section B as Suspension; draft reviewed switched order of A and B; added word Adoption to section A title; changes were reviewed; Chairwoman Rye called for a motion to approve the updated Bylaw 1-30 as reviewed and discussed. Ms. Anderson made a motion, seconded by Ms. Hughes. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
13. Policy 7-16 / Expressive activities: Recommend amending the Bylaw to clarify those areas of School facilities where members of the public may conduct expressive activities.
- Chairwoman Rye called for a motion to approve. Ms. Felton made a motion, seconded by Ms. Franklin. The changes of the policy were reviewed; Ms. Hughes made a substitute motion to return Policy 7-16 to Policy Review Committee due to the overlap with Bylaw 1-48 and was seconded by Ms. Manning.
- A brief discussion followed regarding the overlap with Bylaw 1-48; expressive activities; without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the substitute motion passed unanimously.
14. Policy 7-17 / Visitors to School Board facilities and events: Recommend amendments to the Policy to clarify expectations for visitors to facilities and events.

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Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Owens. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

15. Policy 7-49 / Organizations Eligible to Use Facilities: Recommend amendments to the Policy to clarify which groups may use facilities.

Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Hughes. A brief discussed followed regarding campaigning; visits from political figure; differences between campaigning and visiting; addition of wording "or any individual candidate" at end of Section D – Political groups or campaigning; Ms. Anderson made a motion to accept the additional wording as presented and was seconded by Ms. Hughes. Chairwoman Rye called for a vote on Policy 7-49 with the additional wording as discussed. The School Board Clerk announced the motion passed unanimously.

16. Policy 7-53 / Community Use of Facilities: Application and Approval for Use: Recommend amendment to the Policy to clarify facilities and the authority of the Superintendent.

Chairwoman Rye called for a motion to approve. Ms. Owens made a motion, seconded by Ms. Melnyk. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

17. Policy 7-54 / Rules and Conditions for Use of Facilities: Recommend amendments to the Policy to clarify the definition of facilities and the Superintendent's authority.

Chairwoman Rye called for a motion to approve. Ms. Owens made a motion, seconded by Ms. Melnyk. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

13. Information

- A. New Course: Interpersonal Communications (CST 126): Cameron Vadersen-Jacob, Secondary English Coordinator presented the School Board information on the Interpersonal Communication (CST 126) Tidewater Community College (TCC) elective as a Virginia Beach City Public Schools (VBCPS) Dual Enrollment course; course replaces Intercultural Communication (CST 229); TCC updated coursework for degree; three credit hours; no assigned textbook; a brief discussion about the program and the Entrepreneurship and Business Academy.
- B. Interim Financial Statements: June (unaudited), July and August 2021: Daniel G. Hopkins, Director, Business Services presented the following information to the School Board; fiscal year ending June 30, 2021 the overall final revenue trend was favorable; actual over budget amount of approximately \$10.1 million; Commonwealth of Virginia revenue source was unfavorable; actual under budget of approximately \$1.9 million; March 31st ADM lower than originally budgeted; Federal Government revenue source was favorable; actual over budget of approximately \$4.7 million – due to Impact Aid; Sales Tax revenue was favorable; actual over budget of approximately \$7.9 million; other revenue sources unfavorable; under budget of approximately \$504, 000; reviewed total revenues by major source; expenditure trend for FY20-21 was favorable in all categories; unspent and unencumbered balance was \$15.4 million; reviewed total expenditures by category; revenue surplus of approximately \$10.1 million and unspent/unencumbered balance of \$15.4 million – reversion back to the City of approximately \$25.7 million; July and August interim financial statements were included in the Board documents.

A brief discussion followed regarding other revenue sources – summer school tuition revenue; reversion funds; and ADM figures.

14. **Committee, Organization or Board Reports:** The following upcoming meetings were mentioned: Audit Committee (Thursday), Governance Committee (next Wednesday), and Planning, Performance and Monitoring Committee

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(October 5); Ms. Anderson and Ms. Riggs tasked to do research on legal services agreement and will report to the Governance Committee.

15. Conclusion of Formal Meeting: The formal meeting concluded at 12:04 a.m.

16. Hearing of Citizens and Delegations on Informal Meeting and Non-Agenda Items: Chairwoman Rye announced the School Board will hear comments on Informal Meeting items and Non-Agenda items from citizens and delegations who signed up with the School Board Clerk prior to the meeting and stated information of decorum and order, and submitting comments via group email.

There was one (1) online speaker who discussed birthday cut off date (September 30) for enrollment and thanked School Board for combining agenda and non-agenda speakers.

17. Workshop: None.

18. Closed Meeting: Ms. Melnyk made a motion, seconded by Ms. Anderson, that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraph 1 and 2 of the Code of Virginia, 1950, as amended, for

1. **PERSONNEL MATTERS:** 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 pursuant to Section 2.2-3711(A) (1); namely to discuss performance of certain administrators and/or staff members.
2. **STUDENT RECORDS:** Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. Namely to discuss recent student related incidents.

The motion passed unanimously with all School Board members voting. Note, Ms. Holtz was attending the meeting via Zoom and was not present in the closed session.

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

2. **STUDENT RECORDS:** School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Jack Freeman, Chief Operations Officer; Thomas A. DeMartini, Director, Office of Safe Schools; Superintendent Spence; Donald E. Robertson, Ph.D., Chief of Staff; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.
1. **PERSONNEL MATTERS:** School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 12:51 a.m.

Certification of Closed Session: Ms. Melnyk read the Certification of Closed Meeting:

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

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

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

Ms. Riggs made a motion, seconded by Ms. Franklin. The motion passed with the ten (10) School Board members voting in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. Note, Ms. Holtz was attending the meeting via Zoom and was not present during the closed session.

- 19. Vote on Remaining Action Items:** None.
- 20. Adjournment:** Chairwoman Rye adjourned the meeting at 12:52 a.m., Wednesday, September 29, 2021.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Subject: Environmental Studies Program: Implementation Evaluation **Item Number:** 12A

Section: Information **Date:** October 12, 2021

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

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

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

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

Office of Planning, Innovation, and Accountability

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

Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the Environmental Studies Program Year-One Implementation Evaluation Report and the administration's recommendations.

Background Summary:

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

On November 13, 2018, the School Board approved the Environmental Studies Program to be opened at the Chesapeake Bay Foundation's Brock Environmental Center in September 2020. The implementation of the program began in 2020-2021 with grade 11 students. Full implementation will be achieved in 2021-2022 and will include students in grades 11 and 12. In accordance with School Board Policy 6-26 and School Board Regulation 6-24.2, this year-one evaluation is focused on the implementation of the program, especially in relation to the School Board approved proposal for the program. This evaluation discusses if the program is being implemented as designed, progress made toward meeting program goals and objectives, stakeholders' perceptions, and the additional cost of the program to the school division.

Source:

School Board Policy 6-26

School Board Regulation 6-24.2

School Board Minutes November 13, 2018

Budget Impact:



Environmental Studies Program

Year-One Implementation Evaluation

October 2021

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



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

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Introduction

Background

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

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

Purpose of Program Evaluation

This evaluation provides the School Board, the Superintendent, and the program leadership with information on the year-one implementation of the Environmental Studies Program. Because the Environmental Studies Program initiative is a new initiative and operated with local resources, evaluation of the Environmental Studies Program by the Department of Planning, Innovation, and Accountability is required for a minimum of two years by School Policy 6-26. The School Board approved the Environmental Studies Program for an initial implementation evaluation on September 9, 2020 as part of the 2020-2021 program evaluation schedule. The Environmental Studies Program will be evaluated again when it reaches full implementation in 2021-2022.

In accordance with School Board Regulation 6-24.2, this year-one evaluation is focused on the implementation of the program, especially in relation to the School Board approved proposal for the program. This evaluation discusses if the program is being implemented as designed, as well as how participants perceived its first year of operation. In addition, the evaluation report provides information about student characteristics, progress toward meeting goals and objectives, and the additional cost to the division compared with the proposed program budget.

Program Overview

According to the proposal approved by the School Board, the program was established to offer a comprehensive curriculum to students who are interested in environmental science and sustainability. As part of the program, students take courses at their home school as well as at the Brock Environmental Center. However, due to the COVID-19 pandemic, school began virtually in the fall for most students. Students did not begin consistently taking classes at the Brock Environmental Center until February 2021. The program prepares students for post-secondary education and provides opportunities to investigate careers related to the environment and sustainability. The program equips students with the skills to be globally competitive and to be successful in pathways after high school to become future scientists, politicians, and business leaders within the community and larger world. Through a personalized learning approach coupled with advanced placement courses, graduates of the program will secure a high school diploma while benefiting from a variety of partnerships including the Chesapeake Bay Foundation and Virginia Wesleyan University. The Environmental

Studies Program offers students the opportunity to pursue three curriculum strands within the program of study: Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship. Through studies within the three strands, students are provided opportunities to be immersed in experiential and meaningful coursework that prepares them for the world of ecological, equitable, and economic sustainability.

Program Goals and Objectives

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

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

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

Evaluation Design and Methodology

Evaluation Design and Data Collection

This year-one evaluation focuses on the implementation of the Environmental Studies Program during the 2020-2021 school year, as well as progress toward meeting the program goals and objectives. The evaluation utilized multiple instruments and data sources. Quantitative data were gathered from the school division's data warehouse and through closed-ended survey items. Qualitative data were collected through document reviews, interviews, and open-ended survey questions. The Office of Research and Evaluation program evaluators employed the following data collection methods:

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

VBCPS Data Warehouse

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

Surveys

Environmental Studies Program students and parents were invited to complete an anonymous survey regarding their perceptions of and experiences with the Environmental Studies Program. A survey was developed for each participant group. The participant surveys consisted mainly of Likert-type items that focused on program operations and program outcomes. In almost all cases, these selected-response items were constructed on a four-point scale: (1) Strongly Disagree/Very Dissatisfied, (2) Disagree/Dissatisfied, (3) Agree/Satisfied, and (4) Strongly Agree/Very Satisfied. Whenever possible, comparable versions of survey items were included on both survey versions. Further, all surveys included open-ended questions regarding what students gained from the program, possible improvements for the program, and the impact the COVID-19 pandemic had on the program. For all surveys, agreement percentages reported in the evaluation were based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Agreement percentages for survey items that included a not applicable response option excluded those who responded with not applicable. Responses to open-ended questions were analyzed for common themes.

The student survey was administered online by the Office of Research and Evaluation to grade 11 students in the Environmental Studies Program from June 1 to June 18. A link to the online student survey was provided to the program coordinator who distributed the survey link to the students. The Office of Research and Evaluation emailed survey invitations to all parents of students in the program, and the online parent survey was administered from June 4 to June 18. Response rates are shown in Table 1.

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

Group	# of Respondents	Response Rate
Students	38	92.7%
Parents	25	38.5%

Evaluation Questions

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

1. Was the approved timeline followed?
2. Was the student application and selection process followed?
3. Was the staff selection process followed?
4. What professional learning opportunities did the program staff receive?¹
5. Did the implemented program of studies and courses offered mirror the School Board approved plan?
6. What progress was made toward meeting the program goal and objectives?

7. What are the perceptions of the students, parents, and staff of the effectiveness of the Environmental Studies Program in meeting student needs?
8. How did the actual costs of the program compare with the projected costs specified in the budget section of the program proposal?

Evaluation Results and Discussion

This section of the year-one evaluation describes the implementation of the Environmental Studies Program including information about the program's timeline, the student application process and student characteristics, staffing, professional learning, and the program of study. Additionally, stakeholders' perceptions of the program and progress made toward meeting the program's goals and objectives during the first year will be discussed. Finally, information about the program's cost will be compared with the proposed budget.

Implementation Timeline

A timeline for the Environmental Studies Program implementation was included in the School Board approved proposal. The timeline included planning year activities beginning in fall 2018 through the full implementation of the program in 2022. Those activities and milestone dates are reproduced in Table 2. An additional column has been added to indicate the status of each activity.

Table 2: Timeline of the Environmental Studies Program With Status

Activity	Date	Status
Formal Board Request	November 2018	✓
Engage Student Interest	Fall - Dec. 2019	✓
Accept Applicants for Cohort 1	March 2020	✓
Year 1: 50 students (juniors from the class of 2022)	2020-2021	42 students
Program Courses Held at Brock Environmental Center	September 2020	February 2021 due to impact of COVID-19 pandemic
Year 2: 50 juniors, 50 seniors	2021-2022	83 as of September 2021

To attain the milestones displayed in Table 2, several interim tasks were accomplished. The program proposal was prepared and then submitted to appropriate VBCPS division personnel and the School Board for approval in November 2018. A marketing plan was designed and implemented, and curriculum and instructional resources were designed and developed. The Environmental Studies Program teaching coordinator, a position that is instrumental to the operations and teaching of the program, was hired on March 10, 2020 (effective July 1, 2020). According to the proposal, this individual is tasked with recruiting students and publicizing the program. However, because the teaching coordinator was not hired until March, recruiting for the year-one cohort was led by the secondary science coordinator. She garnered interest in the program by visiting all high schools in the division from November 2019 through January 2020. While the timeline indicated in the initial proposal that engaging student interest in the program was to be completed in December 2019, in order to increase the number of students enrolled in the program, high school visits extended into January 2020. Students were selected from a pool of applicants to enroll in the program either during a morning session or an afternoon session based on the student's home school location. A transportation plan was developed, which included a transfer hub at Bayside High School where some program students were dropped off with other academy students at that site and transported on another bus to the Brock Environmental Center. All necessary tasks were completed with sufficient speed and success to enable the program to begin on time in September 2020.

