



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

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District 1 – Centerville

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

CLICK HERE FOR THE School Board Special Meeting Agenda Thursday, September 17, 2020

School Administration Building #6, Municipal Center
2512 George Mason Dr.
Virginia Beach, VA 23456
(757) 263-1000

CLICK HERE FOR THE School Board Regular Meeting Agenda Wednesday, September 22, 2020

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School Board SPECIAL Meeting Agenda

Thursday, September 17, 2020

NOTICE OF SPECIAL MEETING OF THE SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH

Pursuant to the State of Emergency related to the COVID-19 pandemic, the Governor's Executive Orders, the Virginia Freedom of Information Act as amended by the Virginia General Assembly and the School Board's April 7, 2020 Emergency Resolution, the School Board and selected staff members will meet in person at the School Administration Building however, at this time it is impractical and unsafe to allow other persons to attend the School Board Meeting due to physical distancing and safety precautions related to the pandemic. Members of the public will be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBTB Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_1m6ltm1PSuy6wej19Iq4Kw Call-in (301) 715-8592 ID 873 5385 4945

Pursuant to Bylaw 1-46, and *Virginia Code* § 2.2-3707, at the request of three School Board Members in writing to the Chairwoman and the Clerk of the School Board, to hold a Special Meeting on Thursday, September 17, 2020 at the School Administration Building #6 at the Municipal Center, 2512 George Mason Dr., Virginia Beach, VA at 6:00 p.m. The purpose of this special meeting is to discuss the start date for face to face instruction for families choosing Option 1 and certain special education students.

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

FORMAL MEETING

- 1. Call to Order and Verbal Roll Call..... 6:00 p.m.**
- 2. Adoption of the Agenda**
- 3. Information: To discuss the start date for face to face instruction for families choosing Option 1 and certain special education students.**
- 4. Adjournment**



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School Board Regular Meeting Agenda **Tuesday, September 22, 2020**

Pursuant to the State of Emergency related to the COVID-19 pandemic, the Governor's Executive Orders, the Virginia Freedom of Information Act as amended by the Virginia General Assembly and the School Board's April 7, 2020 Emergency Resolution, the School Board and selected staff members will meet in person at the School Administration Building however, at this time it is impractical and unsafe to allow other persons to attend the School Board Meeting due to physical distancing and safety precautions related to the pandemic. Members of the public will 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.

The School Board will hear public comment both Agenda and Non-Agenda items at the September 22, 2020 School Board Meeting. Citizens who would like to speak can sign up to speak either in person or electronically. All speakers must be signed up to speak by noon on September 22, 2020. The School Board has determined that in person speakers will be heard before speakers who are participating electronically. Agenda and Non-Agenda item speakers will be heard as set forth in the Agenda. Persons signed up to speak in person will be required to remain outside of the School Administration Building until called to speak and may not enter the building for any other reason. In person speakers will be required to follow physical distancing and safety protocols including wearing a face covering while in the School Administration Building, while addressing the School Board or on its grounds. 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. Non-Agenda Item speakers will be heard after the Conclusion of the Regular School Board Meeting. The School Board will hear comments from speakers but reserves the right to conclude speaker comments by vote of the School Board. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

Attendee link: https://us02web.zoom.us/webinar/register/WN_UkPYe8SYstayPBaxPIML1w Call-in (301) 715-8592 ID 854 7263 0538

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

INFORMAL MEETING

1. **Convene School Board Workshop 3:30 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Forecast of Regular School Board Meeting Agenda Topics FY21, 2nd Quarter: October, November, and December 2020
 - C. Updates on the Reopening of Schools
 - D. Immersion and World Languages Update
 - E. Digital Learning One-to-One Evaluation Update

2. **Closed Meeting: (as needed)**

FORMAL MEETING

3. **Call to Order and Verbal Roll Call..... 6:00 p.m.**



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued) Tuesday, September 22, 2020

4. **Moment of Silence followed by the Pledge of Allegiance**

5. **Student, Employee and Public Awards and Recognitions**

6. **Adoption of the Agenda**

7. **Superintendent's Report**

8. **Approval of Minutes:** September 9, 2020 Regular School Board Meeting **Added 9/21/2020**

9. **Hearing of Citizens and Delegations on Agenda Items**

The School Board will hear public comment on Agenda items at the September 22, 2020 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 4 minutes each. Sign up for public speakers will close at noon on September 22, 2020. 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 before 6:00 p.m. September 22, 2020. 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 the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

10. **Consent Agenda**

All items under the Consent Agenda are enacted on by one motion. During item 6 – Adoption of the Agenda – School Board members may request any item on the Consent Agenda be moved to the Action portion of the regular agenda.

- A. Dyslexia Awareness Month
- B. Budget Calendar

11. **Action**

- A. Personnel Report / Administrative Appointment(s) **Updated 9/24/2020**

12. **Information**

- A. Update on Scheduling and Staffing

13. **Standing Committee Reports**

14. **Conclusion of Formal Meeting**

15. **Hearing of Citizens and Delegations on Non-Agenda Items**

The School Board will hear public comment on Non-Agenda items at the September 22, 2020 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 4 minutes each. Sign up for public speakers will close at noon on September 22, 2020. 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 before 6:00 p.m. September 22, 2020. 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 the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

16. **Workshop** (as needed)

17. **Closed Meeting** (as needed)

18. **Vote on Remaining Action Items** (as needed)

19. **Adjournment**



Subject: Forecast FY21, 2nd Quarter – October, November, December 2020 **Item Number:** 1B

Section: Workshop **Date:** September 22, 2020

Senior Staff: Marc A. Bergin, Chief of Staff

Prepared by: Marc A. Bergin, Chief of Staff

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

Recommendation:

That the School Board receive Administration's forecast of agenda topics to be presented on the School Board's regular meeting agenda in the FY21 second quarter – October, November, December 2020.

Background Summary:

Source:

Budget Impact:



Subject: Updates on the Reopening of Schools **Item Number:** 1C

Section: Workshop **Date:** September 22, 2020

Senior Staff: Marc Bergin, Ed.D., Chief of Staff

Prepared by: Marc Bergin, Ed.D., Chief of Staff

Presenter(s): Marc Bergin, Ed.D., Chief of Staff

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

David Din, Chief Information Officer, Department of Technology

Donald Robertson, Ph.D., Chief Schools Officer, Department of School Leadership

Recommendations:

That the School Board receive an update on the health metrics, instructional supports, technology supports, staffing, and student scheduling.

Background Summary:

The “VBCPS Fall 2020 Plan” was approved by the School Board on July 28, 2020.

Source:

School Board Minutes – July 28, 2020

Budget Impact:

TBD



Subject: World Languages and Spanish Immersion Program Overview **Item Number:** 1D

Section: Workshop **Date:** September 22, 2020

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

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

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

Recommendation:

That the School Board receive an update on World Languages and Spanish Immersion Program.

Background Summary:

This presentation will provide the School Board with and update regarding World Languages Instruction and Spanish Immersion Program.

Source:

N/A

Budget Impact:



Subject: Digital Learning One-to-One Initiative: Evaluation Update **Item Number:** 1E

Section: Workshop **Date:** September 22, 2020

Senior Staff: Marc A. Bergin, Ed.D., Chief of Staff

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

Presenter(s): Robert A. Veigel, M.S., Research Specialist
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the Digital Learning One-to-One Initiative: Evaluation Update report for the 2019-2020 school year, along with a presentation of the results. The results of the evaluation update were shared with the Planning and Performance Monitoring Committee (PPMC) on September 1, 2020. The PPMC recommended that the presentation of results be shared with the full School Board at a workshop.

Background Summary:

Virginia Beach City Public Schools (VBCPS) began to implement the Digital Learning One-to-One Initiative during 2015-2016 with 11 pilot schools known as the Digital Learning Anchor Schools. By 2018-2019, the one-to-one initiative expanded to all schools with students in grades one through twelve receiving a school-assigned device and kindergarten students having access to classroom sets of devices. According to School Board Policy 6-26, "Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually." The 2019-2020 Program Evaluation Schedule was approved September 10, 2019 and included an evaluation update for the Digital Learning One-to-One Initiative. The initiative was included on the schedule for an evaluation update based on a recommendation from the November 2017 program evaluation of the Digital Learning Anchor Schools, which was approved by the School Board on November 21, 2017. The approved recommendation was to "Conduct an evaluation update during the 2019-2020 school year to monitor the continued progress of the one-to-one initiative and its continuing alignment with evidence-based best practices." Therefore, this evaluation update focused on staff and student perceptions of the divisionwide implementation of the one-to-one initiative during 2019-2020 and examined staff perceptions regarding the extent to which the current operation of the initiative is aligned with best practices. Additionally, perception data were collected from staff and students regarding the extent to which the one-to-one technology is supporting the initial digital learning teacher and student outcomes that were defined for the initiative.

Source:

School Board Policy 6-26
School Board Minutes September 10, 2019
School Board Minutes November 21, 2017

Budget Impact:



Digital Learning One-to-One Initiative

Evaluation Update

August 2020

By Robert A. Veigel, M.S., Research Specialist and
Heidi L. Janicki, Ph.D., Director of Research and Evaluation



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

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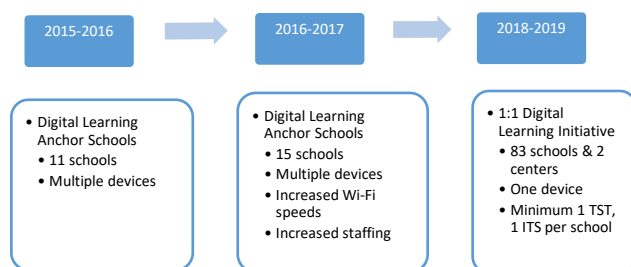
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Program Overview

Virginia Beach City Public Schools (VBCPS) began to implement the 1:1 Digital Learning Initiative (DLI) in the 2015-2016 school year with 11 pilot schools known as the Digital Learning Anchor Schools. At the program's inception, the overall goal of the 1:1 DLI was "to use digital learning as a pathway to personalized learning by increasing student flexibility with respect to when and how learning occurs."¹ In order to reach that goal, VBCPS began by providing each student in the 11 Digital Learning Anchor Schools with an electronic device for their use in the classroom during the school day and also at home for students in grades 5 through 12. Since it began in 2015-2016, the 1:1 initiative expanded to 15 schools in 2016-2017 and was expanded to all 83 schools and 2 centers by the start of the 2018-2019 school year (see Figure 1). In order to expand the initiative to all schools, VBCPS increased the number of school-based support staff, improved technology infrastructure, and selected the HP Chromebook as the primary device to use across all schools.

Figure 1: Summary of 1:1 Digital Learning Initiative Implementation Timeline



The eligibility requirement for a student to receive a device was that the student be enrolled in first through twelfth grade in VBCPS. Kindergarten students had access to classroom sets of devices which included touchscreen Chromebooks or iPads. Generally, students in grades 5 through 12 could take their device home with them to complete schoolwork. To address connectivity issues at home, students in grades 5 through 12 who were unable to access the internet away from school were provided a Kajeet Mobile Hotspot upon request. A Kajeet Mobile Hotspot is a small device that students and families can connect to their computer to have a secured and content filtered connection to access all of the necessary learning resources to complete their

schoolwork and communicate with school staff. Kajeet Mobile Hotspots were provided to any student whose counselor submitted a request form and completed the "Student Kajeet SmartSpot Checkout Agreement." From fall 2017 through March 2020, a total of 258 Kajeet devices were provided.²

After the COVID-19 school closure in March 2020, adjustments were made to the operation of the 1:1 DLI to accommodate students' needs. Schools were able to offer younger students the opportunity to pick up a device for at-home use, and beginning in March 2020 during the school closure, the Department of Technology began facilitating the process by which families could obtain internet access. A VBCPS support internet page was developed which provided families with information about obtaining internet access. Principals and school counselors were also provided a script for discussing options with families via phone support. Options for internet access included free smartphone data plans through cell phone carriers, the Cox Connect2Complete internet access program which included two free months of access, VBCPS Wi-Fi access in select school parking lots for school-issued devices, and T-Mobile hotspots provided by VBCPS.³ The Department of Technology contacted all families that indicated a need for a hotspot, and from the beginning of the school closure through July 21, 414 T-Mobile hotspots were distributed to students.⁴

The School Board originally approved the Digital Learning Anchor School Initiative focused on the 1:1 implementation for an evaluation on August 8, 2015. Since that time, the initiative has had two developmental evaluations completed by the Office of Research and Evaluation. During the developmental/field test period, the School Board received evaluation reports in November 2016 and November 2017. This evaluation update for the 1:1 DLI was conducted as a result of a recommendation from the November 2017 program evaluation, which was approved by the School Board on November 21, 2017. The approved recommendation was to "Conduct an evaluation update during the 2019-2020 school year to monitor the continued progress of the 1:1 initiative and its continuing alignment with evidence-based best practices." Therefore, the purpose of this evaluation update is to report staff and student perceptions of the divisionwide

implementation of the 1:1 DLI during 2019-2020 and to examine staff perceptions regarding the extent to which the current operation of the 1:1 DLI is aligned with best practices. Additionally, perception data were collected from staff and students regarding the extent to which the 1:1 technology is supporting the initial digital learning teacher and student outcomes that were defined for the initiative.

Data Collection and Methodology

The Office of Research and Evaluation invited all VBCPS students in grades 3 through 12 and staff (i.e., principals, assistant principals, instructional technology specialists, technology support technicians, and teachers) to complete an online survey. The online survey was administered during the COVID-19 school closure from May 18 to May 29, and the 1:1 digital learning survey items were administered as one part of a larger combined Schoology and Digital Learning survey. For students, a link to the survey was posted on relevant Schoology pages, and instructions were provided. Staff received an email with a link to access the survey. Digital learning components that were included on the survey included staffing, alignment to digital learning best practices, the extent to which the technology is being used to support the initial 1:1 DLI teacher and student outcomes, and overall stakeholder perceptions of the initiative. The response rates for each survey are noted below.

- **Student Survey:** Of the 52,554 grades 3 through 12 VBCPS students enrolled at the time of survey, 11,544 (22%) responded to the online survey. Response rates were 31 percent for elementary students, 26 percent for middle school students, and 12 percent for high school students.
- **Teacher Survey:** Of the 4,655 VBCPS teachers who received a survey link, 1,985 (43%) responded to the online survey. Response rates were 39 percent for elementary school teachers, 54 percent for middle school teachers, and 40 percent for high school teachers.
- **Administrative Staff Survey:** Of the 335 VBCPS administrative staff (e.g., principals, assistant principals, and instructional technology specialists) who received a survey link, 215 (64%)

responded to the online survey. Response rates were 68 percent for elementary school staff, 74 percent for middle school staff, and 50 percent for high school staff.

- **Technology Support Technician Survey⁵:** Of the 98 VBCPS technology support technicians who received a survey link, 52 (53%) responded to the online survey. Because of the small number of TSTs at each of the secondary school levels, results for TSTs are provided for the overall division in the report.

