

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**
CHARTING THE COURSESchool Board ServicesCarolyn T. Rye, Chair
District 5 - LynnhavenKimberly A. Melnyk, Vice Chair
District 7 – Princess AnneBeverly M. Anderson
At-LargeDorothy M. Holtz
At-LargeJessica L. Owens
District 3 – Rose HallSharon R. Felton
District 6 – BeachLaura K. Hughes
At-LargeTrenace B. Riggs
District 1 – CentervilleJennifer S. Franklin
District 2 – KempsvilleVictoria C. Manning
At-LargeCarolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Proposed Agenda
Tuesday, November 9, 2021School 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 November 9, 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/webinar/register/WN_09ZXOruzQZOmZ9TtkSXdyA Call-in (301) 715-8592 ID 848 6701 5758

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

Closed Session..... 3:00 p.m.**1. Administrative, Informal, and Workshop..... 4:00 p.m.**

- A. School Board Administrative Matters and Reports
- B. School Board Legislative Agenda for 2022 General Assembly Session
- C. Canvas Pilot and Flexible Scheduling Updates
- D. Facility Use Application Update
- 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. Virginia Art Education Association – Middle School Art Educator of the Year
- B. Virginia Art Education Association – Secondary Art Educator of the Year
- C. Virginia Art Education Association – Retired Art Teacher Award

8. Adoption of the Agenda

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

10. Approval of Meeting Minutes

- A. October 26, 2021 Regular School Board Meeting **Added 11/5/2021**

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

The School Board will hear public comments at the November 9, 2021 School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on November 9, 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. November 9, 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. Textbook Adoption: Practical Nursing – Anatomy and Physiology
- B. New Courses:
 - 1. Parenting and Early Learning Careers
 - 2. Photography & Communications Technology
 - 3. Art II: Digital Media and Design
 - 4. Art III: Digital Media and Design
 - 5. AP Digital Art
 - 6. Advanced PE – Unified Health and Physical Education
 - 7. Veterinary Assistant (DE)
 - 8. Newport News Shipbuilding Early Apprenticeship Program

13. Return to public comments if needed

14. Consent Agenda

- A. Resolutions:
 - 1. National Military Family Appreciation Month
 - 2. National Native American Heritage Month
 - 3. American Education Week
 - 4. National School Psychology Week
- B. Recommendation of General Contractor: First Colonial and Salem High Schools Stadium Synthetic Turf & Track Overlay
- C. Policy Review Committee Recommendations
 - 1. Policy 3-60 / Safety: Radon
 - 2. Policy 3-72 / Safety: Water Management Program to Prevent Legionella Growth
 - 3. Policy 5-30 / Graduation Requirements/Diplomas/Certificates

15. Action

- A. Personnel Report / Administrative Appointments **Updated 11/10/2021**
- B. Lacrosse – High School Activity Addition Process
- C. Renaming of School Building – Old Kellam
- D. Budget FY 20/21 Resolution Regarding Reversion and Revenue Actual Over/Under Budget Funds

16. Committee, Organization or Board Reports

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

18. Adjournment



Subject: School Board Legislative Agenda for 2022 General Assembly Session **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** November 9, 2021

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

Prepared by: School Board Legislative Committee

Presenter(s): Legislative Committee Chair

Recommendation:

That the School Board receive for the first read a draft of the School Board Legislative Agenda for the 2022 General Assembly Session. The agenda provides an overview of the issues that are of interest and/or concern to the School Board and the School Division. Upon approval by the School Board, the legislative agenda will be distributed to stakeholders and posted on the Divisions website, vbschools.com

During the 2022 General Assembly session, School Board members and Division administrative staff will monitor legislative activity that has an impact on the Divisions students, staff, personnel, budget, instructional programs, and operations.

Virginia Beach City Public Schools 2022 Legislative Agenda

BUDGET AND FUNDING

Average Daily Membership (ADM) Hold Harmless

Schools are required each year to report their average daily membership (ADM) as of September 30 to the Virginia Department of Education (VDOE). This data is then used to determine Direct Aid Payments to School Divisions beginning in January of the following year. VBCPS continues to see significant fluctuations in student enrollment. During the 2021 Session, the General Assembly held School Divisions harmless for a reduction in ADM during the previous school year. VBCPS requests the General Assembly continue to address education funding shortfalls as a result of ongoing effects of the COVID-19 pandemic.

Teacher Salary Increase and Recruitment and Retention

Nearly all school divisions across Virginia are experiencing extensive teacher shortages. While filling all positions has at times always been challenging for school divisions, the 2021-2022 school year has proven to be particularly difficult for schools. The current teacher shortage problem is nearing a crisis a point, as schools are not able to fill all needed positions.

While Virginia has provided resources for teacher salaries in recent years, earnings for Virginia teachers continue to lag the national average. Virginia teacher salaries have one of the widest gaps between their pay levels and those of comparable professionals in the country. In order to bring the Virginia's average teacher salary up to the national average, Virginia must take significant steps to invest in its teacher workforce. VBCPS requests that the state provide a 10% salary increase over the next biennium for teachers and SOQ funded positions.

Virginia law currently allows for VRS-covered positions to be eligible to teach or serve as a principal or assistant principal in critical shortage positions in Virginia public schools; however, in order to be eligible those individuals must have a break in service for at least twelve consecutive months. Given the magnitude of the critical shortages being experienced by school divisions across the Commonwealth, Virginia should shorten the required break in service from twelve months to six months.

Finally, Virginia should continue to develop additional pathways to teaching including the development of certifications and licenses, as well as reciprocity with nearby states and the development of an interstate compact so qualified teachers can easily transition into a teaching assignment in another neighboring state.

Support Cap

VBCPS supports removing the support position cap that was put in place in 2009 during the Great Recession. Previously, the Commonwealth provided funding for support staff positions according to a formula that used numbers of staff and local costs (calculated using the actual number of support positions and the salary for each position in all Virginia school divisions). As a moneysaving measure during the Recession, a “cap” was placed on the number of positions that the state would fund. The cap was not based on any particular analysis of student needs or existing staffing patterns, but rather was simply calculated as a ratio of instructional to support positions based on the necessity to reduce state funding by a particular amount.

Some positions were simply eliminated due to the cap, but most school divisions could not practically and safely reduce support staffing for many of the positions that fall into this category to the levels the state funded under its “support position cap,” so the cost to retain these positions shifted entirely to local governments.

These positions include school psychologists and social workers, as well as instructional support, attendance, security, transportation, technology, facility operations and maintenance staff. These positions are essential to the effective operation of schools and provide the vital support needed to meet a myriad of educational needs. These positions all support the classroom by providing critical interactions with students and help free up teacher time to allow them to focus on teaching. These support individuals help to keep our schools and children safe, as well as to ensure that all students across the Commonwealth have equal opportunity to succeed.

Support Full Funding of Biennial Re-Benchmarking

In each odd year, the Department of Education (DOE) provides the Governor and the General Assembly with an estimate of the “re-benchmarked” cost of continuing the existing Direct Aid to Public Education programs for the next biennium. This re-benchmarking is part of the biennial budget development process and includes updates in the input data to determine the current cost of the programs. The cost projections do not reflect any changes in policy or technical methodology. The Standards of Quality (SOQ) provide 88% of the state funds for public schools in Virginia. DOE’s preliminary estimate for the 2022-2024 biennium is approximately \$331 million over the FY2020 base.

Since re-benchmarking is a process to update the state funding formulas to reflect the current costs facing Local Education Agencies (LEA) (e.g. increases in fuel costs, health care costs, teacher salaries, etc.), failure to fully fund re-benchmarking would signify a decrease in the state’s commitment to funding K-12 education. VBCPS supports full funding of the biennial re-benchmarking of the Standards of Quality funding formulas. VBCPS opposes any formula changes to the re-benchmarking methodology that would artificially decrease the actual costs to fund K-12 education. Finally, VBCPS opposes any measure that would shift SOQ and other recurring cost programs into the Lottery Fund.

Increase behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs.

VBCPS recognizes that fully funding support positions and reversing the support cap is challenging to do in a single year or single biennium. VBCPS requests the General Assembly put in additional resources for mental health clinicians, attendance interventionists, and behavior specialists. These staff members should have specialized training to target students' complex behavioral needs and have the experience to assess the mental health status of students, recommend an appropriate level of care, implement/assist with implementing appropriate interventions, and respond to crisis situations.

However, VBCPS support retaining local authority and flexibility to best determine the resources and programs required to meet the student health and school health. VBCPS requests that any state mandated program designed to increase mental health services available to students be fully funded by the state and not result in an additional unfunded mandate.

Delivering Quality Special Education Services

VBCPS has more than 7,900 students who qualify for special education services. VBCPS spends in excess of \$100 million per year, or approximately \$13,400 per qualified student, on special education programs and services. That is the highest amount since 2011. Of this, approximately 15% comes from the federal government, 20% from the state and 65% is local. VBCPS is opposed to any change in the delivery of special education services or special education funding that would shift even a larger portion of the funding responsibility to the locality. This includes changes to the regional special education programs that either reduce the overall state allotment or reduces the funding to an individual regional program. Such reductions in funding will not reduce VBCPS's obligations under the Individuals with Disabilities Education Act (IDEA), but rather shift a larger portion to the locality.

Dedicated State Funding for Capital Improvements

VBCPS supports the reinstatement of dedicated state funds for capital improvements. Since 2010, local governments and school boards have carried the full burden of capital improvements for public schools.

OTHER LEGISLATIVE ISSUES

School Bus Driver Shortage

VBCPS, like many school divisions across the state and country, is experiencing an extreme shortage of school bus drivers, resulting in delays in getting students to and from school, field trips and after school activities. Virginia needs to take immediate steps to increase the number of qualified school bus drivers on a statewide basis. As initial steps, Virginia should provide designated funding sources for the training of potential new school bus drivers, as well as address the licensing requirements and expediting the licensure timeline. Additionally, Virginia should

work closely with our federal delegation to create a specific school bus commercial driver's license for those individuals who are exclusively interested in becoming bus drivers.

Eliminate or Fund Currently Unfunded Mandates

The total impact of state and federal unfunded mandates to VBCPS was \$44 million in 2019. Of that \$44 million, approximately \$16 million are mandates that originated from either the General Assembly or the Virginia Department of Education. These mandates range from new reporting requirements, to new policies and procedures, to unfunded equipment requirements. VBCPS is opposed to any state mandates requiring local school divisions to assume additional responsibilities or provide additional services without the state's share of funding for such mandates. VBCPS supports the elimination of or funding for existing unfunded mandates. Specifically, VBCPS supports the creation of a state level standing commission to evaluate issues related to proposed mandates regarding the provision of health care-related services by local school divisions.

Continued Reform of Assessment System

VBCPS also supports the reduction of the number of required tests in order to allow school divisions to continue to transform the traditional classroom and better meet the needs of our students. It's important our students are able to compete in a global marketplace. Rather than the 20 SOL tests currently mandated, VBCPS supports legislation that allows school divisions to substitute SOL assessment for those that are performance based, mimic real-life situations and better prepare students for success in higher education and in the workplace. Since 2008, VBCPS has successfully developed an increasing number of performance-based assessments that are used on a division-wide basis.

In addition to student growth measures, VBCPS supports a teacher, principal, and superintendent accountability system that includes additional measures such as student participation, performance in Advanced Placement courses, post-graduate measures that provide information on how students transition after high school, and qualitative measures of overall school performance beyond assessments.

Charter Schools

VBCPS fully supports creating learning environments that meet the individual needs of the community and the students it serves, including academies, innovative programs, Governor's schools and charter schools; however, for these alternative models to be successful they must have the support of the local community and local school division. For this reason, VBCPS is opposed to any legislation that would remove the local school board's authority to establish charter schools within its boundaries, including any change to the Virginia Constitution or legislation that would give the Virginia Board of Education the authority to create regional charter schools.



Subject: 2021-2022 Update on Flexible Scheduling and Canvas Adoption **Item Number:** 1C

Section: Workshop **Date:** November 9, 2021

Senior Staff: Kipp Rogers, Ph.D. Chief Academic Officer

Prepared by: Kipp Rogers, Ph.D. Chief Academic Officer

Presenter(s): Matthew Delaney, Senior Executive Director, High School, Department of School Leadership

Sharon Shewbridge, Ph.D., Director, Instructional Technology, Department of Teaching and Learning

Recommendation:

That the School Board receive an update related to high school scheduling and Canvas Adoption.

Background Summary:

During the 2020-21 school year, we utilized a 4x4 block schedule in response to the pandemic. As a result of lessons learned from using this schedule, we would like to explore implementing a scheduling model that maximizes the opportunities provided for students and allows the school division to maximize how we utilize teachers and staff. We have been using the Learning Management System, Schoology for several years. Our contract with Schoology expires August 2022, and like other textbook resources or applications we use in the division, we investigate whether the current product still meets our needs or if another product is better aligned.

Source:

N/A

Budget Impact:

Adopting a new schedule has the potential to save costs associated with staffing. Exact amounts are undetermined at this. The Virginia Department of Education will pay for use of the Canvas Learning Management System service which is approximately 2.5 million dollars over five years.



Subject: Facility Use Application Update **Item Number:** 1D

Section: Workshop **Date:** Nov. 9, 2021

Senior Staff: Jack Freeman, Chief Operations Officer

Prepared by: Jack Freeman, Chief Operations Officer

Presenter(s): Jack Freeman, Chief Operations Officer

Recommendation:

That the school board receive an explanation of the changes being made to the *Application for Use of School Facility* form which outline the requestor's compliance of state and local policies, regulations, and protocols as well as the division's process and responsibility as part of the review and decision-making process.

Background Summary:

The *Application for Use of School Facility* form was last updated on July 27, 2017.

Source:

7-53.1 Application and Approval for Use of School Facilities.

Budget Impact:

N/A



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

Section: Workshop **Date:** Nov. 9, 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-C

Section: Student, Employee and Public Awards and Recognitions Date: November 9, 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 Nov. 9, 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. Virginia Art Education Association - Middle School Art Educator of the Year
2. Virginia Art Education Association - Retired Art Teacher Award
3. Virginia Art Education Association - Secondary Art Educator of the Year

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:** November 9, 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. October 26, 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



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Services

Carolyn T. Rye, Chair
District 5 - Lynnhaven

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Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES

Tuesday, October 26, 2021

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

- I. Administrative, Informal, and Workshop:** Chairwoman Rye convened the administrative, informal, and workshop session in the School Board chamber at 4:00 p.m. on the 26th day of October 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 VBTV Channel 47, and on Zoom.

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

The following School Board members were present in the School Board chamber: Chairwoman Rye, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. Chairwoman Rye noted Ms. Manning was absent due to a family matter and Ms. Melnyk was not present due to a health matter but would be arriving for the formal meeting.

- A. School Board Administrative Matters and Reports: Chairwoman Rye mentioned the Pearls of Wisdom event was a successful event, sold out event with 150 tickets, next event will be April 2, 2022; Teacher of the Year Celebration is scheduled for November 2 at the VB Hilton with a revised format; noted the Student Discipline Committee II will be on the first and second Thursdays of the month at 3:00 p.m.; Audit Committee meeting time has changed from 1:00 p.m. to 2:00 p.m.
- B. Budget FY 20/21 Resolution Regarding Reversion and Revenue Actual Over/Under Budget Funds: Crystal M. Pate, Chief Financial Officer provided a presentation and draft budget FY2020/21 resolution regarding reversion revenue actual over/under budget funds to the School Board for review; background summary – the net estimated funding available for re-appropriation is \$54,833,983; breakdown of reversion and RSF (revenue sharing formula) funds:

| | |
|---|---------------------|
| School Operating Fund Reversion | \$14,463,778 |
| Total Revenues Over Budget | \$10,131,688 |
| Athletics Fund Reversion | \$ 401,878 |
| Green Run Collegiate Fund Reversion | \$ 711,334 |
| TOTAL FY 2020/21 Reversion Funds | \$25,708,678 |

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School Administration Building #6 Municipal Center
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| | |
|--|---------------------|
| Revenue Sharing Formula Reconciliation (increased from \$29,175,305 originally presented to PPMC on 10/08/2021) | \$29,230,144 |
| Net FY 2020/21 Revenues Available for Re-appropriation | \$54,938,822 |

Ms. Pate reviewed some spending recommendations: CIP (Capital Improvement Program) \$1.1 million Lynnhaven Middle School Expansion (Achievable Dream), \$2.9 million renovations and replacements – HVAC III, \$7.7 million school bus and white fleet replacement, \$4.3 million replacement payroll system; the following **draft** budget resolution was shared (note: budget resolution based on information presented to the PPMC on 10/08/2021):

Budget Resolution Regarding FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation (DRAFT)

WHEREAS, on September 28, 2021, the School Board was presented with a summary of the unaudited financial statements for FY 2020/21 (year-ending June 30, 2021) showing the reversion amount to the city's General fund; and

WHEREAS, the amount of FY 2020/21 School Operating reversion funds available (excluding revenues over/under budget) is \$14,463,778; and

WHEREAS, \$10,131,688 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$24,595,466; and

WHEREAS, \$401,878 reverted from the Athletics fund and \$711,334 reverted from the Green Run Collegiate Charter School fund; and

WHEREAS, the estimated total amount available for re-appropriation is \$25,708,678; and

WHEREAS, the city is currently indicating a FY 2020/21 revenue actual over budget of \$29,175,305 based on the Revenue Sharing Formula; and

WHEREAS, the net reversion funding available for re-appropriation is \$54,883,983; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$54,883,983:

- \$11,000,000 to be re-appropriated to the School Reserve Special Revenue fund to be set-aside for use in the FY 2022/23 Capital Improvement Program
- \$26,664,343 to be re-appropriated to the CIP fund:
 - Project 1-017 Renovation and Replacement Grounds III (synthetic turf at Kempsville HS and Ocean Lakes HS) - \$3,500,000
 - Project 1-018 Renovation and Replacement HVAC III - \$3,336,775
 - Project 1-020 Renovation and Replacement Various III (locker removal/renovation at First Colonial HS and classroom/furniture replacement at various schools) - \$6,250,000
 - Project 1-022 Elementary School Playground Equipment Replacement - \$1,000,000
 - Project 1-026 Lynnhaven MS Expansion (Achievable Dream) - \$750,000
 - Project 1-028 Bettie F. Williams/Bayside 6th (Grades 4-6) Replacement - \$7,500,000
 - Replacement Payroll System - \$4,327,568
- \$900,000 to be re-appropriated to the Athletics fund 204 (startup costs for lacrosse program)
- \$16,319,640 to be re-appropriated to the School Operating fund 115 for:
 - Replacement school buses - \$5,766,000
 - Replacement white fleet vehicles and supporting equipment - \$1,947,000
 - Access layer switches and points - \$1,221,000
 - Interactive whiteboard replacements - \$882,000

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- Electronic perimeter access control doors - \$645,000
- Data center firewall upgrade - \$566,125
- Instructional supplies - \$151,515
- Contracted services to pressure wash building exteriors and courtyards - \$130,000
- Maintenance and repair projects and equipment - \$5,011,000

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves the recommended uses of the FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation funds as presented by the Administration; and be it

FURTHER RESOLVED: That the School Board requests that the City Council approve the re-appropriation of FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation funds shown above; and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of City Council, the City Manager, and the City Clerk.