Two milestones set forth in the proposal were not met precisely. First, the goal was for the year-one cohort to consist of 50 students, but the program began with 42 students. As a preview, next year's junior cohort (2021-2022) currently has 45 students enrolled and 38 seniors² are enrolled in courses as of September 2021.

Second, the program's primary location was designated to be at the Chesapeake Bay Foundation's Brock Environmental Center. Based on the implementation plan, students were to take courses at their home school as well as at the Brock Environmental Center. Due to challenges associated with the COVID-19 pandemic, students were unable to fully take advantage of the Brock Environmental Center until February 2021. When school started in September, most students were learning virtually based on the COVID-19 health metrics and the pandemic plan. Beginning in mid-November, secondary students began phasing back to face-to-face learning, but this only lasted a few days before the school division returned to virtual instruction for most students due to rising COVID-19 cases in the area. Students did not begin to consistently attend the Brock Environmental Center until Tuesday, February 23, 2021, according to the teaching coordinator. At that point, students who chose to attend school face-to-face were attending on a Tuesday-Friday schedule. The Tuesday-Friday schedule was established by VBCPS.

Student Application and Selection Process

Beginning in tenth grade, students can apply for admission to the Environmental Studies Program using the standard VBCPS academy program application process, which is submitted online for current VBCPS students and directly to the coordinator for non-VBCPS students. Applications for the Environmental Studies Program application are due February 1 each year. An essay formulated around the topics of Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship were included in the application and used to identify candidates who showed a passion for and interest in the fields of study. Students who met the following criteria were entered into a lottery system:

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

A committee of school administrators, teachers, and other professionals reviewed the applications and determined if each application met the above criteria. The science pre-requisite course in the initial program proposal was chemistry, but it was changed to biology. According to the teaching coordinator, this change was made to be more inclusive of students and to align with the College Board pre-requisite for AP Environmental Science. Applicants who met the above criteria were entered into a spreadsheet and a random number generator selected students for morning and afternoon sessions based on transportation zones. Selected students were then notified of admission. Alternates were identified using the same process to fill any openings based on students declining. According to the proposal, the goal for the 2020-2021 school year was to include 50 juniors. The program received 67 applications, which were entered into the lottery. Forty-eight students were offered admission. Two seats were reserved for potential military-connected students or students who enrolled in VBCPS later in the school year and were interested in the program. Once school opened, the program began with 42 students. According to the teaching coordinator, additional students were not offered a seat due to social distancing requirements related to the COVID-19 pandemic. At the end of the school year, 41 students remained enrolled in the program.

Student Characteristics

On September 30, 2020, a total of 4,866 students were enrolled in eleventh grade across the division. Of these students, 41 (1%) were enrolled in the Environmental Studies Program.

Student Demographics

Table 3 displays the demographic characteristics of both the students enrolled in the Environmental Studies Program and all grade 11 students across the division. The majority of the students in the program were female (61%), and the majority of students in the program were Caucasian (83%). The student enrollment mirrored the characteristics of the applicants. For example, the percent of applicants who were female was 61 percent which was the same percentage of those enrolled through the lottery. Similarly, the percent of applicants who were Caucasian was 81 percent, which was very close to the percentage of those enrolled. Compared to the grade 11 students in the division, the Environmental Studies Program had a higher percentage of female and Caucasian students (i.e., more than a 5 percentage point difference). Conversely, the Environmental Studies Program had markedly lower percentages of male, African American, Hispanic, or economically disadvantaged students.

Table 3: Demographic Characteristics of Environmental Studies Program Students and Grade 11 Students Across the Division on September 30, 2020

Characteristic	Environmental Studies Program (N= 41)		Division Grade 11 (N = 4,866)	
	N	%	N	%
Gender				
Female	25	61%	2,389	49%
Male	16	39%	2,477	51%
Ethnicity				
African American	3	7%	1,192	24%
American Indian	0	0%	8	<1%
Asian/Native Hawaiian/Pacific Islander	2	5%	346	7%
Caucasian	34	83%	2,400	49%
Hispanic	0	0%	479	10%
Multiracial	2	5%	441	9%
Economically Disadvantaged				
Yes (Free/Reduced Lunch)	4	10%	1,631	34%
Identified Limited English Proficiency				
Yes	0	0%	96	2%
Identified Gifted*				
Yes	8	20%	906	19%
Identified Military Connected				
Yes	4	10%	713	15%

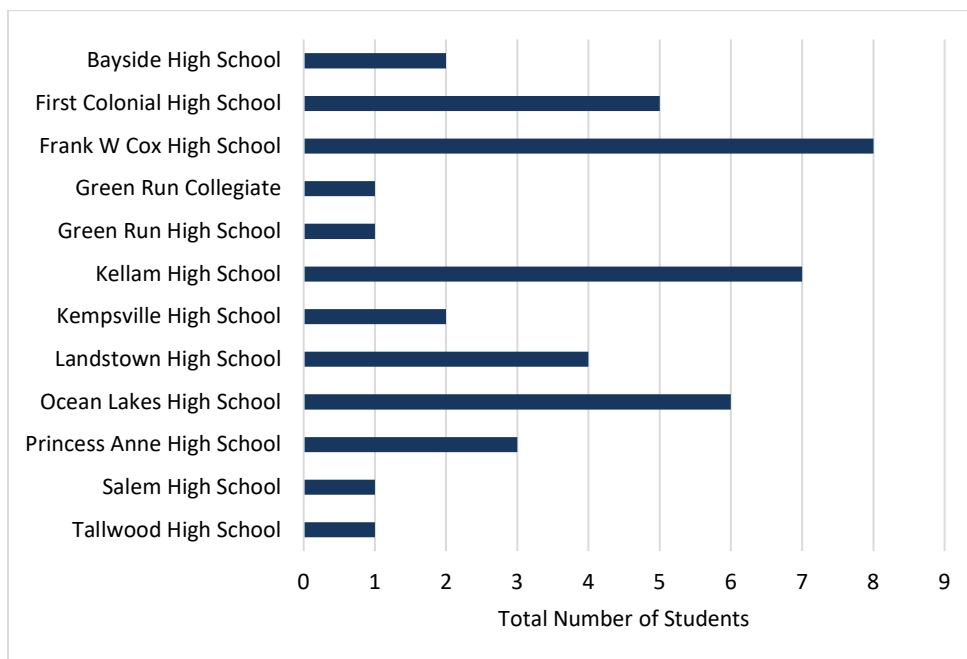
Note: Percentages may not add up to 100 percent due to rounding.

*Includes artistically and intellectually gifted students.

Student Geographics

The 41 students in the 2020-2021 student cohort represented 12 home high schools. The largest number of students were from Frank W. Cox High School with a total of 8 students (20%), followed by Kellam High School with 7 students (17%), Ocean Lakes High School with 6 students (15%), First Colonial High School with 5 students (12%), and Landstown High School with 4 students (10%). Figure 1 displays the home schools of the remaining 11 students.

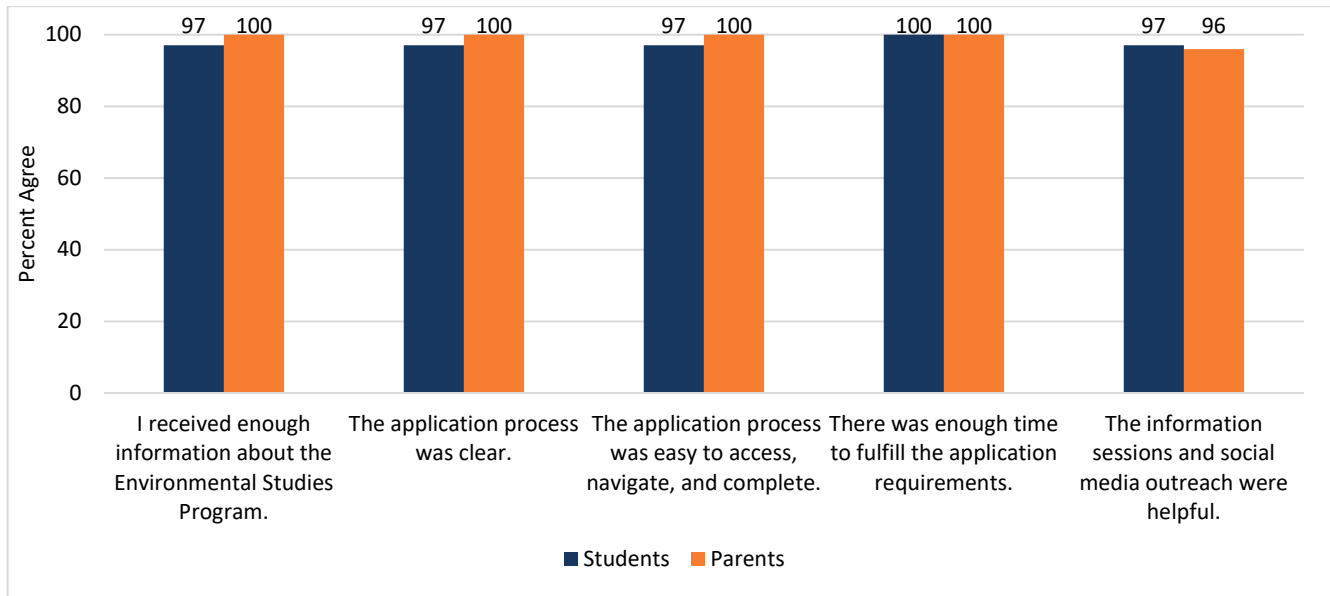
Figure 1: Home High Schools of Environmental Studies Program Grade 11 Students



Perceptions of Application and Selection Process

Students and parents from the Environmental Studies Program's first cohort of students were asked about their perceptions of the application and selection process on the end-of-year survey. Figure 2 displays the agreement percentages of students and parents with several statements regarding the application process. Overall, students and parents had positive perceptions of the Environmental Studies Program application process with nearly all respondents agreeing with the survey items. All students and parents indicated that they had enough time to fulfill the application requirements.

Figure 2: Student and Parent Perceptions of the Environmental Studies Program Application Process



Reasons for Enrolling

An open-ended survey item asked students and parents to provide their reasons for enrolling in the Environmental Studies Program. In general, students and parents had similar responses. Among the 39 students who responded to the item, the most common reason for enrolling in the program involved being interested in, having passion for, or enjoying the overall topic of the program including the environment, sustainability, and aquatic wildlife. More than half of students (62%) cited such a reason. Eleven students (28%) indicated they were interested in the program because the program was a unique and new opportunity that provided an alternative to a traditional high school learning environment including hands-on learning. The third most common reason involved the program aligning with their future aspirations – mainly, students expressed wanting a future job or career in the environmental field. This was cited by 9 student respondents (23%). Of the 23 parent responses to a similarly worded open-ended survey item, 18 parents (78%) explained that they had enrolled their child in the Environmental Studies Program because of their child’s overall interest in the program. Another 4 parents (17%) explained that the program afforded their child with a unique educational opportunity. Four parents (17%) also explained that they enrolled their students in the program because they planned to have a future job or career in the environmental field.

Staff Selection Process

According to the Environmental Studies Program proposal, the staff for the program was to include two staff members: a teaching coordinator hired for the program’s first year and an additional teacher hired for the program’s second year. Candidates applied using the division’s standard application process, followed by a full interview process with the executive director of secondary teaching and learning and secondary science coordinator. The staff selection was based on the following qualifications:

- Experience teaching environmental-based courses.
- Excellence in teaching and delivery of instruction.
- Endorsements in the fields of study.
- Varied professional work experiences in the field.
- Strong technology skills.
- The ability to work flexibly with instruction of higher learning and community business leaders.

- Teaching coordinator must have a master's Degree and a Virginia license in Administration and Supervision PreK-12.

The teaching coordinator was hired in March 2020 and was previously a high school AP Environmental Studies teacher. According to the Environmental Studies program proposal, the teaching coordinator position has multiple and varied responsibilities. This position oversees the overall program and is responsible for specific activities noted below.

- Recruiting students and publicizing the program.
- Writing and completing curriculum development.
- Reviewing and selecting materials for the proposed courses.
- Purchasing state-of-the-art technology equipment.
- Assisting with staffing and interviewing teachers for available positions.
- Overseeing the selection of students and creating a waiting list.
- Planning staff development activities.
- Collaborating with Transportation Services.

In confirming the teaching coordinator's responsibilities in an interview, the teaching coordinator expanded on his duties and explained that he also serves in the roles of the program's administrator, custodian, technology support, bookkeeper, and nurse.

