



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

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Victoria C. Manning
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Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES Tuesday, February 22, 2022

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

- 1. Administrative, Informal, and Workshop:** Chairwoman Rye convened the administrative, informal, and workshop session at 3:34 p.m. on the 22nd day of February 2022 and announced pursuant to the School Board’s 2021-22 Reopening Plan adopted August 10 and the School Board vote on August 24 of this year regarding health protocols for School Board meetings, physical distancing will be used in chambers as a health mitigation strategy. Members of the public will be able to observe the School Board meeting through live streaming on vbschools.com, broadcast on VBTV Channel 47 and on Zoom. It is the School Board’s protocol to break at 5:30 p.m. to prepare for the Formal Session School Board Meeting to begin at 6:00 p.m. At 5:30 p.m., the School Board will conclude unless the School Board votes to continue to no later than 5:45 p.m. to allow the School Board and the School Administration to prepare for the Formal Session of the School Board Meeting at 6:00 p.m.

The following School Board members were present in the School Board chamber: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

- A. School Board Administrative Matters and Reports: No items were discussed under School Board administrative matters and reports.
- B. Project SEARCH: The School Board received information about Naval Air Station (NAS) Oceana Project SEARCH; Roni Myers-Daub, Ed.D., Executive Director, Office of Programs for Exceptional Children provided a brief greeting and introduced Jan Varney, Instructional Specialist, Office of Programs for Exceptional Children; Ms. Varney continued the presentation; overview of Project SEARCH – a collaborative, multi-agency, business-led, one-year school employment preparation program for students with disabilities; emphasizes workplace immersion and real-life work experiences; includes a combination of classroom instruction, career exploration, and worksite rotations; goal is competitive employment; reviewed the student eligibility (military dependent or connected students with intellectual and developmental disabilities, entering last year of high school/eligibility for special education services, desire to work) and selection process (application, panel interview, skills assessment); program overview – student interns work on employability and functional skills for about one hour of their day, participate in three targeted internships; reviewed student daily schedule; two students from the program shared their experiences, favorite things, jobs and responsibilities, supervisors and co-workers; two parents shared their experiences with the program.
- The presentation continued with comments and questions regarding the panel interview; interaction with parents; collaboration with Oceana; internship sites; student’s military connection; size of program; number