Ms. Pate requested from the School Board any additional recommendations for consideration be presented as soon as possible so the budget resolution could be finalized. The budget resolution will be brought back to the School Board as an action item on November 9, 2021. The presentation continued with questions regarding Achievable Dream project timeline and funding from HVAC; comparison of this year's reversion funds with the past two years; and how much CARE's funds have been used.

After the presentation, Chairwoman Rye mentioned an additional item from School Board Administrative Matters regarding social distancing and the School Board chamber; based on recent trends and the downward trend of COVID numbers, beginning with the next meeting in November, there will be 3 feet of social distancing, without a mask 6 feet of social distancing; would have to reexamine if numbers increase.

- C. Instructional Materials Review and Process: Kipp Rogers, Ph.D., Chief Academic Officer provided the School Board with an update on the policies and procedures associated with processes used to secure and review instructional materials in the school division. This information includes updates on what instructional materials are, considerations for selection, and the processes used for challenging instructional materials; overview of presentation; defined instructional materials and examples (textbooks, workbooks, videos, online digital resources, library books); instructional materials selection considerations: copyright date and cost, input from staff, student interest, variety of genres, ease of access and difficulty; textbook selection: textbooks selected by committee (parents, principals, students, teachers, library media specialists, counselors, and coordinators), VDOE approved resources reviewed (resources available for public review), online educational resources are considered, top two recommendations made to School Board; software resources: VBCPS request for proposals, schools make request for individual purchases, request approved by Department of Technology and Department of Teaching and Learning staff; library material selection: schools have flexibility to purchase library resources, input provided by teachers and students, library materials are ordered through two resources – Mackin and the Junior Library Guild.

The presentation continued regarding the process for reviewing and challenging instructional materials; complaints from public – challenged controversial materials: Regulation 7-12.1 to guide process, materials may be challenged by adult student or parent/guardian, conference with principal to review the challenged materials, most concerns are resolved at the school level; citizens with students in VBCPS or appeal by student/parent – request for Reconsideration of Instructional Materials form must be completed; appealing decisions on complaints: division-level review – when form is received, School Board review – upon receipt of request; the presentation continued with questions regarding follow-up on challenged books and explanation; process to review library materials – annual or based on use; textbook adoption verses library materials; challenged materials – providing alternative materials; replacement cycle of textbooks; First Amendment

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rights, academic freedom; student syllabus; current challenged books; regulation 7-12.1; members on the review committee.

- D. COVID Health and Safety Mitigations: Eugene F. Soltner, Ed.D., Chief Schools Officer and Jack Freeman, Chief Operations 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 began the presentation and reviewed connected cases, 47 people have developed COVID-19 as a result of an exposure that occurred in school; decrease trend in positive cases; reviewed quarantine data; level of community transmission (VDH) as of October 25 – transmission level substantial, cases – 89.56, percent positivity – 5.8%; vaccinations on a slow steady upward trend: fully vaccinated – 12-15 years 49.0%, 16-17 years 62.0%; at least one dose – 12-15 years 56.9%, 16-17 years 68.4%; 2nd dose vaccination clinics; removing mitigation layers – volunteers and visitors: allowed in buildings beginning November 1, all VBCPS mitigations shall be followed, appointments preferred but not required; field trips: day trips only, all VBCPS mitigations shall be followed; noted shortage of bus drivers – will accommodate what we can; need to monitor effects of removal of mitigation layers; Mr. Freeman introduced Dr. Soltner.

The presentation continued regarding winter high school athletics; ViSSTA (Virginia School Screening Testing for Assurance) testing – program includes a MOU between VDH and VBCPS, no cost for participation, assigned vendor partner – Mako Medical Laboratories, communication plan includes program details shared with principals and School Board members on October 26, parents/students will receive program details on Wednesday, October 27, weekly testing to begin the week of November 15; reviewed program details such as includes any high school winter athlete or those participating in winter conditioning as part of a VHSL sport's team that require a physical exam to play, documentation to school nurse on or before Wednesday, November 10, parental consent to test, testing includes a TaqPath COVID-19 PCR test, protect confidentiality, results with 24-48 hours, parents who opt-in to notification will be notified via email or test of all test results, school nurse will notify the student activities coordinator (SAC) and coach of any positive cases.

School support for unfilled absences: central support staff will substitute in schools November 1 – January 31 on high volume absence days of Mondays and Fridays, staff who hold teacher licensure must work 4-days each in classrooms, classified staff may volunteer up to 4-days (custodian, teacher assistant, office associate, general assistant and/or classroom teachers where 30 hours of college credit have been earned); shared some outcomes from October 20 teacher assembly meeting; challenges and impact on staff and operations; teacher assembly recommendations (suggestions) – workload impact: adjust the calendar, reduce non-essential tasks, reports, and requirements, protect unencumbered planning time, hire additional counselors, behavior intervention specialists, ESL teachers to support increased student need, pause new initiatives; staffing shortages – increased compensation; substitute shortage – provide additional pay/incentives, increase the number of permanent substitutes, reduce or eliminate college requirement to substitute, increase advertisements/ community outreach for substitutes; health mitigation – consistency of communication, expectations, and supplies; VBCPS action response – declare November 24 a holiday for all staff and students, see Board approval for a series of 2-hour student early release days, eliminate TalentEd mid and end-of-year goals for building level instructional staff, clarify with principals planning time at the school level, continue to examine additional solutions to address challenges (compensation, substitute shortages, unstaffed vacancies, review of new initiatives).

The presentation continued with questions regarding explanation of TalentEd; teacher workload and challenges; visitors in buildings; early release days Wednesday verses Friday; clarification of early release days; pacing of curriculum; instructional loss; positive cases and COVID; purpose of early release days; unencumbered planning time; November 24 date; alignment with other divisions; making a motion to add early release days to Action.

2. **Closed Session (as needed):** None during the administrative, informal, and workshop session.
3. **School Board Recess:** Chairwoman Rye adjourned the administrative, informal, and workshop session at 5:35 p.m.
4. **Formal Meeting (School Board Chambers)..... 6:00 p.m.**

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5. **Call to Order and Roll Call:** Chairwoman Rye called the formal meeting to order at 6:01 p.m. on the 26th day of October 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 VBTB Channel 47, and on Zoom.
- The following members were present in the School Board chamber: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. It was noted Ms. Manning was absent due to a family matter.
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition**
- A. Virginia Association of Health, Physical Education, Recreation and Dance – Elementary P.E. Teacher of the Year: The School Board recognized James Grassano, health and physical education teacher, Indian Lakes Elementary School who was named the Elementary Physical Education Teacher of the Year by the Virginia Association of Health, Physical Education, Recreation, and Dance (VAHPERD).
- B. Virginia Driver Education – Teacher of the Year: The School Board recognized Michael Pollock, health and physical education teacher, Ocean Lakes High School who was named the Driver Education Teacher of the Year by The Virginia Association of Driver Education and Traffic Safety.
8. **Adoption of the Agenda:** Chairwoman Rye proposed a modification to the agenda, the addition of Action Item 15E – Adjustment to the 2021-22 School Calendar. Without any other modifications, Chairwoman Rye called for a motion to approve. Ms. Holtz made a motion, seconded by Ms. Riggs. 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. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The motion passed 10-0-0.
9. **Superintendent's Monthly Report:** Superintendent Spence shared the following information: 1) During the month of October the following were highlighted: National School Lunch Week, National Bus Safety Week, Principals Month, and America's Safe Schools Week; sincere thanks to all staff members within these celebrated groups; 2) reminder, Tuesday, November 2 is Election Day and Thursday, November 11 is Veterans Day – in observance of these days all schools and administrative offices will be closed for students and staff; 3) for the 13th consecutive year, the division reached record levels regarding On-Time Graduation Rate; 94.9% for the 2021 cohort year and lowest recorded dropout rate of 2.7%; and 4) recognition of two staff members from Bayside High School by the National Interscholastic Athletic Administrators Association (NIAAA) as Certified Master Athletic Administrators: Lisa Corprew, Student Activities Coordinator and Christopher D. Felton, Graduation Coach and Assistant Student Activities Coordinator at Bayside High School and Health Sciences Academy.
10. **Approval of Meeting Minutes**
- A. October 12, 2021 Regular School Board Meeting: Chairwoman Rye called for any modifications to the October 12, 2021 Regular School Board meeting minutes. Hearing none, Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Hughes. 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. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The motion passed 10-0-0.

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- 11. Public Comments (until 8:00 p.m.):** Chairwoman Rye announced the School Board will hear Public comments on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division from citizens and delegations who signed up with the School Board Clerk prior to the meeting. Chairwoman Rye mentioned information regarding speaker process, decorum and order, and submitting comments via group email.

There were thirty-eight (38) in-person speakers (including 20 student speakers) and five (5) online speakers: topics discussed were removing of books; banning books; student dress code; lacrosse; First Amendment and parental rights; teacher workload; staffing shortages; pacing of curriculum; Bylaws 1-32 and 1-48; transgender policy; Policy 5-29; Policy 7-16; COVID and athletics; equity in elementary PE classes; decrease in student enrollment; CRT, SEL, low test scores; mask exemption; expressive activities. At 8:00 p.m., the School Board consented to listen to the remaining speakers; public comments ended around 8:23 p.m.

12. Information

- A. Budget FY 20/21 Resolution Regarding Reversion and Revenue Actual Over/Under Budget Funds: Crystal M. Pate, Chief Financial Officer recapped the presentation from the administrative, informal, and workshop session; see agenda item #1B; Ms. Pate provided additional information regarding previous years reversion funds:

| | FY19 | FY20 |
|--|-----------------------|-----------------------|
| School Operating Fund Reversion (without revenue variances) | \$17.9 million | \$30.8 million |
| Total Revenues Over Budget (approximately) | \$ 8.0 million | \$ 6.4 million |
| Athletics Fund Reversion (approximately) | \$438,000 | \$ 1.4 million |
| Green Run Collegiate Fund Reversion (approximately) | \$443,000 | \$ 436, 000 |
| TOTAL Reversion Funds (approximately) | \$26.8 million | \$39 million |
| Revenue Sharing Formula Reconciliation (approximately) | (\$745,000) | (\$ 2.7 million) |
| Revenues Available for Re-appropriation (approximately) | \$26.1 million | \$36.3 million |

Ms. Pate provided information regarding CARES Act funds: ESSER I – awarded at \$10.1 million, spent/encumbrances approximately \$6.3 million, remaining approximately \$3.8 million; ESSER II – awarded at \$36.7 million, spent/encumbrances approximately \$9.6 million, remaining approximately \$27.2 million; ESSER III – awarded at \$82.4 million, spent/encumbrances approximately \$4.9 million, remaining approximately \$77.4 million.

The presentation continued with discussion regarding the percentage of reversion funds for CIP (capital improvement program) – approximately 69%; white fleet and bus replacement; Superintendent Spence provided a brief overview of process; ESSER funds – one-time dollars, three-year grant, grant has specific set of purposes.

- B. Interim Financial Statements – September 2021: Daniel G. Hopkins, Director of Business Services presented the following information to the School Board; as of September 30th the overall revenue trend remained acceptable; the September 30th enrollment came in lower than the projected ADM, the reduction in enrollment would result in a projected shortfall of approximately \$4.5 million; federal revenues continued to show a favorable trend; sources of revenue are up from last year but lagging from two years ago due to summer school tuition and sale of capital assets; sales tax receipts are at an acceptable level, approximately \$1.4 million higher than same time last year; expenditures and encumbrances trend remain acceptable at this point in the fiscal year.
- C. Lacrosse – High School Activity Addition Process: David E. Rhodes, Coordinator, Office of Student Leadership provided the School Board with a recommendation from the Office of Student Leadership to offer lacrosse as an interscholastic sport for high school boys and girls at the varsity level starting in the Spring of 2023; provided background information regarding lacrosse; spring sport in Virginia; 263 boys and 269 girls played on VBCPS high school club teams in 2020; nine schools fielded club lacrosse teams for boys

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and girls in 2020; reviewed other high schools in the state that participate in lacrosse; the VHSL expects 110 boys' teams and 108 girls' team will compete in 2022; teams may schedule a maximum of 14 contests during regular season – 10 would be against other Beach District teams; 3 VBCPS high schools compete in Region 6A and 8 VBCPS high schools in Region 5A; reviewed some fiscal impacts and estimated costs; estimated total overall initial costs \$871,214 and estimated total annual costs \$536,714; total estimated revenues approximately \$50,000 annually to offset some annual expenses.

The presentation continued with questions regarding teams at all high schools; JV team; helmets for girl players; number of players on a team; budgeting for sport; disparities and inequity; work with lacrosse experts regarding helmets for girls and budgeting.

- D. Policy Review Committee Recommendations: That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 14, 2021 meeting. School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney presented the following:
1. Policy 3-60 / Safety: Radon: The PRC recommends amendments to Policy 3-60 to reflect General Assembly changes regarding safety and testing of buildings and systems.
 2. Policy 3-72 / Safety: Water Management Program to Prevent Legionella Growth: The PRC recommends adoption of Policy 3-72 to address the General Assembly's requirement regarding testing and treatment for Legionella disease in buildings and systems.
 3. Policy 5-30 / Graduation Requirements/Diplomas/Certificates: The PRC recommends amendments to clarify Locally Awarded Credits.

13. **Return to public comments if needed:** Not needed, public comments concluded at approximately 8:23 p.m.

14. **Consent Agenda:** Chairwoman Rye stated the items on the Consent Agenda.

- A. Environmental Studies Program: Implementation Evaluation
- B. Energy Performance Contract
- C. SY 2020-2021 Annual Field Trip Report
- D. Kellam High School/West Neck Road Phase IV Agreement of Sale

Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Franklin. 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. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The motion passed 10-0-0.

15. **Action**

- A. Personnel Report / Administrative Appointments: Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Owens that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the October 26, 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 there were ten (10) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The motion passed 10-0-0.
Superintendent Spence introduced the following: Eric A. Landon, Assistant Principal, Saint Gregory the Great Catholic School, Virginia Beach, VA as Assistant Principal, Malibu Elementary School; Keith E. Goodman, Jr., Instructional Specialist, Department of Teaching and Learning as Coordinator, Secondary Science, Department of Teaching and Learning; and Bridget D. Mariano, Instructional Specialist STEM and Innovation, Department of Teaching and Learning as Coordinator, K-12 Programs and Grants, Department of Teaching and Learning.