In the summer of 2021, a second teacher was hired for the program's second year. According to the teaching coordinator, the new teacher will be teaching grade 11 students and the teaching coordinator will loop with the program's first cohort of students and teach grade 12.

Professional Learning Opportunities

According to the approved proposal, staff development will be based on the needs of the selected staff. Teachers who teach the sustainability-based courses will attend professional learning opportunities either on-site or at arranged sites for their particular course area. Teachers will also have an opportunity to gain professional learning through national conferences and training with national consultants. Professional learning will include a special emphasis on Sustainability Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship.

According to the executive director of secondary teaching and learning, the teaching coordinator's training for the program's first year was categorized as more informal to include coaching and mentoring to transition from his role as a teacher to the roles and responsibilities of a program coordinator. In addition to the coaching and mentoring, the teaching coordinator participated in safety training and received a wilderness first aid certification. This training will be required every other year because the Environmental Studies Program does not have a registered nurse on staff.³ The teaching coordinator also attended bookkeeping training in summer 2021 because the program does not have a designated bookkeeper on staff. During summer 2021, the teaching coordinator also began to develop a partnership with the Teton Science Schools to learn about the program including cross connections between what they offer compared to what the Environmental Studies Program offers. In August 2021, the teaching coordinator attended the Climate Action and Regional Resiliency speaker series with several students.

In addition to participating in professional learning, the teaching coordinator also shared information about the program by presenting at two different webinars and shared his expertise in the field by serving on various local committees noted below:

- Green Schools National Network and Shaw Contract: The School Campus as a 3-D Textbook for Sustainability Education on October 20, 2020

- Center for Green Schools at the U.S. Green Building Council and the Aspen Institute: Getting Schools to Zero Carbon on May 12, 2021. Back Bay National Refuge Society
- City appointee for city's Green Ribbon Committee
- Mayoral Commission for Wind and Renewable Energy

Program of Studies and Courses Offered

The Environmental Studies Program is comprised of three major strands: Sustainable Economics and Business Innovation, Social Sustainability, and Environmental Sustainability and Natural Resource Stewardship. According to the program proposal, the Environmental Studies Program is designed with the personalized learning approach in mind. Through partnerships with postsecondary institutions and local/national business organizations, students will be exposed to a variety of learning opportunities to meet their individual needs. Table 4 displays an outline of the expected courses throughout the life of the program, although this evaluation focuses on the grade 11 course of study.

Table 4: Courses of Environmental Studies Program

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

*Indicates general courses taken at home school.

**Indicates courses taken at the Brock Center.

During their junior year of the program, all students take AP Environmental Science, Sustainability: Core Concepts and Environmental Systems, Natural Resource Management, and Watershed Hydrology. These courses are an introduction to the content of the three strands of study offered to Environmental Studies Program students. Initially as written in the Environmental Studies Program proposal, the plan was for students to select one curriculum strand for in-depth study, but according to the teaching coordinator, the three strands cannot be viewed distinctly, but instead as three interconnected components of sustainability. Considering the interconnectedness of the three strands, students can choose one or multiple strands of study as a lens to guide their Senior Independent study in the second year of the program. The courses within the strand(s) are immersive, experiential opportunities that will provide students their own course of study based on interests and career goals they have set for themselves.

A foundational component of the Environmental Studies Program includes experiential learning through hands-on scientific field work. As part of the curriculum, students are fully immersed in the environment, interacting with the elements designed to help students think critically and creatively. As stated in the proposal, "The Chesapeake Bay is one of the many important natural resources found in Virginia Beach that will serve the Environmental Studies Program as a local resource, utilized to prove a personalized, globally competitive hands-on curriculum." Student safety is paramount to any program, but particularly important to programs like the Environmental Studies Program that include field investigations along and in the Bay. As examples of supervision standards, the Chesapeake Bay Foundation uses two trained field educational staff plus the teacher of the student group for supervising 25 students.⁴ In another example, the Teton Science School has a minimum of two trained staff for supervising 25 students.⁵ By a similar comparison, the VBCPS

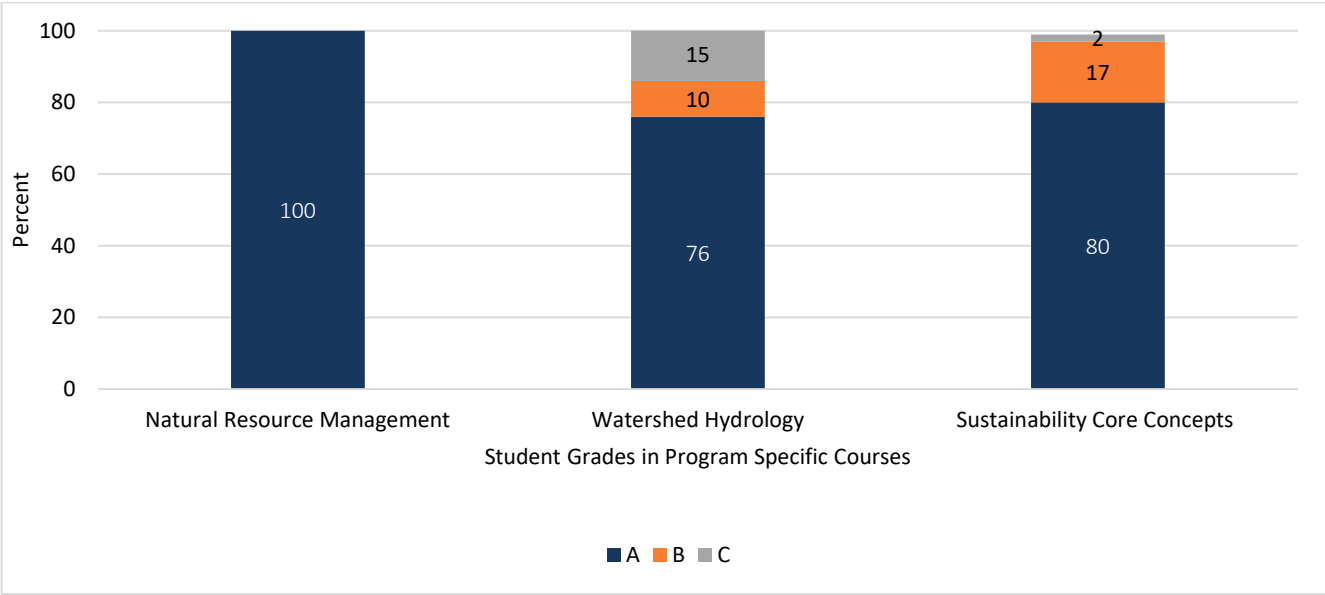
field trip policy includes 1 adult per 10 students. 6 Given the current level of staffing and student enrollment in the Environmental Studies Program, the program currently has one trained staff member supervising 20 students.

Course Enrollment and Performance

All 41 students enrolled in the four courses taken at the Brock Environmental Center: AP Environmental Science, Sustainability: Core Concepts and Environmental Systems, Natural Resource Management, and Watershed Hydrology. Students’ course grades specific to the Environmental Studies Program were examined, including performance in AP Environmental Science (i.e., course grades and AP exam scores). Then to provide a point of reference, course grades and AP exam scores for all division grade 11 students were analyzed.

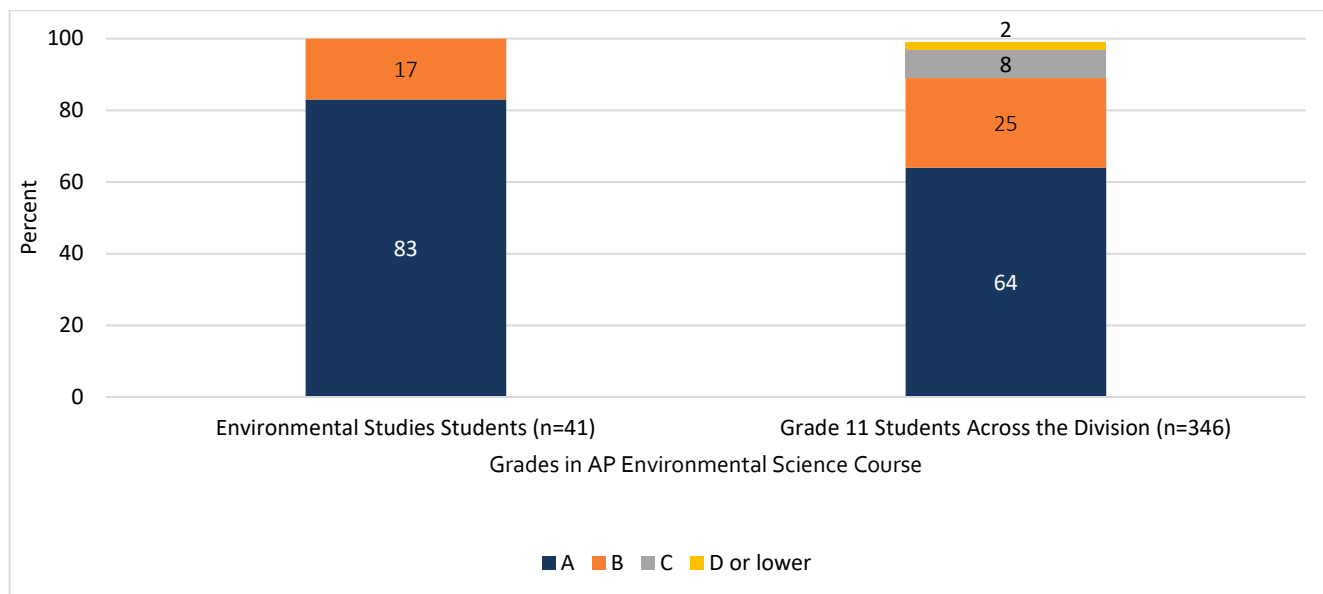
In grade 11, students in the Environmental Studies Program take three program-specific courses. These courses include Natural Resource Management, Watershed Hydrology, and Sustainability Core Concepts. Student grade distributions are displayed in Figure 3. Overall, students performed academically well across the three courses with students having the highest performance in the Natural Resource Management course, with 100 percent of students earning some form of an A. The Watershed Hydrology course had more variation in course performance.

Figure 3: Grade Distribution Percentages of Students in Program Specific Courses



Eighty-three percent (83%) of students in the Environmental Studies Program earned some form of an A in AP Environmental Science, and 17 percent earned some form of a B. Grades in AP Environmental Science for all grade 11 students across the division are shown in Figure 4 for reference. Relative to all grade 11 students, a higher percentage of students in the Environmental Studies program earned an A in the course.

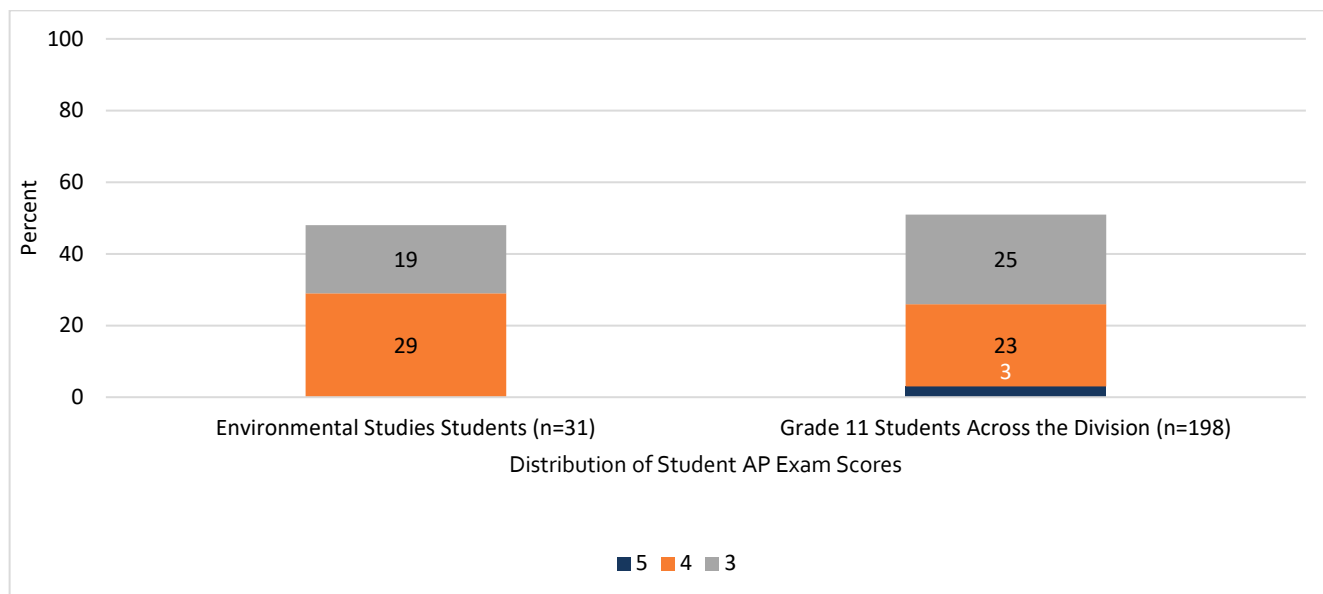
Figure 4: Grade Distribution Percentages of Students in AP Environmental Science



AP Exam Scores

All students who take AP Environmental Science have the option to earn college credit by taking the corresponding AP exam and earning a qualifying score (e.g., scores of 3 or higher). Of the 41 students enrolled in the Environmental Studies Program, 31 students (76%) took the AP Exam. Twenty-nine percent (29%) of the students scored a 4 on the exam and 19 percent scored a 3 on the exam. Of the 346 grade 11 students enrolled in AP Environmental Science course across the division, 57 percent took the AP Exam. Three percent (3%) of the students scored a 5, 23 percent scored a 4, and 25 percent scored a 3 on the Exam.