Survey directions for all surveys indicated that respondents were to base their responses on their experience with digital learning throughout the 2019-2020 school year, including during the time of the COVID-19 school closure when students were working on schoolwork from home and staff were teaching remotely.

Additional information and data for this evaluation update were gathered from prior digital learning evaluations, presentations, and documents created by the Office of Research and Evaluation; staffing memorandums and information from the departments of Human Resources, Teaching and Learning, and Technology; and official VBCPS communications regarding the initiative.

Results

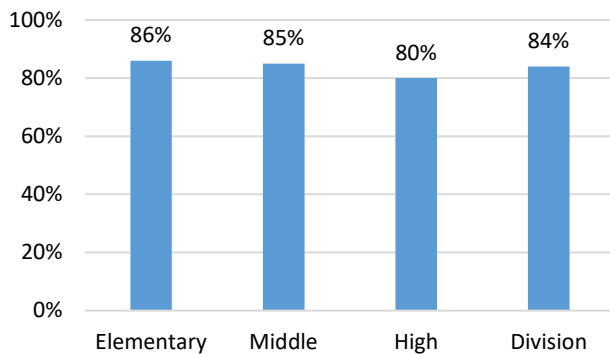
Staffing to Support the Digital Learning Initiative

Within each Virginia Beach school, the instructional technology specialist (ITS) supports the implementation of innovative instructional practices and plans, manages, and oversees the school's implementation of the division's digital programs, while the technology support technician (TST) provides technical support to school staff and students to ensure that digital devices, network, and other infrastructure components are functioning optimally. In order for the 1:1 DLI to be successful, it was recommended as a result of the November 2017 evaluation that the division fund at least one full-time ITS at each school to ensure that the instructional technology needs of each classroom are addressed in a timely manner. It was also recommended that while

each school had at least one TST, that these allocations be reviewed to determine if they were sufficient to support schools’ technical needs.

The Department of Human Resources provided staffing data for 2019-2020 that indicated each school and center had one full-time TST. Additionally, a memo regarding ITS allocations was released on June 14, 2018, which listed all of the ITS allocations by level. All schools had at least one full-time ITS allocation with nine middle schools having at least a 1.5 allocation and all high schools except Renaissance Academy having at least a 1.5 allocation. To assess perceptions of whether students received assistance when needed, Figure 2 displays the percentage of students who agreed that they received help with any problems related to their device if they had problems

Figure 2: Percent of Students Who Agreed They Received Help With Any Problems Using Their Device



- The percent of students who agreed that they received help with any problems related to their device ranged from 80 to 86 percent.
- Other survey data from staff showed that at least 85 percent of teachers and administrative staff at each school level agreed that staffing at their school was adequate to support their needs for instructional support related to the 1:1 DLI. Additionally, at least 85 percent of teachers, administrative staff, and TSTs agreed staffing was adequate to support their schools’ needs for technical support related to the initiative.

Alignment to Best Practices

Based on the November 2017 digital learning evaluation, it was recommended that the continued

progress of the 1:1 DLI be monitored in terms of the initiative’s alignment with best practices related to eight digital learning components (i.e., student-centered learning, technology integration and immersion, professional learning, equity, effective leadership, stakeholder engagement, infrastructure, and usage policies). The eight best practice areas were identified in the literature on 1:1 digital programs. Each best practice area, along with relevant survey results, is discussed in more detail in the upcoming sections of this report.

Student-Centered Learning

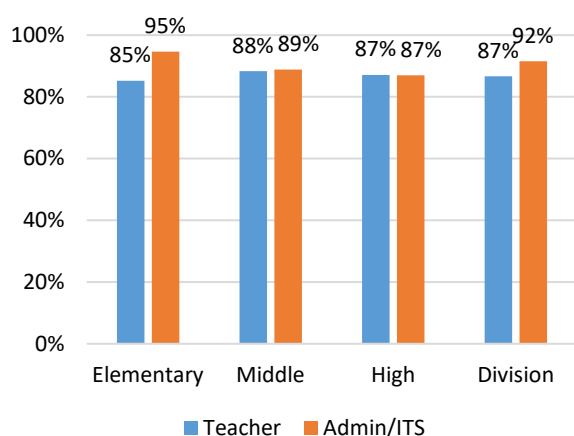
Based on the literature reviewed as part of the division’s evaluation work for the 1:1 DLI, student-centered learning is key Percent of Students Who Agreed They Received Help With Any Problems Using Their Device for increasing student engagement and achievement within a 1:1 program. With student-centered learning, teachers act as an “instructional manager, coach, and designer of effective learning.”⁶ One-to-one programs must require teachers to support student-centered and project-based learning, which often requires a shift in perspective and learning new skills.⁷ Schools and districts must specifically support efforts to change instructional practices, such as by providing professional development or training programs to help teachers learn and implement student-centered teaching strategies.⁸ Staff survey results related to student-centered learning and support for student-centered learning are presented in the tables and charts below.

Table 1: Percent of Administrative Staff Who Agreed With Student-Centered Learning Statements

At my school...	Elementary	Middle	High	Division
teachers support student-centered learning.	98%	98%	96%	98%
teachers support project-based learning for students.	88%	89%	89%	88%

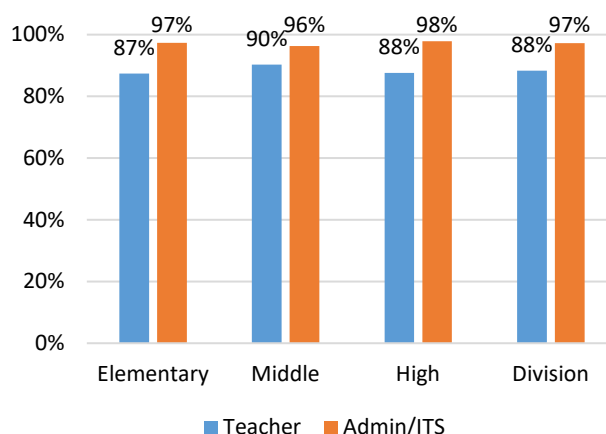
- A large majority of administrative staff (i.e., principals, assistant principals, and instructional technology specialists) agreed that teachers supported student-centered and project-based learning.
- While the agreement percentages were all 88 percent or higher, agreement percentages were at least 7 percentage points higher for support for student-centered learning compared to project-based learning.

Figure 3: Percent of Staff Who Agreed Staffing Is Adequate to Provide Instructional Support for the 1:1 Digital Learning Initiative



- At least 85 percent of teachers and 87 percent of administrative staff at each school level indicated that staffing at their schools was adequate to support the schools' needs for instructional support related to the 1:1 DLI.

Figure 4: Percent of Staff Who Agreed Professional Development Helped Teachers Learn and Implement Student-Centered Teaching Strategies

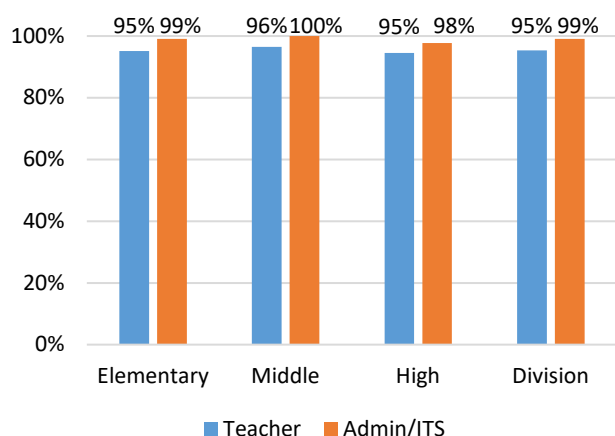


- At least 87 percent of teachers and 96 percent of administrative staff at each school level agreed that the professional development helped teachers learn to implement student-centered teaching strategies.

Technology Integration and Immersion

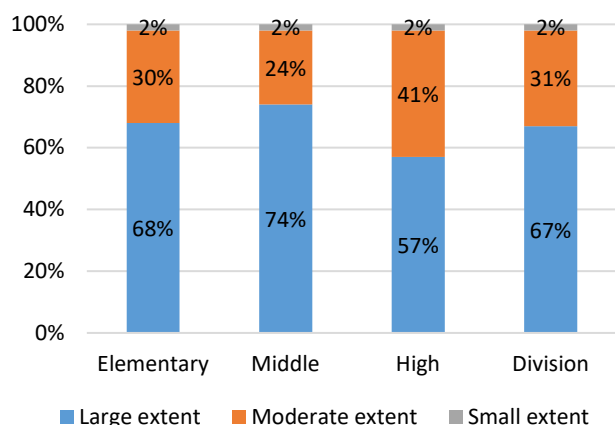
According to the literature of 1:1 DLI best practices related to technology integration and immersion, greater degrees of integration of technology with instruction and higher levels of immersion yielded more positive perceptions and better academic and behavioral outcomes. Students and teachers at schools with higher degrees of integration felt better about school.⁹ Additionally, teachers tended to earn higher performance ratings and students earned better grades, scored better on tests, and exhibited better attendance and conduct.¹⁰ Teacher and administrative staff survey results related to technology integration and immersion are displayed in Figure 5 and Figure 6.

Figure 5: Percent of Staff Who Agreed Technology Has Become a More Integral Part of Teaching and Learning



- At least 95 percent of teachers and 98 percent of administrative staff at each school level who responded to the survey agreed that technology has become a more integral part of the teaching and learning that occurs in the classroom or school, respectively.

Figure 6: Percent of Administrative Staff Who Indicated the Extent to Which Technology Has Been Integrated With Instruction



- A large majority (98%) of administrative staff at each level indicated that technology has been integrated with instruction at their school to a “moderate” or “large” extent.
- At least 57 percent of administrative staff from each level indicated that technology has been integrated with instruction at their school to a

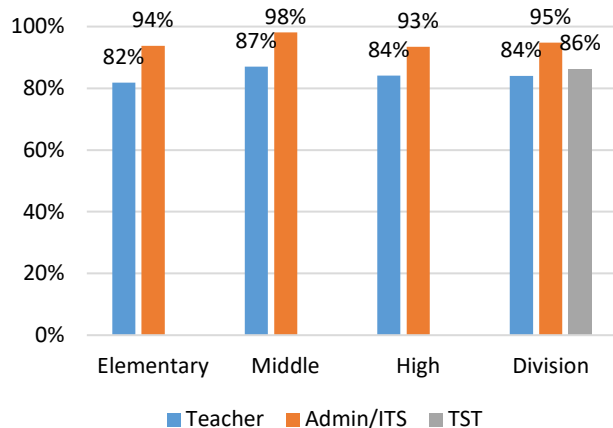
“large” extent, with the highest agreement at middle school.

- Other survey results from TSTs showed that 100 percent indicated that technology has been integrated with instruction at their school to a “moderate” or “large” extent, with 85 percent of TSTs indicating that technology has been integrated with instruction to a “large” extent.

Professional Learning

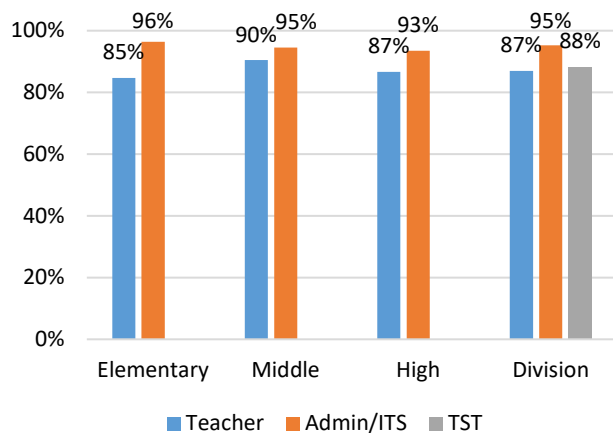
The literature related to professional learning best practices for 1:1 DLIs indicated that teacher training and professional development is critical in facilitating successful 1:1 program implementation. When sufficient training, professional development, and support are provided, teachers have more positive perceptions of 1:1 programs and are able to use technology more frequently and efficiently.¹¹ Professional development should be provided early and on an ongoing basis, and the content of the sessions should be driven by teachers’ needs and should provide specific strategies for integrating technology into classroom instruction rather than simply focusing on how to use devices.¹² In addition to professional learning being a best practice, one of the specific recommendations from the November 2017 evaluation approved by the School Board was to provide professional learning, especially for high school staff, to allow staff time to plan in informed and effective ways. Teacher, administrative staff, and TST survey results regarding overall perceptions of professional learning and support for staff to implement the 1:1 DLI are displayed in Figure 7 through Figure 9.

Figure 7: Percent of Staff Who Agreed There Has Been Sufficient Professional Development to Implement the 1:1 Digital Learning Initiative



- At least 82 percent of teachers and 93 percent of administrative staff at each school level agreed that staff training or professional development to implement the 1:1 digital learning initiative was sufficient.
- Across the division, 86 percent of TSTs agreed that professional development was sufficient.

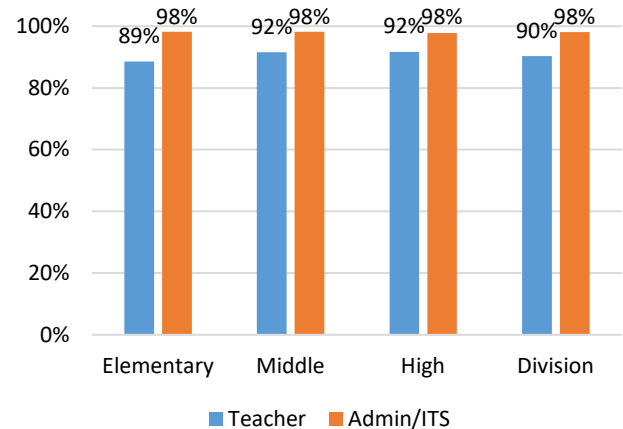
Figure 8: Percent of Staff Who Agreed There Has Been Sufficient Support for Staff to Implement the 1:1 Digital Learning Initiative



- At least 85 percent of teachers and 93 percent of administrative staff at each level agreed there was sufficient support for staff to implement the 1:1 DLI.

- Across the division, 88 percent of TSTs agreed support for staff was sufficient.

Figure 9: Percent of Staff Who Agreed Professional Development Has Helped Teachers Integrate Technology Into Classroom Instruction

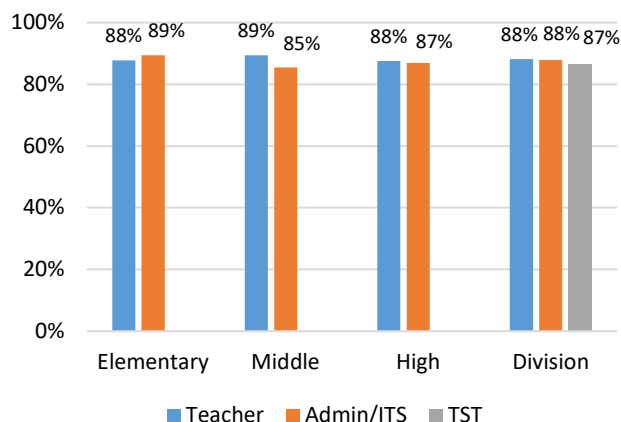


- From 89 to 92 percent of teachers and 98 percent of administrative staff across all school levels agreed that professional development has helped teachers learn specific strategies for integrating technology into classroom instruction.