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- of interns; staffing ratio; impressed with program; importance of job skills; age for program; location of classroom; coffee shop in high schools; and collaboration between parents, school, and community.
- C. COVID-19 Update: Jack Freeman, Chief Operations Officer and Eugene F. Soltner, Ed.D., Chief Schools Officer presented the School Board an update regarding COVID-19 health and safety mitigations including data updates, as well as process and support improvements as recommended by the Center for Disease Control (CDC) and Virginia Department of Health (VDH); Mr. Freeman began the presentation and reviewed the VDH level of community transmission data: transmission level – high, 121.9 cases, percent positivity is 10.4%; seeing a downward trend; reviewed COVID-19 weekly report figures, week of February 14-20 there were 115 total positive cases VBCPS; brief overview of information from SB 739 and Executive Order 2; optional masks, parental choice; briefly discussed the Department of Labor and Industry and the current 16VAC25-220; reviewed the current layers of protection; recommendations: masks be optional for student starting Monday, February 28, no requirement for schools to collect parental intent, masks be optional for adult visitors starting Monday, February 28, masks continue to be required for employees until the process is formally concluded; provided a reminder of layers of prevention: vaccines are strongly encouraged, use the self-screening tool, stay at home when sick, masks are strongly encouraged during periods of substantial and high levels of community transmission, mask are required on school buses, KN-95 masks available for staff and students, physical distancing, use of outdoor spaces – warmer weather, continued coordination with VBDPH, modified contact tracing, voluntary PCR testing available to staff and students February 28, at home test kits.
- Dr. Soltner continued the presentation; reviewed field trip layered mitigation strategy removal, quarter three – field trips expanded at the secondary level to include regional and out of town trips (with no overnight); planning for relaxing mitigation strategies for proms and ring dances; reviewed staffing challenges, daily sub have been minimized due to the increase in the number of substitutes hired since January 3, decrease in staff absences, continue to monitor absences on a daily basis; school relief – central support reassigned, 14 math coaches have been reassigned; 237 students registered for Virtual Virginia, classes begin February 28; the presentation continued with comments and questions regarding Title I and Title II; school buses and masking; concerns regarding teaching with a mask; accommodations for staff; employee relations office; home test kits; central support reassigned staff; behavior intervention specialist and special education teachers; and changes to masking for students and adults.
- D. Compass to 2025 Updates: Lisa A. Banicky, Ph.D., Executive Director, Office of Planning, Innovation, and Accountability presented the School Board an update on the division’s strategic framework, *Compass to 2025*, including an overview of the 2020-2021 navigational markers identified to monitor progress and performance as well as an update on the strategic priorities for the 2021-2022 school year; reviewed and provided highlights of the following navigational markers - Goal 1: Educational Excellence - included data on students in grades 3-9 reading on grade level, similar patterns of results for students groups at each grade level were reported; lower percentage of students in grades 3 and 6 were reading on grade level compared to pre-pandemic, SOL identified as a navigational marker so future reports will include state data for comparison purposes; two-thirds of secondary students enrolled in and successfully completed rigorous coursework; proficiency in critical thinking and problem solving; on-time graduation rate was the highest since the state started reporting; Goal 2: Student Well-Being - included data on students/staff/parents reporting their school was safe; lower percentages of students/staff reported their workplace/school environment was inclusive; students felt a sense of belonging; SEL survey results included self-management, relationships, and social awareness; Goal 3: Student Ownership of Learning - included data on students and parents agreeing that the academic and career planning process helped students make informed decisions; students engaging in goal setting; students’ engagement in learning; students graduating with industry certifications; students demonstrating college, career, and civic readiness (accreditation), and enrollment in college; Goal 4: An Exemplary, Diversified Workforce - included data on salary, benefits package, professional learning, retention rate, and advanced degrees; Goal 5: Mutually Supportive Partnerships - included data on awareness of events and programs, partnerships, and work-based learning experience; Goal 6: Organizational Effectiveness and Efficiency - included data on accreditation ratings, satisfaction of communication and assistance provided by the Central Office, and operational targets.

Dr. Banicky reviewed navigational markers next steps: share results with multiple working groups to inform planning efforts, post navigational markers on the *Compass to 2025* internet site, and redesign the School Data Portfolio; strategic priorities for 2021-2022: educational equity, integrated systems of support, future-ready students; mentioned upcoming updates – future ready students update, equity update, and end of year *Compass to 2025* update; the presentation continued with comments and questions regarding college and career readiness; graduation rate; supporting efforts of division; teachers with advanced degrees; teacher shortage.

Due to time constraints, Chairwoman Rye mentioned during the Adoption of the Agenda to move agenda item #1E – Inclement Weather Learning Plans for Students/Staff to agenda item #18 – Return to Administrative, Informal, Workshop or Closed Session matters.

E. Inclement Weather Learning Plans for Students/Staff: See Adoption of the Agenda – item #8.

2. Closed Session (as needed)

3. School Board Recess: Chairwoman Rye adjourned the administrative, informal, and workshop session at 5:34 p.m.

4. Formal Meeting (School Board Chambers) 6:00 p.m.

5. Call to Order and Roll Call: Chairwoman Rye convened the meeting of the School Board in the School Board chamber at 6:00 p.m. on the 22nd day of February 2022 and announced pursuant to the School Board’s summer reopening plan adopted August 10 this year and the School Board vote on August 24 regarding health protocols for School Board meetings, physical distancing will be used in chambers as a health mitigation strategy. Members of the public will be able to observe the School Board meeting through livestreaming on vbschools.com, broadcast on VBT Channel 47, and on Zoom.

The following School Board members were present in the School Board chamber: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs (arrived at 6:35 p.m.), and Ms. Weems.