Figure 5: Distribution of Student AP Exam Scores



Progress Toward Meeting the Program Goal and Objectives

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

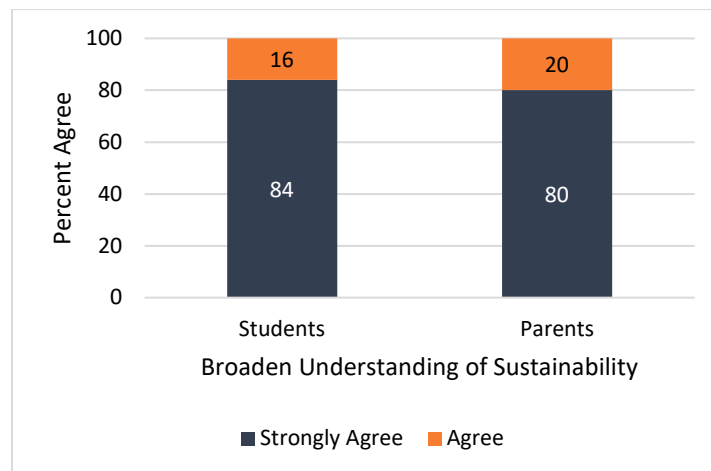
- Utilizing the natural community as a context for learning about environmental and sustainability issues.
- Implementing environmental service-learning projects.
- Integrating interdisciplinary instruction.
- Incorporating challenge-based, collaborative, and design-thinking learning.
- Earning the Seal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

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

Broaden Understanding of Sustainability

When asked about the overall goal of the program, students and parents unanimously agreed that the program has broadened understanding of sustainability. Figure 6 displays students' agreement levels indicating that both students and parents strongly agreed (80% to 84%) that the program broadened their understanding or their child's understanding of sustainability. This is particularly important because the knowledge and understanding of sustainability is a hallmark of the program.

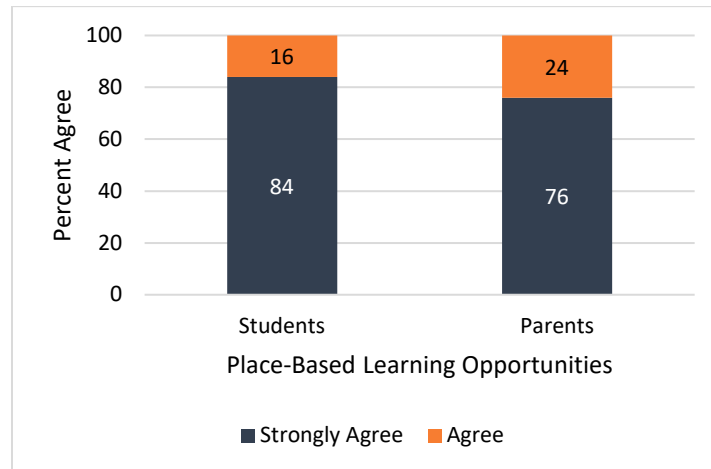
Figure 6: Perceptions That the Environmental Studies Program Broadened Understanding of Sustainability



Utilize the Natural Community

One objective of the program was to utilize the natural community as a context for learning about environmental and sustainability issues. Students and parents also unanimously agreed that the Environmental Studies Program provided place-based learning opportunities (see Figure 7). These place-based learning opportunities are best provided at the Brock Learning Center where students had the opportunity to participate in field work in close proximity to the Chesapeake Bay.

Figure 7: Perceptions That the Environmental Studies Program Provided Place-Based Learning Opportunities



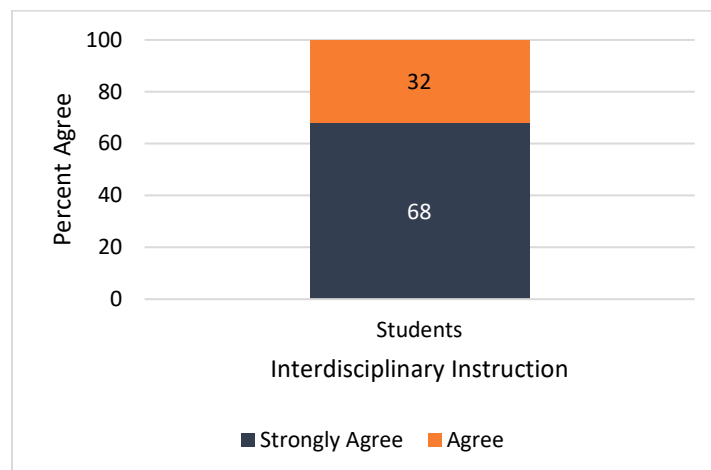
Implement Service-Learning Projects

The program objective focused on implementing environmental service-learning projects was not assessed during the year-one evaluation because service learning is intended to be part of students' senior year independent research projects. The senior year placements for service learning are being coordinated by the teaching coordinator for the program's first cohort that will be seniors in 2021-2022. According to the teaching coordinator, it was decided that the service-learning project will not have an hourly requirement but will be focused on the depth of experience. Currently, it is planned that all seniors in 2021-2022 will partner with a fourth-grade classroom and help prepare students for the Standards of Learning with a meaningful watershed experience.

Integrate Interdisciplinary Instruction

A third program objective is integrating interdisciplinary instruction. Students unanimously agreed that the "Environmental Studies Program integrated learning across subject areas including policy, science, contemporary social issues, environmental issues, and economic issues." Sixty eight percent of students strongly agreed with this statement and 32 percent agreed.

Figure 8: Perceptions That the Environmental Studies Program Provided Interdisciplinary Instruction



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

The fourth objective of the Environmental Studies Program was to incorporate challenge-based, collaborative, and design-thinking learning. To gauge whether this goal was met, students were asked two questions on the end-of-year survey and parents were asked one. Because this goal is specific to experiences that students might have had within the program, students and parents were not asked the same questions. Ninety-seven percent (97%) of students and 100 percent of parents agreed that the program provided them or their child with rigorous and challenging learning experiences (Figure 9). One hundred percent of students agreed that the program provided them opportunities to be collaborative (Figure 10).

Figure 9: Perceptions That the Environmental Studies Program Provided Rigorous and Challenging Learning Opportunities

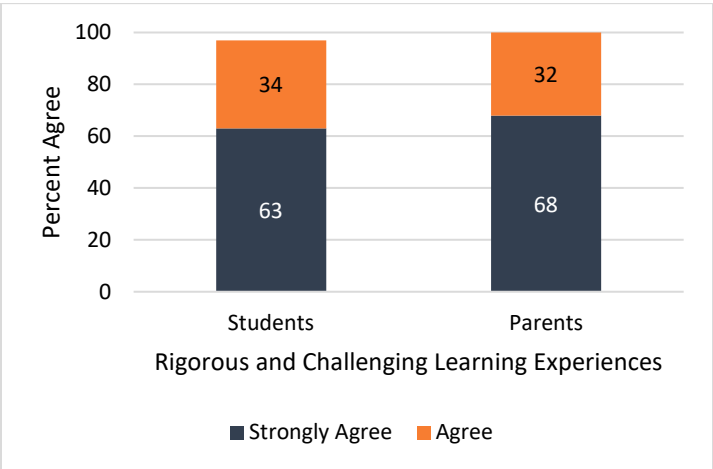
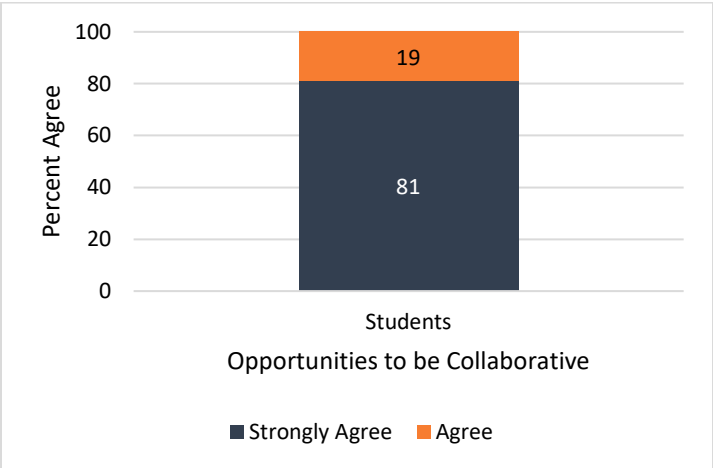


Figure 10: Perceptions That the Environmental Studies Program Provided Opportunities for Collaboration



Earn the Seal of Excellence in Science and the Environment

According to the program proposal, one of the program’s objectives is for students to earn the Seal of Excellence in Science and the Environment. This is a long-term goal that will be assessed during the comprehensive program evaluation upon students’ graduation from high school.

Establish Collaborative Agreements

A final goal of the Environmental Studies Program is to establish collaborative agreements with institutions of higher education that result in ongoing program development and assessment. According to the teaching coordinator, this has proven to be a challenge due to the COVID-19 pandemic and delays in the opening of the Brock Environmental Center for use by the program. Although challenging, the program has made progress on this goal and has been able to partner with James Madison University as part of the Kid Wind Challenge through the Center for Advancement of Sustainable Energy, Virginia Wesleyan University, Old Dominion University, and the Virginia Tech Agricultural Extension. Additional partnerships include:

- Back Bay National Wildlife Refuge
- Back Bay National Wildlife Refuge Friends nonprofit organization
- Virginia Aquarium
- Norfolk Botanical Gardens
- Chesapeake Bay Foundation
- Lynnhaven River NOW
- RRMM Architecture & Interior Design Firm
- Dills Architects
- Virginia Beach City Parks and Recreation
- Nature Matters LLC
- Channel 13 News
- Operation Smile
- City Council Green Ribbon Committee
- Dominion Energy
- Virginia Department of Wildlife Resources
- Parks and Recreation
- Capstone Mushroom Farm
- First Landing State Park

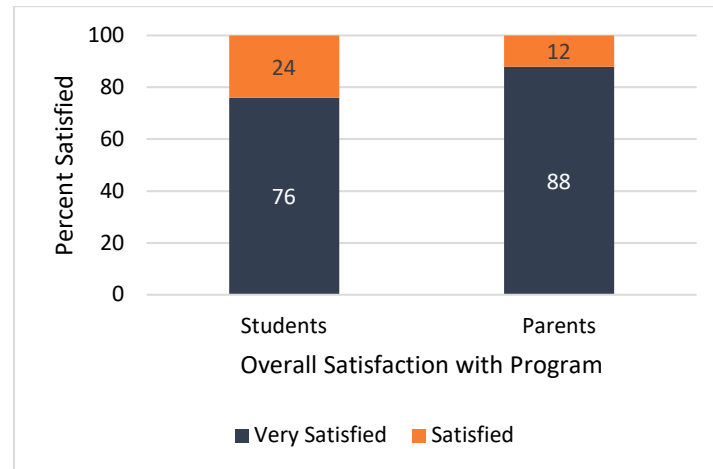
Stakeholder Perceptions

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

Satisfaction

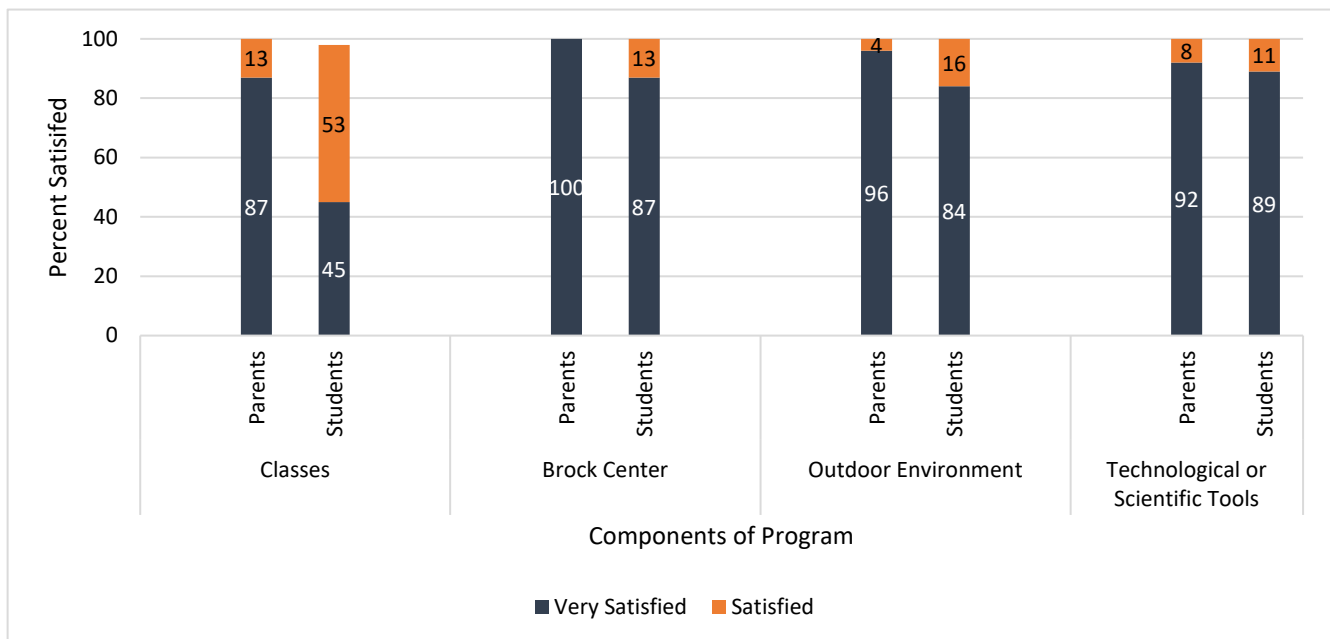
Stakeholders were asked to indicate their overall satisfaction with the program. As shown in Figure 11, strong positive results were found for both respondent groups with satisfaction levels at 100 percent. Eighty-eight percent (88%) of parents were “Very Satisfied” and 76 percent of students were “Very Satisfied.”