Equity

Based on the literature regarding 1:1 DLIs and equity, schools and districts implementing 1:1 programs should take special care to ensure that programs do not widen achievement gaps between already low-performing and high-performing students. Disadvantaged students may not have the technology experience or access needed for effective learning in 1:1 programs, and schools within a district may not have equal resources to devote to program implementation.¹³ Additionally, to ensure equity in 1:1 programs, districts should provide for consistent 1:1 program implementation across schools (Ullman, 2014, as cited in Court and Janicki, 2017).¹⁴ Resources, such as training and technical support, should be distributed equally across schools.¹⁵ Teacher, administrative staff, and TST survey results regarding the equitable implementation of the 1:1 digital learning initiative are displayed in Figure 10.

Figure 10: Percent of Staff Who Agreed the 1:1 Digital Learning Initiative Was Implemented in an Equitable Manner

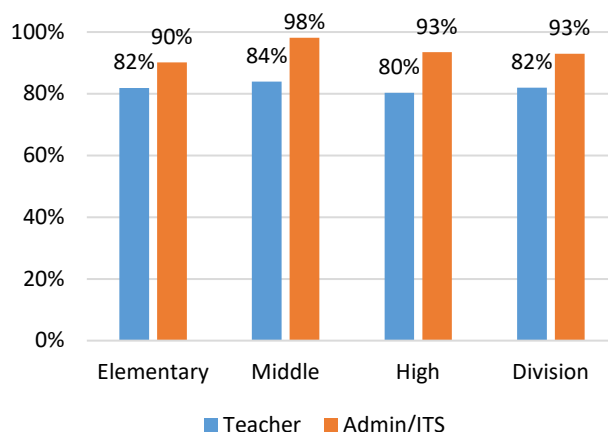


- At least 85 percent of administrative staff and 88 percent of teachers at each school level agreed that the 1:1 DLI was implemented in an equitable manner by providing all students the resources they needed to benefit from the 1:1 initiative (e.g., access to technology outside of school, appropriate resources for all schools, waivers of fees if needed).
- Across the division, 87 percent of TSTs agreed the initiative was implemented in an equitable manner.

Effective Leadership

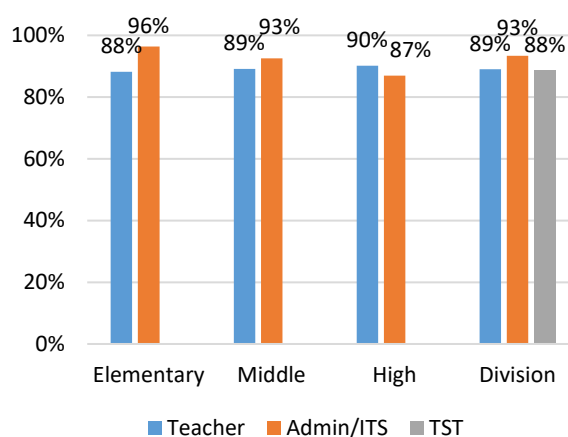
According to the literature related to effective leadership best practices for 1:1 DLIs, leaders must demonstrate concrete support for 1:1 programs in order for programs to be successful. Leaders should articulate a clear vision for technology use and educational goals, set clear expectations for teachers and students, and ensure that these expectations are conveyed early in the implementation process.¹⁶ Adequate resources, including funding, personnel, technical support, and professional development, should be allocated to support the program. Leaders should make sure that all stakeholders are actively involved in the planning and implementation process to ensure that potential concerns are addressed and to increase program buy-in.¹⁷ Teacher and administrative staff survey results related to perceptions of effective leadership are displayed in Figure 11 and Figure 12.

Figure 11: Percent of Staff Who Agreed There Is a Clear Vision and Clear Expectations for Teachers and Students



- At least 80 percent of teachers and 90 percent of administrative staff at each school level who responded to the survey agreed that there is a clear vision and clear expectations for teacher and student use of technology as it relates to educational goals.
- While the overall agreement rates were above 80 percent, there was a consistent gap between teachers and administrative staff that ranged from 8 percentage points at the elementary school level to 14 percentage points at the middle school level.

Figure 12: Percent of Staff Who Agreed That Adequate Resources Have Been Allocated to Support the 1:1 Digital Learning Initiative



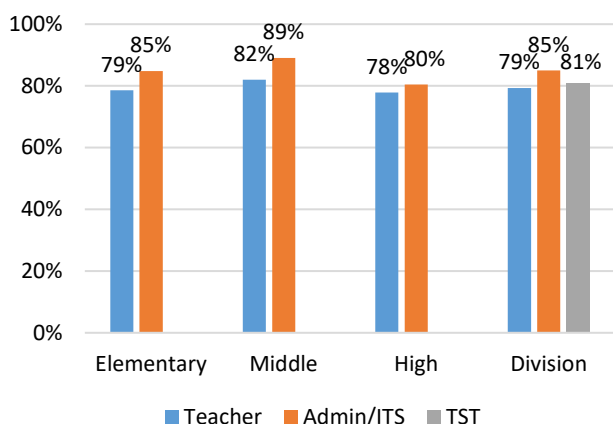
- High percentages of all staff groups agreed that overall, adequate resources have been allocated to support the 1:1 DLI including funding,

personnel, technical support, and professional development. Agreement rates ranged from 88 to 90 percent for teachers and 87 to 96 percent for administrative staff, with 88 percent of TSTs agreeing resources were adequate.

Stakeholder Engagement

The literature related to 1:1 DLI best practices and stakeholder engagement suggests that stakeholders should be actively involved in the planning and implementation of 1:1 programs. Stakeholders include all members of the school community, from administrators, teachers, and staff, to students and parents, to community members.¹⁸ Stakeholder engagement is important in program planning and implementation because if teachers, students, or parents do not understand the importance of technology use in the classroom or do not feel that their concerns are listened to, they will be far less engaged in the program or motivated to help the program succeed.¹⁹ Teacher, administrative staff, and TST survey results related to stakeholder engagement are displayed in Figure 13.

Figure 13: Percent of Staff Who Agreed Stakeholders Are Actively Involved in the Planning and Implementation of the 1:1 Digital Learning Initiative

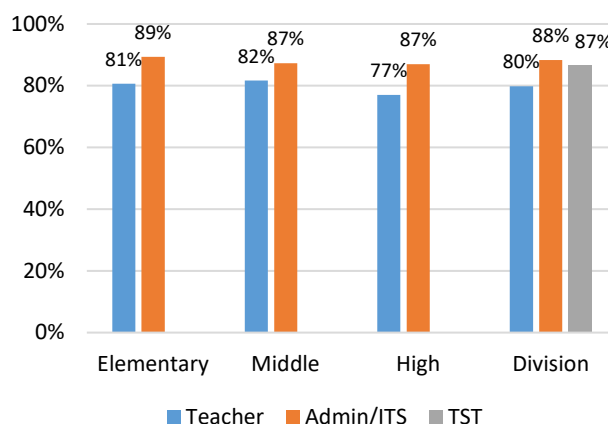


- The percent of respondents who agreed stakeholders (e.g., administrators, teachers, students, parents, community members) were actively involved ranged from 78 to 82 percent for teachers and 80 to 89 percent for administrative staff across school levels, with 81 percent of TSTs agreeing stakeholders were actively involved.

Infrastructure

Based on the literature related to infrastructure best practices when planning and implementing 1:1 programs, school and district leaders should address infrastructure issues and usage policies. Schools should provide high-speed wireless Internet and conduct network assessments to determine whether additional wireless access points are needed to support device use by all 1:1 students.²⁰ Additionally, schools may also need to increase bandwidth, as well as capacity of cloud storage or local servers; purchase additional equipment and software; and hire additional staff to support increased needs for technical support.²¹ In addition to infrastructure components being a best practice, one of the specific recommendations from the November 2017 evaluation approved by the School Board was to continue to optimize the digital device experience for students and staff by ensuring that device, network, and related infrastructure issues are promptly addressed and resolved. Teacher, administrative staff, and TST survey results related to infrastructure are displayed in Figure 14 and Figure 15.

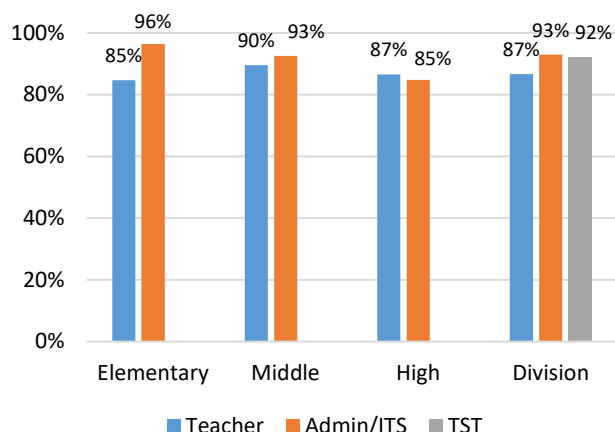
Figure 14: Percent of Staff Who Agreed VBCPS Infrastructure Adequately Supports the 1:1 Digital Learning Initiative



- A majority of teachers and administrative staff at each school level and TSTs agreed that the VBCPS infrastructure adequately supports the 1:1 DLI (e.g., wireless speed, network access points, bandwidth, capacity, equipment).

- Less than 80 percent of high school teachers agreed that the infrastructure adequately supported the initiative.

Figure 15: Percent of Staff Who Agreed Staffing Is Adequate to Provide Technical Support for the 1:1 Digital Learning Initiative

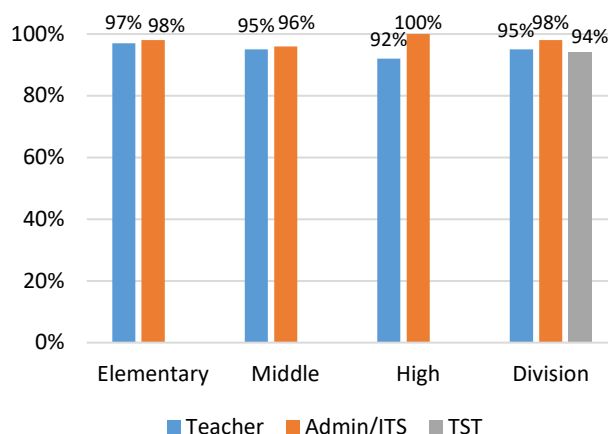


- At least 85 percent of staff groups who responded to the survey at each school level indicated that staffing was adequate to support their schools' needs for technical support related to the 1:1 DLI.

Usage Policies

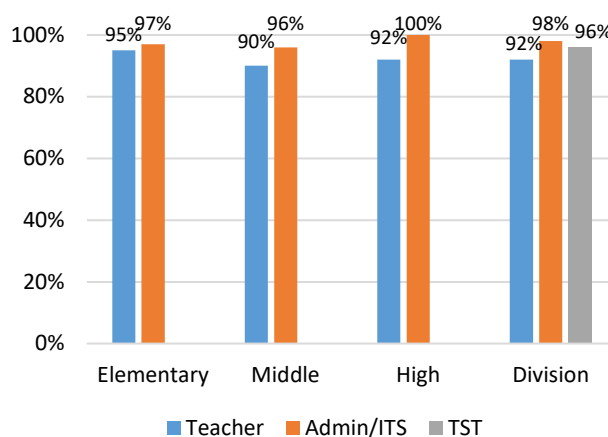
According to the literature related to 1:1 DLIs best practices for usage policies, developing policies related to device usage is important for successful 1:1 program implementation. Specifically, schools should develop policies related to acceptable use, device management, content filtering, and lost or damaged devices.²² Teacher, administrative staff, and TST survey results related to VBCPS 1:1 digital learning usage policies are displayed in Figure 16 through Figure 19. Percentages do not include staff members who indicated that a particular policy was not applicable to their experience or they did not know how satisfied they were.

Figure 16: Percent of Staff Satisfied With the Acceptable Use Policy



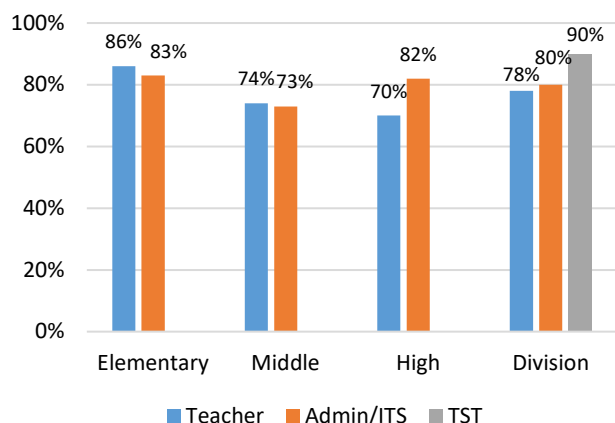
- Satisfaction with the acceptable use policy ranged from 92 to 97 percent for teachers and from 96 to 100 percent for administrative staff at each school level. A high percentage of TSTs were also satisfied (94%).

Figure 17: Percent of Staff Satisfied With the Device Management Policy



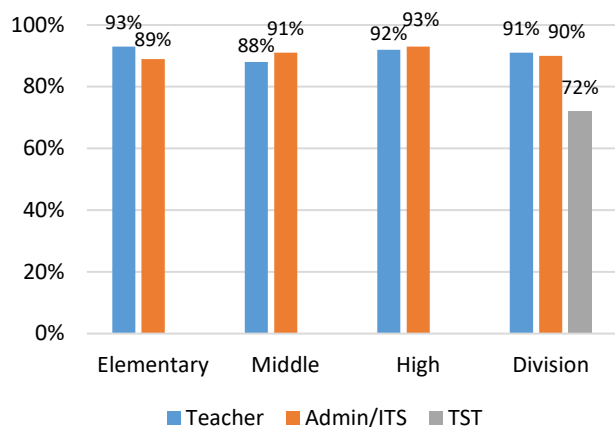
- Satisfaction with the device management policy ranged from 90 to 95 percent for teachers and from 96 to 100 percent for administrative staff at each school level. A high percentage of TSTs were also satisfied (96%).

Figure 18: Percent of Staff Satisfied With the Content Filtering Policy



- Less than 80 percent of teachers at the secondary school levels were satisfied with the content filtering policy, with the lowest level for high school teachers (70%).
- From 73 to 83 percent of administrative staff at each school level was satisfied with the content filtering policy, with the lowest level at middle school (73%). Across the division, 90 percent of TSTs were satisfied with the content filtering policy.

Figure 19: Percent of Staff Satisfied With the Lost or Damaged Device Policy



- Satisfaction with the lost or damaged device policy ranged from 88 to 93 percent for teachers and from 89 to 93 percent for administrative staff at each school level.