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- B. Establishment of Legal Services Department: Chairwoman Rye read the following: that the School Board create a Department of Legal Services to be effective July 1, 2022, to include the hiring of in-house legal counsel as officers and employees of the School Board and that the currently assigned in-house legal counsel constitute such hires, and authorize the Superintendent to develop job descriptions and contracts, budget for necessary expenses, hire outside counsel to assist with the process and, in consultation with the School Board Governance Committee, take other actions for the School Board to create a Department of Legal Services. Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Anderson. Superintendent Spence provided a brief synopsis of the background of the cooperative agreement with the City, discussion of matter with Governance Committee, creation of department of legal services and staff, budget decisions, hire outside legal counsel to support in the development; without further discussion, Chairman 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. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The motion passed 10-0-0.
- C. Virginia School Boards Association (VSBA) Tidewater Region Chair Nomination: That the School Board approve the nomination of 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; Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Holtz; there were discussions in support of Ms. Felton; 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. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The motion passed 10-0-0. After the vote, Ms. Felton expressed she was honored to be voted for by colleagues and thanked the School Board members for their vote and support.
- D. Policy Review Committee Recommendations: That the School Board adopt the proposed amendments to Bylaws 1-32 and 1-48 and Policy 5-29 and 7-16; School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney presented the following listed below:
1. Bylaw 1-32 / Adoption, Amendment, Suspension or Repeal – Policies: The PRC recommends language that clarifies the notice and voting requirements to adopt, amend, repeal or suspend a policy. Chairwoman Rye called for a motion to approve. Ms. Felton made a motion, seconded by Ms. Melnyk. Ms. Anderson made a substitute motion to Bylaw 1-32, Section C.3 as follows:
The School Board may choose to adopt, amend, or repeal a policy at the same meeting when first presented, if there is an affirmative vote of seven of eleven School Board members present or an affirmative vote of a majority plus one.
Ms. Riggs seconded the motion. A discussion followed regarding term majority vote in other parts of the bylaw; use of 2/3 vote instead of seven; time for public to review; process and not making it easy to change process; reasons for use of seven out of eleven; other bylaws have seven out of eleven. Chairwoman Rye called for a vote. The School Board announced there were seven (7) ayes in favor of the substitute motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were three (3) nays opposed to the substitute motion: Ms. Franklin, Ms. Hughes, and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The substitute motion passed 7-3-0.
 2. Bylaw 1-48 / Decorum and Order – School Board Meetings: The PRC recommends amendments to clarify the expectations of conduct during meetings and the authority to determine decorum and order. Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Felton. A discussion followed regarding the bylaw; limiting the public; permits; decorum in building; subjective – excessive clapping and cheering; restrictions; trying to restrict the public; liability. Chairwoman Rye called for a vote. The School Board Clerk announced there were eight (8) ayes in

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favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were two (2) nays opposed to the motion: Ms. Hughes and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The motion passed 8-2-0.

3. Policy 5-29 / Awards for Achievement/Class Rank/Honor Designations: The PRC recommends amendments regarding honor designations and to remove outdated language. Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Felton. A brief discussion followed regarding valedictorian and salutatorian; not being able to support the motion. 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 two (2) nays opposed to the motion: Ms. Hughes and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The motion passed 8-2-0.
4. Policy 7-16 / Expressive Activities: The PRC recommends amendments regarding honor designations and to remove outdated language. Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Melnyk. A brief discussion followed regarding the policy; restrictive and prohibitive; not being able to support the motion. 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 two (2) nays opposed to the motion: Ms. Hughes and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The motion passed 8-2-0.

- E. Adjustment to the 2021-22 School Calendar: (Note: this was an addition/modification to the agenda; see agenda item #8 – Adoption of the Agenda) Chairwoman Rye read the following motion for approval: I make a motion that the School Board approve the Superintendent's recommendation for seven, two-hour early release days for students on the following dates: November 17, 2021, December 1, 8, and 15, 2021, January 5, 12, and 26, 2022. This schedule will provide teachers with two-hours of unencumbered planning time to complete planning, assessing, and communicating with students, parents, or staff. Ms. Anderson seconded the motion. A discussion followed regarding logistics for parents; teacher shortage; central office staff supporting schools; Ms. Owens made a substitute motion to change the day from Wednesdays to Fridays (November 19, December 3, December 10, December 17, January 7, January 14, January 21, and January 28), seconded by Ms. Hughes. A discussion followed regarding the reasons for Wednesday early release; staff is tired by end of week (Friday); purpose for early release; daycare and Parks and Recreation sites; staffing at Parks and Recreation. Chairwoman Rye called for a vote on the substitute motion. The School Board Clerk announced there were two (2) ayes in favor of the substitute motion: Ms. Hughes and Ms. Owens. There were eight (8) nays opposed to the substitute motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Riggs, and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting. The substitute motion did not pass 2-8-0.
A discussion followed on the original motion; difficult; student will benefit; how will affect Governor's School; other regions with early release; students in schools 5 days a week (State law); teachers are a critical component; consideration and concern for teachers. Chairwoman Rye called for a vote on the original motion. 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 was one (1) nay opposed to the motion: Ms. Hughes. Note: Ms. Manning was not in attendance at the meeting. The motion passed 9-1-0.

16. **Committee, Organization or Board Reports:** Ms. Melnyk mention the Audit Committee meeting is on Thursday, but the meeting time has been changed from 1:00 p.m. to 2:00 p.m.
17. **Return to Administrative, Informal, Workshop or Closed Session matters:** Closed Session. 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, Paragraphs 1, 2, 7 and 8, as amended,

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A.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 of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals:

Namely to discuss: 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 and the retention of outside counsel to assist in the process

A.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. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board. Namely to discuss specific student matters.

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

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

Namely to discuss pending or probable litigation matters.

The motion passed with ten (10) ayes: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting.

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

A.7. CONSULTATION WITH LEGAL COUNSEL: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.

A.8. CONSULTATION WITH LEGAL COUNSEL: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.

A.2. STUDENT RECORDS: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney; Regina M. Toneatto, Clerk of the Board.

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A.1. PERSONNEL MATTERS: School Board members: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems; Superintendent Spence; Regina M. Toneatto, Clerk of the Board.

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.

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. Anderson made a motion, seconded by Ms. Riggs. The motion passed with ten (10) ayes: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, and Ms. Weems. Note: Ms. Manning was not in attendance at the meeting.

18. Adjournment: Chairwoman Rye adjourned the meeting at 11:46 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Subject: **Textbook Adoption: Practical Nursing – Anatomy and Physiology** Item Number: **12A**

Section: **Information** Date: **November 9, 2021**

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

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

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Kathleen M. Vuono, Family and Consumer Sciences Coordinator

Presenter(s): **Angela L. Seiders, Executive Director of Secondary Teaching and Learning**

Recommendation:

That the School Board review and approve the following high school Practical Nursing Program textbook as recommended by the Practical Nursing Program Textbook Adoption Committee for implementation in the fall of 2022.

| Course Title | Textbook | Publisher | Copyright |
|------------------------|--|----------------|-----------|
| Anatomy and Physiology | <i>Memmler's Structure and Function of the Human Body</i> , 12 th Edition | Walters Kluwer | 2021 |

Background Summary:

The members of the Practical Nursing Program Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committees analyzed the textbooks for correlation to the Standards of the National League for Nursing and the Virginia Department of Education's Health and Medical Sciences Competencies for Practical Nursing. Correlation to the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum objectives were also examined. The textbooks were reviewed by teachers, parents, student representatives, and an industry representative. The textbooks were placed in public libraries and in the main entrance of the School Administration Building for public review and comment. After reviewing the textbooks, the Practical Nursing Program Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2022.

A negotiation team composed of the Director of the Office of Technical and Career Education, the Coordinator for Family and Consumer Sciences, and the Executive Director of Secondary Teaching and Learning communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed textbook will replace the current textbooks as follows:

| Course Title | Textbook | Copyright | Years in use (including this year) |
|------------------------|--|-----------|---------------------------------------|
| Anatomy and Physiology | <i>Memmler's Structure and Function of the Human Body</i> , 11 th Edition | 2016 | 5 |

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252
School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

| Course Title | First-choice Recommendation Totals | Second-choice Recommendation Totals |
|------------------------|---------------------------------------|--|
| Anatomy and Physiology | \$2,974.40 | \$2,559.60 |

**Family and Consumer Sciences
Textbook Adoption
Implementation for Fall 2022**

| Course(s) | Recommendations | Student Enrollment | Initial Implementation Cost | Four Year Additional Costs (5%) | Total Implementation Cost |
|------------------------|--|--------------------|-----------------------------|---------------------------------|---------------------------|
| Anatomy and Physiology | First Choice: <i>Memmler's Structure and Function of the Human Body</i> , 11 th Edition, 2021 | 40 | \$2,974.40 | \$594.88 | \$3,569.28 |
| | Second Choice: <i>Fundamentals of Anatomy and Physiology</i> , 12 th Edition, 2021 | 40 | \$2,559.60 | \$511.92 | \$3,071.52 |

TEXTBOOK ADOPTION RECOMMENDATION

PRACTICAL NURSING I/II

November 9, 2021

*Department of Teaching and Learning
Office of Technical and Career Education*

PRACTICAL NURSING PROGRAM TEXTBOOK ADOPTION TIMELINE

| | |
|-------------------|---|
| December 2020 | <p>Textbook publishers were contacted and requested to supply textbook samples for review.</p> <p>All Practical Nursing instructors were asked to serve on the Textbook Adoption Committee.</p> |
| February 2021 | <p>Teachers were given two textbook samples for the course up for review. A chairperson was appointed, while parents, students, and professional representatives were recruited and provided sample textbooks.</p> <p>The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.</p> |
| April 2021 | <p>The Textbook Adoption Committee members met virtually to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks.</p> |
| Aug. – Sept. 2021 | <p>The recommended textbooks were placed in the public library and the School Administration Building for public review. The director of K-12 and Gifted Programs was notified of the placement so that notification could be posted on the Internet. No public comments were received.</p> |
| September 2021 | <p>Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education, the executive director of Secondary Teaching and Learning, and the Family and Consumer Sciences coordinator.</p> |
| September 2021 | <p>The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.</p> |

**PRACTICAL NURSING PROGRAM
TEXTBOOK ADOPTION COMMITTEE**

Committee Chairperson

Rosa Abbott, RN, MSN, Practical Nursing Director, Virginia Beach Technical and Career Education Center

Instructor Representatives

Barbara Evard, RN, BSN, M.Ed.

Diane Mills, RN, BSN, MSN

Parent Representative

Deborah Hester, parent, Virginia Beach Technical and Career Education Center

Industry Representative

Catherine Merritt, BSN, RN, Tidewater Community College

Student Representatives

PN III student, Virginia Beach Technical and Career Education Center

PN III student, Virginia Beach Technical and Career Education Center

Technical and Career Education Representative

Kathleen M. Vuono, Family and Consumer Sciences Coordinator, Office of Technical and Career Education

**PRACTICAL NURSING PROGRAM
ANATOMY AND PHYSIOLOGY
GRADE 12**

FIRST-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Memmler's Structure and Function of the Human Body, 12th Edition. Cohen & Hull. Walters Kluwer, 2021.

The recommended textbook displays the following strengths:

- The information aligns with the National League for Nursing Core Competencies, the National Association of Practical Nurse Education and Service Standards of Practice for the Licensed Practical/Vocational Nurse, the Pew Health Professions Commission 21 Competencies for the 21st Century, Quality and Safety Education for Nurses Competencies, and the course competencies and framework for Practical Nursing published by the Virginia Department of Education.
- Well written text with instructional and organizational supports, including concept maps and study tips.
- Graphic overlays are exceptional.
- Authentic case studies that marry content with scenarios that nurses will encounter.
- Quality NCLEX and general content review.
- Variety of internet resources.

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
ANATOMY AND PHYSIOLOGY**

| Textbook | Allocation | Cost | Number Needed | Initial Implementation | Four-Year Projected Costs (5%) | Total Implementation |
|----------------------------------|-------------|------------------|---------------|------------------------|--------------------------------|----------------------|
| Student Edition | 1 class set | \$54.72 per book | 40 | \$2,188.80 | 109.44 x 4= \$437.76 | \$2,626.56 |
| Total Implementation Cost | | | | | | \$2,626.56 |

**PRACTICAL NURSING PROGRAM
ANATOMY AND PHYSIOLOGY
GRADE 12**

SECOND-CHOICE RECOMMENDATION

The Practical Nursing Program Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

Fundamentals of Anatomy and Physiology, 12th Edition. Martini, Nath and Bartholomew. Pearson, 2021.

The recommended textbook displays the following strengths:

- Includes narrated videos to assist students with clinical cases at the beginning of each chapter.
- “Check Points” throughout the chapter are great formative assessments.
- Online test bank to help students review content on-demand.
- Clinical notes incorporate other nursing topics that is associated with anatomy and physiology (i.e., intramuscular injections)

The recommended textbook displays the following limitations:

- Lacks vocabulary support; this is a new language for our students and terminology is important. Additionally, there is no guide to pronunciation of new vocabulary.
- Inclusion of a DVD is outdated.
- Cost of the textbook.

**SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
ANATOMY AND PHYSIOLOGY**

| Textbook | Allocation | Cost | Number Needed | Initial Implementation | Four-Year Projected Costs (5% per year) | Total Implementation |
|----------------------------------|-------------------|-------------------|----------------------|-------------------------------|--|-----------------------------|
| Student Edition | 1 class set | \$205.60 per book | 40 | \$8,224.00 | 411.20 x 4= \$1,644.80 | \$9,868.80 |
| Total Implementation Cost | | | | | | \$9,868.80 |



Subject: Parenting and Early Learning Careers **Item Number:** 12B-1

Section: Information **Date:** November 9, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

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

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information regarding the proposed course, Parenting and Early Learning Careers and corresponding course objectives for implementation in the 2022-2023 school year.

Background Summary:

The proposed yearlong Parenting and Early Learning Careers course would replace current separate semester offerings of this course material. The new combined course benefits students by allowing flexibility of pacing and interconnection of the standards covered in each semester. This change will also offer greater ease when administering industry credential exams. Benefits of combining include:

- Flexibility for pacing.
- Flexibility for scheduling credential testing.

Source:

Child Development and Parenting course description from VDOE, [Child Development and Parenting 8232.pdf \(cteresource.org\)](#) (2021)

Budget Impact:

There will be no budget impact to implement this course as it is simply combining two semester options already in place.

Course Proposal:

Parenting and Early Learning Careers Course

Course Description:

Parenting and Early Learning Careers is a single block, yearlong course proposed to replace current semester offerings at all high school locations. The course is designed to combine our current semesters of Parenting and Child Care Occupations beginning in the 2022-2023 school year.

Students enrolled in Parenting and Early Learning Careers will learn about parenting roles, responsibilities and practices that maximize human growth and development. They focus on ensuring a healthy start for parent and child, balancing work and family, and understanding support systems that provide services for families. Additionally, students will be introduced to early childhood education career opportunities and explore topics such as child development, safe and healthy learning environments for children, and developmentally appropriate practices that support early learning. Leadership opportunities are available through the co-curricular student organization.

Pre-requisites:

None

Budget Impact:

No budget impact for the implementation of the new Parenting and Early Learning Careers course is expected. The course will be taught with the staff already allocated to the high schools for the 2022-2023 school year. No new expenses are anticipated to support the shift from semesters to a year-long model.

Aims:

Year-long Parenting and Early Learning Careers will:

- Flexibility for pacing.
- Flexibility for scheduling credential testing.

Competencies:

Demonstrating Personal Qualities and Abilities

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.

- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Balancing Work and Family

- Analyze the meaning of work.
- Analyze the meaning of family.
- Compare how families affect work life and how work life affects families.
- Identify management strategies for balancing work and family roles.

Analyzing Parenting Roles and Responsibilities

- Analyze parenting expectations and responsibilities.
- Identify parenting roles across the life span.
- Evaluate personal readiness for becoming a parent.
- Analyze societal influences on parenting roles and responsibilities.
- Assess common parenting practices and emerging research about discipline on human growth and development.
- Evaluate different parenting styles.
- Describe cultural differences in parenting roles and responsibilities.
- Analyze the interdependent relationship between families and society for meeting children's needs.

Ensuring a Healthy Start for Mother and Child

- Identify biological processes related to prenatal development.
- Identify biological processes related to birth.
- Identify biological processes related to the health of mother and child.
- Demonstrate nurturing practices that support infant growth and development.
- Describe ways to integrate a newborn into the family.
- Explain the bonding and attachment processes and how they influence parent-child relationships.

Evaluating Support Systems that Provide Services for Parents

- Describe components of an effective parenting support system.
- Investigate resources available to parents.
- Summarize current laws and policies related to parenting.
- Develop strategies to effect change in policies and laws for the benefit of families and children.
- Participate in advocacy to effect policies and laws for the benefit of families and children.

- Identify available childcare options.
- Identify criteria for selecting and evaluating childcare services.

Evaluating Parenting Practices that Maximize Human Growth and Development

- Describe developmental stages and their characteristics.
- Describe developmentally appropriate behavior and discipline for a child at each stage of development.
- Identify nurturing practices that support human growth and development.
- Plan strategies to enhance children's physical, emotional, social, and cognitive development.
- Plan strategies for meeting nutritional needs of children.
- Plan strategies to provide for child health and safety.
- Demonstrate developmentally appropriate communication skills.
- Distinguish among guidance, discipline, and punishment.

Evaluating Parenting Practices That Are Detrimental to Human Growth and Development

- Analyze factors that contribute to child abuse and to child neglect.
- Assess the effects of child abuse and neglect on the child, parents, other family members, and society.
- Determine methods to prevent child abuse and neglect.