Figure 11: Overall Satisfaction With the Environmental Studies Program



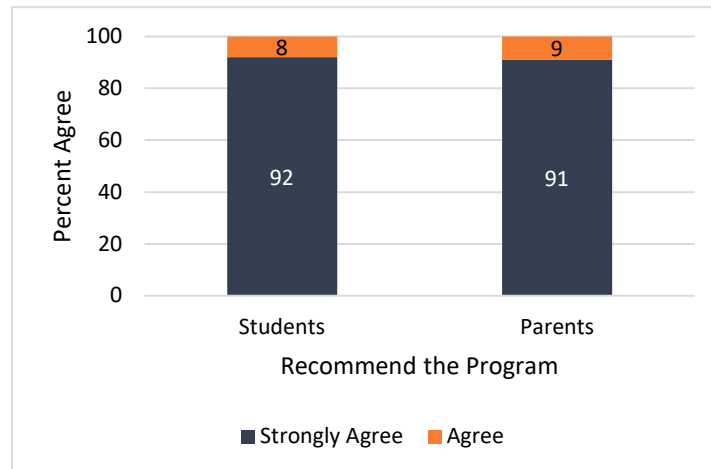
In addition, stakeholders were asked their satisfaction with components of the program including classes, the Brock Learning Center, the outdoor learning environment, and technological or scientific tools. Overall, the components were viewed positively by both students and parents (see Figure 12). There was 100 percent satisfaction among respondents regarding the Brock Learning Center, the outdoor learning environment, and scientific or technological tools. One hundred percent (100%) of parents were satisfied with the classes, while 98 percent of students were satisfied with classes.

Figure 12: Parent and Student Perceptions of Components of Environmental Studies Program



Students were also asked if they would recommend the Environmental Studies Program to other students. Similarly, parents were asked if they would recommend the Environmental Studies Program to the parents of other students. As displayed in Figure 13, 100 percent of both parents and students agreed they would recommend the program to others, with over 90 percent strongly agreeing.

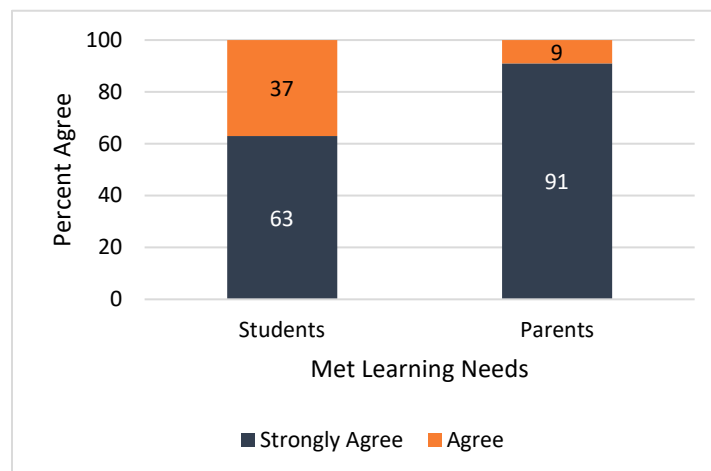
Figure 13: Parent and Student Perceptions for Recommending the Environmental Studies Program



Meeting Students' Needs

Students and parents were asked to what extent the Environmental Studies Program was meeting students' learning needs. Both students and parents agreed (100%) that the program met the students' learning needs (see Figure 14).

Figure 14: Parent and Student Perceptions of the Environmental Studies Program Meeting Students' Learning Needs



Students were provided an opportunity to explain why they felt as though the program met their learning needs. Of the 36 students who offered their explanation, three reasons emerged. The most common response was related to the content of the program—this was mentioned by 16 students (44%). Students expressed that the program met their learning needs because they expected to learn or expand upon their knowledge of the environment and/or sustainability and the program delivered on this promise. One student wrote, *“I joined the program to better understand the environment and how to better sustain it for the future. This program had provided that and also gone beyond what I had imagined.”* Another student commented, *“It provided me with new knowledge of subjects I had not been taught before.”* The second reason students felt the program met their needs was credited to the learning environment. Students discussed how their learning was hands-on and outdoors doing field research. One student wrote, *“I felt that the ESP had a great curriculum didn't involve*

just sitting in a standard classroom and listening to a teacher lecture us for an hour and a half like in our regular schools.” The final reason the students felt as though the program met their needs was credited to their teacher. The students commented positively about their teacher and described him as being “*engaging*,” “*flexible*,” “*a great teacher*,” and “*adaptive*.” One student wrote, “*The learning environment was perfect, [the teacher] always makes learning engaging and enjoyable and it makes me excited to go to school.*”

Continued Participation

Students were asked if they intended to continue their enrollment in the Environmental Studies Program during the 2021-2022 school year. Among the Environmental Studies Program students, 35 of the 38 respondents (92%) indicated “Yes.” One of the three students who indicated “No” commented that he/she was going to take more classes to boost his/her GPA. The other two students indicated that they wanted to pursue other interests and/or opportunities. Of the 24 parents who responded to the survey item, 23 (96%) indicated that their child intended to return to the program. The one parent who indicated “No” stated that due to the challenges related to COVID-19 restrictions, their child wanted to return to his/her home high school for senior year.

Participant Comments

The student and parent surveys contained open-ended questions about what was gained from being enrolled in the Environmental Studies Program during 2020-2021; what improvements to the Environmental Studies Program, if any, would the survey respondent suggest; and how the program was impacted by the pandemic. As mentioned previously, open-ended survey responses were coded into thematic categories for qualitative analysis. Note that some individual responses included more than one theme, and the responses could contribute to two or more category percentages. As a consequence, percentages often sum to more than 100 percent.

What is Gained From Being Enrolled

One open-ended survey question asked, “What do you think students gain from enrollment in the Environmental Studies Program?” Table 5 displays a summary of the themes by respondent group.

Table 5: Perceptions of What is Gained From Enrollment in the Environment Studies Program

Item	Students (N=38)	Parents (N=20)
Knowledge of the environment and/or sustainability	74%	40%
Innovative learning experience (e.g., place-based education; field research experience, non-traditional classroom experience)	32%	45%
Sense of community; friendships	26%	5%
Exposure to knowledge, skills, and/or experience toward future college/career	16%	25%
Soft skills involving collaboration and communication	0%	5%

The most common student response was knowledge of the environment and/or sustainability. Students identified knowledge gained from the courses to be a large benefit. By comparison, the most common response among parents was the innovative learning experience followed by knowledge. Students identified the sense of community that the program fostered and the friendships that they gained to be an important benefit of the program. This was mentioned by 10 students (26%) and by comparison, included by only 1 parent (5%).

Suggested Improvements

Students and parents were also asked to suggest ways that the Environmental Studies Program could be improved. Thirty-eight students and 16 parents responded to this question on the survey. Of the students who responded to the question, 29 (76%) provided suggestions for improvement and 9 students (24%) did not provide suggestions and gave responses like “None or N/A.” Of the parents who responded, 10 parents (63%) provided suggestions for improvements and 6 parents (38%) did not provide suggestions for improvement and responded with answers like “None or N/A.” Of those who provided suggestions for improvement, transportation was the most frequently mentioned topic by both students (14%) and parents (40%) as needing improvement. While neither parents nor students were particularly descriptive in their explanation on the survey, an interview with program staff suggested there were challenges in communication regarding transportation between the home schools and the program and inconsistent transportation due to staffing issues. Although issues did improve as the school year progressed, transportation challenges did take time for the teaching coordinator to resolve when they arose given that he was the only program staff member.

Some students also expressed wanting more from the program including more field trips, more hands-on activities, more speakers, and more opportunities to learn outside the Hamptons Roads area. A few parents expressed similar sentiments about wanting more from the program including more classes, more opportunities to learn outside the Hampton Roads area, and to expand the program so more students can have the opportunity to benefit from the experience.

Impact of the Pandemic

An open-ended survey question asked, “How was your/your child’s experience in the program impacted by the pandemic?” A total of 38 students and 21 parents responded to this question. Students and parents both expressed disappointment that the program was virtual for about half the year because the program was grounded in hands-on, field-based learning that was difficult to attain in an online environment. As one parent described it, *“It’s very hard to understand a program that is supposed to be hands-on, in a virtual environment. The difference between virtual and being in person is unexplainable. The benefit they have from being together, outside could never be experienced online.”* In describing their experience one student stated, *“It was incredibly different than I had imagined, not getting to come in until February was quite upsetting; however, we eventually got to come in and experience this beautiful learning environment.”* However, many students (29%) agreed that the teacher was engaging in the virtual environment and provided hands-on activities in which the students could participate at home.

Additional Cost

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

Information about actual expenditures was provided by the Department of Teaching and Learning⁷, the Office of Transportation and Fleet Management Services, the Office of Budget Development within the Department of Budget and Finance, and the Department of Human Resources. Two types of program costs in 2019-2020 and 2020-2021 were included in this section: one-time, start-up costs and annual recurring operating costs.

For the purposes of this evaluation, start-up costs were one-time purchases. In general, start-up costs are defined as costs associated with physical or tangible assets that have a useful life of more than one year and that were incurred in the year prior to the initial implementation of the program's first grade level – grade 11 in the case of the Environmental Studies Program. In addition, some expenses during the first two years of implementation are defined as start-up costs because they are one-time purchases required to fully implement the program across each of the proposed grade levels (grades 11 and 12). Start-up expenses included costs for items in the following cost categories: curriculum development, instructional materials/equipment for student research, furniture, technology, additional buses needed for program transportation, and improvements to the facilities. Because this program was implemented at a new location offsite, some office supplies that were required were also considered start-up costs.

In addition to start-up costs, annual recurring operating costs are also incurred. Operating costs were defined as annual, recurring expenses for program operation. Operating expenses include costs for items in the following cost categories: consumable instructional materials, field trip expenses, professional learning, communication/marketing, consumable office and computer supplies, personnel, transportation, and facility use fees. These are costs that would be expected each year after the program reaches full implementation across grades 11 and 12.

Following the methodology of the June 2005 academy cost analysis report, the operating costs reported in the tables are in excess of school-generated funds and the per pupil allocations that travel with the students that would have been expended on the students in any setting. To answer the evaluation question, the actual start-up and year-one operating costs were compared to the overall costs in various cost categories specified in the proposal. Costs are rounded to the nearest dollar figure. The one-time start-up costs are shown in Table 6 and the ongoing operating expenses are shown in Table 7.

As shown in Table 6, the total start-up cost for the program from the last two fiscal years (2019-2020 and 2020-2021) was \$136,686. This was higher than the projected start-up cost of \$105,000. The largest cost included instructional materials and equipment for student research such as life vests, cameras, and microscopes. The next largest cost included furniture which was not allocated for in the proposed start-up budget. According to the coordinator for secondary science, once it was realized that furniture would need to be purchased, it was decided that savings in other areas of the proposed budget such as curriculum development and technology could be used to offset the costs of furniture. A little over \$13,000 was spent on technology and this included a desktop computer and 3-D printer for the Brock Environmental Center. Office supplies for the offsite location cost approximately \$2,000 and included nonconsumable materials such as a white board. In addition, a little over \$2,000 was spent in developing the program's curriculum. Finally, the Brock Environmental Center facility, including the classroom, was made possible due to a donation to the Chesapeake Bay Foundation.