6. Moment of Silence followed by the Pledge of Allegiance

7. Student, Employee and Public Awards and Recognition: There were no awards presented at the meeting.

8. Adoption of the Agenda: Chairwoman Rye mentioned the additional of agenda item #18; the continuation of the workshop; Chairwoman Rye called for any other modifications to the agenda. Hearing none. 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 the motion passed unanimously. 11-0-0.

9. Superintendent’s Report: Superintendent Spence shared the following information: 1) Monday, March 14 is a staff day, there will be no school for students; 2) for the month of February, encouraging to show the love and recognize a teacher or staff member who you appreciate; 3) Family Connection online webinar February 24, topic regarding job opportunities and how to be prepared to enter the workforce after graduating from high school; 4) Compass Keeper video about Maia Chaka, who currently serves as the director of middle school programs for the Achievable Dream Academy at Lynnhaven Middle School. In 2021, while working as a health and physical education teacher with Renaissance Academy, her hard work made history. Ms. Chaka was to be the NFL’s first Black female referee; 5) noted earlier this month we recognized school counselors and school board clerks; 6) recognized the dedication and hard work of our School Board, noted February is School Board Appreciation Month, and shared a video for School Board members.

10. Approval of Meeting Minutes

A. February 1, 2022 Special School Board Meeting: Chairwoman Rye called for any modifications to the February 1, 2022 special School Board meeting minutes. Ms. Manning noted there was an error under item #5, last sentence, it should read reason for Ms. Hughes abstention, should be “...without public input.” The School Board Clerk made a notation, and the minutes would be corrected. Without any other modifications, Chairwoman Rye called for a motion to approve. Ms. Hughes made a motion, seconded by Ms. Holtz.

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Chairwoman Rye called for a vote. The School Board Clerk announced the motion for the February 1, 2022 special School Board meeting with modifications as stated, passed unanimously. 11-0-0.

- B. February 8, 2022 Regular School Board Meeting: Chairwoman Rye called for any modification to the February 8, 2022 regular School Board meeting minutes. Ms. Hughes made a substitute motion to defer voting on the February 8, 2022 meeting minutes until the next regular School Board meeting and was seconded by Ms. Manning. Chairwoman Rye called for a vote. The School Board Clerk announced the substitute motion passed unanimously. 11-0-0.
- C. February 15, 2022 Special School Board Meeting: Chairwoman Rye called for any modification to the February 15, 2022 regular School Board meeting minutes. Ms. Hughes made a substitute motion to defer voting on the February 15, 2022 meeting minutes until the next regular School Board meeting and was seconded by Ms. Manning. Chairwoman Rye called for a vote. The School Board Clerk announced the substitute motion passed unanimously. 11-0-0.

11. Public Hearing on School Operating Budget FY 2022-2023 and Capital Improvement Program for FY 2022-23 – FY 2027-28: There were two (2) in person speakers for the public hearing; budget topics discussed raises; health care premiums; teacher retention; instructional staff; and critical needs.

12. Public Comments (until 8:00 p.m.): There were two (2) speakers: one (1) in person and one (1) online; topics discussed were budget; teacher pay; retirement; masks; decorum of School Board members; book review; free speech.

13. Information

A. Interim Financial Statements – January 2022: Daniel Hopkins, Director of Business Services presented the following financial information as of January 31, 2022 to the School Board: overall revenue trend remains acceptable at this point in the fiscal year; current projection in state revenue reflects a deficit of approximately \$5 million; waiting on the final approved Governor’s budget; federal revenues are showing an acceptable trend at the end of January; received Impact Aid payments of approximately \$10 million year-to-date; other sources of revenue are acceptable at this point in the fiscal year; sales tax receipts are at a favorable level; year-to-date through January, approximately \$5.6 million higher than same time last year; February sales tax receipts are approximately \$1.9 million over last February; and expenditures and encumbrances trend continues to remain acceptable at this point in the fiscal year.