Locally Created Competencies

- Differentiate among the types of early childhood education programs.
- Identify cultural, religious, family, and environmental factors that affect a child's development.
- Compile a list of careers related to the early childhood education industry.
- Identify roles and responsibilities of an entry-level early childhood education professional.
- Investigate the education/training requirements of identified careers in early childhood education.
- Identify specific entrepreneurial possibilities in early childhood education.
- Analyze the career lattice in the early childhood education industry that progresses from entry-level to professional positions.
- Analyze personal interests, abilities, skills, and dispositions.
- Determine the characteristics and skills necessary to obtain and maintain successful employment in careers involving children.
- Identify developmentally appropriate practices that support and maximize development and learning for all children.
- Describe the responsibilities of being a mandated reporter of child abuse and/or neglect.
- Describe the needs of children at various ages regarding space, equipment, materials management, and room or area arrangement.
- Identify safety hazards and ways to protect children from them.
- Identify components of healthy snacks for young children.



Subject: Photography & Communications Technology **Item Number:** 12B-2

Section: Information **Date:** November 9, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information regarding the proposed course, Photography & Communications Technology and corresponding course objectives for implementation in the 2022-2023 school year.

Background Summary:

The proposed yearlong Photography & Communications Technology course will replace current separate semester offerings of this course material. The new combined course benefits students by allowing flexibility of pacing and interconnection of the standards covered in each semester. This change will also offer greater ease when administering industry credential exams. Benefits of combining include:

- Flexibility for pacing.
- Flexibility for scheduling credential testing.

Source:

Communications Systems course description from VDOE, [Communication Systems 8415.pdf \(cteresource.org\)](https://cteresource.org/Communication%20Systems%208415.pdf) (2021)

Budget Impact:

There will be no budget impact to implement this course as it is simply combining two semester options already in place.

Course Proposal:

Photography & Communications Technology Course

Course Description:

Photography & Communications Technology is a single block, yearlong course proposed to replace current semester offerings at all high school locations. The course is designed to combine our current semesters of Photography and Communications Technology beginning in the 2022-2023 school year.

Students enrolled in Photography & Communications Technology will take part in experiences in the fields of imaging technology, graphic production, video and media, technical design, and various modes of communicating information through the use of data. Students develop critical-thinking and problem-solving skills using the universal systems model. Students also learn about the impact of communication on society and potential career fields relating to communications.

Pre-requisites:

None

Budget Impact:

No budget impact for the implementation of the new Photography & Communications Technology course is expected. The course will be taught with the staff already allocated to the high schools for the 2022-2023 school year. No new expenses are anticipated to support the shift from semesters to a year-long model.

Aims:

Year-long Photography & Communications Technology will:

- Flexibility for pacing.
- Flexibility for scheduling credential testing.

Competencies:

Demonstrating Personal Qualities and Abilities

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

Demonstrating Interpersonal Skills

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

Demonstrating Professional Competencies

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.

- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

Examining All Aspects of an Industry

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

Introducing Communication Systems

- Define *communication*.
- Explain ethics as they relate to communication systems.
- Identify technology used in communication.
- Identify types of communication.
- Define *digital communication technology*.
- Research the history and development of various types of communication systems.
- Analyze the impact of communication systems.
- Analyze communication systems problems/challenges.
- Describe elements of design.
- Describe principles of design.
- Explain the design process.

Exploring Digital Visualization

- Identify the components of a storyboard.
- Create a storyboard for a simple animation.
- Generate a simple, two-dimensional animation.
- Generate a simple, digital, three-dimensional model.
- Modify a simple, digital, three-dimensional model.
- Animate a simple, digital, three-dimensional model.

Exploring Imaging Technology

- Identify various systems for capturing and transmitting images.
- Examine the theories and properties of light.
- Explore photographic and other imaging media.
- Incorporate composition elements.
- Capture a digital image.
- Manipulate digital images.
- Mount a photograph.

Examining Graphic Production

- Explain graphic production.
- Describe the different methods of graphic production.
- Prepare images for output.
- Identify the different types of coding used to create data communication systems.
- Identify basic concepts of developing a web page.
- Create a web page.
- Describe channels for delivering web communication.
- Identify elements of typography.
- Produce a finished graphic product.

Examining Video and Media Technology

- Describe the concepts of audio and video communication.
- Describe audio and video production equipment and terminology.
- Describe the production process.
- Produce a video or an animation, using the production process.
- Output video to analog or digital format.

Exploring Communications Careers and Advancement

- Describe careers related to communication systems.
- Create a portfolio including work from Communication Systems.



Subject: Art II: Digital Media and Design Course **Item Number:** 12B-3

Section: Information **Date:** November 9, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs

Christopher Buhner, Coordinator of Visual Arts

Presenter(s): Nicole DeVries, Ph.D., Director of K-12 and Gifted Program

Recommendation:

That the School Board receive information regarding the proposed Art II: Digital Media and Design course for all high schools for a three-phase implementation from 2022-2023 through the 2024-2025 school year.

Background Summary:

Virginia Beach City Public School has a proud tradition of offering our students courses that prepare them for the future. Although we have two select programs in our school system offering versions of visual arts digital design, at the Visual and Performing Arts Academy and Advanced Technology Center, a large portion of our students do not have these same opportunities. Reviewing school systems from across the state that are equivalent to VBCPS, several offer multiple versions of visual art computer-design classes. For example, Chesterfield County Public Schools has offered Digital Media & Graphic Design I through IV and Digital Photography I through IV since 2003. Similar opportunities are available in Henrico County Public Schools and Fairfax County Public Schools. Local school districts that offer similar options for all their students include Newport News Public Schools, who provides Computer Art I & II, and Norfolk Public Schools, who offers Digital Media I & II and Digital Photography I through VI.

Technology advancements with platform multimedia capabilities and digital design have greatly impacted how art is made and communicated in the 21st century. Today's college programs and professional digital visual arts careers (e.g., Character Animator, Character Modeler, Simulations FX Technician, Motion Caption Technical Director, Digital Compositor and Motion Graphics Design) require a comprehensive understanding of computer skills and application knowledge of digital art design and creation. Additional career opportunities outside the traditional visual arts careers that require these skills include Social Media Strategist, Public Relations Coordinator, Environmental Animator, Forensic Artist, Medical Illustration, Publisher, and Editorial Specialist.

The following is a sample of university programs VBCPS students attend that offer digital art and design programs, along with technology prerequisites:

- Virginia Tech requests prerequisite skills with Macintosh (Mac) computers for the following course tracks: Fine Arts, Studio Arts, Art History, Cinema, Creative Technologies, Theatre Arts, Music, Multimedia Journalism. Personal Computers (PC)/Mac options for all other majors.

- Virginia Commonwealth University Arts requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Cinema, & Fashion Design. PC/Mac options for all other majors.
- James Madison University requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Media Arts and Design. PC/Mac options for all other majors.

Based on feedback from colleges, students need exposure to different operating systems as well as the full Adobe Creative Cloud suite of programs, most notably Photoshop and Illustrator. To appropriately prepare our students for multiple pathways beyond high school, and in alignment with the VBCPS graduate profile, the addition of these digital visual arts classes using equipped iMac labs will support our students with the enduring understanding and skill sets needed for future success. If the plan detailed below is fully implemented, beginning with the class of 2027, all visual arts students will be fully prepared with the knowledge and skill-sets necessary for success as they continue their education or start their career path.

Budget Impact:

The following chart covers the expenses of a three-year plan to implement the equipment, instructional materials, personal and professional learning for full implementation of Art II: Digital Media and Design. Please note that staffing will be provided through each high school's yearly allocation and taught by the current visual arts staff.

| Year | Equipment | Management & Instructional Materials | Professional Learning | Total |
|---------------------------|------------------|---|------------------------------|------------------|
| 2022-2023 (2 Schools) | \$161,272 | \$3,200 | \$1,080 | \$165,552 |
| 2023-2024 (+4 Schools) | \$322,544 | \$10,580 | \$2,040 | \$335,164 |
| 2024-2025 (+5 Schools) | \$403,180 | \$20,540 | \$2,040 | \$425,760 |
| TOTAL | | | | \$926,476 |

Art II: Digital Media and Design

Course Description:

Art II: Digital Media and Design students will develop and explore skills and techniques for problem-solving digital design tasks, such as 2-D and 3-D imaging and printing, restorative and altering digital images, graphic design and integration into other art media. Using the artistic and design process, emphasis will include approaching the computer as a creative and practical tool using contemporary programs, media, and techniques. Imaging applications, such as Photoshop, will be explored for fine art and design experiences. Students will understand how the history and function of technology has dramatically changed the way society creates and perceives the arts. Visual arts technology-based careers, such as an animator, modeler, technician or arts director, will be explored through a historical and contemporary lens. Students will build and maintain digital portfolios documenting their artistic growth throughout the course. Students will develop visual literacy and appreciation for art through written, visual and verbal expression. Students will also explore public art and copyright fundamentals in the field of digital art, as well as participate in various art shows.

Prerequisites:

Art I: Foundations

Expected Learning Outcomes:

In alignment with the new Virginia Department of Education Standard of Learning adopted in May 2020 with district implementation September 2021, the following objectives will be utilized during the Art II: Digital Media and Design (AIIDM) course:

Creative Process

AIIDM.1

The student will apply creative thinking to digital original artistic works: a) generate ideas for works of art through exploration and inquiry, b) select programs, media, and processes of personal interest, c) communicate a personal style and point of view in artwork.

AIIDM.2

The student will identify and apply a creative process to develop ideas and digital artwork: a) refine and edit original works of art, b) communicate and express an idea, c) expand the use of a digital process art portfolio to include research, inquiry, preliminary sketches, completed works, critical writings, and reflections, d) select, prepare, and submit works of art for exhibition.

Critical Thinking and Communication

AIIDM.3

The student will analyze, interpret, and evaluate digital artwork: a) communicate well-supported and persuasive interpretations of still and/or moving digital media using appropriate terminology, b) identify common characteristics of works of art and design that are presented as a series or sequence, c) describe, analyze, interpret, and evaluate personal, peer, and professional works of art and design, d) expand on constructive approaches to critique such as in-progress (formative), self-reflective, and summative.

AIIDM.4

The student will formulate a definition for art and defend that definition in relationship to objects in the world: a) examine definitions of art using aesthetic theories to discuss differences in perspective such as Formalism, Emotionalism, Immitationalism, Instrumentationalism, b) explain the difference between informed judgments and personal preference when discussing works of art and design, c) explore the relevant value of various digital art forms.

AIIDM.5

The student will have personal responsibility for the care and safe use of shared spaces and art equipment: a) apply communication and collaboration skills in the digital art studio.

History, Culture, and Citizenship

AIIDM.6

The student will understand digitally diverse historical and cultural influences of art: a) identify diverse historical and contemporary artists and artworks including the value, roles, and reasons for creating art from various perspectives, b) examine and discuss social, political, economic, and cultural factors that influence works of art and design, c) investigate how art and design can be viewed from a variety of personal, cultural, and historical perspectives.

AIIDM.7

The student will identify ways digital art can be used to address community needs.

AIIDM.8

The student will apply and justify ethical choices when creating works of art and design: a) explain the difference between an original idea that draws inspiration from other sources and copying works unethically, b) demonstrate appropriate use of planning and resources to create original works of art.

Innovation in the Arts

AIIDM.9

The student will describe various digital art-related skills that connect to postsecondary educational and career opportunities and demonstrate innovative thinking in the design process: a) identify the ways in which art-related skills are used in various industries, b) generate creative solutions by utilizing the design process, c) collaborate with a team to produce a final design for a client.

AIIDM.10

The student will identify how digital media and technology tools can be used to create, edit and present works of digital art: a) explore new technology media, tools and techniques for the production of art, b) use new technology in the development or production of an artwork.

AIIDM.11

The student will explore and respond to digital works of art that are inspired by other fine arts and fields of knowledge: a) justify the connections between various art forms and non-arts areas of study.

Technique and Application

AIIDM.12

The student will employ elements of art and principles of design to effectively communicate intended meaning in digital works of art and design.

AIIDM.13

The student will use a variety of techniques such as emphasis, contrast and hierarchy of design elements to create balance of space in digital works of art.

AIIDM.14

The student will expand on observational skills to create expressive and meaningful digital artworks that draw from various sources.

AIIDM.15

The student will demonstrate proficiency, skill and control in the use of digital programs, media and techniques.

AIIDM.16

The student will combine traditional and nontraditional media to create digital works of art.

AIIDM.17

The student will interpret a subject and apply knowledge of digital art/design history to the development of their personal style.

Budget Impact:

The following chart is a detailed version of the equipment, annual management, instructional materials, personnel and professional learning for the new digital art classes. Please note that staffing will be provided through each high school's yearly allocation and taught by the current visual arts staff.

| Year | Equipment | Annual Management & Instructional Materials | Professional Learning | Total |
|------------------|--|--|---|------------------------|
| 2022-2023 | 2 High Schools 26 iMac 27" 3.8 Desktop \$2,300 each <u>\$59,800</u> 26 Wacom Tablet \$367 each <u>\$9,542</u> 1 Epson Lg. Format Printer 24" <u>\$2,294</u> 2 Epson Inkjet Printers 13" \$350 each <u>\$700</u> 13 Tables 26 \$400 each <u>\$5,200</u> 26 Chairs \$100 each. <u>\$2,600</u> Accessories (Cords & Network Switches) <u>\$500</u> \$80,636 per school \$161,272 equipment total for year | 2 High Schools 26 Apple Management \$20 each <u>\$520</u> 6 Print Cartridge Set \$80 each <u>\$480</u> 2 Roll Paper \$150 each <u>\$300</u> Card Stock Paper <u>\$200</u> Display Supplies <u>\$100</u> Adobe - VBCPS Licensed <u>\$0</u> \$1,600 per school \$3,200 management & materials total for year | 2 High Schools Summer 4 - 4 Hour Sessions 1 Instructor 24 Hours x \$30 <u>\$720</u> School Year 8 - 1 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$360</u> \$1,080 professional learning total for year | \$165,552 Total |
| 2023-2024 | 4 High Schools 26 iMac 27" 3.8 Desktop \$1,800 each <u>\$59,800</u> 26 Wacom Tablet \$367 each <u>\$9,542</u> 1 Epson Lg. Format Printer 24" <u>\$2,294</u> 2 Epson Inkjet Printers 13" \$350 each <u>\$700</u> 13 Tables 26 \$400 each <u>\$5,200</u> 26 Chairs \$100 each. <u>\$2,600</u> | 6 High Schools 26 Apple Management \$20 each <u>\$520</u> 6 Print Cartridge Set \$80 each <u>\$480</u> 2 Roll Paper \$150 each <u>\$300</u> Card Stock Paper <u>\$200</u> Display Supplies <u>\$100</u> Adobe - VBCPS Licensed <u>\$0</u> \$1,600 per school \$9,600 Total | 4 High Schools Summer 4 - 4 Hour Sessions 1 Instructor 24 Hours x \$30 <u>\$720</u> School Year 8 - 1 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$360</u> \$1,080 ----- <i>*Implementation of Art II: Digital Media and Design. 1 section per school.</i> 2 High Schools | |

| | | | | |
|------------------|--|--|---|---|
| | <p>Accessories (Cords & Network Switches) <u>\$500</u></p> <p>\$80,636 per school</p> | <p>----- <i>*Implementation of Art II: Digital Media and Design. 1 section per school.</i></p> <p>2 High Schools</p> <p>3 Print Cartridge Set \$80 each <u>\$240</u></p> <p>1 Roll Paper <u>\$150</u></p> <p>Card Stock Paper <u>\$100</u></p> <p>Display Supplies <u>\$50</u></p> <p>Adobe - VBCPS Licensed <u>\$0</u></p> <p>\$490 per school \$980 Total</p> | <p>Summer 2 - 4 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$240</u></p> <p>School Year 4 - 1 Hour Sessions 1 Instructor 8 Hours x \$30 <u>\$240</u></p> <p>\$960</p> | |
| 2024-2025 | <p>5 High Schools</p> <p>26 iMac 27" 3.8 Desktop \$2,300 each <u>\$59,800</u></p> <p>26 Wacom Tablet \$367 each <u>\$9,542</u></p> <p>1 Epson Lg. Format Printer 24" <u>\$2,294</u></p> <p>2 Epson Inkjet Printers 13" \$350 each <u>\$700</u></p> <p>13 Tables 26 \$400 each <u>\$5,200</u></p> <p>26 Chairs \$100 each. <u>\$2,600</u></p> <p>Accessories (Cords & Network Switches) <u>\$500</u></p> <p>\$80,636 per school</p> | <p>11 High Schools</p> <p>26 Apple Management \$20 each <u>\$520</u></p> <p>6 Print Cartridge Set \$80 each <u>\$480</u></p> <p>2 Roll Paper \$150 each <u>\$300</u></p> <p>Card Stock Paper <u>\$200</u></p> <p>Display Supplies <u>\$100</u></p> <p>Adobe - VBCPS Licensed <u>\$0</u></p> <p>\$1,600 per school \$17,600 Total</p> <p>----- <i>*Implementation of Art II: Digital Media and Design. 1 section per school.</i></p> <p>6 High Schools</p> <p>3 Print Cartridge Set \$80 each <u>\$240</u></p> <p>1 Roll Paper <u>\$150</u></p> <p>Card Stock Paper <u>\$100</u></p> <p>Display Supplies <u>\$50</u></p> <p>Adobe - VBCPS Licensed <u>\$0</u></p> <p>\$490 per school \$2,940 Total</p> | <p>5 High Schools</p> <p>Summer 4 - 4 Hour Sessions 1 Instructor 24 Hours x \$30 <u>\$720</u></p> <p>School Year 8 - 1 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$360</u></p> <p>\$1,080</p> <p>----- <i>*Implementation of Art II: Digital Media and Design. 1 section per school.</i></p> <p>4 High Schools</p> <p>Summer 2 - 4 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$240</u></p> <p>School Year 4 - 1 Hour Sessions 1 Instructor 8 Hours x \$30 <u>\$240</u></p> <p>\$960</p> <p>----- <i>*Training for AP Digital Art is facilitated through a mandatory 5-year training cycle for VBCPS teachers.</i></p> | <p>\$335,164 (additional) / \$500,716 Total</p> <p>\$425,760 (additional) / \$926,476 Total</p> |



Subject: Art III: Digital Media and Design Course

Item Number: 12B-4

Section: Information

Date: November 9, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs

Christopher Buhner, Coordinator of Visual Arts

Presenter(s): Nicole DeVries, Ph.D., Director of K-12 and Gifted Program

That the School Board receive information regarding the proposed Art III: Digital Media and Design course for all high schools for a three-phase implementation from 2023-2024 through the 2025-2026 school year.