- In contrast to higher satisfaction among teachers and administrative staff, a lower percentage of TSTs across the division (72%) were satisfied with the lost or damaged device policy.

Technology Used to Support Initial Digital Learning Teacher and Student Outcomes

Teacher and student outcomes for the 1:1 DLI have been outlined since the creation of the digital learning anchor school initiative and were included in the two prior evaluations. Survey results related to teacher and student outcomes of the 1:1 DLI are presented in the sections below.

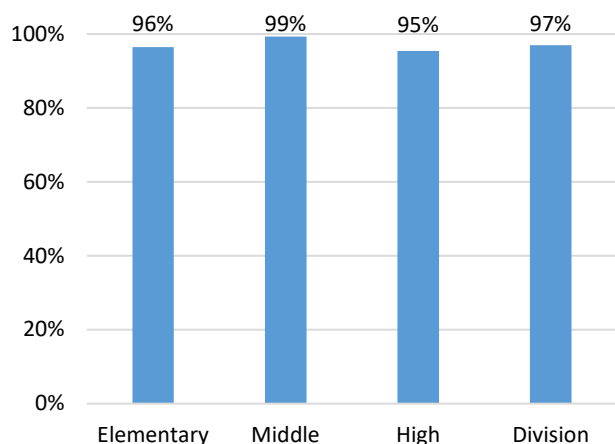
Teacher Outcomes

There were four previously established teacher outcomes related to the 1:1 DLI that were examined for this evaluation update. Teacher outcomes related to the 1:1 DLI included providing authentic learning experiences, empowering student choice, personalizing learning experiences, and professional growth.

Authentic Learning Experiences

The first teacher outcome stated, “Teachers will use digital technology to appropriately connect students to authentic learning experiences (outside the walls of the classroom).” As shown in Figure 20, at least 95 percent of teachers at each school level agreed that they used the devices and digital resources to connect students to authentic learning experiences.

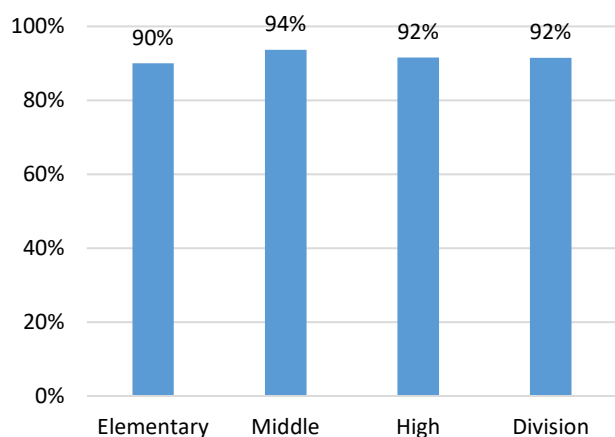
Figure 20: Percent of Teachers Who Agreed They Connect Students to Authentic Learning Experiences



Empower Student Choice

The second teacher outcome stated, “Teachers will empower students to choose their learning path through relevant and purposeful use of digital technology.” As shown in Figure 21, at least 90 percent of teachers agreed they empower students to choose their learning path through relevant and purposeful use of digital technology.

Figure 21: Percent of Teachers Who Agreed They Empower Students to Choose Their Learning Path

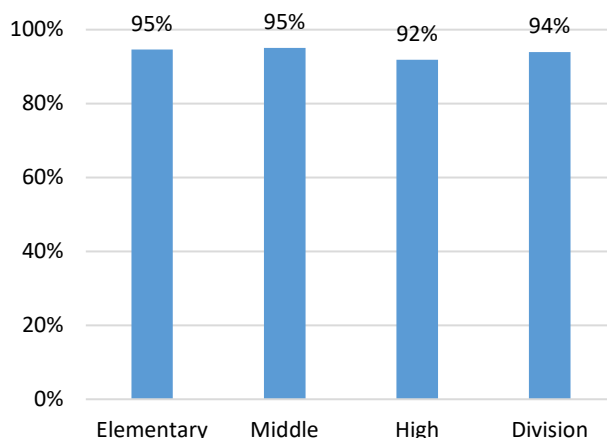


Personalized Learning Experiences

The third teacher outcome stated, “Teachers will personalize learning through real-time data collection and analysis and individualized learning experiences.” As shown in Figure 22, at least 92 percent of teachers

agreed they provided students personalized learning opportunities through the utilization of digital tools.

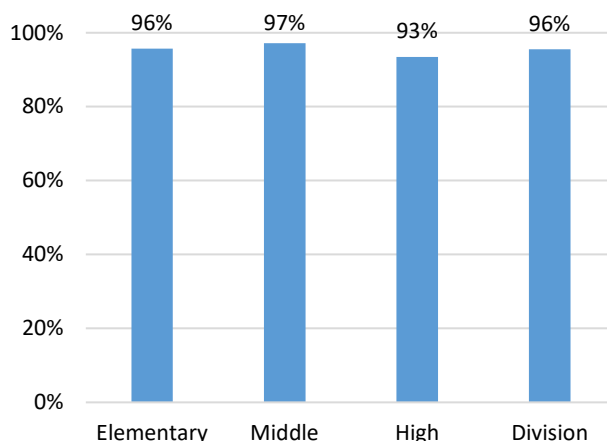
Figure 22: Percent of Teachers Who Agreed They Provide Students With Personalized Learning Opportunities



Professional Growth

The fourth outcome stated, “Teachers will use digital technology to collaborate, globally and locally, to foster professional growth.” As shown in Figure 23, at least 93 percent of teachers agreed that they and their colleagues shared digital resources, content, and ideas with one another to foster professional growth.

Figure 23: Percent of Teachers Who Agreed That They Share Digital Resources, Content, and Ideas With One Another



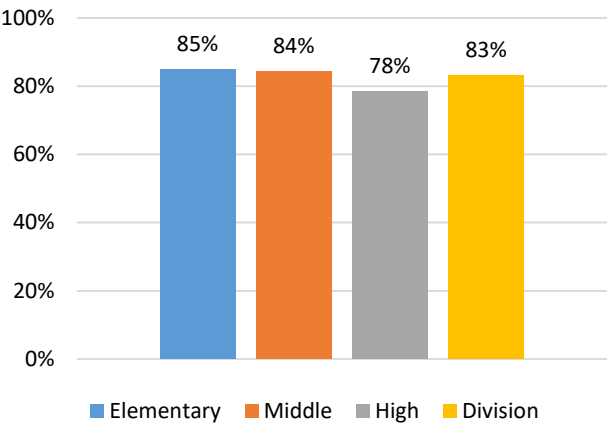
Student Outcomes

There were five previously established student outcomes related to the 1:1 DLI that were examined for this evaluation update. Student outcomes related to the 1:1 DLI included students taking ownership of their learning by being active partners, gaining a global perspective, collaboration, demonstrating academic mastery and growth, and becoming responsible and ethical digital citizens.

Active Partners in Learning

The first student outcome stated, “Students will take ownership of their academic growth by being active partners in their unique learning pathway by having voice and choice.” As shown in Figure 24, a majority of students at each school level agreed that having a device allowed them to make more decisions about their own learning. Slightly less than 80 percent of high school students agreed with this survey item.

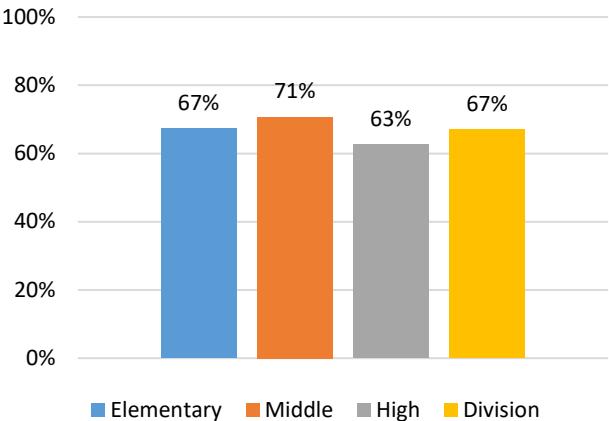
Figure 24: Percent of Students Who Agreed Having a Device Allows Them to Make More Decisions About Learning



Global Perspective

The second student outcome stated, “Students will gain a global perspective by leveraging digital tools.” As shown in Figure 25, from 63 percent of high school students to 71 percent of middle school students agreed that having their device helped them have a broader, more global view of the world.

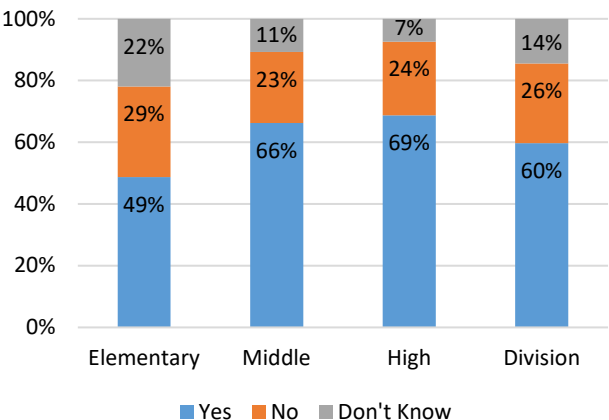
Figure 25: Percent of Students Who Agreed Having a Device Helps Them Have a Global View of the World



Collaboration

The third student outcome stated, “Students will collaborate using digital tools to support their learning and the learning of others.” As shown in Figure 26, less than 70 percent of student survey respondents at each school level indicated that they had used their assigned device to work together on class assignments and projects with other students in their school. Between 31 percent of high school students and 51 percent of elementary school students selected “no” or “don’t know.”

Figure 26: Percent of Students Who Indicated That They Used Device to Collaborate With Other Students



Academic Mastery and Growth

The fourth student outcome stated, “Students will demonstrate academic mastery and growth through

creation and publication of digital work.” As shown in Figure 27, from 72 to 83 percent of students at each school level agreed that using a device helped them better understand what they were learning, with somewhat lower agreement at high school. As shown in Figure 28, from 74 to 87 percent of students agreed that using a device helped them show what they have learned, with somewhat lower agreement at high school.

Figure 27: Percent of Students Who Agreed Using Their Device Helps Them Better Understand What They Are Learning

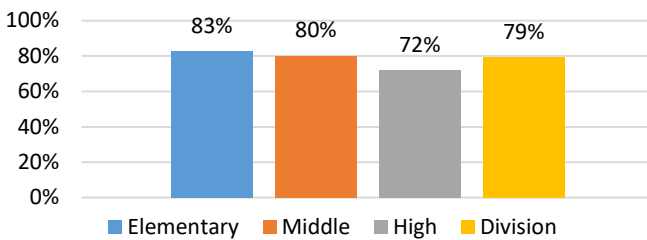
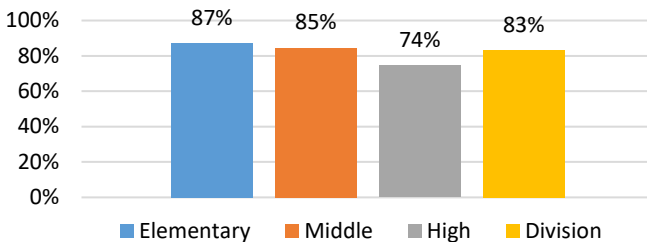


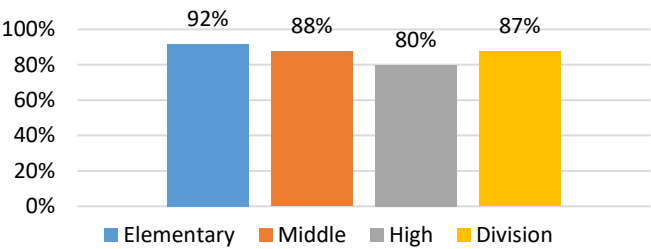
Figure 28: Percent of Students Who Agreed Using Their Device Helps Them Show What They Have Learned



Responsible and Ethical Digital Citizenship

The fifth student outcome stated, “Students will become responsible and ethical digital citizens.” As shown in Figure 29, 80 to 92 percent of students at each school level agreed that having their device helped them learn how to use technology in responsible ways. Highest agreement was found at elementary school followed by middle school and then high school.

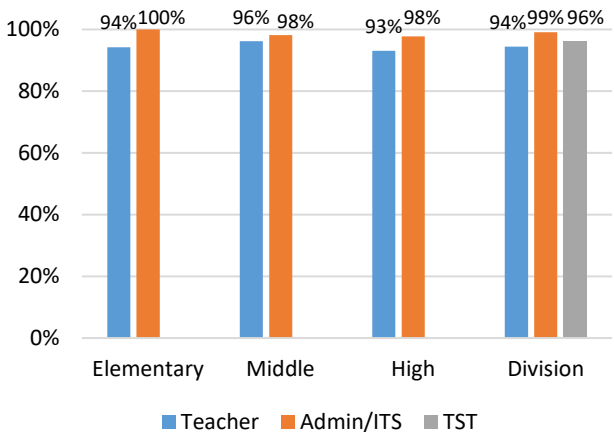
Figure 29: Percent of Students Who Agreed Having Their Device Helps Them Learn How to Use Technology in Responsible Ways



General Stakeholder Perceptions

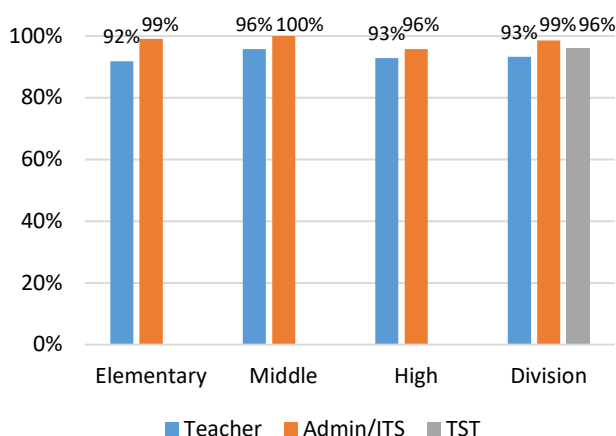
All surveys included questions regarding the overall perceptions of the 1:1 DLI. Teacher, administrative staff, and TST survey results related to overall stakeholder perceptions are displayed in Figure 30 and Figure 31, while student survey results are displayed in Figure 32.

Figure 30: Percent of Staff Who Agreed the 1:1 Digital Learning Initiative Has Been Successfully Implemented



- Overall, a large percentage of all staff groups who responded to the survey agreed that the 1:1 DLI has been implemented successfully in their school, with agreement rates ranging from 93 to 96 percent for teachers, from 98 to 100 percent for administrative staff, and 96 percent for the division’s TSTs.