B. FY 2022/2023 School Board Proposed Operating Budget and FY 2022/23 – FY 2027/28 Capital Improvement Program: Crystal Pate, Chief Financial Officer and Jack Freeman, Chief Operations Officer presented the following information to the School Board: reviewed the topics of the presentation; reviewed highlights of outgoing Governor Northam’s 2022-2024 biennial budget; timeline of General Assembly session; funding for compensation:

- \$28 million to prove a 4.5% increase in cost-of-living adjustment and a 0.5% step increase for those reaching or below top of scale
- \$8.5 million to improve the division’s health insurance ranking
- \$2.6 million to increase teacher substitute rate from \$100 to \$115 a day
- \$2.4 million to reclassify teacher assistants to the minimum of grade 10
- \$1.6 million for equity adjustments as a result of moving teacher assistants to grade 10
- \$1.3 million to increase allowances for advanced degrees (phased-in at 30%)
- \$1.1 million to convert 10-month custodians to 12-month
- \$1.0 million to reclassify security assistants to grade 10 with full equity
- \$445,000 additional cost for teacher assistants and security assistants holding a bachelor’s degree (phased-in at 50%)
- \$119,000 to reclassify Renaissance security assistant and security officers to grade 11

Overview of Federal pandemic-relief funding, reviewed allowable uses of funds; noted the ESSER allocations and fund expirations; reviewed application approved expenditures (such as: personnel, purchased services, materials and supplies, capital outlay); noted the following: reversion funds are one-time funds and reappropriated to the division in the current fiscal year; reversion funds allocated to CIP projects can change the overall CIP plan by moving up the timeline for completion of applicable projects; ESSER funds are not funds the division receives upfront, these funds are reimbursement based meaning

the division incurs the expenditures initially and then files for reimbursement from the Virginia Department of Education.

Mr. Freeman continued the presentation and addressed questions submitted such as projects included in the renovation and replacement energy management; differences between replacement energy management/sustainability CIP fund and energy performance contracts; elementary school playground equipment replacement; the presentation continued with comments and questions regarding reimbursement timeline for ESSER funds; health insurance premiums; projected amount of reduction of premiums; special meeting March 1; and presentations to City Council.

- C. English as a Second Language (ESL) Program (K-12): Comprehensive Evaluation: Allison Bock, Ph.D., Program Evaluation Specialist, Office of Planning, Innovation, and Accountability provided the School Board information regarding English as a Second Language Program (K-12): Comprehensive Evaluation Report and the administration's recommendations; an overview was provided of the key findings and recommendations from the comprehensive evaluation. The purpose of the program is to prepare English learners to be college and career ready through integrated content-based language instruction. The program aims to develop students' English language proficiency so that they will have access to the same educational opportunities as all students. During the 2020-2021 school year, 1,768 students received ESL services. The evaluation included operational components, student characteristics, which goals were met, stakeholder perceptions, impact of the pandemic, and actions taken regarding year-two recommendations. Data collection included surveys completed by staff, English learner (EL) students, and EL parent surveys; EL students' data from the data warehouse; and translation and interpretation usage data. Eligible EL students were identified by a Home Language Survey, a screener, and ACCESS for ELLs tests administered in the spring. Instructional models used for elementary and middle school students included the push-in model with clustering and the pull-out model as needed. The high school models included ESL-related courses at their home taught by ESL teachers and two virtual instruction ESL teachers. There were 43 locally funded ESL teachers.

Implementation Goals: Data indicated that agreement levels with ESL teachers, classroom teachers, students, and parents were 74 percent and above.

- Goal #1: Professional learning was offered to increase the ESL teachers' instructional effectiveness with EL students and classroom teachers participated in professional learning to increase their understanding and capacity to teach elementary school students.
- Goal #2: The ESL program will be student-centered and provide EL students with a variety of choices and opportunities to help students reach their goals.
- Goal #3: Parents of the ES students will be provided supports and services to help them to support and participate in their child's education.

Student Outcome Goals: Data indicated that the agreement level was 82 percent and 50 percent, respectfully.

- Social and Emotional Development: The ESL program will foster EL students' social and emotional development to support students as they become confident learners who feel part of their community.
- English Proficiency: EL students will attain English proficiency in listening, speaking, reading, and writing.

Data indicated that high percentages of EL students, parents, and administrators were satisfied with the program; however, low percentages of classroom teachers and ESL teachers at the elementary and middle school levels were satisfied.