Background Summary:

Virginia Beach City Public Schools (VBCPS) has a proud tradition of offering our students courses that prepare them for the future. Although we have two select programs in our school system offering versions of visual arts digital design, at the Visual and Performing Arts Academy and Advanced Technology Center, a large portion of our students do not have these same opportunities. In reviewing school systems from across the state that are similar to VBCPS, several offer multiple versions of visual art computer-designed based classes. For example, Chesterfield County Public School has offered Digital Media & Graphic Design I through IV and Digital Photography I through IV since 2003. Similar opportunities are available in Henrico County Public Schools and Fairfax County Public Schools. Local school districts that offer similar options for all of their students include Newport News Public Schools, who offers Computer Art I & II, and Norfolk Public Schools, who offers Digital Media I & II and Digital Photography I through VI.

Technology advancements with platform multimedia capabilities and digital design have greatly impacted how art is made and communicated in the 21st century. Today's college programs and professional digital visual arts careers (e.g., Character Animator, Character Modeler, Simulations FX Technician, Motion Caption Technical Director, Digital Compositor and Motion Graphics Design) require a comprehensive understanding of computer skills and application knowledge of digital art design and creation. Additional career opportunities outside the traditional visual arts careers that require these skills include Social Media Strategist, Public Relations Coordinator, Environmental Animator, Forensic Artist, Medical Illustration, Publisher, and Editorial Specialist.

The following is a sample of university programs VBCPS students attend that offer digital art and design programs, along with technology prerequisites:

- Virginia Tech requests prerequisite skills with Macintosh (Mac) computers for the following course tracks: Fine Arts, Studio Arts, Art History, Cinema, Creative Technologies, Theatre Arts, Music, Multimedia Journalism. Personal Computer (PC)/Mac options for all other majors.
- Virginia Commonwealth University Arts requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Cinema, & Fashion Design. PC/Mac options for all other majors.

- James Madison University requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Media Arts and Design. PC/mac options for all other majors.

Based on feedback from colleges, students need exposure to different operating systems as well as the full Adobe Creative Cloud suite of programs, most notably Photoshop and Illustrator. To appropriately prepare our students for multiple pathways beyond high school, and in alignment with the VBCPS graduate profile, the addition of these digital visual arts classes using equipped iMac labs will support our students with the enduring understanding and skill sets needed for future success. If the plan detailed below is fully implemented, beginning with the class of 2027, all visual arts students will be fully prepared with the knowledge and skill-sets necessary for success as they continue their education or start their career path.

Budget Impact:

The following chart covers the expenses of a three-year plan to implement the equipment, instructional materials, personal and professional learning for full implementation of Art III: Digital Media & Design. Please note that staffing will be provided through each high school's yearly allocation and taught by the current visual arts staff.

| Year | Equipment | Management & Instructional Materials | Professional Learning | Total |
|---------------------------|------------------|---|------------------------------|-----------------|
| 2023-2024 (2 Schools) | \$0 | \$980 | \$960 | \$1,940 |
| 2024-2025 (+4 Schools) | \$0 | \$2,940 | \$960 | \$3,900 |
| 2025-2026 (+5 Schools) | \$0 | \$5,390 | \$960 | \$6,350 |
| TOTAL | | | | \$12,190 |

Art III: Digital Media and Design

Course Description:

Art III: Digital Media and Design students will build upon and demonstrate advanced use of digital media and techniques as a creative and practical tool. Current and on-going developments in the digital career fields will be researched and presented with a higher education and career option lens. Commercial, practical and fine art graphic design will be a focus of study throughout the year. Students will build and maintain advanced level digital portfolios documenting their artistic growth throughout the course that reflect independent thinking and innovation. The culminating portfolios must also show evidence of quality concentrations, and breadth of work produced during their two years of study. Students will justify and apply visual literacy and appreciation for art through written, visual, and verbal expression. Students will also experience public art and apply copyright fundamentals in the field of digital art while participating in various artistic opportunities.

Prerequisites:

Art II: Digital Media and Design

Expected Learning Outcomes:

In alignment with the new Virginia Department of Education Standard of Learning adopted in May 2020 with district implementation September 2021, the following objectives will be utilized during the Art III: Digital Media and Design (AIIIDM) course:

Creative Process

AIIIDM.1

The student will develop essential questions to guide a sustained digital investigation which includes a synthesis of ideas, materials and processes over time.

AIIIDM.2

The student will apply a creative process to develop ideas and artwork: a) develop essential questions to guide a related series of digital artworks which includes synthesis, materials and processes over time, b) use the creative process to develop and inform an original artistic vision/voice, c) maintain a digital process art portfolio that demonstrates inquiry, research, fluency of ideas, flexibility of thought, connections, concepts, media exploration and processes, d) present and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

Critical Thinking and Communication

AIIIDM.3

The student will analyze, interpret and evaluate artwork: a) evaluate the effectiveness of the communication of artistic vision/voice in personal works of art, b) analyze art exhibitions in written reflections, c) describe how the purpose of art shifts over time and explain the functions and purposes of personal works of art, d) use a variety of critique processes to reflect on and inform personal artistic vision/voice.

AIIIDM.4

The student will analyze how the attributes of works of art and design may evoke viewer response: a) understand how digital artworks have been influenced by traditions, norms, practices, values, beliefs and events, b) explain how digital art can have different values and meaning for the viewer and the artist.

AIIIDM.5

The student will collaborate to achieve a common artistic goal within a small group: a) demonstrating care and safe use of shared spaces and art equipment.

History, Culture, and Citizenship

AIIDM.6

The student will understand diverse historical and cultural influences of art: a) explain how themes throughout the history of art have been influenced by traditions, norms, values, beliefs and events, b) compare and analyze art styles within cultural contexts, c) research and analyze diverse digital artists, art styles and cultures that inspire personal works of art, d) analyze the ways that technology and innovation have impacted the evolution of art and design.

AIIDM.7

The student will describe opportunities for digital arts engagement, leadership and advocacy within the community.

AIIDM.8

The student will practice ethics in all aspects of digital artmaking and designing to include the documentation and justification of original ideas.

Innovation in the Arts

AIIDM.9

The student will investigate and describe applications of digital arts skills in a variety of workplace, college and career pursuits.

AIIDM.10

The student will expand on how contemporary innovative media, tools and processes are used to create works of art: a) expand their use of digital media, tools and techniques for the production of art, b) use technology in the development or documentation of art works, c) explain how the use of technology in art has changed over time.

AIIDM.11

The student will identify and apply cross-curricular connections in the planning and development of digital artwork.

Technique and Application

AIIDM.12

The student will analyze, justify and apply elements of art and principles of design used in a personal series or sequence.

AIIDM.13

The student will analyze, evaluate and apply appropriate perspective techniques and spatial relationships in the development of individual digital works of art.

AIIDM.14

Using digital media and tools the student will apply and refine appropriate observation skills in the development of individual artistic work.

AIIDM.15

The student will demonstrate digital skills and independent thinking in the use of media, techniques and processes to achieve desired intentions in works of art and design.

AIIDM.16

The student will investigate, evaluate and select digital media and techniques to create a series or sequence of personal works of art.

AIIDM.17

The student will refine personal stylistic choices for subject matter during the creation of artwork.

Budget Impact:

The following chart is a detailed version of the equipment, annual management, instructional materials, personnel and professional learning for the new digital art classes. Please note that staffing will be provided through each high school's yearly allocation and taught by the current visual arts staff.

| Year | Equipment | Annual Management & Instructional Materials | Professional Learning | Total |
|-----------|----------------------------|---|---|--|
| 2023-2024 | Nothing additional needed. | 2 High Schools 3 Print Cartridge Set \$80 each <u>\$240</u> 1 Roll Paper <u>\$150</u> Card Stock Paper <u>\$100</u> Display Supplies <u>\$50</u> Adobe - VBCPS Licensed <u>\$0</u> \$490 per school \$980 Total | 2 High Schools Summer 2 - 4 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$240</u> School Year 4 - 1 Hour Sessions 1 Instructor 8 Hours x \$30 <u>\$240</u> \$960 Total | \$1,940 Total |
| 2024-2025 | Nothing additional needed. | 6 High Schools 3 Print Cartridge Set \$80 each <u>\$240</u> 1 Roll Paper <u>\$150</u> Card Stock Paper <u>\$100</u> Display Supplies <u>\$50</u> Adobe - VBCPS Licensed <u>\$0</u> \$490 per school \$2,940 Total | 4 High Schools Summer 2 - 4 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$240</u> School Year 4 - 1 Hour Sessions 1 Instructor 8 Hours x \$30 <u>\$240</u> \$960 | \$3,900 (additional) \$5,840 Total |
| 2025-2026 | Nothing additional needed. | 11 High Schools 3 Print Cartridge Set \$80 each <u>\$240</u> 1 Roll Paper <u>\$150</u> Card Stock Paper <u>\$100</u> Display Supplies <u>\$50</u> Adobe - VBCPS Licensed <u>\$0</u> \$490 per school \$5,390 Total | 5 High Schools Summer 2 - 4 Hour Sessions 1 Instructor 12 Hours x \$30 <u>\$240</u> School Year 4 - 1 Hour Sessions 1 Instructor 8 Hours x \$30 <u>\$240</u> \$960 Total | \$6,350 (additional) / \$12,190 Total |



Subject: Advanced Placement Digital Art Course **Item Number:** 12B-5

Section: Information **Date:** November 9, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Nicole DeVries, Ph.D., Director of K-12 and Gifted Programs

Christopher Buhner, Coordinator of Visual Arts

Presenter(s): Nicole DeVries, Ph.D., Director of K-12 and Gifted Program

That the School Board receive information regarding the proposed Advanced Placement Digital Art course for all high schools for a three-phase implementation from 2024-2025 through the 2026-2027 school year.

Background Summary:

Virginia Beach City Public Schools (VBCPS) has a proud tradition of offering our students courses that prepare them for the future. Although we have two select programs in our school system offering versions of visual arts digital design, at the Visual and Performing Arts Academy and Advanced Technology Center, a large portion of our students do not have these same opportunities. In reviewing school systems from across the state that are similar to VBCPS, several offer multiple versions of visual art computer-design classes. For example, Chesterfield County Public Schools has offered Digital Media & Graphic Design I through IV and Digital Photography I through IV since 2003. Similar opportunities are available in Henrico County Public Schools and Fairfax County Public Schools. Local school districts that offer similar options for all their students include Newport News Public Schools, who offers Computer Art I & II, and Norfolk Public Schools, who offers Digital Media I & II and Digital Photography I through VI.

Technology advancements with platform multimedia capabilities and digital design have greatly impacted how art is made and communicated in the 21st century. Today's college programs and professional digital visual arts careers (e.g., Character Animator, Character Modeler, Simulations FX Technician, Motion Caption Technical Director, Digital Compositor and Motion Graphics Design) require a comprehensive understanding of computer skills and application knowledge of digital art design and creation. Additional career opportunities outside the traditional visual arts careers that require these skills include Social Media Strategist, Public Relations Coordinator, Environmental Animator, Forensic Artist, Medical Illustration, Publisher, and Editorial Specialist.

The following is a sample of university programs VBCPS students attend that offer digital art and design programs, along with technology prerequisites:

- Virginia Tech requests prerequisite skills with Macintosh (Mac) computers for the following course tracks: Fine Arts, Studio Arts, Art History, Cinema, Creative Technologies, Theatre Arts, Music, Multimedia Journalism. Personal Computers (PC)/Mac options for all other majors.
- Virginia Commonwealth University Arts requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Cinema, & Fashion Design. PC/Mac options for all other majors.

- James Madison University requests prerequisite skills with Mac computers for the following course tracks: Graphic Design, Media Arts and Design. PC/Mac options for all other majors.

Based on feedback from colleges, students need exposure to different operating systems as well as the full Adobe Creative Cloud suite of programs, most notably Photoshop and Illustrator. To appropriately prepare our students for multiple pathways beyond high school, and in alignment with the VBCPS graduate profile, the addition of these digital visual arts classes using equipped iMac labs will support our students with the enduring understanding and skill sets needed for future success. If the plan detailed below is fully implemented, beginning with the class of 2027, all visual arts students will be fully prepared with the knowledge and skill-sets necessary for success as they continue their education or start their career path.

Budget Impact:

The following chart covers the expenses of a three-year plan to implement the equipment, instructional materials, personal and professional learning for full implementation of Advanced Placement Digital Art. Please note that staffing will be provided through each high school's yearly allocation and taught by the current visual arts staff.

| Year | Equipment | Management & Instructional Materials <small>*Cost is absorbed by Art III: Digital Media and Design budget</small> | Professional Learning | Total |
|---------------------------|------------------|---|------------------------------|--------------|
| 2024-2025 (2 Schools) | \$0 | \$0 | \$0 | \$0 |
| 2025-2026 (+4 Schools) | \$0 | \$0 | \$0 | \$0 |
| 2026-2027 (+5 Schools) | \$0 | \$0 | \$0 | \$0 |
| TOTAL | | | | \$0 |

Advanced Placement Digital Art

Course Description:

Advanced Placement Digital Art is a college-level course designed for students with above-average ability in digital art. It is an in-depth studio experience in which students compile a portfolio of quality digital artwork in accordance with the guidelines established by the Advanced Placement program committee of the College Entrance Examination Board. Students are expected to participate in various art shows and to complete and submit to the College Board a digital portfolio that demonstrates proficiency in 2-D art and design using a variety of digital techniques and skills.

Prerequisites:

Art III: Digital Media and Design or Art II: Digital Media and Design and art teacher approval

Expected Learning Outcomes:

In alignment with the new Virginia Department of Education Standard of Learning adopted in May 2020 with district implementation September 2021, the following objectives will be utilized during the Advanced Placement Digital Art (AIV) course:

Creative Process

AIV.1

The student will demonstrate an in depth, sustained investigation driven by essential questions showing growth over time and exhibiting originality and personal voice.

AIV.2

The student will apply a creative process to develop ideas and artwork: a) maintain a digital art portfolio that demonstrates independent research and development directly related to the creative process for the development of a sustained investigation. b) exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

Critical Thinking and Communication

AIV.3

The student will analyze, interpret, and evaluate artwork: a) analyze contrasting reviews of art exhibitions or works of art, b) describe and analyze how personal experiences, culture and values construct meaning in personal work, c) conduct a criteria-based portfolio review.

AIV.4

The student will justify personal perceptions of an artist's intent, using visual clues and research: a) justify their sustained investigation in both written and oral form, b) recognize the value of opinions and responses of others.

AIV.5

The student will demonstrate shared responsibility and compromise to achieve a common artistic goal as a small group or class.

History, Culture, and Citizenship

AIV.6

The student will understand diverse historical and cultural influences of art: a) describe how art and culture reflect and influence each other, b) analyze the impact of historical and/or contemporary art on the development of personal style.

AIV.7

The student will identify arts leaders and advocates in the community and describe their impact.

AIV.8

The student will assume personal responsibility and demonstrate integrity in making ethical decisions as they apply to artmaking and designing.

Innovation in the Arts

AIV.9

The student will analyze a selected career in the visual arts identifying the training, skills and plan of action necessary for realizing such a professional goal.

AIV.10

The student will expand and analyze how contemporary innovative media, tools and processes are used to create works of art: a) effectively use appropriate technology enhanced planning, production and documentation techniques for sustained investigation and portfolio production.

AIV.11

The student will analyze and evaluate cross-curricular connections in a sustained investigation.

Technique and Application

AIV.12

The student will evaluate and refine the use of elements of art and principles of design in a sustained investigation.