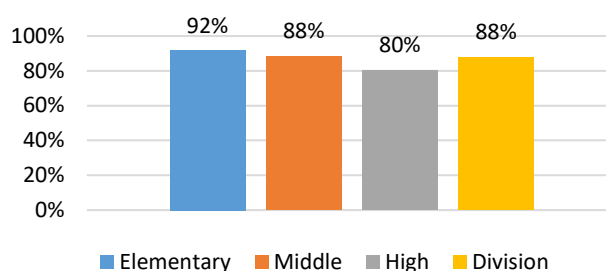
Figure 31: Percent of Staff Satisfied With the 1:1 Digital Learning Initiative



- Additionally, at least 92 percent of all staff groups who responded to the survey were satisfied with the 1:1 DLI during the 2019-2020 school year. These high satisfaction levels are particularly notable given the challenges that were experienced due to the school closure in March 2020.

On the survey, teachers were provided the opportunity to provide feedback about the 1:1 DLI through open-ended questions regarding the benefits of the 1:1 DLI and any improvements they would suggest. When teachers were asked to list the benefits of the 1:1 DLI, there were three prominent themes: empowering student voice and choice, all resources were located in one place, and the ability to maintain the continuity of learning. When responding to the question about improvements needed for the 1:1 DLI, the most prominent themes were more opportunity for professional learning, better content filtering, increased student accountability with devices and assignments, and access to device accessories (e.g., chargers and power strips) in the classroom.

Figure 32: Percent of Students Satisfied With Using Their Assigned Device



- Overall, a majority of students were satisfied with using their assigned device during 2019-2020, with the highest satisfaction rates for elementary school students (92%) and somewhat lower satisfaction rates for high school students (80%).

Students had the opportunity to provide feedback about the 1:1 DLI through open-ended questions regarding the best thing about their device and any improvements they would suggest. When students were asked about the best thing about their device, the most prominent themes were: the ability to work at their own pace, the ability to access and complete their work from anywhere, all resources were located in one place, and a sense of ownership of the device. When responding to the question about needed improvements, the most prominent themes were that no changes were needed and fewer restrictions or easing of the content filtering rules.

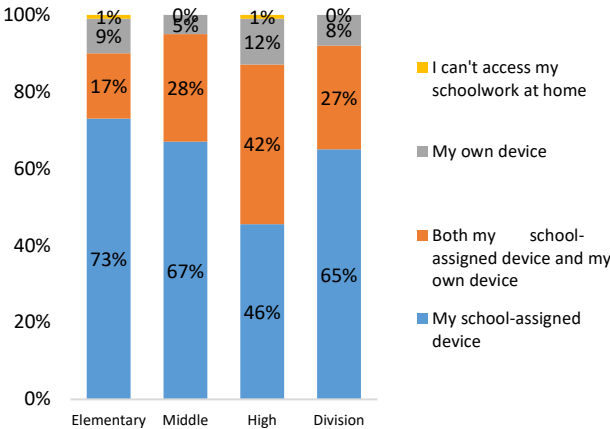
Digital Learning Initiative and the Emergency Learning Plan

Due to the 1:1 DLI being implemented prior to the COVID-19 school closure in March 2020, all first through twelfth grade VBCPS students already had a school-assigned device, and the Department of Technology provided resources to assist students and families in gaining internet access if needed. While the focus of this evaluation update was on the progress of the 1:1 DLI overall, questions related to the impact of the 1:1 DLI on the transition to the emergency learning plan and learning at home during the school closure were included on the survey.

As an initial examination of the impact of having a school-assigned device on students' at-home learning during the school closure, students were asked to

indicate how they accessed and worked on their schoolwork at home. As shown in Figure 33, having a school-assigned device had the largest impact on elementary and middle school students who were most likely to indicate that they used only their school-assigned device to work on their schoolwork at home (73% of elementary students and 67% of middle school students). Overall, when examined by school level, at least 88 percent of students indicated that they used their school-assigned device at some point to complete their work when away from school.

Figure 33: Percent of Students Indicating Device Used to Complete Schoolwork When Away From School

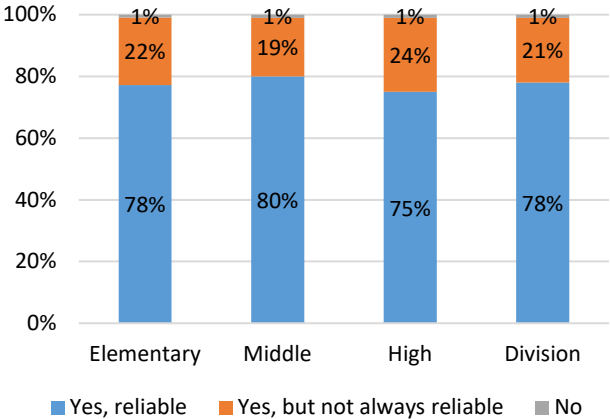


An essential component of the emergency learning plan was the ability for students and families to connect to school-based staff via the school-assigned device either using their personal internet connection or using a hotspot provided by VBCPS. Figure 34 displays student survey data related to internet access at home. As a reminder, the survey was administered online during the school closure, and respondents must have utilized some type of internet-connected device to provide responses. Therefore, students who did not have internet access at their home may have had less of an opportunity to respond to this question regarding internet access. However, respondents could have completed the survey from a public location with Wi-Fi access, such as a school parking lot or a grocery store.

Results showed that almost all students (99%) who responded to the survey indicated they had some type of internet access at home, and at least 75 percent of students across all levels indicated they had a reliable internet connection at home. Approximately 1 percent

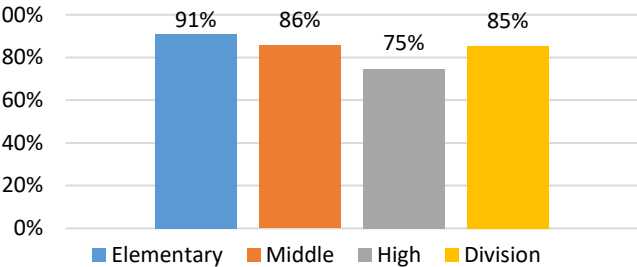
of students indicated they did not have internet access at home.

Figure 34: Percent of Students Who Indicated Their Ability to Access the Internet at Home



To understand the impact of the 1:1 DLI on the transition to learning from home during the school closure, students were asked if having a school-assigned device helped them to transition to learning from home. Figure 35 shows that overall, 85 percent of students who responded to the survey agreed that having their school-assigned device helped them transition to learning from home. Agreement rates decreased as the school level increased with the highest agreement rate from elementary school students (91%) and the lowest agreement rate from high school students (75%).

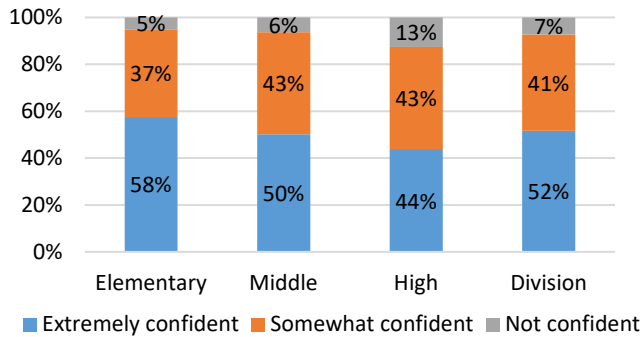
Figure 35: Percent of Students Who Agreed a School-Assigned Device Helped Them Transition to Learning From Home



Students were also asked about their level of confidence in their ability to complete the schoolwork assigned to them during the school closure. As shown in Figure 36, at least 87 percent of students at each school level indicated that they were at least

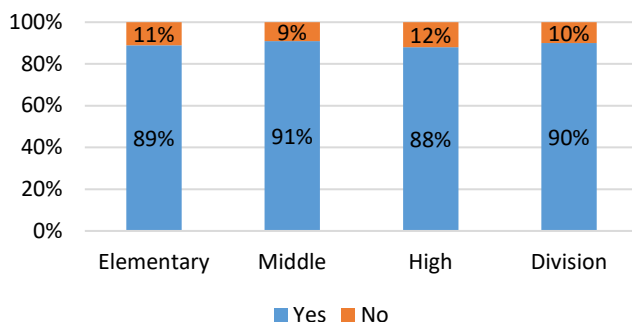
“Somewhat confident” they would be able to complete their assignments for the remainder of the year.

Figure 36: Percent of Students Who Indicated Their Level of Confidence in Completing Assigned Schoolwork for Year



Finally, students were asked if they had the support necessary to complete their assignments during the school closure. Figure 37 shows that at least 88 percent of students at each school level indicated they had the help or support they needed to complete their assignments during the school closure. Students who answered “No” were asked a follow-up open-ended question about what additional assistance would be helpful. The most prominent themes from their comments were that they needed additional assistance from either parents or teachers and that they wanted more communication with teachers during the school closure.

Figure 37: Percent of Students Who Indicated They Had the Support Needed to Complete Assignments During the School Closure



Teachers were also asked to provide their perceptions of student participation and engagement during the school closure. As shown in Figure 38, a majority of teachers indicated that at least half of their students

had consistently participated in remote learning in the past week ranging from 78 percent at the high school level to 87 percent at the elementary school level. The percentage of teachers who indicated that almost all students consistently participated in remote learning during the past week decreased as the school level increased with the highest agreement rate at the elementary school level (33%) and the lowest agreement rate at the high school level (8%).

Figure 38: Percent of Teachers Who Indicated the Level of Student Participation in Remote Learning

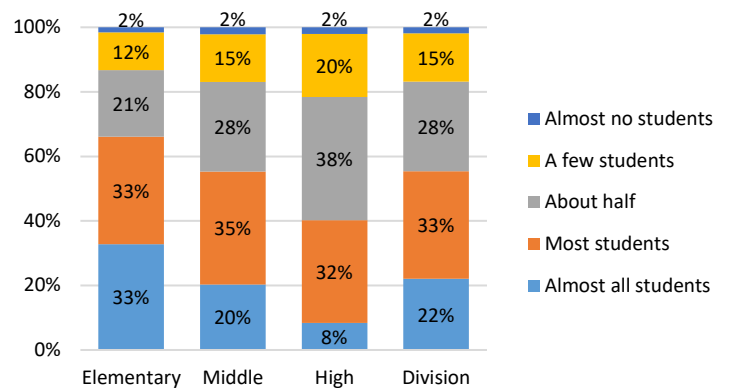
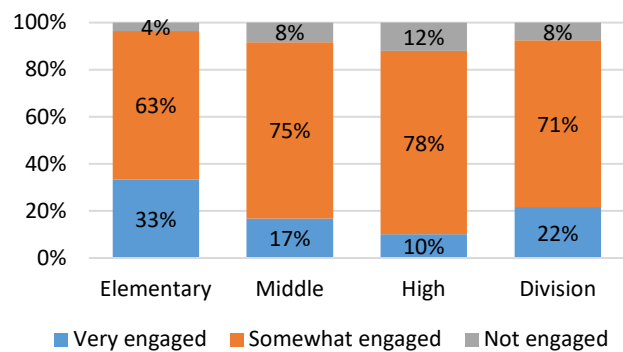


Figure 39 shows teachers’ perceptions of student engagement during remote learning. When analyzed by school level, at least 87 percent of teachers indicated that students who participated in remote learning were at least “Somewhat engaged” during the past week. Teachers’ perceptions of student engagement were highest at elementary school with 33 percent of teachers indicating their students were “Very engaged.”

Figure 39: Teacher Perceptions of Student Engagement With Remote Learning



Teachers, administrative staff, and TSTs were asked to provide feedback regarding the obstacles they encountered while delivering instruction during the school closure. The most prominent themes were issues associated with Schoology, student internet access, lack of parent resources regarding how to use applications, lack of student engagement, and a lack of usability for younger students.

Summary

By 2018-2019, the 1:1 DLI provided all VBCPS students in first through twelfth grade with a school-assigned device for their use, and kindergarten students had access to classroom devices. In addition, VBCPS assisted students and families with obtaining internet access if internet was unavailable at their home. The overall goal of the initiative was “To use digital learning as a pathway to personalized learning by increasing student flexibility with respect to when and how learning occurs.” This evaluation update was conducted as a result of a School Board approved recommendation from the November 2017 program evaluation of the Digital Learning Anchor Schools. The evaluation update focused on the progress of the initiative after expansion to all division schools, alignment with best practices, and progress toward meeting initial teacher and student outcomes of the initiative. Data for the evaluation update were collected from the departments of Human Resources, Teaching and Learning, and Technology; stakeholder surveys; and VBCPS communications.

To support the implementation and functioning of the 1:1 DLI, ITSs and TSTs must be adequately staffed in schools. A review of documents indicated that all schools had at least one full-time ITS focused on instructional technology support and TST focused on technology support. At least 85 percent of staff at each school level agreed that staffing was adequate to support their schools’ needs for instructional support as well as technical support related to the initiative. From 80 percent of high school students to 86 percent of elementary students agreed they were able to receive help with any problems related to their devices.

The alignment of the VBCPS 1:1 DLI to best practices in the literature was assessed based on staff perception data. Best practices included student-

centered learning, technology integration and immersion, professional learning, equity, effective leadership, stakeholder engagement, infrastructure, and usage policies. Staff agreement rates for questions related to student-centered learning, technology integration and immersion, professional learning, equity, and effective leadership were at least 80 percent at each school level for all staff groups surveyed. Levels of agreement regarding stakeholder engagement in planning and implementing the initiative and infrastructure to support the initiative were also relatively high with at least 77 percent of all staff groups at each school level agreeing with related survey items. When asked about usage policies, high percentages of staff at each school level were satisfied with the acceptable use policy (92% to 100%) and the device management policy (90% to 100%). Satisfaction with the content filtering policy (70% to 90%) and the lost or damaged device policy (72% to 93%) were more variable depending on the staff group and school level.

Teacher and student outcomes related to the 1:1 DLI were also assessed using perception data. Overall, at least 90 percent of teacher respondents at each school level indicated that they use the devices and digital resources to connect students to authentic learning experiences; empower students to choose their learning path through relevant and purposeful use of digital technology; provide students with personalized learning opportunities by having them use the digital tools; and that colleagues share digital resources, content, and ideas with one another to foster professional learning. Students’ perceptions of their outcomes were more varied, but agreement rates were most positive at the elementary school (67% to 92%) and middle school (71% to 88%) levels. Agreement rates for high school students responding to the survey were lower for each survey item regarding the initiative’s impact on them making more decisions about their learning, helping them have a more global view of the world, helping them better understand and show what they have learned, and helping them learn to use technology in responsible ways (63% to 80%). The percentage of students who indicated that they used their assigned device to work together on class assignments and projects with other students at their school was relatively low ranging from 49 percent at elementary school to 69 percent at high school.

Overall staff perceptions of the 1:1 DLI were very positive at each school level with a high percentage of staff reporting that the 1:1 DLI has been successfully implemented in their school (93% to 96% of teachers, 98% to 100% of administrative staff, and 96% of TSTs). Additionally, 92 to 96 percent of teachers at each school level, 96 to 100 percent of administrative staff at each school level, and 96 percent of TSTs across the division were satisfied with the 1:1 DLI. Students were also largely satisfied with using their assigned device with satisfaction rates ranging from 80 percent for high school students to 92 percent for elementary school students.