Table 6: One-Time Start-Up Costs for the Environmental Studies Program

Cost Category	Proposed Budget*	Actual Cost 2019-20 Fiscal Year	Actual Cost 2020-21 Fiscal Year	Start-Up Total
Curriculum Development	\$15,000	\$1,525	\$750	\$2,275
Instructional Materials/Equipment for Student Research	\$65,000 (\$15,000 Instructional Materials, \$50,000 Equipment)	\$66,051	\$12,575	\$78,626
Furniture	\$0	\$0	\$40,261	\$40,261
Technology	\$25,000	\$0	\$13,458	\$13,458
Office Supplies	\$0	\$0	\$2,066	\$2,066
Transportation - Buses	\$0	\$0	\$0	\$0
Facilities – Brock Environmental Center Classroom	\$0 (Donation to the Chesapeake Bay Foundation)	\$0	\$0	\$0
Total One-Time or Start-Up Cost	\$105,000	\$67,576	\$69,110	\$136,686

* Includes proposed amounts from 2019-2020 and 2020-2021 where applicable

Table 7 displays the annual operating costs for the program which totaled \$147,557. This was under the total projected annual operating costs of \$196,591. The largest operating cost included program-specific personnel, which included the teaching coordinator's salary. The second largest cost is attributed to transportation. The transportation cost for the program's first year was \$28,597, which was under the projected amount of \$78,430. Of the 41 students attending the program, 21 students required transportation services.⁸ This cost includes the use of 6 buses and 4 vans. Please note that the cost of transportation services during the 2020-2021 school year is not reflective of a typical school year because the pandemic led to students learning in a virtual setting for a little over half of the school year and students did not require transportation. According to the Office of Transportation Services, if the school year had not been truncated due to the pandemic, the estimated cost for transportation would have totaled around \$98,417, which is greater than the \$78,430 in the proposed budget. The next largest cost is attributed to building use, which was not allocated for in the budget. VBCPS and the Chesapeake Bay Foundation (CBF) have a formal agreement related to the use of the classroom in the Brock Environment Center which is owned by the CBF. As part of this agreement, VBCPS must agree to the terms of use and pay a "Use Fee" of quarterly installments of \$3,904. About \$500 was spent on communication/marketing which included postcards to market the program and general office supplies. Instructional materials included items such as water testing solutions that will need to be purchased annually. The budget included \$7,500 allocated for professional learning that was not used during year-one. As previously mentioned, much of the professional learning for the teaching coordinator during year-one was informal. When the teaching coordinator traveled to the Teton Science School, the trip was funded through a credit that the school division had accrued from an unused fund.⁹

Table 7: Annual Operating Costs for the Environmental Studies Year-One Implementation

Cost Category	Proposed Budget	Actual Cost 2019-20 Fiscal Year	Actual Cost 2020-21 Fiscal Year	Operating Cost Total
Instructional Materials	\$0	\$0	\$57	\$57
Field Trips/Site Visits	\$0	\$0	\$0	\$0
Professional Learning	\$7,500	\$0	\$0	\$0
Communication/Marketing	\$0	\$215	\$0	\$215
Office Supplies	\$0	\$117	\$107	\$224
Program-Specific Personnel*	\$110,661	\$0	\$114,560	\$114,560
Transportation	\$78,430	\$0	\$28,597	\$28,597
Use of Brock Environmental Center Building**	\$0	\$0	\$3,904	\$3,904
Total Annual Operating/Recurring Cost	\$196,591	\$332	\$147,225	\$147,557

*Based on average salaries for academy coordinators across the division, including fringe benefits and health insurance.

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

Based on actual cost data from 2019-2020 and 2020-2021 fiscal years, the total annual operating cost for year one was \$147,557, which was \$49,034 lower than the proposed budget. Much of the decrease was attributed to students attending part of the school year virtually leading to a reduction in transportation costs. In addition, the \$7,500 allocated to professional learning was not utilized.

Overall, the proposed budget for one-time start-up and year-one operating costs was \$301,591 over a two-year period spanning 2019-2020 and 2020-2021. When actual costs were analyzed, the one-time start-up and year-one operating costs totaled \$284,243 over the two years. Thus, the actual costs were \$17,348 less than the proposed budget.

Summary

The Environmental Studies Program year-one evaluation focused on the program's first year of implementation for grade 11 students during the 2020-2021 school year. The Environmental Studies Program at the Chesapeake Bay Foundation's Brock Environmental Center offers students the unique opportunity to learn beyond the classroom and to study, understand, and explore the intersection of business, culture, and natural resources. The experiential and place-based nature of this program links students with community partners to broaden personal pathways. The program provides a comprehensive program of study for students interested in a sustainability perspective with hands-on, scientific field work, and challenge-based investigative learning opportunities.

The program was led and taught by one staff member, the teaching coordinator, but an additional staff member was hired in the summer of 2021 in preparation for the program's second year of implementation for grade 12 students in 2021-2022. A total of 41 grade 11 students were enrolled in the Environmental Studies Program at the end of the school year, representing every high school across the division. The majority of the students in the program were female (61%), and the majority of the students in the program were Caucasian (83%). All 41 students enrolled in the four courses taken at the Brock Environmental Center: AP Environmental Science, Sustainability: Core Concepts and Environmental Systems, Natural Resource Management, and Watershed Hydrology. Overall, students performed academically well across the four courses with students having the highest performance in the Natural Resource Management course, with 100 percent of students earning an A. Approximately three-quarters of the students in the program took the Environmental Science AP Exam. Twenty-nine percent (29%) of the students scored a 4 on the exam and 19 percent of the students scored a 3 on the exam.

The Environmental Studies Program consists of one overarching goal of broadening students' understanding of sustainability which it aims to do through five objectives: utilizing the natural community as a context for learning about environmental and sustainability issues; implementing environmental service learning projects; integrating interdisciplinary instruction; incorporating challenge-based, collaborative, and design-thinking learning; and earning the Seal of Excellence in Science and the Environment upon high school graduation. Although the first year of implementation for the program occurred during the COVID-19 pandemic and associated challenges for face-to-face learning, based on year one data, the Environmental Studies Program has made strong, promising progress toward meeting its goals. Students and parents both unanimously agreed that the Environmental Studies Program broadened their or their child's understanding of sustainability. In addition, when asked how students benefited from enrolling in the program, the most common response was related to knowledge about the environment and/or sustainability. Students and parents unanimously agreed that the program provided place-based learning opportunities or the natural community as a context for learning about environmental and sustainability issues. Students unanimously agreed that the program integrated learning across subject areas including policy, science, contemporary social issues, environmental issues, and economic issues. Ninety-seven percent (97%) of students reported the program provided rigorous and challenging learning experiences along with 100 percent of parents. One hundred percent (100%) of students reported that the program provided them with opportunities to be collaborative.

Another goal of the program is to establish collaborative agreements with institutions of higher education that results in ongoing program development and assessment. Currently, the program has partnerships with four institutions of higher learning, and 18 additional organizations including non-profits.

Overall, the program was perceived very positively by both students and parents who responded to the surveys. Students and parents had positive perceptions of the application process with 100 percent of parents and at least 97 percent of students agreeing that the application process was clear, enough information about the program was provided, there was enough time to complete the application, and the information sessions and social media outreach were helpful. All students and parents were satisfied with the overall program, and student retention in the program appears strong with 92 percent of students indicating they would be enrolling again next year. In addition, 100 percent of students and parents reported that the Environmental Studies Program was meeting their or their child's learning needs. Programmatic components including the Brock Environmental Learning Center, the outdoor learning environment, and science or technological tools were viewed positively with 100 percent satisfaction. Nearly all (98%) students were satisfied with the program's classes, and 96 percent of parents were satisfied with the classes.

The Environmental Studies Program's one-time start-up costs were slightly more than proposed. This was mainly attributed to a lack of allocation for furniture. However, the year-one annual operating costs were less than proposed. This can be attributed to a decrease in transportation costs due to virtual learning during the COVID-19 pandemic and utilizing division credits and informal professional learning opportunities. Overall, the total cost to prepare and implement the first year of the program was \$284,243 which was approximately \$17,000 less than the proposed budget.

Recommendations and Rationale

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

Rationale: The first recommendation is to continue the Environmental Studies Program with modifications noted in the recommendation below. Based on School Board Policy 6-26, following an evaluation, a

recommendation must be made to continue the program without modifications, continue the program with modifications, expand the program, or discontinue the program. The recommendation to continue the Environmental Studies Program with modifications is focused on enabling the program to operate with sufficient staff to ensure adequate supervision of students during field-based study and to minimize potential disruptions to the instructional program.

Recommendation #2: Provide an additional staff member to support instruction and assist the program coordinator with logistics related to safety when working in the field, transportation concerns, and other duties as needed. *(Responsible Group: Department of Teaching and Learning).*

Rationale: The second recommendation is to provide an additional staff member for the program to ensure adequate supervision of students when they are working in the field, assist with other instructional support duties as needed, and assist with transportation logistics. Through the evaluation process, it became apparent that when any issue arose within the program, whether it was a student issue, a transportation issue, or a technology issue, the teaching coordinator had the responsibility for troubleshooting and solving the problem at the same time as instructing a class of 25 students. A primary concern is the staff-to-student ratio when students are conducting field work at the Chesapeake Bay site which is an integral component of the program. Currently, with just one staff member per class of up to 25 students, the ratio does not meet standards in operation with other programs or with VBCPS field trips. For example, the VBCPS field trip staff-to-student ratio is one adult for every 10 students. Additionally, the Chesapeake Bay Foundation uses two trained field educational staff plus the teacher of the student group for supervising 25 students. In another example, the Teton Science School has a minimum of two trained staff for supervising 25 students. In addition, to the supervision and safety concerns while conducting field work in and around the Chesapeake Bay, when students and parents were asked what could be improved with the program, challenges related to transportation elicited the most frequent responses. Again, when challenges arose, the program's one staff member was responsible for addressing them while being responsible for instruction. While a second teacher was hired for the implementation of the second grade level of the program, this does not fully alleviate the concerns because the teacher will also be instructing up to 25 students in both the morning and the afternoon program sessions. Therefore, an additional support position is recommended to support the overall program.

Appendix

Appendix A: Proposed Budget

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

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

End Notes

¹ The original evaluation question also included the extent to which the professional learning was effective; however, because only one program staff was involved in professional learning, this was not addressed. It will be reassessed in year-two when there is more than one staff member.

² Enrollment is based on the number of students enrolled in both Environmental Studies courses according to VBCPS data warehouse as of September 28, 2021; subject to change.

³ C. Freeman, personal communication, August 4, 2021.

⁴ Chesapeake Bay Foundation, Education Department, *Personnel Policy Manual*, 2019.

⁵ C. Freeman, personal communication, August 4, 2021.

⁶ Donald E. Robertson, Jr., "Updated Field Trip Guidelines for 2019-2020," memorandum, October 3, 2019.

⁷ Department of Teaching and Learning provided their BuySpeed documentation by searching for the keyword "ESP."

⁸ C. Blair, personal communication, August 2, 2021.

⁹ C. Freeman, personal communication, August 4, 2021.

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October 2021



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Environmental Studies Program Year-One Implementation Evaluation

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

School Board Meeting Date	Evaluation	Recommendations From the Fall 2021 Program Evaluation	Administration's Recommendations
<u>Information</u> October 12, 2021 <u>Consent</u> October 26, 2021	Environmental Studies Program Year-One Implementation Evaluation	<ol style="list-style-type: none">1. Recommendation #1: Continue the Environmental Studies Program with modifications noted in recommendation 2. (Responsible Group: Department of Teaching and Learning)2. Recommendation #2: Provide an additional staff member to support instruction and assist the program coordinator with logistics related to safety when working in the field, transportation concerns, and other duties as needed. (Responsible Group: Department of Teaching and Learning)	The administration concurs with the recommendations from the program evaluation.



Subject: VSBA Tidewater Region Chair Nomination

Item Number: 12B

Section: Information

Date: October 12, 2021

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Carolyn T. Rye, School Board Chair

Recommendation:

That the School Board receive for information a proposal to nominate their colleague, Sharon R. Felton, to the Virginia School Boards Association (VSBA) Tidewater Region Nominating Committee for consideration in the selection of a Chair for the VSBA Tidewater Region.

Background Summary:

Virginia School Boards Association (VSBA) Bylaw Article XII explains regions are geographic divisions of the Association designated by the VSBA Board of Directors for convenience in administering the work of the Association and will be governed by the Bylaws of the Association. Regional officers are elected by the members in the Regions biennially at the fall regional meetings of the Association. No regional officer shall be elected to serve more than one two-year term in the same office.

Nominations require approval by the majority of the School Board at a duly scheduled public School Board meeting and requires the candidate's signature signifying a willingness to serve with the understanding of the duties as outlined below.