AIV.13

The student will expand the use of appropriate perspective techniques and spatial relationships in the development of individual artistic work.

AIV.14

The student will analyze, evaluate and synthesize observation skills in the development of individual artistic work.

AIV.15

The student will demonstrate innovative use of media and quality of technical skills in applying selected media, techniques and processes when creating works of art.

AIV.16

The student will select digital media and techniques to support personal creative intentions.

AIV.17

The student will select subject matter, style, symbols, images and media to communicate original ideas and themes through a sustained investigation.



Subject: Advanced PE: Unified Health and Physical Education **Item Number:** 12B-6

Section: Information **Date:** November 9, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs
Sheila J. Jones, Coordinator Health and P.E.

Presenter(s): Nicole M. DeVries, Ph.D., Director of K-12 and Gifted Programs

Recommendation:

That the School Board receive information regarding the proposed course, Advanced PE: Unified Physical Education and corresponding course objectives for implementation in the 2022-2023 school year.

Background Summary:

In January 2020, teachers and staff members in Virginia Beach City Public Schools (VBCPS) were encouraged to submit an "Intent to Innovate", related to the VBCPS Graduate Profile. A team of division leaders from central office and school sites, called the Innovation Network, met to review the applications. High school Health & Physical Education teacher Jenn Vedder submitted a project called The Unified Health and Physical Education Project which was selected by the Innovation Network to implement. The Innovation Network committed to support selected projects with the goal of scaling innovations across the division. Vedder's project has been used as an example for other teachers interested in innovative projects. Her project is a prototype for how VBCPS staff can develop an idea and bring it to fruition with the support of various district leaders.

The proposed Advanced PE: Unified Physical Education course would serve as an additional offering to the existing Advanced Physical Education courses, a series of high school electives offering an additional pathway for students to explore. This course differs from traditional physical education courses by providing a variety of recreational activities that appeal to a wider representation of our student population, including those students with and without disabilities. Unified Physical Education provides inclusive leadership opportunities, community partnerships, physical activity, and a focus on the social, emotional and mental health of all participants. This is a full-year, 1-credit course that includes nutrition, functional fitness and fitness planning, aerobics, individual sports, outdoor pursuits, team competition and other recreational activities.

Budget Impact:

There will be no budget impact to implement this course.

High School Course Proposal:

Advanced PE: Unified Physical Education

Course Description:

In this course, students with and without special needs will learn together as they participate in lifetime activities, such as pickleball, yoga, step challenges, dance, fitness walking, orienteering, beach volleyball, bowling, fitness circuits, and planning special events. This course is an opportunity for students with special needs who typically participate in Adapted PE through 10th grade to continue working on fitness goals as well as the ability to practice activities that include socialization with their peers. Students in advanced PE courses are typically enrolled due to an interest in competitive athletics or for career paths in health sciences. This course provides all students with a less competitive atmosphere and the opportunity to work in a cooperative learning environment where the motivation is primarily aligned to developing relationships and maintaining a healthy lifestyle. In addition to participating in an inclusive environment, non-disabled peers are able to learn about recreational planning for a variety of populations, which pairs this course with the sequential elective in recreational activities. Career paths in therapeutic recreation, careers working with special populations, and an awareness of the key components of accessible environments are additional outcomes for students in this course.

The Unified Physical Education course is structured around the Virginia Health and Physical Education Standards, Workplace Readiness Skills and Competency-Based Tasks, which include gaining the knowledge and skills necessary to be a contributing member of the community and maintain a health-enhancing level of mental, social, emotional and physical fitness. Additionally, the class supports social and emotional learning through the development of leadership skills for all students and the empowerment to foster an inclusive class and school-wide environment.

In addition, the Unified Health & Physical Education course will serve as a gateway for further participation in Special Olympics programs and events. Students in this elective physical education course will demonstrate the knowledge and understanding necessary to improve the many aspects of wellness including cardiorespiratory fitness, muscular strength and endurance, flexibility, mental health and wellness, nutrition and personal safety.

The purpose of this course is to: **(a)** acquire knowledge of physical fitness concepts; **(b)** understand the influence of lifestyle on health and fitness; **(c)** begin to develop an optimal level of fitness; and **(d)** engage in project-based learning experiences to explore, develop and execute different health and wellness opportunities for the school community. This course can be paired with Advanced PE: Recreational Activities to provide an additional sequential elective.

Pre-requisites:

HPE 9 and HPE 10 or Adapted PE

Connection with Student Organizations/Clubs:

Special Olympics Virginia
Unified Track and Field Team
Unified Basketball Team
Unified Bocce Team

Sequential Elective:

Advanced PE: Recreational Activities

Budget Impact:

No budget impact for the implementation of the Advanced PE: Unified Physical Education course is expected. The course will be taught by staff already allocated. No new expenses are anticipated to support the implementation.

Course Objectives:

Motor Skill Development

The student will demonstrate proficiency and apply the concepts and principles of exercise physiology, biomechanics, and anatomy in a variety of lifetime activities that may include outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, selected individual performance activities, and net/wall and target games in at least two self-selected, lifelong, skill-related physical activities.

- Demonstrate appropriate and proper use of equipment in one or more lifetime activities.
- Demonstrate proficiency and refinement in locomotor, non-locomotor and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding and goal/target]).
- Apply physiological principles of warm-up, cool down, overload, specificity and progression.
- Demonstrate competency in one or more specialized skills in health-related fitness activities.
- Demonstrate a variety of activities that contribute to improvement of each component of skill-related fitness.
- Demonstrate correct techniques, form and exercise procedures when performing strength training, physical conditioning and fitness activities and exercises.
- Identify and explain considerations for special populations.
- Define and identify activities of daily living (ADL) as the tasks of everyday life.
- Apply movement skills and patterns to functional fitness activities that support ADL.

Anatomical Basis of Movement

The student will apply knowledge of body systems and movement principles and concepts that aid in the improvement of movement skills and performance to specialized movement forms.

- Explain the effects of physical activity and training on the muscular and cardiovascular systems.
- Analyze movement performance and utilize feedback to learn or improve the movement skills of self and others.
- Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.

Fitness Planning

The student will demonstrate the ability to apply basic principles of training and scientific concepts and principles to evaluate current fitness behaviors and identify strategies needed for health-enhancing fitness for the present and into adulthood.

- Explain the impact of physical activity on emotional and social well-being for the present and into the future.
- Use a variety of resources, including available technology, to analyze current fitness and activity levels, and to improve physical activity and personal fitness.
- Calculate resting heart rate, target heart rate and blood pressure.
- Analyze different activities and sports for their contributions to the development of specific health- and skill-related fitness components.
- Perform assessments to evaluate the health-related components of fitness.

Social Development

The student will evaluate and implement a safe environment for skill practice and play and demonstrate social competency skills for lifetime activity participation.

- Explain the importance of understanding cultural diversity for personal health and fitness.
- Explain the impact of physical activity on emotional and social well-being for the present and into the future.
- Explain and exhibit respects for self and others within school and recreational fitness activity settings.
- Demonstrate safe practices, rules, and procedures in a physical activity setting.
- Explain the importance of inclusive and helpful behaviors in school and recreational fitness activity settings.
- Demonstrate effective and varied teaching techniques for a variety of exercises.

- Define and explain cultural competence and its importance in developing rapport with another individual.
- Explain the impact of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.
- Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.
- Analyze the influence of emotions and peer approval on personal decision making.

Energy Balance

The student will explain the importance of energy balance and demonstrate understanding of the nutritional needs of the body to maintain optimal health and prevent chronic disease for a lifetime.

- Analyze the consequences and risks associated with an inactive lifestyle.
- Analyze the benefits gained from participation in strength training, conditioning, and fitness programs.
- Explain how to maintain hydration in a physically active individual, including effective methods to rehydrate after exercise.
- Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, to include intake, expenditure (levels of intensity) and sleep.
- Justify promoting healthy decisions for proper nutrition, sleep and rest and physical activity.

Essential Health Concepts

The student will demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of self and others throughout life.

- Evaluate how social environments affect health and well-being.
- Describe the importance of health habits that promote personal wellness.
- Identify signs and symptoms of depression, risk factors for suicide and risk factors for other self-destructive behaviors.
- Describe the health benefits of positive self-esteem, balance, flexibility, resilience and healthy relationships with others.
- Demonstrate safe practices, rules and procedures in a physical activity setting.

Advocacy & Health Promotion

The student will advocate for personal health and well-being and promote health-enhancing behaviors for others

- Promote community health promotion and/or disease prevention projects.
- Identify health promotion opportunities and share talents and expand personal knowledge through community service-learning experiences.
- Explain the importance of developing relationships with health, wellness, education, safety and business professionals to address environmental health concerns.
- Identify and explain considerations for special populations.
- Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating or other self-harming behavior.
- Identify school and community mental health resources.

Healthy Decisions

The student will analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life.

- Explain the physical, mental, social and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.
- Develop a personal system for coping with distress and stress.
- Explain the importance of community mental health services.
- Evaluate strategies for improving the societal and environmental conditions that contribute to health.
- Evaluate the value of exercising self-control.
- Identify strategies for the peaceful resolution of conflicts.

Leadership Skills

The students will understand various leadership styles and develop their own leadership skills.

- Assess personal leadership qualities.
- Update personal and leadership goals.
- Compare the effectiveness of leadership styles.
- Describe the benefits of using different leadership styles in different situations.
- Describe techniques for motivating others.

Skills Development

The student will develop and use important skills necessary to be an effective global citizen.

- **Collaborator:** Students broaden their perspectives and enrich their learning by constructively contributing to project teams and larger collaborative groups, assuming various roles and responsibilities to work effectively toward a common goal.
- **Critical Thinker:** Students critically construct knowledge and problem-solve by collecting data or identifying relevant data sets, analyzing and representing data in various ways and producing creative artifacts in order to make meaningful learning experiences for themselves and others.
- **Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.



Subject: Dual Enrollment Veterinary Assistant I & II **Item Number:** 12B-7
Section: Information **Date:** November 9, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

Prepared by: Angela L. Siders, Executive Director of Secondary Teaching and Learning
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Angela L. Siders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information regarding the proposed courses/certificate program, Dual Enrollment (DE) Veterinary Assistant I and DE Veterinary Assistant II and corresponding course objectives for implementation in the 2022-2023 school year.

Background Summary:

The proposed, one-year DE Veterinary Assistant program (Career Studies Certificate: Veterinary Assistant 221-188-04) will be offered by Tidewater Community College (TCC) through the Advanced Technology Center and will serve up to 20 students interested in entry level positions in the veterinary field. Additionally, the DE Veterinary Assistant program can be viewed as a steppingstone for those students desiring to further their education in the field of veterinary health care. This certificate is transferrable into a Veterinary Technology program at TCC should students choose to continue their studies after high school to pursue licensure as a veterinary technician.

The program consists of two, double-blocked 4x4 courses taught by TCC faculty at the college's Virginia Beach campus over the course of one year. Students enrolled in the program will earn two high school credits, complete the sequential elective requirement for high school graduation, achieve Career and Technical Education (CTE) completer status, earn industry credentials, earn 17 hours of college credit through TCC and the TCC Career Studies Certificate: Veterinary Assistant (221-188-04).

The TCC Veterinary Assistant certificate program is approved by the National Association of Veterinary Technicians in America (NAVTA). Upon graduation from a NAVTA approved Veterinary Assistant program, a participant is eligible to sit for the national examination and upon successful completion will be designated an Approved Veterinary Assistant (AVA).

Data from the Hampton Roads Planning District Commission shows an increase of 220 veterinary assistant positions between 2008 and 2013, with a 6 percent growth in veterinary assistants and laboratory animal caretakers projected between 2012 and 2022.

Source:

Veterinary Science I Course Description from VDOE, [Veterinary Science I 8088.pdf \(cteresource.org\)](#) (2021)

Veterinary Science II Course Description from VDOE, [Veterinary Science II 8089.pdf \(cteresource.org\)](#) (2021)

Tidewater Community College Veterinary Assistant Program Description, [Program: Veterinary Assistant, Career Studies Certificate - Tidewater Community College - Acalog ACMS™ \(tcc.edu\)](#)

Tidewater Community College Veterinary Assistant Program Course Descriptions, [Course Disciplines \(tcc.edu\)](#) (2021)

Budget Impact:

The budget impact for this course is minimal and will be covered using a combination of existing local and grant funding in the Office of Technical and Career Education. The estimated cost per year for a cohort of 20 students for textbooks, scrubs, and equipment is \$4000. TCC will provide classroom space, labs, and instructors for the course. Dual enrollment fees of approximately \$765 (\$45 per credit hour x 17) will be paid by students enrolled in the program.



Subject: Newport News Shipbuilding Early Apprentice Program **Item Number:** 12B-8

Section: Information **Date:** November 9, 2021

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer

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

Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board receive information regarding the proposed dual and concurrently enrolled courses offered by Newport News Shipbuilding through the proposed, Apprentice X program for initial implementation in the 2022-2023 school year.

Background Summary:

Through a partnership with Newport News Shipbuilding (Huntington Ingalls) Virginia Beach City Public Schools has the opportunity to be a founding partner in the Apprentice X early apprentice program. Newport News Shipbuilding is the largest industrial employer in Virginia and the largest shipbuilding company in the United States. The Apprentice X program gives high school students interested in shipbuilding an opportunity to earn up to 39 college credits through the World Class Shipbuilder Curriculum with the fully accredited Apprentice School at Newport News Shipbuilding. Classes will be offered during the school day at the student's home school using distance learning technology. Students in the program will have many opportunities for face-to-face extracurricular activities and will be able to engage in Work-Based Learning experiences with Newport News Shipbuilding. Upon graduating high school and successfully completing the Apprentice X program, students will have earned enough credits to enter the Apprentice School program with year two standing. The Apprentice X program is designed to lead to potential full-time employment at Newport News Shipbuilding and an Associates of Applied Science in Maritime Technology.

Sources:

The Apprentice School [The Apprentice School \(as.edu\)](http://as.edu)

The Apprentice School Catalog [The Apprentice School ASSOCIATE DEGREE STUDENT CATALOG.pdf](#)

The Apprentice School Course Catalog [ApprSchCatalog2020.pdf](#) (pages 12 & 13)

Apprentice X Proposal [Apprentice X Draft Proposal](#) (August 2021)

Budget Impact:

Newport News Shipbuilding has committed to absorbing the cost of the program as they work to build a workforce pipeline from high schools in the region. The courses will be taught by faculty from the Apprentice School and no new teacher allocations will be requested for the 2022-2023 school year.

Program Description:

Early in its history Newport News Shipbuilding recognized the need to attract, train, and develop shipbuilders through apprenticeship. Since 1894, more than 11,000 apprentices have received certificates of apprenticeship, including approximately 3,000 current employees of NNS who serve in capacities ranging from craftsmen to directors to vice presidents. Alumni comprise approximately 21 percent of salaried personnel and, when combined with active apprentices, make up approximately 11 percent of hourly personnel. The Apprentice X program brings more than 125 years of excellence in preparing members of our community for great careers in the shipbuilding industry to Virginia Beach high schools.

As a partner in the Apprentice X program, Virginia Beach Schools will initially be allotted ten seats for students interested in pursuing an apprenticeship after high school. These students will have the opportunity to take college level coursework required in the Apprentice School effectively decreasing the time after high school to complete an apprenticeship and increasing their likelihood of acceptance into this competitive post-secondary program upon graduation from Virginia Beach Schools. The course work available during high school amounts to 39 college credits and includes (Course descriptions are available on pages 12 and 13 of the Apprentice School Course Catalog [ApprSchCatalog2020.pdf](#)):

Apprentice X

| Apprentice School Course | College CR | DE High School Course | HS CR |
|---|-------------------|--------------------------------------|--------------|
| SITE 211 Digital Shipbuilding | 1.0 | Concurrent Enrollment (Summer) | - |
| DRFT 111 Drafting | 4.5 | Drafting (8530) | .5 |
| SHCN 111 Ship Construction I | 3.5 | Marine Service Technology I (8750) | .5 |
| MATH 111 Mathematics I | 4.5 | Advanced Algebra for Industry (2057) | .5 |
| SHCN 111 Ship Construction II | 3.5 | Marine Service Technology I (8751) | .5 |
| MATH 112 Mathematics II | 4.5 | Trigonometry for Industry (2103) | .5 |
| BUSI 222 Business Operations & Leadership | 4.5 | Business Management (6136) | .5 |
| PHYS 221 Physical Science I | 4.5 | Principles of Technology I (9811) | .5 |
| COMM 111 Communications I | 4.5 | Business Communications (6614) | .5 |
| PHYS 222 Physical Science II | 4.5 | Principles of Technology II (9812) | .5 |
| Total College Credits | 39.5 | Total High School Credits | 9 |

In addition to the college credits earned students will get high school credit for dual enrollment. All classes will be delivered in a distance learning format and taught by Apprentice School faculty.