Although not initially a planned component of this evaluation update, the March 2020 COVID-19 school closure provided an opportunity to assess how the 1:1 DLI impacted students' learning experience at home. The implementation of the 1:1 DLI assisted in the transition from the classroom environment to the emergency learning plan and remote learning because students had a device and were provided access to a hotspot if necessary. Survey data indicated that at least 88 percent of students at each school level used their school-assigned device to complete their schoolwork, and from 75 percent of high school students to 91 percent of elementary school students agreed that having their school-assigned device helped them transition to learning from home. Of students who responded to the survey, at least 88 percent at each school level indicated that they had the support they needed to complete assignments during the school closure, and at least 87 percent at each school level were confident they could complete their assigned tasks for the remainder of the school year. From the teacher perspective, a majority of teachers indicated that at least half of their students had consistently participated in remote learning in the past week (78% at high school, 83% at middle school, 87% at elementary school), and at least 88 percent of teachers at each school level indicated that students were somewhat or very engaged during remote learning.

Endnotes

- ¹ Court, S.C. & Janicki, H.L. (2017). Digital Learning Anchor Schools: Year-Two Developmental Evaluation. Virginia Beach, VA: Office of Planning, Innovation, and Accountability, Virginia Beach City Public Schools.
- ² M. Robinson, personal communication, July 22, 2020.
- ³ Source: <https://www.vbcpsupport.com/internet-access/>
- ⁴ L. Hill, personal communication, August 4, 2020.
- ⁵ The TSTs were only surveyed regarding the 1:1 DLI. Due to the small number of TSTs in middle and high schools, survey results are only published for the division level.
- ⁶ Sell, G.R. et al. "A Meta-Synthesis of Research on 1:1 Technology Initiatives in K-12 Education." Institute for School Improvement, Missouri State University, April 30, 2012. p. 22.
https://education.missouristate.edu/assets/clse/Final_Report_of_One-to-One_Meta-Synthesis_April_2012_.pdf
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- ⁸ Topper, A. & S. Lancaster. "Common Challenges and Experiences of School Districts That Are Implementing One-to-One Computing Initiatives." Computers in the Schools, 30:346–358, 2013. p. 352.
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- ¹³ Warschauer, M. et al. "Balancing the One-To-One Equation: Equity and Access in Three Laptop Programs." Equity & Excellence in Education, 47:1, 2014. p. 48. <http://education.uci.edu/uploads/7/2/7/6/72769947/balancing.pdf>
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- ¹⁵ "Future Ready Schools: Building Technology Infrastructure for Learning." U.S. Department of Education, November 2014. p. 12. <https://tech.ed.gov/wp-content/uploads/2014/11/Future-Ready-Schools-Building-Technology-Infrastructure-for-Learning-.pdf>
- ¹⁶ Topper, A. & S. Lancaster. "Common Challenges and Experiences of School Districts That Are Implementing One-to-One Computing Initiatives." Computers in the Schools, 30:346–358, 2013. p. 352.
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Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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August 2020



Subject: Approval of Minutes **Item Number:** 8

Section: Approval of Minutes **Date:** September 22, 2020

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 sets of minutes as presented:

- September 9, 2020 Regular School Board Meeting

Pursuant to School Board Resolution dated April 7, 2020, entitled *Resolution Authorizing Finding that a Local Emergency Exists, Adoption of Procedures for Electronic or Other Public Meetings and Public Hearings, and to Ensure the Continuity of School Board and School Division Operations During the COVID-19 Pandemic Disaster*, Item F, action taken on this recommendation will be ratified at a regular or special meeting after the State of Emergency and disaster have concluded.

Note: Supporting documentation will be provided to the School Board under separate cover prior to the meeting. **Added 9/21/2020**

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

Kimberly A. Melnyk, Vice Chair
District 7 – Princess Anne

Beverly M. Anderson
At-Large

Daniel D. Edwards
District 2 – Kempsville

Sharon R. Felton
District 6 – Beach

Dorothy M. Holtz
At-Large

Laura K. Hughes
At-Large

Victoria C. Manning
At-Large

Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES

Wednesday, September 9, 2020

School Administration Building #6, Municipal Center
2512 George Mason Drive
Virginia Beach, VA 23456

INFORMAL MEETING

1. **Convene School Board Workshop:** Chairwoman Rye convened the School Board workshop at 3:42 p.m. on the 9th day of September 2020 and announced pursuant to the State of Emergency related to the COVID-19 pandemic, the Governor's Executive Orders, the Virginia Freedom of Information Act as amended by the Virginia General Assembly and the School Board's April 7, 2020 Emergency Resolution, the School Board and selected staff members will meet in person at the School Administration Building however, at this time it is impractical and unsafe to allow other persons to attend the School Board Meeting due to physical distancing and safety precautions related to the pandemic. Members of the public will be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom. The following School Board members were present in the School Board chambers: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Mr. Edwards, Ms. Felton, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems. Ms. Holtz arrived at 3:57 p.m.
 - A. **School Board Administrative Matters and Reports:** Chairwoman Rye mentioned the possible Governance Committee Retreat date of January 26, 2021 with an alternative date of January 25, 2021. Ms. Anderson mentioned the upcoming VSBA (Virginia School Board Association) 2020 VSBA Legislative Advocacy virtual conference on September 24, 2020 from 9 a.m. to 2:00 p.m. The conference will be via Zoom and a place is reserved in the School Administration Building for any board members who would like to attend. Chairwoman Rye stated the request that the information presentation be switched so that the Transportation Updates be first followed by the Updates on the Reopening of Schools.
 - B. **Transportation Updates:** The presenter was David Pace, Executive Director, Office of Transportation and Fleet Management Services with an introduction by Jack Freeman, Chief Operations Officer. Mr. Pace discussed routing school buses – focused on assignment of students to bus and seating, employee training, public communication, and health mitigation measures; parent completion of transportation registration request by August 12; based on current student data – sufficient number of school buses and drivers to service students during Yellow/Yellow phase; transportation requests as of 9/4/2020: 10,642 elementary students, 2,298 6th grade students, and 2,636 9th grade students; some challenges: recruitment, COVID 19 restrictions at DMV in regards to CDL exams, limited access to job fairs and other recruiting tools; developing recruiting strategies with Human Resources and Communications and Community Engagement; seating for students on buses; adjustment to school hours to allow for cleaning of buses between runs; seats marked on buses i.e. 1A, 1B, 1C, 1D, etc.; developing training videos for drivers – cleaning requirements, seating requirements, personal protective equipment requirements, and handling unique situations; developing plan to notify parents and school personnel of school bus stop assignments; technology initiatives – Edulog Parent Portal Full, Mobile Data Terminals/Data

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Tablets; parent notification application: lite program traces the chosen bus (vehicle specific) and full program traces the bus assigned to the student stop (student specific); stop arm camera program – improving safety for children loading and unloading a school bus; the presentation concluded and opened up for questions.

The discussion continued regarding students not wearing a mask at bus stop and then general procedure in the situation; safety of bus drives and equipment available; reviewed the parent response rate for transportation needs (elementary 10,642; middle school 6th grade 2,298; high school 9th grade 2,636); intent to keep one student to seat – only use two to seat if absolutely necessary; developing plans for the logistics of buses and parent drop-off and pick-up at schools; thank you for stop arm program.

Ms. Holtz stated a point of order regarding wearing a mask. Chairwomen Rye stated the point of order was noted and continued with the workshop.

The discussion continued regarding cleaning of the bus; hand sanitizer and cleaning products on buses; comparison number for student transportation. The discussion concluded and Chairwoman Rye announced the next presentation.

- C. Updates on the Reopening of Schools: The presenters were Marc A. Bergin, Ed.D., Chief of Staff; Jack Freeman, Chief Operations Officer; Kipp Rogers, Ph.D., Chief Academic Officer; Admon Alexander, Ed.D., Director of Family & Community Engagement; and Donald E. Robertson, Ph.D., Chief Schools Officer.

Dr. Bergin began the presentation with an overview of presenters and presentation outline; reviewed the current health metrics; reviewed percent positivity data from Virginia Department of Health for the Eastern Region; number of new cases data from the Virginia Department of Health for the Eastern Region; then Dr. Bergin introduced Mr. Freeman.

Mr. Freeman continued the presentation with an update on custodial and food services; shared videos to reinforce the mitigations developed – facilities: signage, floor markers, plexiglass, classroom setup; custodial: cleaning items, plan to sanitize restrooms and water fountains every three hours and high touch areas every two hours, cleaning equipment – victory sprayer (backpack) and Foam-it machine; food services: mobile food flex station with scanners, hand sanitizers, wireless laptop, and walkie talkie, cashless system; USDA expanding summer meal program; Mr. Freeman introduced Dr. Rogers.

Dr. Rogers began his presentation discussing balance assessment – a model that enables student learning and performance to be thoroughly examined; three key aspects: variety of assessment types, measuring student achievement and growth, and focusing on 5C's (critical thinking, creative thinking, collaboration, communication, and citizenship; elementary assessment measures: Phonological Awareness Literacy Screening (PALS), Reading Inventory (RI), Math Fall Formatives, Math VDOE Quick Checks, Core Content Benchmarks, Balanced Assessment Opportunities; reading inventory given to students in grades 2-9; can be administered during synchronous or asynchronous virtual instruction; PALS screening data helps teachers plan for instruction, intervention, and extension in small group; VDOE Just in Time Mathematics Quick Checks used to assess prerequisite knowledge to identify gaps, help teachers form small groups; Math Fall formative assessments used to identify any learning loss from extended closure, assess previous grade level content, help form small groups;

Secondary assessments – math resources for teachers within Schoology groups to address student learning gaps; resources were explained during professional learning day; spiral reviews; creation of student data trackers; English – pre-assessments on essential skills, revised pacing guides, instructional focus for English teachers include teacher-led small-group instruction to remediate, reteach or enrich students based on formative assessment data, SOL tracking guide and asynchronous lesson samples; reasons for 4x4 schedule: maximize health and safety protocols, reduced academic load, minimize transitions, maximize use of cohorts, decrease teacher-to-student ratio; SOL assessments – those eligible for SOL tests will take corresponding SOL at end of each term; Advanced Placement (AP) – AP Professional Learning Communities, College Board resources (AP Classroom and AP Daily),

school supports: tutoring opportunities (practice AP exams, AP Bootcamps, and academic support); Dr. Rogers introduced Dr. Alexander.

Dr. Alexander discussed the communication platforms utilized to educate the community: #VBSafeTogether, Health Metrics indicator on vbschools.com website, VBSafe flyer; during planning phases VBCPS hosted seven communication forums, five-part information series VBSafeTogether, and two Parent Connection workshops; updates to VBCPS webpage and FAQ page; Dr. Alexander introduced Dr. Robertson.

Dr. Robertson continued the presentation with information on the Safe Learning Centers: open in all 55 elementary schools, hours 8 am to 3 pm, 608 students enrolled as of 9/4/2020, purpose of program; Safe Learning Center monitors received training via Schoology; 411 trained monitors; information sent to parents regarding Safe Learning Centers hours, meal information, supplies to bring, and health and safety expectations; student and teacher assignments were completed and shared by August 31; new enrollments continue to be processed and placed into classes; class sizes; identification of staff to teach virtually; screening teacher applications; stipend for teachers (Option 1 teachers) keeping all students when transitioning to in-person learning, providing daily instruction within scheduled class to both in-person and virtual students; schedule changes; adjustment to class caps in the virtual setting – Option 2 students moved into homeschool class up to cap, once filled students moved to the central VLC; identifying students and staff for central VLC; schedule modifications; challenge of timeline – additional two weeks to hire and train staff, scheduling changes, contact parents; opened up for questions.

The discussion continued regarding IB program and 4x4 schedule, working with Ms. Cox at Princess Anne High School and communicating with parents; scheduling and staffing; video interview questions – reviewing and selecting candidates to interview with principal panel; student enrollment numbers for homeschool; Safe Learning Centers and monitors; cleaning supplies and personal hand sanitizer, personal hand sanitizer can be brought in if has 60% alcohol however cleaning supplies cannot due to not having Data Safety sheets on products; compliments to teachers at Independence Middle School; teaching in-person and virtually at the same time – is there a minimum grade level, no but mostly secondary teachers are agreeing to take the task; Option 2 students as move to face-to-face will be at either home school virtually, with a partner school, or VLC; IB concerns and what things are in place – at Princess Anne HS partnering students with mentors, boot camps, partner courses, working with IBO (International Baccalaureate Organization); Zoom meetings; 419 teachers submitted documentation to teach virtual; positive sharing on 4x4 and how second day of school went; USDA food plan and modification of distribution – expanded to all sites, website updated with information; thank you for work done at food services; Student Learning Centers once go face-to-face – Parks and Recreation available, sites for child care options.

Chairwoman Rye mentioned the number of speakers in-person and via Zoom regarding hearing all the speakers before continuing the formal meeting. It was noted this was a matter for the formal meeting and Chairwoman Rye concurred but was sharing the information with the Board Members to think about during the break.

Chairwoman Rye concluded the workshop at 5:39 p.m.

2. **Closed Meeting: NONE**

FORMAL MEETING

3. **Call to Order and Verbal Roll Call:** Chairwoman Rye called the formal meeting to order at 6:04 p.m. on the 9th day of September 2020 and announced pursuant to the State of Emergency related to the COVID-19 pandemic, the Governor's Executive Orders, the Virginia Freedom of Information Act as amended by the Virginia General Assembly and the School Board's April 7, 2020 Emergency Resolution, the School Board and selected staff members will meet in person at the School Administration Building, however, at this time it is impractical and unsafe to allow other persons to attend the School Board Meeting due to physical distancing and safety precautions related to the pandemic. Members of the public will be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom.

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The following School Board members were present in the School Board chambers: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Mr. Edwards, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

4. Moment of Silence followed by the Pledge of Allegiance

5. Student, Employee and Public Awards and Recognitions: NONE

6. Superintendent's Report: Superintendent Spence shared the following information 1) First Day of School, feedback for day one was overwhelmingly positive, even with a multi-state outage of Securly. Thank you to student, families, staff members, and board members for staying positive, flexible, and offering support and understanding; 2) Health Metrics slide on VBschools.com homepage, to be updated Monday – Friday at around 10 a.m. with current data from the Virginia Department of Health; 3) Department of Technology continues to offer extended hours to assist families and staff with technology issues and password resets; and 4) USDA announced they will extend our ability to provide meal service at no charge. Program will continue to work as it did over the summer and meals are offered through pick-up service, which is available Monday through Friday, 10:30 a.m. to 1:30 p.m.

Point of order was raised by Ms. Holtz regarding policy. Chairwoman Rye explained the policy Ms. Holtz was referring to regarding the mask mandate for School Board chambers. A requested was made to School Board member Ms. Hughes to wear a mask; however, Ms. Hughes respectfully declined wearing a mask while being socially distanced. School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, interjected recalling the discussions regarding the mask policy, completing the medical accommodations form. Ms. Anderson made a motion that everyone wear a mask in the room, and if not wearing a mask then ask the person to leave the room. If a School Board member, that member may join the meeting through Zoom. Ms. Anderson amended the motion to wear a mask unless you have an ADA accommodation and was seconded by Ms. Holtz. Ms. Lannetti clarified the motion and repeated the motion. Chairwoman Rye called for a vote. The School Board Clerk confirmed there were eight (8) ayes in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Mr. Edwards, Ms. Felton, Ms. Holtz, Ms. Owens, and Ms. Riggs. There were three (3) nays opposing the motion: Ms. Hughes, Ms. Manning, and Ms. Weems. The motion passed 8-3.