Recommendations:

- Recommendation #1: Continue the ESL program with modifications noted in recommendations 2 and 3.
- Recommendation #2: Continue working on recommendations from the year-two evaluation, including clustering EL students in classrooms at the elementary school and middle school levels,

communication and collaboration between ESL and classroom teachers, and professional learning for classroom teachers of EL students.

- Recommendation #3: Conduct an evaluation update during the 2021-2022 school year to focus on the progress of EL student English language development, academic performance of former EL students compared to non-EL peers, and progress related to the comprehensive evaluation recommendations.

Administrations' Responses:

- Recommendation #1: The administration concurred with recommendations from the program evaluation.
- Recommendation #2: The communication with principals will continue regarding the importance of clustering English learners so that ESL teachers can maximize instructional time, finding opportunities for increased collaboration will continue, and professional learning opportunities will still be made available for ESL teachers and general classroom teachers.
- Recommendation #3: An evaluation update will be conducted during the 2021-2022 school year to include the progress of EL student English language development and academic performance is appropriate.

The presentation continued with comments and questions regarding newcomer program; budget for ESL teachers; number of students this year; English as a foreign language credit; collaboration with family/home; and Adult Learning Center (ALC) and ESL classes for adults.

- D. Student Response Teams (SRT): Outcome Evaluation: Allison Bock, Ph.D., Program Evaluation Specialist, Office of Planning, Innovation, and Accountability provided the School Board information regarding the Student Response Teams (SRT): Outcome Evaluation Report and the administration's recommendations; an overview was provided of the key findings and recommendations from the outcome evaluation for the Student Response Teams process. The purpose of the program is to assist students in being successful in the general education classroom through developing and monitoring interventions. Multitiered support was provided in areas such as academics, attendance, behavior, and social-emotional concerns. The evaluation included focusing on the goals and objectives, operational components, students' characteristics, stakeholder perceptions and cost. Data collection included review of the SRT Guide; staff, student, and parent surveys; SRT data logs; and student data from the data warehouse. There were 1,970 students referred to SRT with over half of them in elementary schools. The cost for this program was \$11,470 which was for publications to support SRT for lead administrators. This year, SRT coordinators were identified to receive a supplement.
- Implementation Goals: Data indicated that staff and parent agreements were 69% percent and above; however, student agreement regarding being referred to SRT was approximately 26%, but 57% did not know.
- Goal #1: Multidisciplinary SRTs, led by an SRT administrator, will collaborate during the SRT process to meet students' needs.
 - Goal #2: Data will be monitored and reviewed throughout the SRT process.
 - Goal #3: Specific strategies and interventions related to the area of concern will be implemented as part of the SRT process.
 - Goal #4: Professional learning opportunities will provide administrators and teachers with effective support and information to successfully implement the SRT process.

Student Outcome Goals:

- Academics: Students served through the SRT process will demonstrate improvement within the referred area of concern. English - significantly higher grades after support at all levels; Math - significantly higher grades after support for elementary; Instructional setting - English grades significantly increased for virtual and in person at elementary schools and middle schools and math grades significantly increased for in-person elementary schools.
- Attendance and Behavior: Attendance rates of students referred for attendance were examined before and after receiving support. Instructional setting - significantly increased for virtual and in person at elementary schools and significantly increased for in-person middle schools and virtual high schools. Analyses for behavioral referrals were limited to elementary school students due to few secondary SRT referrals for behavioral reasons. In addition, analyses were limited to in person elementary school students. When examining discipline referrals after receiving support, 22 percent

of elementary school students showed improvement, while 71 percent had no change. However, many students with no change did not have a formal discipline referral prior to receiving SRT support.

At least 79 percent of administrators and teachers at all levels and other staff at the elementary school level indicated they were satisfied with the SRT process at their school. Lower satisfaction was seen for other staff at the secondary levels. Students (71%) and parents (85%) who indicated they or their child received support through the SRT indicated they were satisfied.