Parameters of Implementation/Program Operation:

- The program will be offered as a single block daily virtual course in 11th and 12th grade.
- A summer school class is required each year of the program.
- While in high school students will earn nine high school credits in Math, Business, and Technology Education and 39 college credits through the Newport News Shipbuilding Apprentice School. (35 college credits are transferrable outside of the Apprentice School) The nine high school credits will satisfy the sequential elective graduation requirement and make each enrolled student a completer of a career and technical sequence.
- Virginia Beach Schools will initially have 10 seats in the program. This number will increase if other participating localities do not fill their allotted seats.
- There are no prerequisites for this program, but enrolled students must meet or agree to the student requirements.

Student Requirements:

- Students must be rising juniors making adequate academic progress
- Students must submit a program application
- Students must commit to taking a class during the summer before 11th and 12th grades
- Students must participate in the Youth Builders enrichment program

Staffing:

- Program administration and enrollment will be handled at the Advanced Technology Center.
- Instructional staffing will be provided by the Newport News Apprentice School.



Subject: Resolution: National Military Family Appreciation Month **Item Number:** 14A-1

Section: Consent **Date:** November 9, 2021

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

Prepared by: Alveta J. Green, Ed.D., Executive Director, Office of Student Support Services

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

Recommendation

That the School Board adopt a resolution in observance of November as National Military Family Appreciation Month.

Background Summary:

For the past 20 years the President of the United States has issued a proclamation designating November as Military Family Appreciation Month. Given the large percentage of military-veteran connected students attending Virginia Beach City Public Schools, it is appropriate for the division to recognize and celebrate military families throughout our community.

Source:

None

Budget Impact:

N/A

National Military Family Appreciation Month November 2021

WHEREAS, our country owes the daily freedoms to the members of the Armed Forces, their family members and loved ones who share in their service and sacrifice; and

WHEREAS, we celebrate the exceptional service, strength and character of the approximately 16,000 military-connected youth and families of Virginia Beach City Public Schools; and

WHEREAS, we acknowledge that military families face unique challenges due to deployment, reintegration, service in combat zones and frequent relocations based on duty assignments; and

WHEREAS, the School Board of the City of Virginia Beach reaffirms their commitment to providing the resources and programs to support military-connected students academically, socially and emotionally; and

WHEREAS, Virginia Beach City Public School Board's *Compass to 2025* strategic plan calls for the continued creation of opportunities for military families and community members to purposely partner with schools in supporting student achievement, aspirations and social-emotional development; and

WHEREAS, November is recognized as National Military Family Appreciation Month.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November 2021 as National Military Family Appreciation Month, and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all school staff and community members to initiate, support and participate in appreciation activities designed to recognize the exceptional role and unique sacrifices our military-connected students make in our nation's best interest; 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 9th day of November 2021

S E A L

Carolyn T. Rye, Chair

Aaron C. Spence, Ed.D., Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: National Native American Heritage Month **Item Number:** 14.A.2

Section: Consent **Date:** November 9, 2021

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

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

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

Recommendation:

That the School Board approve a resolution recognizing November as National Native American Heritage Month.

Background Summary:

Virginia began celebrating “American Indian Day” in 1987. In 1988, recognition was expanded by the General Assembly to one week, and in 1996, the General Assembly expanded recognition to “Native American Indian Month” and designated the Wednesday immediately preceding Thanksgiving as a Day of Appreciation for American Indians in the Commonwealth of Virginia.

In 1990 Congress passed and President George H. W. Bush signed into law a [joint resolution](#) designating the month of November as the first National American Indian Heritage Month (also known as Native American Indian Month). Similar proclamations, under variants on the name (including “Native American Heritage Month” and “National American Indian and Alaskan Native Heritage Month”), have been issued each year since 1994.

In October 2020, for the first time, Governor Northam proclaimed the second Monday in October to be observed as Indigenous Peoples’ Day in the Commonwealth of Virginia. This November 24, 2021, the Commonwealth of Virginia, the Pamunkey Indian Tribe, and the Mattaponi Indian Tribe will commemorate the 344th anniversary of the Treaty of Middle Plantation, which established the first reservations in the United States.

Source:

Public Law 111-33

<https://www.governor.virginia.gov/newsroom/proclamations/proclamation/native-american-heritage-month.html>

Budget Impact:

N/A

**Resolution for National Native American Heritage Month
November 2021**

WHEREAS, as the first people to inhabit North America, American Indians and Alaskan Natives have profoundly shaped our country's character and cultural heritage; and

WHEREAS, Virginia began celebrating "American Indian Day" in 1987; and

WHEREAS, Virginia is home to seven federally-recognized tribal nations, including the Chickahominy Indian Tribe, Chickahominy Indian Tribe-Eastern Division, Monacan Indian Nation, Nansemond Indian Nation, Pamunkey Indian Tribe, Rappahannock Tribe, and Upper Mattaponi Indian Tribe, as well as four additional state-recognized tribes, including the Cheroenhaka (Nottoway) Indian Tribe, Mattaponi Indian Tribe, Nottoway Indian Tribe of Virginia, and Patawomeck Indian Tribe of Virginia; and

WHEREAS, Native American men and women contribute to all areas of life in Virginia and the City of Virginia Beach, including, but not limited to, government, business, arts and sciences, medicine, education, law enforcement, and the military; and

WHEREAS, through the study of Native Americans and their traditions and values inspired—and continue to inspire—the ideals of self-governance and determination that are the framework of our Nation; and

WHEREAS, the School Board of the City of Virginia Beach, through its core values and educational equity policy are committed to the cross-cultural competence within our school division.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November 2021 as National Native American Heritage Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and celebrate American Indians in Virginia and our schools whose abilities and contributions strengthen our city and schools diverse culture; 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 9th day of November 2021.

Carolyn T. Rye, School Board Chair

SEAL

Aaron C. Spence, Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: American Education Week **Item Number:** 14A-3

Section: Consent **Date:** November 9, 2021

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

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

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

Recommendation:

That the School Board approve a resolution recognizing November 15-19, 2021 as American Education Week.

Background Summary:

The National Education Association's 100th annual American Education Week presents all Americans with an opportunity to celebrate public education. This week began in 1921 as a way to generate public support for education. It creates a week-long celebration of individuals such as parents, support professionals and substitutes who are making a difference to ensure every child receives a quality education. The original resolution called for a week of observation to inform the public of accomplishments and to seek support to meet their goals. Virginia Beach City Public Schools values support for public education. This week provides recognition to individuals who make a difference by ensuring high quality education for all K-12 students.

Source:

National Education Association

Budget Impact:

N/A

**Resolution for American Education Week
November 15-19, 2021**

WHEREAS, November 15-19, 2021 is recognized as the 100th annual American Education Week by the National Education Association to celebrate public education and honor individuals who are making a difference in ensuring every child receives a quality education; and

WHEREAS, the creation of this week has encouraged resolutions across the country to help encourage national support of public education; and

WHEREAS, American Education Week is a celebration of distinguished individuals, critical to the success of public education for the nation's nearly 50 million K-12 students; and

WHEREAS, the National Education Association calls for a week to be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools to secure the cooperation and support of the public in meeting those needs; and

WHEREAS, the School Board of the City of Virginia Beach is focused on encouraging and recognizing the support for public education; and

WHEREAS, Virginia Beach City Public Schools, is committed to its relationships with the community and stakeholders through Compass to 2025, to increase public support and involvement in education.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of November 15-19, 2021, as American Education Week in the 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 9th day of November 2021

Carolyn T. Rye, Chair

S E A L

Aaron C. Spence, Ed.D., Superintendent

Attest:

Regina Toneatto, Clerk of the Board



Subject: Resolution: National School Psychology Week **Item Number:** 14A-4

Section: Consent **Date:** November 9, 2021

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

Prepared by: Alveta J. Green, Ed. D., Executive Director, Office of Student Support Services

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

Recommendation:

That the School Board approve a resolution recognizing November 8-12, 2021, as National School Psychology Week.

Background Summary:

National School Psychology Week, sponsored by the National Association of School Psychologist (NASP), is celebrated from November 8-12, 2021, to focus public attention on the unique contribution of school psychologists within U.S. school systems and in Virginia Beach City Public Schools. National School Psychology Week highlights the important work school psychologists do to help all students thrive.

Source:

National Association of School Psychologist (NASP)

Budget Impact:

N/A

**Resolution for National School Psychology Week
November 8-12, 2021**

WHEREAS, Virginia Beach City Public Schools psychologists support the development of academic and social-emotional skills for all students, thus allowing each student to reach their full potential; and

WHEREAS, Virginia Beach City Public Schools psychologists are valuable members of the multidisciplinary team serving schools, providing a wide range of services to students, parents and staff; and

WHEREAS, Virginia Beach City Public Schools psychologists are actively committed to helping students recognize their abilities, strengths, interests, and talents as these traits relate to their development and mental wellness; and

WHEREAS, Virginia Beach City Public Schools psychologists help parents focus on ways to further the educational, personal, and social-emotional growth of their children; and

WHEREAS, Virginia Beach City Public Schools psychologists work with teachers and other educators to help in meeting the individual needs of students; and

WHEREAS, Virginia Beach City Public Schools psychologists use their expertise in child development, mental health, community resources, and crisis intervention to develop and implement interventions to support educational success.

WHEREAS, with this shared approach to supporting student learning and social-emotional growth, psychologists are considered an integral part of the educational process that enables all students to achieve success and wellness in school and life;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognize the second full week of November 2021 as National School Psychology Week 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 9th day of November, 2021

Carolyn T. Rye, School Board Chair

S E A L

Aaron C. Spence, Superintendent

Attest:

Regina Toneatto, Clerk of the Board



Subject: Salem and First Colonial High Schools Track and Field Improvements **Item Number:** 14B

Section: Consent **Date:** November 9, 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:

That the School Board approve a motion authorizing the Superintendent to execute a contract with LandTek Group, Inc. for the Salem and First Colonial High School Track and Field Improvements in the amount of \$3,064,000.

Background Summary:

| | |
|-------------------------------|--|
| Project Architect: | HBA Architecture & Interior Design, Inc. |
| Contractor: | LandTek Group, Inc. |
| Contract Amount: | \$3,064,000 |
| Construction Budget: | \$3,250,000 |
| Number of Responsive Bidders: | 2 |
| Average Bid Amount: | \$3,125,377 |
| High Bid: | \$3,186,753 |

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-017



Subject: Policy Review Committee Recommendations **Item Number:** 14C 1-3

Section: Consent **Date:** November 9, 2021

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

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

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

Recommendation:

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 14, 2021 meeting.

Background Summary

1. *Policy 3-60- Safety: Testing, Maintenance, reporting -Radon, Mold, Lead, etc.-* the PRC recommends amendments to Policy 3-60 to reflect General Assembly changes regarding safety and testing of buildings and systems.
2. *Policy 3-72- Safety: Water Management Program to Prevent Legionella Growth-* the PRC recommends adoption of Policy 3-72 to address the General Assembly's requirement regarding testing and treatment for Legionella disease in buildings and systems.
3. *Policy 5-30 Graduation Requirements/Diplomas/Certificates* – the PRC recommends amendments to clarify Locally Awarded Credits.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of October 14, 2021

Budget Impact:

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Safety: Testing, Maintenance, reporting -Radon, Mold, Lead, etc Measurements

The Superintendent or designee is directed to implement all safety programs required by state or federal law or regulation regarding radon, mold, lead or other substances potentially hazardous to building occupants or public health. In compliance with applicable law, the Superintendent or designee will provide appropriate notice to staff, students, families and the public regarding such programs.

A. Radon testing and measurement

In accordance with applicable state and federal law, school buildings and additions opened for operation after July 1, 1994, shall be tested for radon pursuant to such United States Environmental Protection Agency (EPA) procedures and regulations prescribed by the Virginia Board of Education. Each school shall maintain files of its radon test results and make such files available for review. The Superintendent shall report radon test results to the Virginia Department of Health.

B. Mold testing and reporting

In accordance with applicable state and federal law and regulation, the School Division will develop and implement plans to test, and if necessary, remediate mold in School Division buildings and facilities.

C. Potable water- lead testing and reporting

In accordance with applicable state and federal law and regulation, the School Division will develop and implement plans to test, and if necessary, remediate potable water from sources identified as high priority for testing. Such plans will be consistent with guidance promulgated by federal and state agencies. All steps necessary to notify parents if testing results indicate lead contamination that exceeds 10 parts per billion, or otherwise if laws or regulations are amended will be taken.

D. Other potentially hazardous substances in public schools or facilities

As required by state or federal law or regulation, the Superintendent or designee implement testing, maintenance and remediation programs regarding other potentially hazardous substances in public schools.

E. Reporting

The Superintendent or designee is directed to take all steps necessary to notify school staff and the families of all enrolled students if testing results in School Division buildings or facilities are at or above minimum levels that raise a concern for health of building occupants or as otherwise determined by state or federal agencies. The School Board will be timely informed when testing results indicate concerns.

Legal Reference

Code of Virginia § 22.1-135.1, as amended. Potable water; lead testing.

Code of Virginia § 22.1-138, as amended. Minimum standards for public school buildings.

Code of Virginia § 32.1-229.01, as amended. Companies listed as proficient to perform radon screening, testing or mitigation; compliance.

Code of Virginia § 32.1-299.01:1, as amended. Action for damages.

Adopted by School Board: February 16, 1993

Amended by School Board: September 16, 2014

Amended by School Board: November 9, 2021

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lencioni

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Safety: Water Management Program to Prevent Legionella Growth

The School Division shall develop and implement a water management program to prevent the growth of legionella in school building water systems. Water Management Plans (WMP) shall be developed and maintained for all School Division buildings. The plans and practices shall be consistent with guidance published from the Centers for Disease Control and Prevention (CDC) and the American Society of Heating, Refrigeration, and Air-Conditioning Engineers (ASHRAE). The program shall be validated on at least an annual basis to maintain the water quality in School Division buildings and their associated systems. All plans, practices, and results of all validation and remediation activities shall be maintained and made available to the Virginia Department of Health upon their request.

Legal Reference

Code of Virginia § 22.1-138, as amended. Minimum standards for public school buildings.

Adopted by School Board: November 9, 2021

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick

STUDENTS

Graduation Requirements/Diplomas/Certificates

A. Graduation Requirements

The requirements for graduation from high school shall be those established by the Virginia General Assembly and Virginia Board of Education regulations as cited in the legal reference to this Policy, and those identified by the School Board.

B. Locally Awarded Verified Credits (LAVC)

The requirements for awarding ~~local-verified-credits~~ LAVCs in English, mathematics, science and history/social science shall be those established by the Virginia Board of Education Guidelines for Local School Boards to Award Verified Credits ~~for the Standard Diploma to Transition Students~~. A procedure will be set forth in regulation by the Superintendent for general eligibility, specific criteria, and guidelines by subject area, general provisions, and process for levels of appeals.

~~Beginning with school year 2012-2013, c~~Certain protected groups [students with disabilities who have Individualized Education Programs (IEPs) or 504 plans] who meet specific credit accommodations criteria are not subject to the limit on the number of LAVCs. ~~eligible to apply for a local-verified-credit in reading, writing, and/or math~~

For the 2019-20 and 2020-21 school years, the requirements for awarding LAVCs in English, mathematics, science and history/social science shall follow emergency guidelines as established by the Virginia Board of Education. These emergency guidelines will continue to apply to any high school credit-bearing course eligible for verified credit in which a student was enrolled in spring 2020, summer 2020 or during the 2020-21 school year and shall remain as part of the local school board policy for the duration of its impact on any affected student's graduation.

C. Certificates and Diplomas

1. Students who complete a prescribed course of study as defined by the School Board but who do not qualify for a diploma shall be awarded a Certificate of Program Completion by the School Board.

Certain protected groups [students with disabilities who have Individualized Education Programs (IEPs) or 504 plans] who meet specific credit accommodations criteria are not subject to the limit on the number of LAVCs. As part of a student's annual IEP review, IEP teams may discuss credit accommodations for which students with disabilities may be eligible.

~~Students identified as having a disability who complete the requirements of their IEPs or 504 plans but have not earned the required verified credits for a standard or advanced studies diploma shall be awarded special applied studies diplomas by the School Board.~~

~~2.~~_____

~~3.2.~~Students who have completed a prescribed course of study as defined by the School Board shall be awarded certificates by the School Board if they do not qualify for diplomas.

D. Standard Unit of Credit

The School Board authorizes the Superintendent to develop a regulation for awarding a standard unit of credit in lieu of 70/140 clock hours of instruction provided that such regulation meets the requirements of Virginia Board of Education Regulation 8_VAC_20-131-110, as amended.

Editor's Note

~~*For implementation procedures, see School Board Regulation 5-30.3.*~~

~~*For certificates, and Parts A and B of the policy see School Board Regulation 5-30.1.*~~

Legal Reference

Code of Virginia § 22.1-253.13:4, as amended. Standard 4. Student achievement and graduation requirements.

Virginia Board of Education 8_VAC_20-131, *et seq.*, as amended. Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Related Links

School Board **Regulation 5-30.3**

School Board **Regulation 5-30.1**

Adopted by School Board: October 21, 1969

Amended by School Board: May 19, 1970

Amended by School Board: January 18, 1972

Amended by School Board: August 4, 1983

Amended by School Board: February 21, 1984

Amended by School Board: July 1, 1987

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991
Amended by School Board: June 15, 1993 (Effective August 14, 1993)
Amended by School Board: October 6, 1998
Amended by School Board: July 15, 2003
Amended by School Board: April 4, 2006
Amended by School Board: August 2, 2011
Amended by School Board: March 5, 2013
Amended by School Board: September 4, 2013
Amended by School Board: August 19, 2014
Amended by School Board: September 1, 2015
Amended by School Board: February 27, 2018
Amended by School Board: November 9, 2021

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick



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

Section: Action **Date:** November 9, 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 November 9, 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

Virginia Beach City Public Schools
Personnel Report
November 9, 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 Unified Salary Scale | Appointments - Elementary School | Alanton | 11/15/2021 | Eileen M McKenna | Cafeteria Assistant, 4.5 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Brookwood | 10/25/2021 | Blair N Walters | Cafeteria Assistant, 5.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Diamond Springs | 11/1/2021 | Melissa S Witte-Hunt | School Nurse | Old Dominion University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Glenwood | 10/28/2021 | Travis J Shurr | Custodian I | Not Applicable | Exeter Township School Distrct, PA |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Landstown | 11/1/2021 | Sarah A Chizek | School Office Associate II | Old Dominion University, VA American | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Malibu | 10/28/2021 | Loren J Butts | General Assistant | University, DC | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | New Castle | 10/21/2021 | Melissa E Bair | Kindergarten Assistant | Valdosta State University, GA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Ocean Lakes | 10/15/2021 | Martha V Parrott | Cafeteria Assistant, 4.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Ocean Lakes | 10/22/2021 | Alma L Felix | Cafeteria Assistant, 5.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Point O'View | 10/28/2021 | Yulia A Fernandez | Cafeteria Assistant, 5.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Red Mill | 10/18/2021 | Josiah T Cooper | Custodian II Head Night | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Salem | 10/29/2021 | Laurny N Nebres | Physical Education Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Tallwood | 10/15/2021 | Mark Mateus | Custodian II Head Night | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Tallwood | 11/8/2021 | Rachel Timmons | Technology Support Technician | Not Applicable | VBCPS |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Thoroughgood | 11/1/2021 | Elisa M Pagan Quinones | Physical Education Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Elementary School | Windsor Woods | 10/28/2021 | Sarah A Kodya | Kindergarten Assistant | Tidewater Community College, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Bayside | 10/28/2021 | Patrice M Ciely | Special Education Assistant | Old Dominion University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Independence | 10/28/2021 | Christopher D Combs | Security Assistant | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Lynnhaven | 10/28/2021 | Michael H Miller | Security Assistant | Old Dominion University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Plaza | 10/25/2021 | Kristian L Culin | Cafeteria Assistant, 4.0 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Middle School | Salem | 10/21/2021 | Mary Ann J Barham | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Kellam | 10/14/2021 | Keenan Burris | Special Education Assistant | Glenville State College, WV | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Kempsville | 10/28/2021 | Tihesha L Young | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Ocean Lakes | 10/28/2021 | Yumita P Guimba | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Ocean Lakes | 11/27/2021 | Roland F Karganilla | Custodian I | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Salem | 10/20/2021 | Terra L Cooley | Security Assistant | Liberty University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - High School | Tallwood | 10/28/2021 | William T Atkinson | Security Assistant | Old Dominion University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Department of Communications & Community Engagement | 10/27/2021 | Ebony L Huber | Office Associate II | Maryland Other, MD | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Department of Human Resources | 11/4/2021 | Diana K McAndrews | Human Resources Associate | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Department of Teaching and Learning | 11/1/2021 | LaTonya D Butts | Administrative Office Associate II | Averett University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Department of Teaching and Learning | 11/1/2021 | Toni L Cary | Administrative Office Associate II | Longwood University, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Maintenance Services | 11/8/2021 | Brooke H Smith | Occupational Health/Safety Technician | University of Virginia, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Maintenance Services | 11/8/2021 | Thomas L Spruill | HVAC Craftsman II | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Student Support Services | 11/1/2021 | Alexandrea Boatright | General Assistant | Tidewater Community College, VA | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Transportation and Fleet Management Services | 10/20/2021 | Carlo I Gonzalez | Bus Assistant, 6.5 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Transportation and Fleet Management Services | 10/20/2021 | Tabitha J Nichols | Bus Driver, 6.5 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Appointments - Miscellaneous | Office of Transportation and Fleet Management Services | 10/20/2021 | Lujene L Stout | Bus Assistant, 6.5 Hours | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Birdneck | 10/22/2021 | Ulpiana L Samuell | Kindergarten Assistant (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Birdneck | 10/25/2021 | Lia V Golden | Cafeteria Assistant, 5.0 Hours (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Cooke | 10/29/2021 | Yolanda M Ashford | Special Education Assistant (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Ocean Lakes | 10/21/2021 | Matthew D Tauti | Custodian I (family) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Red Mill | 10/22/2021 | Jeffrey N Hayes | Custodian I (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Elementary School | Salem | 10/28/2021 | Latisha Martinez | Physical Education Assistant (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Bayside | 11/1/2021 | Elena Pessig | Special Education Assistant (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Great Neck | 10/15/2021 | Rebeca D Sotomayor | Custodian I (job abandonment) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Great Neck | 10/29/2021 | Lou A Devoles | Security Assistant (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Princess Anne | 10/18/2021 | Nicole Austin | Cafeteria Assistant, 5.0 Hours (declined position) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Middle School | Salem | 10/15/2021 | Kenia Y Medina | Cafeteria Assistant, 5.0 Hours (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Bayside | 10/29/2021 | Patrick T Stafford | Distance Learning Assistant (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Kempsville | 11/12/2021 | Teryka Kimble | School Administrative Associate II (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Ocean Lakes | 9/24/2021 | Catherine Baker | School Nurse (job abandonment) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - High School | Renaissance Academy | 10/25/2021 | Jolene M Merry | Cafeteria Assistant, 6.5 Hours (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Department of Technology | 11/5/2021 | Keiva L Small | Technology Support Technician (family) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Custodial and Distribution Services | 10/29/2021 | Michael Anderson | Distribution Driver (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Custodial and Distribution Services | 12/17/2021 | Enrique Guanlao | Custodian I (relocation) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Student Support Services | 11/5/2021 | Candy Gordon | Special Education Assistant (family) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Technical & Career Education | 11/12/2021 | Theresa L Dougherty | Coordinator Business & Instructional Technology (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 10/22/2021 | Dennis E Daubert | Bus Driver - Special Ed, 7.5 Hours (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Resignations - Miscellaneous | Office of Transportation and Fleet Management Services | 10/22/2021 | Kristian Y Jones | Bus Driver, 7.5 Hours (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Unified Salary Scale | Retirements - Miscellaneous | Office of Maintenance Services | 1/31/2022 | Anthony L Arnold | Executive Director Facilities Services | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Bettie F. Williams | 10/28/2021 | Regina A Smith | Special Education Teacher | Norfolk State University, VA | VBCPS |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Brookwood | 10/26/2021 | Bruce N Doss | Music/Vocal Teacher, .200 | Regent University, VA | VBCPS |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Corporate Landing | 10/21/2021 | Savannah M Duke | Special Education Teacher | Univ of Massachusetts Amherst, MA | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Ocean Lakes | 10/21/2021 | Lesley J Friedman | School Counselor, .600 | Bowie State University, MD | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Ocean Lakes | 10/28/2021 | Heather K Robinson | Fifth Grade Teacher | College of Notre Dame Maryland, MD | St. Mary's County PS, MD |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Red Mill | 10/28/2021 | Colleen E Villalpando | Special Education Teacher | East Stroudsburg Univ of Penns, PA | DoDEA Pacific |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Rosemont Forest | 11/1/2021 | Ashante F Zirker | Third Grade Teacher | Univ North Carolina Charlotte, NC | Kannapolis City Schools, NC |
| Assigned to Instructional Salary Scale | Appointments - Elementary School | Windsor Woods | 10/21/2021 | Rachel Griffin | Kindergarten Teacher | University of Phoenix, AZ | York County School Division, VA |
| Assigned to Instructional Salary Scale | Appointments - Middle School | Independence | 11/1/2021 | Claiborne R Blondin | 8th Grade Teacher | Old Dominion University, VA | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - Middle School | Virginia Beach | 10/28/2021 | Shannon K Lasky | 7th Grade Teacher, .250 | University of Washington, WA | Not Applicable |
| Assigned to Instructional Salary Scale | Appointments - High School | Green Run Collegiate | 11/1/2021 | Cheryl S Lange | English Teacher | University of North Texas, TX | VBCPS |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Bayside | 11/24/2021 | Olivia S VanSlooten | Third Grade Teacher (transfer of spouse) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Point O'View | 11/12/2021 | Maria E Brewer | Special Education Teacher (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - Elementary School | Rosemont | 10/24/2021 | Stephen T Joyner | Physical Education Teacher (death) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - Middle School | Corporate Landing | 11/9/2021 | Haley M Wilson | Sixth Grade Teacher (family) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Bayside | 11/4/2021 | Atlantis M Vaughn | Special Education Teacher (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Green Run | 11/12/2021 | Katherine A Hartley | Mathematics Teacher (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Kempsville | 10/31/2021 | John Cinnamon | Social Studies Teacher (death) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Kempsville | 11/12/2021 | Katelyn M Ready | Mathematics Teacher (family) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Ocean Lakes | 11/19/2021 | Kristen Hager | Social Studies Teacher (career enhancement opportunity) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - High School | Tallwood | 10/20/2021 | William D Euefueno | Technology Education Teacher (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - Miscellaneous | Office of Programs for Exceptional Children | 10/22/2021 | Kathryn T Scarper | Orthopedic Impairment Teacher, .400 (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Resignations - Miscellaneous | Office of Programs for Exceptional Children | 10/29/2021 | Rachel L Ash | Speech/Language Pathologist, .600 (personal reasons) | Not Applicable | Not Applicable |
| Assigned to Instructional Salary Scale | Retirements - Middle School | Landstown | 12/31/2021 | Todd M Beck | Health & Physical Education Teacher | Not Applicable | Not Applicable |



Subject: Lacrosse – High School Activity Addition Process **Item Number:** 15B

Section: Action **Date:** November 9, 2021

Senior Staff: Eugene F. Soltner, Ed.D., Chief of Staff

Prepared by: David E. Rhodes, Coordinator, Office of Student Leadership

Presenter(s): David E. Rhodes, Coordinator, Office of Student Leadership

Recommendation:

That the School Board approve the recommendation from the Office of Student Leadership to offer lacrosse as an interscholastic sport for high school boys and girls at the varsity level starting in the Spring of 2023.

Background Summary:

More and more high school aged students are participating in local lacrosse programs and school-based club lacrosse teams. There is sufficient student interest across our school division to implement this activity. With upgrades that have recently been made to several high school athletic facilities and with more on the horizon, the infrastructure will be in place to effectively add this sport.

Source:

Data collected from a variety of sources, including:

- Virginia Beach high schools
- Hampton Roads Lacrosse
- BSN Sporting Goods
- Virginia High School League

Budget Impact:

Appropriate funding and allocations.



Subject: Renaming of School Building **Item Number:** 15C

Section: Action **Date:** Nov. 9, 2021

Senior Staff: Jack Freeman, Chief Operations Officer

Prepared by: Jack Freeman, Chief Operations Officer

Presenter(s): Jack Freeman, Chief Operations Officer

Recommendation:

That the School Board rename the school building located at 2323 Holland Road, (formerly Kellam High School) as the Holland Road Annex.

Background Summary:

Policy 3-74 authorizes the School Board to name school buildings. The original Floyd E. Kellam High School opened in 1962 and served the largest geographical area of any school in Virginia Beach at that time. Kellam's first graduating class of 176 students received their diplomas in June 1965. A new two-story wing was completed in 1967. With the growth of the City, particularly in the southern part of the City, the School Board began to rezone high school zones and search for a replacement site for the aging building. The School Board approved the acquisition of the Manchester Station property Jan. 5, 2010 for construction of the new Kellam High School. This 108-acre property serves as the replacement site for the new Kellam High, located at 2665 West Neck Road. The new Kellam High School opened in January 2014. Since that time, the "old Kellam High School" has served as the temporary site for Princess Anne Middle School while the new Princess Anne Middle School was under construction. Princess Anne Middle School opened its new facility in 2021, and the "Old Kellam" building is now being used as an annex. To avoid confusion regarding the location of schools and the purpose of the "Old Kellam" site, the school administration is requesting that the building be renamed the Holland Road Annex.

Source:

Policy 3-74 New Construction/Additions/Alterations: Naming of Schools or Parts Thereof, Commemorative Displays

Code of Virginia § 22.1-125, as amended. Title to property vested in school board; exception; extent of school board's authority.

Budget Impact:

N/A



Budget FY 20/21 Resolution Regarding Reversion and

Subject: Revenue Actual Over/Under Budget Funds **Item Number:** 15D

Section: Action **Date:** November 9, 2021

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

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

Recommendation:

It is recommended that the School Board approve the budget resolution regarding FY 2020/21 reversion and revenue sharing formula reconciliation.

Background Summary:

The net estimated funding available for re-appropriation is \$54,938,822. The presentation that was presented to the School Board on October 26, 2021 provided specific detailed recommendations for the use of funds.

Source:

Unaudited Financial Statements for FY 2020/21 and communication from city staff.

Budget Impact:

Once approved by the School Board and the City Council, \$54,938,822 will be re-appropriated to various funds; as indicated in the presentation.

Budget Resolution Regarding FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation

WHEREAS, on September 28, 2021, the School Board was presented with a summary of the unaudited financial statements for FY 2020/21 (year-ending June 30, 2021) showing the reversion amount to the city's General fund; and

WHEREAS, the amount of FY 2020/21 School Operating reversion funds available (excluding revenues over/under budget) is \$14,463,778; and

WHEREAS, \$10,131,688 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$24,595,466; and

WHEREAS, \$401,878 reverted from the Athletics fund and \$711,334 reverted from the Green Run Collegiate Charter School fund; and

WHEREAS, the estimated total amount available for re-appropriation is \$25,708,678; and

WHEREAS, the city is currently indicating a FY 2020/21 revenue actual over budget of \$29,230,144 based on the Revenue Sharing Formula; and

WHEREAS, the net reversion funding available for re-appropriation is \$54,938,822; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$54,938,822:

- \$11,000,000 to be re-appropriated to the School Reserve Special Revenue fund to be set-aside for use in the FY 2022/23 Capital Improvement Program
- \$34,432,182 to be re-appropriated to the CIP fund:
 - Project 1-017 Renovation and Replacement Grounds III (synthetic turf at Kempsville HS and Ocean Lakes HS) - \$3,500,000
 - Project 1-018 Renovation and Replacement HVAC III - \$2,986,775
 - Project 1-020 Renovation and Replacement Various III (locker removal/renovation at First Colonial HS and classroom/furniture replacement at various schools) - \$6,250,000
 - Project 1-022 Elementary School Playground Equipment Replacement - \$1,000,000
 - Project 1-026 Lynnhaven MS Expansion (Achievable Dream) - \$1,100,000
 - Project 1-028 Bettie F. Williams/Bayside 6th (Grades 4-6) Replacement - \$7,500,000
 - Project 1-030 Replacement Payroll System - \$4,382,407
 - Project 1-031 School Bus and Fleet Replacement - \$7,713,000
- \$900,000 to be re-appropriated to the Athletics fund 204 (startup costs for lacrosse program)
- \$8,606,640 to be re-appropriated to the School Operating fund 115 for:
 - Access layer switches and points - \$1,221,000
 - Interactive whiteboard replacements - \$882,000
 - Electronic perimeter access control doors - \$645,000
 - Data center firewall upgrade - \$566,125
 - Instructional supplies - \$151,515
 - Contracted services to pressure wash building exteriors and courtyards - \$130,000
 - Maintenance and repair projects and equipment - \$5,011,000

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves the recommended uses of the FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation funds as presented by the Administration; and be it

FURTHER RESOLVED: That the School Board requests that the City Council approve the re-appropriation of FY 2020/21 Reversion and Revenue Sharing Formula Reconciliation funds shown above; and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 9th day of November 2021.

S E A L

Carolyn T. Rye, School Board Chair

Attest:

Regina M. Toneatto, Clerk of the Board



Decorum and Order-School Board Meetings 1-48

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

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

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

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

B. Limitations on addressing the School Board

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

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

C. Other expressive activities during meetings

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

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



2. Expressive activities during meetings

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

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

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

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

D. Other methods of communicating with the School Board

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



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

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

E. The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.

F. The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.

G. No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.

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



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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 and the School Division. 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. Persons attending meetings or signed up to speak at School Board Meetings should review these Bylaws prior to the meeting.
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. Persons attending meetings in person are required to wear a face mask unless a mask accommodation has been approved prior to the date of the meeting. Those persons with approved mask accommodations do not need to resubmit requests for accommodations once an accommodation has been approved. Requests for mask or other accommodations should be submitted by 9:00 a.m. the day before the meeting to the Clerk of the School Board. The School Board Clerk may be contacted at 263-1016 or by email at Regina.Toneatto@vbschools.com. Mask accommodation requests may be made by using this [form](#).