Ms. Hughes left the meeting at 6:33 p.m. Note, Ms. Manning also left the meeting at 6:33 p.m. as she was Ms. Hughes transportation. Ms. Hughes joined the meeting via Zoom at 6:39 p.m. Ms. Manning joined the meeting via Zoom at 7:05 p.m.

7. Hearing of Citizens and Delegations on Agenda Items: Chairwoman Rye announced the School Board will now hear comments on Agenda Items from citizens and delegations who signed up with our Clerk prior to this meeting. In person speakers will be called first followed by speakers participating through Zoom or by telephone. It is not necessary for speakers to ask if they can be heard. Speakers should begin speaking once their name is called.

As a reminder, each speaker has four minutes to present and will be given a thirty second warning before time expires. Once the speaker's time has expired, the next speaker will be cued to speak. Please keep in mind, the School Board invites the public to also submit comments through our group e-mail account which can be found on our website.

Chairwoman Rye asked the Clerk of the Board to announce the first speaker. There were 34 in person speakers and 17 online speakers via Zoom including one speaker calling in via phone through Zoom. The speakers discussed the agenda topic on the Equity Policy. Note: The School Board heard all in person speakers first until 8:38 p.m. and then took a 10-minute break.

The School Board meeting reconvened at 8:49 p.m. and continued with the hearing of online speakers.

8. Approval of Minutes: August 25, 2020 Regular School Board Meeting: Chairwoman Rye called for any modifications to the August 25, 2020 minutes. There being no proposed modifications to the August 25, 2020 minutes, Mr. Edwards made a motion, seconded by Ms. Holtz. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

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9. **Adoption of the Agenda:** Chairwoman Rye called for any modifications to the agenda. Ms. Riggs made a modification to remove Action item 11.B.4. Bylaw 1-39 – Agenda Preparations for further evaluation. Ms. Felton made a motion to adoption the agenda with the modification, seconded by Ms. Anderson. Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.

10. **Consent Agenda:** After Chairwoman Rye read items presented for approval as part of the consent agenda with the following:

- A. Program Evaluation Schedule 2020-2021: That the School Board approve the schedule of program evaluations that will be completed by the Office of Planning, Innovation, and Accountability (PIA) during the 2020-2021 school year.
- B. National Hispanic Heritage Month: That the School Board approve a resolution recognizing National Hispanic Heritage Month. Ms. Owens read the following resolution:

**RESOLUTION FOR NATIONAL HISPANIC HERITAGE MONTH
September 15-October 15, 2020**

WHEREAS, one of our nation's greatest strengths is its vast diversity which enables Americans to see the world from many viewpoints; and

WHEREAS, Hispanic and Latino Americans have forged a proud legacy that reflects the spirit of our nation and community; and

WHEREAS, it is imperative for the good of our nation that schools continue to build awareness and understanding of the contributions made by people from all cultures and backgrounds; and

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

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

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes September 15 through October 15 as National Hispanic Heritage Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school activities available during National Hispanic Heritage Month; and be it

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

Adopted by the School Board of the City of Virginia Beach this 9th day of September 2020.

- C. Suicide Prevention Week: That the School Board approve a resolution recognizing September 6-12, 2020 as Suicide Prevention Week. Mr. Edwards read the following resolution:

**Resolution for Suicide Prevention Week
September 6-12, 2020**

WHEREAS, suicide is the 10th leading cause of deaths in the United States and the second leading cause of death among individuals between the ages of 15 to 24; and

WHEREAS, suicide is now the 2nd leading cause of death in the state of Virginia among individuals between the ages of 15 to 24; and

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WHEREAS, suicide strikes without regard to locality, socio-economic status, ethnicity, religious preference, or age; and

WHEREAS, in the United States, one person completes suicide every 12.8 minutes and there are 10 to 20 suicide attempts per each suicide completion; and

WHEREAS, education, and community involvement are known to be the most crucial factors in preventing suicide; and

WHEREAS, the School Board of the City of Virginia Beach is focused on ways to educate students, parents, and school staff about suicide and prevention of suicide; and

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

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of September 6-12, 2020, as Suicide Prevention Awareness Week in the Virginia Beach City Public Schools, and be it

FURTHER RESOLVED: That strategies and activities to address suicide prevention and suicidal behaviors be ongoing in Virginia Beach City Public Schools, and be it

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

Adopted by the School Board of the City of Virginia Beach this 9th day of September 2020

D. Religious Exemption(s): That the School Board approve Religious Exemption Case No. RE-20-14.

Chairwoman Rye called for a motion to approve. Ms. Riggs made a motion, seconded by Ms. Weems. The School Board Clerk the motion passed unanimously.

11. Action

A. Personnel Report / Administrative Appointment(s): Mr. Edwards made a motion, seconded by Ms. Melnyk, that the School Board approve the appointments and accept the resignations, retirements, and other employment actions as presented on the September 9, 2020 Personnel Report along with administrative appointments as recommended by the Superintendent. Without discussion the School Board Clerk announced the motion passed unanimously. Superintendent Spence introduced the following: Danielle W. Craven, Teacher, Office of Programs for Exceptional Children, as the Assistant Principal at Kempsville Meadows Elementary School; Tamika Singletary-Johnson, Ed.D., Principal, Tallwood Elementary School as the Principal at Salem Middle School; and Lisa A. Suter, Assistant Principal, Kempsville Meadows Elementary School as the Principal at Tallwood Elementary School.

B. Policy Review Committee Recommendations: That the School Board review Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain policies as reviewed by the committee at their August 13, 2020 meetings and presented for Action.

1. PRC Equity Policy: The PRC recommends that the School Board adopt an Educational Equity Policy that reflects the School Board's commitment to developing a capacity for cultural competence and a commitment to equity and inclusion to enable the fulfillment of its core values and life-long learning competencies. This Policy comes at the request of School Board Members Felton and Owens and was developed with the Equity Council.

Chairwoman Rye called for a motion to approve. Ms. Anderson made a motion, seconded by Ms. Riggs. Chairwoman Rye opened the floor for discussion. Discussion followed regarding

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requirements for procurement; use of consultants; training; resources; policy to drive plan; misconceptions; purpose of policy; equity council; equity for all students; strategic plan.

Ms. Manning made a substitute motion to defer a vote on equity policy and send to the Planning and Performance Monitoring Committee (PPMC) for review. Ms. Hughes seconded the substitute motion. Chairwoman Rye called for a vote. The School Board Chair announced there were three (3) ayes in favor of the substitute motion: Ms. Manning, Ms. Hughes, and Ms. Weems. There were eight (8) nays opposed to the substitute motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Mr. Edwards, Ms. Felton, Ms. Holtz, Ms. Owens, and Ms. Riggs. The substitute motion did not pass with a vote 3-8.

A brief discussion followed regarding the equity council; part of a continuum; strategic planning committee focused on equity during meetings; policy comes first; equity policy is needed. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the original motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Mr. Edwards, Ms. Felton, Ms. Holtz, Ms. Owens, and Ms. Riggs. The following board members abstained from voting: Ms. Manning; Ms. Hughes, and Ms. Weems. The motion passed with 8 affirmative votes.

2. Bylaw Appendix B / School Board Standing Rules: The PRC is recommending changes to the School Board Standing Rules regarding Regular School Board Meetings. Many of the recommendations come from the School Board Governance Committee's review of School Board Bylaws as it develops a School Board Protocol Manual. Recommendations include reordering some aspects of the Agenda, removing certain language concerning awards and the annual organizational meeting, and amending the time allotted to hear Agenda Item speakers, and the amending the of time such speakers have to address the School Board.

Chairwoman Rye called for a motion. Ms. Anderson made a motion, seconded by Ms. Riggs. A discussion followed regarding the time allowed for speakers; sign-up time for speakers; Ms. Anderson made a substitute motion to keep speaker time to four (4) minutes, seconded by Ms. Holtz. Chairwoman Rye called for a vote. The School Board Clerk announced the substitute motion passed unanimously.

3. Bylaw 1-18/ Officers: Elections and Terms of Office: The PRC recommends that the Bylaw be amended to include the procedures for electing the School Board Chair at the annual organizational meeting. This language is being recommended to be removed from Appendix B. Ms. Riggs made a motion, seconded by Ms. Felton. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the motion passed unanimously.
4. Bylaw 1-39/ Agenda Preparations: Bylaw 1-39 removed from agenda during the adoption of the agenda.
5. Bylaw 1-47/ Public Comments at School Board Meetings: The PRC recommends that the Bylaw be amended to establish one deadline for speakers to sign up to speak at a School Board Meeting, to provide three minutes for speakers to make their remarks, remove Section D regarding documents, and authorize the School Board Chair or the Superintendent to create procedures to address the orderly presentation of speakers.

Ms. Anderson made a substitute motion to keep the speaker time to four (4) minutes, seconded by Ms. Riggs. Without further discussion, Chairwoman Rye called for a vote. The School Board Clerk announced the substitute motion passed unanimously.

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6. Policy 3-32/ Emergency/Small/Sole Source Purchases: The PRC recommends that the Policy be amended to exempt certain types of contracts from competitive negotiation requirements based upon recommendation of the Director of Purchasing that competitive negotiation is not cost effective for such contracts.

Mr. Edwards made a motion, seconded by Ms. Holtz. A brief discussion followed regarding competitive purchasing with software and digital resources. Chairwoman Rye called for a vote. The School Board Clerk announced there were ten (10) aye in favor of the motion: Chairwoman Rye, Ms. Melnyk, Ms. Anderson, Mr. Edwards, Ms. Felton, Ms. Holtz, Ms. Hughes, Ms. Owens, Ms. Riggs, Ms. Weems. There was one (1) nay opposed to the motion: Ms. Manning. The motion passed with a vote of 10-1.

7. Policy 3-89/ General Contract Execution: The PRC recommends that dollar amounts for certain contracts requiring certain authorizations be raised to reflect current law and other amended policies.

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

12. Information

- A. Budget Calendar: The presenter was Mr. Farrell Hanzaker, Chief Financial Officer and he reviewed the 2020-2021 upcoming budget calendar; overview timeline; February 2nd Special Board meeting – adopted budget to meet city's deadline; adoption of budget on March 2nd; two public hearings required by state code; city council adopts budget ordinance by May 15; present budget to city council within the first 10 days of April 2021.
- B. Updates on Student Scheduling and Transportation: The presenters were Donald E. Robertson, Ph.D., Chief Schools Officer and David Pace, Executive Director, Office of Transportation and Fleet Management Services. Dr. Robertson began the presentation with a summary of the workshop presentation; student and teacher assignments were completed and shared on or before August 31; continue to enroll new students; need to address class size; continue to staff vacancies; scheduling changes as pivot to face-to-face; CARES funding for teacher stipend for teachers teaching both Option 1 and Option 2 students at the same time; class caps; keep students connected to home school; central virtual learning center – identify students and staff; Dr. Robertson introduced Mr. Pace.

Mr. Pace reviewed the highlights from the workshop presentation; parents completion of transportation form (Elementary students - 10,642, 6th grade students - 2,298, and 9th grade students - 2,636); will have enough buses and drivers to cover the routes; restrictions at DMV and drivers getting CDL; school bus seating – 1 to a seat with possible 2 to a seat only if necessary; adjustment to operating hours to allow extra time to clean buses between runs; seating assignment numbering; PPE equipment and training videos for bus drivers; Edulog parent portal full and lite; and Stop Arm Camera Program.

A discussion continued regarding academic calendar and coming to school face-to-face; date to get students back to school – special education students, some grades back – complexities of scheduling; stipend for teachers; Safe Learning Centers; percentage of teachers willing to teach face-to-face and virtually; guidelines for teachers to record instruction; teacher resources on teaching and learning website.

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13. **Standing Committee Reports:** Chairwoman Rye opened the floor for any standing committee reports. Ms. Weems stated the Planning Performance and Monitoring Committee (PPMC) met last week; had an update to the digital learning evaluation, information will be brought to the School Board in a workshop at a later date. Mr. Edwards stated the Audit Committee met last week and reviewed a portion of the activity fund audit, more details to come.
14. **Conclusion of Formal Meeting:** Chairwoman Rye concluded the formal meeting at 12:29 a.m.
15. **Hearing of Citizens and Delegations on Non-Agenda Items:** There were 2 non-agenda items in person speakers. One speaker talked about air quality in schools and the other speaker talked about Princess Anne High School IB and the 4x4 schedule.
16. **Workshop** (as needed) - NONE
17. **Closed Meeting** (as needed) - NONE
18. **Vote on Remaining Action Items** (as needed) - NONE
19. **Adjournment:** The meeting adjourned at 12:39 a.m.

DRAFT



Subject: Resolution: Dyslexia Awareness Month **Item Number:** 10A

Section: Consent **Date:** September 22, 2020

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

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

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

Recommendation:

That the School Board approve a resolution recognizing October as Dyslexia Awareness Month.

Background Summary:

Virginia Beach City Public Schools values the importance addressing the needs of students with dyslexia, a language-based learning disability that causes difficulties with reading, writing, spelling and word pronunciation. In an effort to promote awareness that dyslexia is a learning disability, VBCPS has designated the month of October as Dyslexia Awareness Month.

Virginia's regulations define dyslexia as distinguished from other learning disabilities due to its weakness occurring at the phonological level. Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. 8VAC 20-81-10.

Source:

Virginia Department of Education

Budget Impact:

N/A

Resolution for Dyslexia Awareness Month October 2020

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

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

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

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

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

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

NOW, THEREFORE, BE IT

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

FURTHER RESOLVED: That strategies and interventions to address the needs of students with learning disabilities be ongoing in Virginia Beach City Public Schools; and be it

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

Adopted by the School Board of the City of Virginia Beach this 22nd day of September 2020.

S E A L

Carolyn T. Rye, School Board Chair

Attest:

Aaron C. Spence, Superintendent

Regina M. Toneatto, Clerk of the Board



Budget Calendar: School Operating Budget FY 2021/22 and
Subject: Capital Improvement Program (CIP) 2021/22 – 2026/27 **Item Number: 10B**

Section: Consent **Date: September 22, 2020**

Senior Staff: Mr. Farrell E. Hanzaker, Chief Financial Officer

Prepared by: Mr. Farrell E. Hanzaker, Chief Financial Officer

Presenter(s): Mr. Farrell E. Hanzaker, Chief Financial Officer

Recommendation:

It is recommended that the School Board review and approve the attached Budget Calendar for the FY 2021/22 Operating Budget and the 2021/22 – 2026/27 Capital Improvement Program.

Background Summary:

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

Source:

School Board Policy 3-6

Code of Virginia §22.1-93

Budget Impact:

Funds are budgeted in the various funds and budget unit codes for FY 2021/22.

Budget Calendar

FY 2021/22 School Operating Budget and FY 2021/22 - FY 2026/27 Capital Improvement Program

2020

September	The Budget Calendar is developed
Sept. 9	The Budget Calendar is presented to the School Board for information
Sept. 22	The Budget Calendar is presented to the School Board for action
Oct. 7	A budget kickoff meeting is conducted to provide senior staff and budget managers with an economic update, revenue outlook and general directions for budget development
Oct. 7 - Dec. 11	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
Nov. 17	A Five-Year Forecast is presented to the School Board and the City Council
Dec. 4	Recommended part-time hourly rates for FY 2021/22 are submitted by the Department of Human Resources to the Office of Budget Development
Dec. 15	A draft of the Capital Improvement Program is prepared for the superintendent's review
Dec. 15	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
December (3 rd week)	State revenue estimates are released by the Virginia Department of Education

2021

Jan. 4 - 15	Budget requests are reviewed, refined and summarized by the Office of Budget Development
Jan. 12	The recommended Capital Improvement Program budget is presented to the superintendent and senior staff
Jan. 12	The unbalanced School Operating budget is presented to the superintendent and senior staff
Feb. 2	The Superintendent's Estimate of Needs for FY 2021/22 is presented to the School Board (Special School Board meeting required)
Feb. 2	The Superintendent's Proposed FY 2021/22 - FY 2026/27 Capital Improvement Program budget is presented to the School Board (Special School Board meeting required)
Feb. 9	School Board Budget Workshop #1 is held - Time TBD.
Feb. 16	School Board Budget Workshop #2 is held - Time TBD.
Feb. 16	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
Feb. 23	School Board Budget Workshop #3 - Time TBD (if needed)
Mar. 2	School Board Budget Workshop #4 - Time TBD (if needed)
Mar. 2	The FY 2021/22 School Board Proposed Operating budget and FY 2021/22 - FY 2026/27 Capital Improvement Program budget are adopted by the School Board (Special School Board meeting required)
Mar. 9	The FY 2021/22 School Board Proposed Operating budget is provided to city staff
Apr.	The FY 2021/22 School Board Proposed Operating budget and FY 2021/22 - FY 2026/27 Capital Improvement Program budget are presented to the City Council (Sec. 15.1-163)
No Later Than May 15	The FY 2021/22 School Board Proposed Operating budget and FY 2021/22 - FY 2026/27 Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)



Subject: Personnel Report **Item Number:** 11A

Section: Action **Date:** September 22, 2020

Senior Staff: Mr. John A. Mirra, Chief Human Resources Officer

Prepared by: John A. Mirra

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

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the September 22, 2020, 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

Class	Scale	Location	Effective	Employment Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	9/11/2020	Symone G Smith	Special Education Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdbeck	9/4/2020	Blanka Bigas	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	8/25/2020	Alicia M Nelson	Cook, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	9/8/2020	Kelsey B Clark	Kindergarten Assistant	Vance-Graville Comm College, NC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	9/8/2020	Danene L Washington-Young	Kindergarten Assistant	Towson University, MD	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	9/8/2020	Halla A Walcott	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	9/10/2020	Kymesha L Jefferson	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hemphill	9/10/2020	Julie M Prince	General Assistant	Old Dominion University, VA	Primrose School, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	9/10/2020	Karen M Few	Kindergarten Assistant	Southern New Hampshire University, NH	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempville	9/3/2020	Kelly J Bondurant	General Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	9/14/2020	Samantha R Gelle	Physical Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Madly	9/8/2020	Thomas A Shank	Special Education Assistant	Millersville Univ Pennsylvania, PA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	9/3/2020	Christa D Loudermilk	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	9/3/2020	Jessica A Grant	Kindergarten Assistant	West Chester Univ Pennsylvania, PA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	9/10/2020	Vanessa Harmon	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	9/17/2020	Melissa C Muselman	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Talbot	9/8/2020	Angela M Hopkins	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thaliss	9/10/2020	Saint L Bizard III	Physical Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thaliss	9/8/2020	Marc Gonzalez	Physical Education Assistant, 500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	9/8/2020	Megan White	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	9/1/2020	Annette M Smith	Special Education Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Three Oaks	9/10/2020	Mary K McNulty	Physical Education Assistant	Virginia Commonwealth Univ, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	9/8/2020	Shana M Morris	Clinic Assistant	Not Applicable	Edward Wolsanski, MD PC, VA
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	9/11/2020	Tanesha Whitlow	Special Education Assistant	Other Unknown, ZZ	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	9/8/2020	Stella D Arsenova	Special Education Assistant	University of Texas El Paso, TX	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/21/2020	Mollie I Orzechowski	Cook, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/21/2020	Lori-Anne Wall	Cook, 7.0 Hours	Johnson & Wales Univ, RI	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/4/2020	Dakota T Roldento	Bus Assistant Han Bee, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdbeck	6/30/2020	Moses T Hayes	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdbeck	6/30/2020	Annette Stevenson	Cafeteria Assistant, 4.5 Hours (temporary employment agreement expired)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Christopher Farms	7/28/2020	Andrew L Richardson	Custodian II Head Night (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Corporate Landing	6/30/2020	Karen L Wickner	Cafeteria Assistant, 4.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	6/30/2020	Collin S Hopkins	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Green Run	6/30/2020	Tameka Laxiter	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Holland	6/30/2020	Bennie C Tiner II	Physical Education Assistant, 500 (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2020	Leslie A Conner	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2020	Antonio Erskine	Security Assistant (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2020	Heather L Murch	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempville	6/30/2020	Elizabeth F Johnston	Kindergarten Assistant (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Luxford	9/2/2020	Hannah N Andes	Kindergarten Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	North Landing	9/11/2020	Patricia L Davis	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Providence	9/23/2020	Jalen W Riddick	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Seatack	6/30/2020	Jalae R Dowling	Physical Education Assistant (temporary employment agreement expired)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Seatack	6/30/2020	Tracy A Sudbrock	Kindergarten Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	White Oaks	6/30/2020	Karolyn D Rollins	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windor Oaks	9/22/2020	DeShawn W Rivera	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Woodstock	6/30/2020	Lisa R Pralle	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	9/4/2020	Javlon I Himmom	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Princess Anne	9/15/2020	Chivley I Meller	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Princess Anne	9/18/2020	Nuri M Ponsnapole	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	9/18/2020	LaQuan D Hunter	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	9/22/2020	Gerald B Hardy	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Talbot	6/30/2020	Ian P Fatum	ISS Coordinator (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Technical And Career Education Center	9/10/2020	Nicholas S Gordon	Technology Support Technician (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Technical And Career Education Center	9/11/2020	Melinda M McCoy-Curry	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Technology	9/11/2020	Mark J Hayat	Technology Support Technician (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Food Services	6/30/2020	Lesley Davis	Cook, 7.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Food Services	9/25/2020	Fadia Dumont-Mason	Culinary Development Chef Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Food Services	9/3/2020	York D Poole	District Chef (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2020	Anne Marie Briggs	Occupational Therapist, 800 (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2020	Kyle R Freider	Bus Driver, 7.5 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2020	Deborah E Miller	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2020	Kristin D Vander Bloeman	Bus Driver, 5.5 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2020	Stephanie M Woodruff	Bus Driver, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/2/2020	Stephen O Chikawa	Bus Driver, 6.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/3/2020	Ana Latalladi	Bus Driver - Special Ed, 6.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/4/2020	Deborah E Abner	Bus Assistant, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/4/2020	Henry Davis	Bus Driver, 7.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/15/2020	Randall H Browning	Bus Driver, 7.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/16/2020	Noel K Heath-Matney	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/18/2020	Laura Lindner	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/24/2020	Jennifer M Crump	Bus Driver - Special Ed, 5.5 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/30/2020	Brenda A Anton	Bus Driver, 6.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Brookwood	9/30/2020	Linwood Upchurch	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Fairfield	6/30/2020	Armetta R Bell	Cafeteria Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Fairfield	7/31/2020	Phyllis T Vaughan	Physical Education Assistant, 500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Kempville	8/31/2020	Cheri L Mandigo	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Madly	6/30/2020	Judy Leftowitz	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Ocean Lakes	6/30/2020	Marilyn R Anderson	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Ocean Lakes	6/30/2020	Victoria L Kennedy	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Ocean Lakes	6/30/2020	Gracella Scalzo	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Ocean Lakes	6/30/2020	Darlene Vickers	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Pembroke	5/15/2021	Joseph Whiteside	Assistant Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Point O'View	9/30/2020	Constancia J Talbot Deslcott	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Corporate Landing	9/30/2020	Vicki L Wilson	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Landstown	9/30/2020	Kath R Smith	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Ocean Lakes	6/30/2020	Robin E Griffin	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Princess Anne	6/30/2020	Carol A Sorvill	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Princess Anne	10/30/2020	Barbara L McMahon	Bookkeeper	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2020	James P Andrus	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2020	Susan L Jenkins	Bus Driver, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	9/2/2020	Cathy H Allen	Bus Driver, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	9/4/2020	Sue R Beague	Bus Driver - Special Ed, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	9/4/2020	Amber Billouris	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	9/11/2020	Pamela R Monsees	Bus Driver, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	9/18/2020	Vernon Parks	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	Three Oaks	9/30/2020	Patricia H Melis	Kindergarten Assistant (changed from resignation to retirement)	Three Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/27/2020	Kylee Schneider	Special Education Teacher	Central Michigan University, MI	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Brookwood	9/11/2020	Jacob W Mallett	Art Teacher, 800	Old Dominion University, VA	VBPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Brookwood	9/11/2020	Stephanie M McDermott	Kindergarten Teacher	University of Maine, ME	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	9/9/2020	Alicia B Portatiani	Second Grade Teacher	Old Dominion University, VA	VBPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Christopher Farms	9/4/2020	Kristi L Sabo	Fourth Grade Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/27/2020	Michelle L Durstain	Second Grade Teacher	Ferrum College, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/27/2020	Michelle S Griffin	Second Grade Teacher	Western Governors University, UT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempville	8/28/2020	Regina A Smith	Special Education Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempville	9/4/2020	Sara K Fisher	Fifth Grade Teacher	Not Applicable	Redlands Adventist Academy, CA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempville Meadows	8/22/2020	Taneisha D McAdden	Third Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	8/27/2020	Sandra Novkovic	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/27/2020	Jordan W Smith	Music/Vocal Teacher	Longwood University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Ocean Lakes	9/11/2020	Amanda L Sacco	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Salem	9/2/2020	Paula Johnson	Second Grade Teacher	Old Dominion University, VA	VBPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	9/4/2020	Stephanie J Barbero	Fourth Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	9/4/2020	Shannon E Navinick	Third Grade Teacher	Texas A&M Corpus Christie, TX	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/27/2020	Douglas B Cote	Eighth Grade Teacher	Centenary College, NJ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	1/14/2020	Christine L Elliott	Sixth Grade Teacher	Elizabeth City State Univ, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	9/2/2020	Antoinette M Plaia-Stremwell	English Teacher	San Diego State University, CA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	8/27/2020	Alexandra B Martinez	English Teacher	Cal State Univ San Bernardino, CA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	8/31/2020	Tori M Buhade	Science Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	9/3/2020	Eugenia T Ball	English Teacher	Regent University, VA	VBPS
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	9/14/2020	Brian A Jensen	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/27/2020	Phillip J Gilroy-Reynolds	Science Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	9/4/2020	Stephanie I Coast	English Teacher, 600	English Teacher, 600	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	9/4/2020	Patricia L Harrison	Special Education Teacher	Clarion Univ of Pennsylvania, PA	Not Applicable

<u>Class</u>	<u>Scale</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	9/4/2020	Alanna J Johnson	Art Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	8/31/2020	Micaela E Procopio	Eighth Grade Teacher	American University, DC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/27/2020	Rex G Hamaker Jr	French Teacher, 600	University of Denver, CO	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	8/27/2020	Shauna M Gaines	Special Education Teacher	University of North Florida, FL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	8/27/2020	Nicholas A Kowalski	Social Studies Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	6/30/2020	Lauren L Parnell	Third Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Cooke	6/30/2020	Christine A Metz	Second Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Green Run	6/30/2020	Cody Patterson	Second Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Green Run	8/26/2020	Savannah A Forton	Fourth Grade Teacher (declined position)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Holland	6/30/2020	Allison D DePiro	Title I Resource Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	King's Grant	6/30/2020	Brooke D Yesaluskyy	First Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kingston	6/30/2020	Johanna L Deans	First Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Newtown	6/30/2020	Karla L Danford	Third Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Pembroke	9/10/2020	Karla A Fleming	Special Education Teacher (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Pembroke Meadows	6/30/2020	Brittney L Dobson	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Thoroughgood	9/4/2020	Haley Kiepelow	Fourth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	White Oaks	9/21/2020	Cassidy F Giammaria	Title II Resource Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windoor Oaks	8/28/2020	Justine Herfford	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windoor Oaks	9/4/2020	Ramona A Rinciarì	Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windoor Oaks	9/4/2020	Deniz D Sipos	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	9/17/2020	Robert C Griffith	Spanish Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	9/11/2020	Marcus W Johnson-Williams	Social Studies Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Ocean Lakes	9/8/2020	Elizabeth Schur-Badach	Science Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2020	Raymond G Gatlin	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	6/30/2020	Astin S Burnette	English Teacher (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	6/30/2020	Michelle L Hoskie	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	6/30/2020	Tammy D Whit	Social Studies Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Brookwood	6/30/2020	Nancy B Crowe	First Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Cooke	6/30/2020	Deanne L Waller	Third Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Kempville Meadows	6/30/2020	Robin K Golding	First Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	King's Grant	6/30/2020	Karen T Murphy	Third Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Salem	9/30/2020	Patricia A Simmons	Fifth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Brandon	9/23/2020	William T Perdue	Health & Physical Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Independence	9/9/2020	Kelli R Scarborough	Eighth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Ocean Lakes	6/30/2020	Sonia E Morrison	English Language Learner	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Princess Anne	6/30/2020	Luvond James	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Tallwood	6/30/2020	Dina Eushbach	Science Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Middle School	Landstown	9/23/2020	Vashli M Richards	Assistant Principal	Old Dominion University, VA	STUDENT TEACHING, VA



Subject: Update on Scheduling and Staffing **Item Number:** 12A

Section: Information **Date:** September 22, 2020

Senior Staff: Donald Robertson, Ph.D., Chief Schools Officer, Department of School Leadership

Prepared by: Donald Robertson, Ph.D., Chief Schools Officer, Department of School Leadership

Presenter(s): Donald Robertson, Ph.D., Chief Schools Officer, Department of School Leadership

Recommendations:

That the School Board receive information regarding the ongoing preparation for the opening of schools in regards to student scheduling and staffing.

Background Summary:

This information is part of an ongoing update on School Reopening 2020. The information provided represents the work completed and in progress since the September 9 School Board meeting.

Source:

Budget Impact:

TBD