Recommendations:

- Recommendation #1: Continue SRT with modifications noted in recommendations 2 through 4.
- Recommendation #2: Continue to pursue alternative division wide data collection methods to allow for more efficient and effective monitoring of students' progress and determining effectiveness.
- Recommendation #3: Ensure parents of middle and high school students referred to SRT are informed and involved in the SRT process as well as involving middle and high school students as appropriate.
- Recommendation #4: Ensure interventions and data monitoring are implemented with fidelity at the secondary school levels to increase the effectiveness of the interventions.

Administrators' Responses:

- The administration concurs with the recommendations.
- Recommendation # 1: The Office of Student Supports (OSS) will continue to collaborate with various departments/offices to enhance the SRT process.
- Recommendation # 2: The OSS will continue to work with various offices/departments related to implementation of a data platform.
- Recommendation #3: The OSS will continue to assist schools with seeking input from parents and students on the SRT process.
- Recommendation #4: The OSS will continue to work with SRT Lead Administrators on enhancing data monitoring and implementing interventions

The presentation continued with brief comments and questions regarding notifying parents in middle and high school; parents attending meetings; biggest discrepancy is student outcomes in academics; layers of support.

- E. Textbook Adoption: Secondary English Language Arts: Angela Seiders, Executive Director Secondary, Department of Teaching and Learning presented an overview of the secondary English digital resource as recommended by the Secondary English Digital Resource Adoption Committee for implementation in the Fall of 2022.

Course Title	Digital Resources	Publisher	Copyright
Advanced English 6-8 English 6-8 Honors English 9-12 English 9-12	<i>Actively Learn</i>	Achieve 3000, a subsidiary of McGraw Hill	2022

A brief discussion followed regarding what was an OER and how online resources reviewed by community.

- F. Policy Review Recommendations: 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 February 10, 2022 meeting. School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney presented the following information to the School Board:

1. Policy 3-69 / Contract Maintenance: The PRC recommends deleting this Policy as these procedures are now covered under the procurement procedures and other policies and regulations.
2. Policy 3-70 / Equipment: The PRC recommends scrivener's changes and clarification of language regarding replacement of equipment.
3. Policy 3-76 / Transportation/Generally: The PRC recommends amendments to reflect new legislation authorizing vehicles that use alternative fuel.

4. Policy 3-77 / Transportation and Non-Transportation Zones: The PRC recommends reformatting the Policy and adding a new Section C to reflect recent statutory addition of the requirement to provide transportation outside a transportation for certain students.
5. Policy 3-78 / Schedules, Routes and Stops/Traffic Control Plan: The PRC recommends scrivener's changes.
6. Policy 3-80 / School Board Owned Vehicles: The PRC recommends minor amendments and the addition of a legal reference.
7. Policy 3-81 / Vehicle Maintenance: The PRC recommends the addition of a legal reference.
8. Policy 3-86 / School Cafeterias: The PRC recommends amending Section C to include School Board officers as those authorized to be served in school cafeterias.

14. Return to public comments if needed

15. Consent Agenda: Chairwoman Rye announced there were three (3) resolutions and called for a motion to approve. Ms. Franklin made a motion, seconded by Ms. Felton.

A. Resolutions:

1. Read Across America: The School Board approve a resolution endorsing the National Education Association's *Read Across America*. Ms. Riggs read the following resolution:

Resolution Read Across America

WHEREAS, the citizens of Virginia Beach stand firmly committed to promoting reading as the catalyst for our students' future academic success, their preparation for America's jobs of the future and their ability to compete in a global economy; and

WHEREAS, Virginia Beach City Public Schools has provided significant leadership in the area of community involvement in the education of our youth, grounded in the principle that education investment is key to the community's well-being and long-term quality of life; and

WHEREAS, "National Education Association's (NEA) Read Across America," a national celebration of reading on March 2, 2022, motivates students to read a variety of literature that are about everyone, for everyone;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach calls on all the citizens of Virginia Beach to assure that every child is in a safe place reading together with a caring adult on March 2, 2022, and be it

FURTHER RESOLVED: That this body enthusiastically endorses "NEA's Read Across America" and recommits our community to engage in programs and activities that improve the reading abilities of all children; and be it

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

Adopted by the School Board of the City of Virginia Beach this 22nd day of February 2022.