- A. Serves as a member of the VSBA Board of Directors representing all school boards in her/his respective region.
- B. Promotes activities and services of the Association to the regional membership.
- C. Contacts board members in her/his respective region who have not attended a meeting after six months of election/appointment.
- D. Contacts the board chairs in her/his respective region who have not participated at the state level in 3-5 years.
- E. Contacts via email school board members in her/his region at least twice a year to build a network and sense of ownership in their region and the VSBA.
- F. Encourages VSBA membership on the part of all regional school boards.
- G. Appoints a regional nominating committee.
- H. Plans the VSBA Regional Spring Network Forum, with the assistance of the regional vice-chair.
- I. Presides at the regional meetings.
- J. Contacts the school board chairs within their region via email prior to the VSBA Board meetings to solicit questions, concerns, comments that need to be shared at the VSBA Board meeting.
- K. Sends regional chair reports to region members after VSBA Board of Directors meetings via email.
- L. Official spokesperson for the region.
- M. Hosts regional networking session during the VSBA Legislative Conference and
- N. Conference on Education.
- O. Hosts a regional webinar meeting quarterly.
- P. Contacts board chairs within the region on legislative issues during General Assembly.
- Q. Attends at least one regional meeting outside the region in which one serves.

Source:

VSBA Communication of May 3, 2021 from the VSBA President regarding the process for the nomination and election of VSBA Regional Officers

Budget Impact:



Subject: Legal Services Agreement Update **Item Number:** 12C

Section: Information **Date:** October 12, 2021

Senior Staff: Aaron Spence, Superintendent

Prepared by: Kamala Lannetti, Deputy City Attorney

Presenter(s): Governance Committee; School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney

Recommendation:

That the School Board discuss and plan to make final decisions regarding the delivery of legal services to the School Board and the School Division before the budget is developed.

Background:

The School Board and the City Council have had a Cooperative Agreement for Legal Services since 1996 which provides for the in-house legal services through the City Attorney's Office. The City Council has indicated that it does not wish to continue the Cooperative Agreement after FY22. The School Board Governance Committee has reviewed the options regarding the delivery of legal services and is prepared to provide recommendations. Additionally, the Superintendent has met with the City Manager and provided recommendations to the Governance Committee regarding the timeframe for making a decision regarding in house legal services.

Source:

Budget Impact:



Subject: Resolution: Bullying Prevention Month, October 2021 **Item Number:** 14A1

Section: Consent **Date:** October 12, 2021

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

Prepared by: Dr. Alveta Green, Executive Director, Office of Student Support Services

Presenter(s): Dr. Alveta Green, Executive Director, Office of Student Support Services

Recommendation:

That the School Board of the City of Virginia Beach proclaim October 2021 as Bullying Prevention Month.

Background Summary:

In an effort to promote awareness of school bullying, the Virginia School Board Association (VSBA) Board of Directors has designated the month of October as the VSBA Bullying Prevention Month.

The consequences of bullying are far reaching, ranging from lower attendance and student achievement to increased incidents of violence and juvenile crime. Children who are bullied are more likely to become violent adults, while victims of bullying often suffer from anxiety, low self-esteem, and depression, well into adulthood.

Clearly, understanding—and taking seriously—the dynamics of bullying behavior among school-aged children is essential to building safe and effective schools. School Board members, superintendents, school counselors, teachers, and parents can play a critical role in creating a climate where bullying is not tolerated. It has been proven when adults and children stand together, bullying ends.

Source:

Virginia School Board Association

Budget Impact:

N/A

Resolution for Bullying Prevention Month October 2021

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

WHEREAS, over twenty 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 2021, 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.

Adopted by the School Board of the City of Virginia Beach this 12th day of October, 2021

S E A L

Carolyn T. Rye, Chair

Aaron C. Spence, Superintendent

Attest:

Regina Toneatto, Clerk of the Board



Subject: Resolution: Disability History and Awareness Month **Item Number:** 14A2

Section: Consent **Date:** October 12, 2021

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

Prepared by: Roni S. Myers, Ed.D., Executive Director of Programs for Exceptional Children

Presenter(s): Roni S. Myers, Ed.D., Executive Director of Programs for Exceptional Children

Recommendation:

That the School Board approve a resolution recognizing October as Disability History and Awareness Month.

Background Summary:

The Virginia General Assembly Proclamation in October 2009 recognized October as Disability History and Awareness Month. October was declared to be the month in which efforts were to be made to increase awareness and respect for persons with disabilities and to inform the public concerning their many contributions to society and emphasize the abilities and rights of persons with disabilities rather than their exceptionalities. In Virginia Beach City Public Schools, school administrators have been informed of activities to consider as part of morning announcements, language arts activities, and other projects to develop an awareness of this proclamation for October.

Source:

The Virginia General Assembly Proclamation in 2009 for October
Senate Joint Resolution 321

Budget Impact:

N/A

Disability History and Awareness Month October 2021

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 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 2020-2021 Virginia State Quality Profile reported the Virginia public school divisions served 168,042 students with disabilities under the Individuals with Disabilities Education Act and the Virginia Beach City Public Schools 2020-2021 Quality Profile reported the division served 8,058 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 2021 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 12th day of October 2021

Carolyn T. Rye, School Board Chair

Aaron C. Spence, Superintendent

S E A L

Attest:

Regina Toneatto, Clerk of the Board



Subject: Resolution: Filipino American History Month **Item Number:** 14A3

Section: Consent **Date:** October 12, 2021

Senior Staff: LaQuiche R. Parrott, Ed.D., Director for Diversity, Equity & Inclusion

Prepared by: LaQuiche R. Parrott, Ed.D., Director for Diversity, Equity & Inclusion

Presenter(s): LaQuiche R. Parrott, Ed.D., Director for Diversity, Equity & Inclusion

Recommendation:

That the School Board approve a resolution recognizing Filipino American History Month.

Background Summary:

In November 2009, the United States House of Representatives and the United States Senate passed laws, House Resolution 780 and Senate Resolution 298, respectively, officially recognizing the month of October as Filipino American History Month.

To honor Filipino Americans, Fred Cordova and his wife Dorothy founded the Filipino American National Historical society in 1982 to document and promote Filipino American history through its archives, conferences, books, programs, films and art. In 1991 the Filipino American National History Society (FANHS) introduced October as Filipino American History Month. Today there are more than 30 chapters in the United States.

The society found it fitting that the month of October be chosen for the celebration. October 18, 1587 is the date of the first recorded presence of Filipinos in the Continental United States. According to historical documents, referred to as “Luzones Indios” came ashore from a Spanish galleon at what is now Morro Bay, California.

The recognition of diversity promotes unity in our school division as well as supports the School Board’s strategic plan and core values. In our desire to encourage unity in the Virginia Beach City Public Schools, we hereby observe October 2021 as Filipino American History Month with appropriate programs and activities.

Source:

Public Law 10-343; About Filipino American History website

<http://fanhs-national.org/filam/filipino-american-history-month-october-2021/>

Budget Impact:

N/A

RESOLUTION FOR FILIPINO AMERICAN HISTORY MONTH

October 2021

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 2021 marks the 50th 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 US. This convention has been hailed as the beginning of the Filipino American Movement.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of October 2021, as Filipino American History Month, whose theme is "50 Years Since the First Young Filipino People's Far West Convention"; 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 12th day of October 2021.

Carolyn T. Rye, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: LGBTQIA+ History Month **Item Number:** 14A4

Section: Consent **Date:** October 12, 2021

Senior Staff: LaQuiche R. Parrott, Ed.D., Director for Diversity, Equity & Inclusion

Prepared by: LaQuiche R. Parrott, Ed.D., Director for Diversity, Equity & Inclusion

Presenter(s): LaQuiche R. Parrott, Ed.D., Director for Diversity, Equity & Inclusion

Recommendation:

That the School Board approve a resolution recognizing LGBTQIA+ Month.

Background Summary:

It is critical that educators and leaders treat the diversity of students as assets that add value to learning by affirming the qualities that make students unique. Safe and welcoming schools and classrooms that uphold student dignity are a necessary condition for an equitable education. Every Virginia student, regardless of their gender identity, gender expression, or sexual orientation, has a right to learn free from discrimination and harassment. Virginia Beach City Public Schools is committed to working to ensure our schools are welcoming, affirming, and safe for all students.

In response to [House Bill 145](#) and [Senate Bill 161](#) that were enacted by the 2020 Virginia General Assembly, the Virginia Department of Education (VDOE) developed [Model Policies for the Treatment of Transgender Students in Public Elementary and Secondary Schools](#). To comply with § [22.1-23.3](#) of the Code of Virginia, the Virginia Beach School Board amended 5-7 policy on September 14, 2021.

Source:

<https://www.virginiaisforlearners.virginia.gov/lgbtq-students/>

Virginia Beach City Public Schools' [Educational Equity 5-4](#)

Virginia Beach City Public Schools' [Non-discrimination and non-harassment of students 5-7](#)

[National PTA Guidance on LGBTQ](#)

Budget Impact:

N/A

RESOLUTION FOR LGBTQIA+ MONTH

October 2021

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 specific 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 2021, 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 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 12th day of October 2021.

Carolyn T. Rye, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: Indigenous Peoples' Day **Item Number:** 14A5

Section: Consent **Date:** October 12, 2021

Senior Staff: LaQuiche R. Parrott, Ed.D., Director for Diversity, Equity & Inclusion

Prepared by: LaQuiche R. Parrott, Ed.D., Director for Diversity, Equity & Inclusion

Presenter(s): LaQuiche R. Parrott, Ed.D., Director for Diversity, Equity & Inclusion

Recommendation:

That the School Board approve a resolution recognizing Indigenous Peoples' Month.

Background Summary:

Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations sponsored International Conference on the Discrimination Against Indigenous Populations in the Americas.

In October 2020, marked for the first time in the Commonwealth of Virginia, the recognition of Indigenous Peoples' Day. Indigenous Peoples' Day celebrates the resilience of our tribal communities and promotes reconciliation, healing, and continued friendship with Virginia's Indian tribes. Currently, the Commonwealth of Virginia is home to 11 state-recognized Indian tribes.

Source:

<https://www.governor.virginia.gov/newsroom/proclamations/proclamation/indigenous-peoples-day.html>

<https://www.governor.virginia.gov/newsroom/all-releases/2020/october/headline-860779-en.html>

Budget Impact:

N/A

RESOLUTION FOR INDIGENOUS PEOPLES' DAY

October 2021

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

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 have substantially shaped the character of the City of Virginia Beach; 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 2021 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 12th day of October 2021.

SEAL

Carolyn T. Rye, School Board Chair

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Tidewater Community College Interpersonal Communications **Item Number:** 14B

Section: Consent **Date:** October 12, 2021

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

Prepared by: Angela Seiders, Executive Director of Secondary Teaching and Learning

Cameron Vadersen-Jacob, Secondary English Coordinator

Meghan Timlin, EBA Academy Coordinator, Kempsville High School

Presenter(s): Cameron Vadersen-Jacob, Secondary English Coordinator

Meghan Timlin, EBA Academy Coordinator, Kempsville High School

Recommendation:

That the School Board approve the Interpersonal Communication (CST 126) Tidewater Community College (TCC) elective as a Virginia Beach City Public Schools (VBCPS) Dual Enrollment course.

Background Summary:

Through completion of Dual Enrollment coursework, students enrolled in the Kempsville High School Entrepreneurship and Business Academy are able to earn an associate degree from TCC in Business Administration. During the summer of 2021, TCC staff adjusted the requirements to earn the Business Administration degree by removing the course, Intercultural Communication CST 229 as an eligible Humanities elective course. As a result, the course, Interpersonal Communication CST 126 is now the approved Humanities elective which fulfills this requirement. We are seeking School Board Approval of the Interpersonal Communication course CST 126, so students can complete the requirements necessary to earn the associate degree.

Source:

N/A

Budget Impact:

We are currently under contract with TCC for a myriad of courses which VBCPS can offer students. CST 126 would be added to this contract. There is no budget impact as we are simply adding an additional course to offer students.



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

Section: Action **Date:** October 12, 2021

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 12, 2021, 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 12, 2021
2021-2022

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	9/22/2021	Jana A Lambson	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	9/17/2021	Anabel M Rodriguez	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	9/30/2021	Dominique A Price	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	9/23/2021	Zaliya Z Cherkaoui	Special Education Assistant	Other Unknown, ZZ	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	9/30/2021	Chona C Alabaso	Pre-Kindergarten Teacher Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	9/27/2021	Aniyah Wilson	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	9/27/2021	Hydee P Turas	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	9/30/2021	Shelby F Cleaver	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	9/30/2021	Nisserine Diki	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	9/27/2021	Wanda S Howell	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	10/1/2021	Daisy Y Maducdoc	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	10/4/2021	Erin Cundiff	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Salem	9/30/2021	Kathryn Barbachem	Physical Education Assistant	Radford University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	9/23/2021	Cassadie S Centeno	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	9/23/2021	William E Jones	Physical Education Assistant	Indiana Univ of Pennsylvania, PA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	9/27/2021	Jamie L Manley	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	9/27/2021	Julie A Wilson	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	9/27/2021	Ashlyn M Echerd	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	9/20/2021	Lakishua P Frasier	Cafeteria Manager I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	9/23/2021	Amber M Donaldson	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	9/30/2022	Kimberly L Hutchison	School Office Associate II	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	9/29/2021	Takiyah N Fortson	ISS Coordinator	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	9/22/2021	Sidney L Lilly	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	9/23/2021	Kevin Craig	Security Assistant	University of Central Florida, FL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	9/30/2021	Teri Tuller	School Administrative Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	9/30/2021	Jerri A Gould	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	9/23/2021	Brittany L Tucker	Distance Learning Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	9/20/2021	Travis Hill	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	10/6/2021	Hector M Falcon	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	9/27/2021	Ari'elle Parker	Special Education Assistant	SUNY Albany, NY	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	10/4/2021	Morgan E Plymale	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	9/30/2021	Venika S Ridley	Administrative Office Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	9/23/2021	Dylan W Campbell	Technology Support Technician	Longwood University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	10/1/2021	Shawn M Walter	HVAC Craftsman II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	10/11/2021	Kenneth Spires	Food Services Craftsman II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/22/2021	Pamela A Coley	Bus Driver - Special Ed, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/22/2021	William L Emerson	Bus Driver - Special Ed, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/29/2021	Jeffrey S Bozarth	Bus Driver, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/29/2021	Kindra T Jenkins	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/29/2021	Kayla A Lydle	Auxiliary Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/29/2021	Michael T Root	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/29/2021	Tiffany R Skowronski	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	10/8/2021	Jennifer M Flynn	Pre-Kindergarten Teacher Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	9/30/2021	Mary Ann J Barham	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	College Park	9/16/2021	Latisha Campbell	Pre-Kindergarten Teacher Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Glenwood	9/27/2021	Matilde G Borrero	Custodian I (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Landstown	10/15/2021	Seneca R Baldwin	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Newtown	9/16/2021	Lisa M D'Olivio	Cafeteria Assistant, 6.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Parkway	10/1/2021	Patricia G Beigay	Physical Education Assistant, .400 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	9/20/2021	Deanna R Cannon	Cafeteria Assistant, 4.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	9/22/2021	Samantha Frazier	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	10/1/2021	Stephen Thompson	Technology Support Technician (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont Forest	10/1/2021	Sarah E Parisi	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Tallwood	10/1/2021	Darius R Samuel	Physical Education Assistant, .500 (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Woodstock	9/24/2021	Nasly D Sanandres	Cafeteria Assistant, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Brandon	9/29/2021	Kill X Hill	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Independence	9/22/2021	El Regina L Harrison	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	9/30/2021	Socorro A Esteves	Cafeteria Assistant, 6.0 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	10/8/2021	James L Collins	Security Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	9/1/2021	Daniele Sims	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	9/30/2021	Leonard J Scarna	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	9/30/2021	Wanamaker L Wilson Jr	Custodian I (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	10/8/2021	Lisa A Satoski	Administrative Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Leadership	9/24/2021	Stella Maris D Sotomayor	Custodian I (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Leadership	9/30/2021	Robin L Moore-Hall	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	10/4/2021	Zachary A Custer	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	Thomas R Gonyea	Bus Driver, 6.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2021	R David B Joyner II	Bus Driver - Special Ed, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/9/2021	Yolanda C Mabry	Bus Assistant, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/14/2021	Ginny L Guida	Bus Driver, 6.5 Hours (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/20/2021	Samantha R McClain	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/22/2021	Bonnie Davis	Bus Assistant, 5.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/8/2021	Susanne H Eberhardt	Bus Driver, 6.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/15/2021	Lori D Edwards	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/15/2021	John F Payne	Bus Driver, 6.5 Hours (moved to public school system)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/15/2021	April Thompson	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/15/2021	Rhonda Y Whitley	Bus Driver, 7.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Kempsville Meadows	9/30/2021	Charlene R Fenner	School Administrative Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Seatack	9/30/2021	Judy E Moebus	School Nurse	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Kempsville	11/30/2021	Jae H Sung	Bookkeeper	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Landstown	10/18/2021	Cynthia D Runaldue	School Nurse	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	9/30/2021	Corinn M Korting	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	10/29/2021	Jon Cushman	Bus Driver, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Diamond Springs	10/11/2021	Lori J Thomas	Gifted Resource Teacher, .400	Hood College, MD	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kingston	9/22/2021	Stephanie A Fletcher	First Grade Teacher	Western Governors University, UT	Zachary Community School Board, LA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	10/4/2021	SamAnthia Burns	Fifth Grade Teacher	Grand Canyon University, AZ	Douglas County School District, CO
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	9/30/2021	Kathi L Ice	Special Education Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	9/27/2021	Catherine B Wellford	Fourth Grade Teacher	Western Governors University, UT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	9/27/2021	Jennifer M Donnelly	Fourth Grade Teacher	Virginia Tech, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	9/30/2021	Kalane K Mathson	Fifth Grade Teacher	Florida State University, FL	Bahrain Bayan School
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	10/5/2021	Kaitlyn Stosick	Eighth Grade Teacher	Central Michigan University, MI	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	9/30/2021	Tena D Cannon	Social Studies Teacher, .600	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	9/30/2021	Dannette M Ejike	Family & Consumer Science Teacher	Ohio State University Marion, OH	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bettie F. Williams	9/30/2021	Melisa L Craft	Physical Education Teacher (personal reasons)	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
October 12, 2021
2021-2022

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Resignations - Elementary School	Fairfield	8/26/2021	Lakendra C Brown	School Counselor (declined position)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville	10/8/2021	Sara K Fisher	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	King's Grant	10/15/2021	Nicholas A Cook	Third Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Landstown	10/8/2021	Alexandra G Hall	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Malibu	10/1/2021	Andrea K Boothe	Music/Vocal Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont Forest	10/12/2021	Rebecca A Rucker	Third Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Trantwood	10/1/2021	Rosa M Villanueva Rosado	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	9/24/2021	Leah A Cejas-Brown	Mathematics Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	10/15/2021	Alan L Campbell	English Teacher (personal reasons)	Not Applicable	Not Applicable
Administrative	Appointments - Miscellaneous	Department of Teaching and Learning	10/13/2021	Britani N Kerns	Coordinator English	Old Dominion University, VA	Not Applicable



Subject: Resolution to Clarify Equity Training and Teaching **Item Number:** 15B

Section: Action **Date:** October 12, 2021

Senior Staff: N/A

Prepared by: Carolyn Weems, School Board Member

Presenter(s): Carolyn Weems, School Board Member

Recommendation:

That the School Board adopt the Resolution to Clarify Equity Training and Teaching.

Background Summary:

Source:

Budget Impact:

RESOLUTION TO CLARIFY EQUITY TRAINING AND TEACHING

WHEREAS, the School Board of the City of Virginia Beach, Virginia values diversity, promotes inclusiveness and is committed to providing a learning environment whereby ALL students have access and opportunities to benefit from the high standards, support and resources required for a high quality education; and

WHEREAS, the School Board values the uniqueness of each member of its staff, student population and community and encourages individual and multiple perspectives; and

WHEREAS, the School Board must provide a clear and transparent understanding of the School Division's positions and expectations regarding equity training, teaching and learning; and

WHEREAS, the School Board recognizes that individual and group perspectives on equity may differ and are subject to constitutional and other protections. Accordingly, the School Board acknowledges that it cannot limit or discourage employees from researching, discussing, or exploring books, media/publications or materials related to racial issues that divide rather than seek unity, but ask that they do it on their own time and not on school property; and

WHEREAS, the School Board does acknowledge that while racism does still exist, it is not an acceptable practice within the VBCPS division;

NOW, THEREFORE BE IT RESOLVED that

1. Any school, school-based program, activity or entity that is operated, controlled, paid for or under the jurisdiction of the School Board shall refrain from training, teaching, or promoting the following to students and employees:
 - A. That any race is inherently superior or inferior to any other race
 - B. That any individual by virtue of his or her race or skin color is inherently racist, privileged or oppressive, whether consciously or unconsciously.
 - C. That any individual, by virtue of his or her race or skin color bears responsibility for the actions committed by other members of his or her race, skin color or religion.
 - D. An individual's moral character or worth is determined by his or her race or skin color.
 - E. That the United States is a fundamentally and inherently racist country
 - F. That capitalism is racist.
2. That any violation of the above mentioned be reported to the Superintendent or designee through applicable policies, regulations, and procedures for resolving complaints by parents, students or staff. Individuals reporting any alleged violation will not be retaliated against.

Adopted by the School Board of the City of Virginia Beach, Virginia this day of October 2021

Carolyn T. Rye, Chair

S E A L

Aaron C. Spence, Superintendent

Attest: _____

Regina Toneatto, Clerk of the Board



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

Section: Closed Session **Date:** October 12, 2021

Senior Staff: Aaron Spence, Superintendent

Prepared by: Kamala H. Lannetti, Deputy City Attorney

Presenter(s): Aaron Spence, Superintendent

Recommendation:

That the School Board recess into Closed Session to deliberate on the following matters:

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

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

Namely to discuss: personnel matters related to the status of the Cooperative Agreement for Legal Services and the delivery of legal services for the School Board and the School Division.

Source:



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 during meetings

It is the intent of the School Board by adoption of this Bylaw to maintain appropriate decorum and order for, but not limited to the following purposes:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open and orderly manner during meetings;
2. that all persons desiring to address the School Board are afforded an opportunity to do so in the order in which they sign up to speak;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction;
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 are able to transact the business of the School Board with minimal disruption while allowing for public input.

B. Limitations on addressing the School Board

Persons addressing the School Board shall:

1. Confine their comments to matters germane to the business of the School Board.
2. Refrain from obscenity, vulgarity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits for public comment set forth in Appendix B of the Bylaws.

C. Other expressive activities during meetings

Expressive activities including, but not limited to, petitioning, picketing, displaying signs or posters, solicitation, demonstrating, pamphlet distribution, and conducting polls shall not be permitted in the School Board Chambers, the School Board conference room, the waiting areas and corridors adjacent to the School Board Chambers and School Board conference room, the School Administration building, or in any school building while a School Board meeting is happening.

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 VBCPSSchoolboard@googlegroups.com, as well as 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. Nor does this Bylaw preclude those addressing the School Board from using a chart or graph during their verbal presentation. Furthermore, nothing herein shall be interpreted to prohibit citizens from addressing oral or written comments or complaints on any subject germane to the business of the School Board to the School Board, its constituent members, the Clerk of the School Board or the School Administration outside the context of the public meeting.

- E.** The Chairman or other presiding officer shall preserve decorum and shall decide all questions of public order, subject to appeal to the School Board.
- F.** 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 Chambers and on the agenda for any School Board meeting.
- G.** At the request of the Chairman or Superintendent, a city police officer shall act as sergeant-at-arms at all School Board meetings. That officer shall, under the direction of the Chairman or other presiding officer, have charge of the School Board Chambers, the School Board conference room, the waiting areas and corridors adjacent thereto, and the School Administration Building, and shall prevent disorder or interruption of the business of the School Board.



NOTICE TO PERSONS ATTENDING SCHOOL BOARD MEETINGS REGARDING DECORUM EXPECTATIONS

Meetings of the School Board and its committees are conducted for the purpose of addressing the business of the School Board. Certain meetings are subject to the open meetings requirements of the Virginia Freedom of Information Act. Members of the public may observe open meetings but may only address the School Board or its committees when the public comments have been made a part of the meeting agenda.

1. School Board Bylaws 1-47 and 1-48 sets forth the Decorum and Public Speaker rules to be enforced during School Board meetings. These bylaws can be accessed on the VBSchools.com website.
2. Please note that due to health or safety considerations as well as available seating in the meeting location, the School Board and the School Administration reserve the right to make determinations regarding the available in person seating and space for members of the public. When space for in person attendance for members of the public cannot be accommodated, efforts reasonable under the circumstances will be made to provide public access to the meeting through electronic or audio means.
3. When the Chair/designees determines that conduct in the meeting location or a location adjacent to the meeting location, is disrupting the orderly conduct of the meeting, the Chair/designee will first warn persons in the room to cease the disruptive conduct. If the disruptive behavior continues, the Chair/designee will pause the meeting and request that the person(s) causing the disruption leave the room. If the person(s) does not leave the room, the Chair/designee will request that staff or the Sergeant at arms (if applicable) remove the person(s) from the meeting and School Board property.
4. The Chair/designee may recess the meeting until the meeting can continue in an orderly manner. In consultation with the School Board Members present, the Chair/designee may determine that in public access may discontinued or modified.
5. The following conduct may be determined to be disruptive to a meeting
 - A. Threatening or criminal conduct, or reasonable belief that conduct will become so.
 - B. Obscenity, vulgarity or comments or actions with the intent to incite violence or breach of the peace.
 - C. Public comments or actions that interfere with other persons being able to hear, observe, address the School Board during public comment sections of the meeting, enter or leave the meeting location.
 - D. Conduct that poses or is reasonably anticipated to pose a health or safety risk to persons in the meeting or an adjacent location to the meeting.
 - E. Petitioning, picketing, displaying signs or posters, solicitation, demonstrating, pamphlet distribution or conducting polls are not permitted in School Board meeting rooms or in the conference room, waiting area or corridors adjacent to the meeting location when the meeting is taking place.
 - F. During meetings, use of recording, communication, digital or electronic devices or other instruments/items in a manner that disrupts the meeting.
 - G. Other conduct determined by the Chair/designee to cause a disruption that interferes with the orderly manner in which a meeting is conducted.