2. Fine Arts in Our Schools Month: The School Board of the City of Virginia Beach proclaim the month of March 2022 as "Fine Arts in Our Schools Month." Vice Chair Melnyk read the following resolution:

Resolution Fine Arts in Our Schools Month March 2022

WHEREAS, fine arts programs in Virginia Beach City Public Schools provide curricular, co-curricular and extracurricular experiences in art, dance, music and theatre arts for all student members of the school community and for the Virginia Beach community at large; and

WHEREAS, the School Board of the City of Virginia Beach is cognizant of the importance of fine arts to all our students, not only while they are in school but also throughout their lives; and

WHEREAS, art, dance, music and theatre arts are now and have been a vital part of the curriculum and instruction of the public schools of Virginia Beach; and

WHEREAS, the month of March has been designated as Music in Our Schools Month, Youth Art Month, and Theatre in the Schools Month by their national associations.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognizes the month of March 2022 as Fine Arts in Our Schools Month in Virginia Beach City Public Schools; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach express its appreciation to our fine arts educators for enhancing our lives and the lives of our children through art, dance, music and theatre arts; and be it

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

Adopted by the School Board of the City of Virginia Beach this 22nd day of February 2022.

3. National School Social Work Week: The School Board approve a resolution recognizing March 6-12, 2022, as National School Social Work Week. Ms. Owens read the following resolution:

Resolution National School Social Work Week March 6-12, 2022

WHEREAS, Virginia Beach City Public Schools social workers help identify and remove environmental barriers to learning, thus allowing students to reach their full potential; and

WHEREAS, Virginia Beach City Public Schools social workers are committed to mobilizing family, school and community resources to enable students to learn and fully benefit from their educational program; and

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

WHEREAS, Virginia Beach City Public Schools social workers assist the most vulnerable children and adolescents, including children with disabilities, children living in homelessness, children living in poverty, pregnant teens, suicidal teens, truants and other at-risk children; and

WHEREAS, this shared approach to assisting students promotes students' learning and helps guide students to high school graduation and postsecondary experiences and the skills necessary to be productive citizens.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognize the second full week of March 2022 as National School Social Work 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 22nd day of February 2022.

After the resolutions were read, Chairwoman Rye called for a vote on the Consent Agenda. The School Board Clerk announced the motion passed unanimously. 11-0-0.

16. Action

- A. Personnel Report / Administrative Appointments: Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Owens. Ms. Hughes raised a question regarding the administrative appointments, were the positions being filled coming from school personnel into administration; Superintendent Spence noted neither of the positions filled were from school-based personnel. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously. 11-0-0. Superintendent Spence introduced Misty S. Caish, Financial Management Specialist, Department of Budget and Finance as Coordinator of Accounting, Department of Budget and Finance; and Darnita L. Trotman, Human Resource Specialist, Department of Human Resources as Director of Employment Services, Department of Human Resources.
- B. School Calendars 2022-2023 and 2023-2024: Chairwoman Rye called for a motion to open the floor for discussion on the school calendars. Ms. Hughes made a motion, seconded by Ms. Holtz. Eugene Soltner, Ed.D., Chief Schools Officer presented a post-Labor Day calendar for the 2022-2023 school year and a pre-Labor Day calendar for the 2023-2024 school year; reviewed the calendar development/adoption timeline; highlights of 2022-23 proposed school calendar: first day of school September 6, last day of school June 16, Winter Break December 22-January 2, Spring Break April 10-14, 6 staff days before school starts, 4 staff days during the school year, 2 staff days at the end of the school year, 181 instructional days; provided an optional 2022-23 calendar to review, placed the June 20 staff day on August 25 and shifted the flex day one day over (Option 4 – version 2); reviewed the 2023-2024 proposed school calendar: teacher work day (August 21)/in-service week August 21-August 25, starting school on August 28, Labor Day holiday September 1 and September 4, staff day in October, staff day November 3, Election Day November 7, Thanksgiving Holiday November 22-24, adjusted dismissal December 21, winter holiday December 22-January 1, Martin Luther King, Jr. Day January 15, staff day January 29, President’s Day February 19, staff day March 4, adjusted dismissal day March 29, spring break April 1-5, Memorial Day May 27, and last day of school June 14. The presentation continued with comments and questions regarding earlier start; flex days; support of version 2 of the 2022-2023 calendar; hotel and restaurant association and pre-labor start; other divisions with a pre-Labor Day start; letter from hotel and motel association; learning recovery; Labor Day holiday; limitation on number of days to open before Labor Day; need to do what is best for staff and students.

Ms. Manning made a substitute motion to approve the 2022-23 option 4 version 2 calendar and defer the 2023-2024 proposed calendar to next regularly scheduled board meeting on March 8, seconded by Ms. Weems. Chairwoman Rye called for a vote on the substitute motion. The School Board Clerk announced there were six (6) ayes in favor of the substitute motion: Ms. Franklin, Ms. Hughes, Ms. Manning, Vice Chair Melnyk, Ms. Owens, and Ms. Weems. There were five (5) nays opposed to the substitute motion: Chairwoman Rye, Ms. Anderson, Ms. Felton, Ms. Holtz, and Ms. Riggs. The substitute motion passed. 6-5-0.

- 17. Committee, Organization or Board Reports:** Ms. Hughes mentioned the Optimist Club and essays contest, and taking two students from each high school for cross over day, noted Delegate Tim Anderson and Senator Bill DeSteph organized tours for the students; Ms. Weems mentioned the Special Education Advisory Committee meeting last week at Kempsville Rec Center, discussed what happens when a member needs to leave, parent outreach and empowerment, quarterly webinars, mental health task force – assigned to working group about stigma, next meeting is March 29, 2022, School Health Advisory Board – discussed how to handle bringing in outside food to classrooms for celebrations, hosting hybrid events for employees (webinars); Ms. Manning mentioned asked by Governor Younkin and Secretary Guidera to serve on a working group committee on topic of laboratory innovation schools, can reach out to her with any questions or for more information; Ms. Riggs mentioned the Sister Cities youth gala – April 22nd, tickets for sale at \$25 apiece, Art Contest for grade 8-12 as part of the gala, extended youth ambassador applications; Ms. Felton attended the General Advisory Council for the Technical and Career Education on February 16, discussed dual enrollment, SkillsUSA demo event in April; Vice Chair Melnyk mentioned the Audit Committee meeting on March 1 at 1:00 p.m. in School Board chambers, Green Run Collegiate Gala on April 2; Chairwoman Rye mentioned Pearl of Wisdom event; Ms. Weems mentioned the next Special Education Advisory meeting is scheduled for March 14 in the evening at 6:30 p.m.

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- 18. Return to Administrative, Informal, Workshop or Closed Session matters:** Kipp Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning presented the School Board an update on inclement weather learning plans for students and staff beginning February 23, 2022; allows for 10 unscheduled remote learning days in the event of inclement weather or emergencies; teachers asked to provide two days of virtual learning opportunities; home to school connection: staff reminded to provide students with two days of asynchronous lessons, students take home Chromebooks and chargers, staff reviewed with students how to access Google docs offline; beginning February 23, in the event of inclement weather the first remote learning day will be an asynchronous learning day, day two and any additional consecutive days will be synchronous learning instructional days; prior to inclement weather: teachers will ensure folders are updated and prepare instructional materials, families will be reminded where to find information and ensure Chromebooks are home and charged; Day 1 (asynchronous) teachers will publish and provide a link for one hour of office hours, if a consecutive Day 2 – remind parents and students of expectations and prepare for synchronous instruction; families will access work and have student submit work within five days to be counted present; Day 2 and beyond teachers will provide direct instruction, remind families of schedule and resources, SWD, ELL, PALS, etc. links and times to receive services; families will follow schedules and participate in synchronous instruction, submit work within 5 days to be counted present.
- The presentation continued with brief comments and questions regarding in person learning; 10 days allowed for COVID or inclement weather; shifting to synchronous days; learning to be informative; referenced teaching last year both virtual and in school at the same time.
- 19. Adjournment:** Chairwoman Rye adjourned the meeting at 9:08 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair