



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Beverly M. Anderson, Chair
At-Large

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

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 T. Rye
District 5 - Lynnhaven

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Agenda

Tuesday, November 12, 2019

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

In accordance with [School Board Bylaw 1-48](#) §G, "No person attending a meeting of the School Board, in any capacity, shall use or allow to sound any device in a manner that disrupts the conduct of business within the room in which the School Board is meeting"

INFORMAL MEETING

1. ***Convene School Board Workshop (einstein.lab)..... 4:00 p.m.***
If there is insufficient time for completion of workshop topics at this time, remaining items may be carried forward under Item 18
 - A. School Board Administrative Matters and Reports
 - B. Virginia Beach Education Foundation Update
 - C. School Board Legislative Agenda for 2020 General Assembly Session
 - D. Oracle Cloud Update
2. ***Closed Meeting: Personnel Matters and Legal Matters***
3. ***School Board Recess..... 5:30 p.m.***

FORMAL MEETING

4. ***Call to Order and Electronic Roll Call (School Board Chambers) 6:00 p.m.***
5. ***Moment of Silence followed by the Pledge of Allegiance***
6. ***Student, Employee and Public Awards and Recognition***
 - A. Presidential Awards for Excellence in Mathematics and Science Teaching
 - B. Virginia Purple Star 2019 Honorees
7. ***Superintendent's Report***
8. ***Public Hearing: Proposed City and Schools Revised Revenue Sharing Policy***
9. ***Hearing of Citizens and Delegations on Agenda Items***

The School Board will hear public comment on items germane to the School Board Agenda for the meeting from citizens who have signed up to speak with the Clerk of the School Board. Citizens are encouraged to sign up by noon the day of the meeting by contacting the Clerk



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, November 12, 2019

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2512 George Mason Dr.
P.O. Box 6038
Virginia Beach, VA 23456
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at 263-1016 and shall be allocated 4 minutes each until 7:30 p.m., if time is available. If time does not permit all members of the public to speak before 7:30 p.m., an additional opportunity for public comment on Agenda items may be given after the Information section of the Agenda. All public comments shall meet the School Board Bylaw 1-48 requirements for Decorum and Order.

10. Approval of Minutes: October 22, 2019 School Board Regular Meeting

11. Adoption of the Agenda

12. Consent Agenda

All items under the Consent Agenda are enacted on by one motion. During Item 11 – 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. Resolutions:

1. Native American Heritage Month
2. National Military Family Month
3. American Education Week

B. Student Response Teams (SRT): Implementation Evaluation Report Recommendations

13. Action

- A. Personnel Report / Administrative Appointment(s) Updated 11/14/2019**
- B. Proposed City and Schools Revised Revenue Sharing Policy**
- C. Energy Performance Contract**
- D. Policy Review Committee (PRC) Recommendations**
1. Bylaw 1-5 Legal Counsel
 2. Bylaw 1-28 Committees, Organizations and Boards – School Board Member Assignments
 3. Policy 2-7 Superintendent: Appointment/Term of Office/Compensation
 4. Policy 2-10 Superintendent: Vacancy in Office/Fines/Suspension/ Separation

14. Information

- A. Textbook Adoption: Practical Nursing**
1. Introduction to Food, Nutrition, and Health
 2. Introducing Nursing Fundamentals
- B. Compass to 2025 Strategic Framework: Report on Public Feedback**
- C. Select School(s) PCI - Plan for Continuous Improvement**
- D. Policy Review Committee (PRC) Recommendations**
1. Policy 2-5 Superintendent: Qualifications
 2. Policy 2-50 Appointment/Reappointment and Reclassification
 3. Policy 2-51 Assignment and Transfer - Administrators



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Regular Meeting Agenda (continued)

Tuesday, November 12, 2019

School Administration Building #6, Municipal Center

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Virginia Beach, VA 23456

(757) 263-1000

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- 4. Policy 4-12 Assignment and Transfer - Teachers
- 5. Policy 4-16 Resignation

15. *Standing Committee Reports*

16. *Conclusion of Formal Meeting*

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

At this time, the School Board will hear public comment on items germane to the business of the School Board that are not on the School Board's Agenda for the meeting from citizens who sign up to speak with the Clerk of the School Board by 3:00 p.m. the day of the meeting and shall be allocated 4 minutes each. All public comments shall meet the [School Board Bylaw 1-48](#) requirements for Decorum and Order.

18. *Workshop* (as needed)

19. *Closed Meeting* (as needed)

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

21. *Adjournment*



Subject: Virginia Beach Education Foundation Update

Item Number: 1B

Section: Workshop

Date: Nov. 12, 2019

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

Prepared by: Amber Rach, Ph.D., Director of Strategic Communications and Debbie Griffey, Education Foundation Coordinator, Department of Communications and Community Engagement

Presenter(s): Rob Broermann, President of the Virginia Beach Education Foundation

Recommendation:

That the School Board be made aware of past and current accomplishments of the Virginia Beach Education Foundation (VBEF), while also receiving current Foundation information from the VBEF president.

Background Summary:

The Virginia Beach Education Foundation works to support the students and teachers of the division by funding innovative and creative learning programs for Virginia Beach students.

The Foundation raises funds and in-kind donations to benefit Virginia Beach City Public Schools students and staff through tax-deductible donations, gifts, bequests and the like. The Foundation then awards grants to teachers who submit applications for their innovative and creative learning programs. In addition, the Education Foundation manages The House Students Built, which is a project that provides hands-on work experience for juniors and seniors in the construction trades.

Source:

Vbef.org

Budget Impact:

None



Subject: School Board Legislative Agenda for 2020 General Assembly Session **Item Number:** 1C

Section: Workshop **Date:** November 12, 2019

Senior Staff: N/A

Prepared by: School Board Legislative Committee

Presenter(s): School Board Legislative Committee

Recommendation:

That the School Board receive for first read a draft of the School Board Legislative Committee's proposed Legislative Agenda for the 2020 Virginia General Assembly Session.

Background Summary:

Each year the School Board Legislative Committee proposes a legislative agenda in preparation for the legislative session of the Virginia General Assembly. The agenda provides an overview of issues that are of interest and/or concern to the School Board and School Division. Upon approval by the School Board, the legislative agenda is distributed to stakeholders and posted on *vbschools.com*.

During the 2020 General Assembly Session, School Board members and School Division administrative staff will monitor legislative activity that has an impact on the School Division's student, personnel, budget, instructional program, and operations.

Source:

Budget Impact:



Subject: Oracle Cloud Update **Item Number:** 1D

Section: Workshop **Date:** November 12, 2019

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

Prepared by: Farrell E. Hanzaker, Chief Financial Officer, Crystal Pate, Director of Business Services

Presenter(s): Farrell E. Hanzaker, Chief Financial Officer, Crystal Pate, Director of Business Services

Recommendation:

This is an information only update regarding the Schools' required involvement in the City's implementation of a new Oracle Cloud based system and some of the required changes to our financial systems, primarily the general ledger and budget system.

Background Summary:

Virginia Beach City Public Schools uses the City's Oracle financial general ledger system. The City went through an RFP process this past year and chose the new Oracle Cloud system. Consequently, Virginia Beach City Public Schools is participating as a major partner with the City in the conversion to the general ledger component of this new Cloud based system.

Source:

City and Schools' staff project team working with Oracle and consultants.

Budget Impact:

Undetermined at this time – likely to require additional funding in future years.



Subject: Closed Session Item Number: 2

Section: Closed Meeting Date: November 12, 2019

Senior Staff: N/A

Prepared by: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney

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

Recommendation:

MOTION: I move that the School Board recess into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 1 and 7 of the *Code of Virginia*, 1950, as amended, for

- A. **PERSONNEL MATTERS:** Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees pursuant to Section 2.2-3711(A) (1); namely to discuss
 - 1. communication regarding conditions faced by employee at one school; and
 - 2. Superintendent's contract.
- B. **LEGAL MATTERS:** Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in an open meeting would adversely affect the negotiating or litigating posture of the Board pursuant to Section 2.2-3711(A) (7); namely to
 - 1. obtain legal advice concerning complaint investigation procedures;
 - 2. obtain legal advice regarding the Superintendent's contract; and
 - 3. discuss status of pending legal matters before the School Board.

RECONVENE IN OPEN SESSION:

CERTIFICATION:

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

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

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

ACTION AS NEEDED:

Background Summary:

Appropriate requests have been made for a closed meeting.

Source:

Bylaw 1-36 and Code of Virginia, Section 2.2-3711

Budget Impact:

N/A



Subject: Presidential Awards for Excellence in Mathematics and Science Teaching **Item Number:** 6A

Section: Student, Employee and Public Awards and Recognitions **Date:** November 12, 2019

Senior Staff: Ms. Natalie Allen, Chief Communications and Community Engagement Officer, Department of Communications and Community Engagement

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

Presenter(s): Mrs. Beverly Anderson, Chairwoman, and Dr. Aaron C. Spence, Superintendent

Recommendation:

That the School Board recognize Old Donation School (ODS) teachers Melissa Follin and Dianna McDowell who were named recipients of the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST).

Background Summary:

Administered by the National Science Foundation on behalf of the White House Office of Science and Technology Policy, this award is the nation's highest honor for kindergarten–12th grade teachers of science, technology, engineering, mathematics (STEM) or computer science. Honorees are recognized for contributions to the teaching profession and their ability to motivate and enable students to be successful in those areas.

Source:

PAEMST

Budget Impact:

None



Subject: 2019 Virginia Purple Star Honorees

Item Number: 6B

Section: Student, Employee and Public Awards and Recognitions

Date: November 12, 2019

Senior Staff: Ms. Natalie Allen, Chief Communications and Community Engagement Officer, Department of Communications and Community Engagement

Prepared by: Ms. Rosemary Gladden, Public Relations Coordinator

Presenter(s): Mrs. Beverly Anderson, Chairwoman, and Dr. Aaron C. Spence, Superintendent

Recommendation:

That the School Board recognize the division's 50 schools that were named 2019 Virginia Purple Star honorees.

Background Summary:

Now in its second year, Virginia's Purple Star designation honors schools that have demonstrated a major commitment to students and families connected to our nation's military. In 2019, 50 of the division's schools received this honor. That is the most awards presented to any school division in Virginia and comprises nearly half of the state's 104 honorees this year. Approximately 20 percent of the division's students are military connected, meaning they have active-duty military family members or are military-dependent youth. These awards are presented by The Virginia Department of Education and the Interstate Compact on Educational Opportunity for Military Children. VBCPS now has 58 schools with this designation.

Source:

Virginia Department of Education

Budget Impact:

None



Subject: Proposed City and Schools Revised Revenue Sharing Policy Item Number: 8

Section: Public Hearing Date: November 12, 2019


Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

Prepared by: N/A

Presenter(s): N/A

Recommendation:

The School Board of the City of Virginia Beach is seeking public comment on the City and Schools' Revenue Sharing Policy as advertised on page 6 in the Thursday, October 31, 2019, edition of the Beacon – a local publication of *The Virginian Pilot* and duplicated below:



VIRGINIA BEACH CITY PUBLIC SCHOOLS

NOTICE OF PUBLIC HEARING


INPUT ON CITY AND SCHOOLS' REVENUE SHARING POLICY

The School Board of the City of Virginia Beach will hold a PUBLIC HEARING on **Tuesday, November 12, 2019, at 6:00 p.m.** in the School Administration Building, Municipal Center Building 6, 2512 George Mason Drive, Virginia Beach, Virginia.

The purpose of the hearing is to receive input from the public on the: Proposed City and Schools' Revised Revenue Sharing Policy as discussed during a joint briefing between the School Board and the City Council on October 8, 2019.

Any citizen who desires to speak at this hearing should contact the Clerk of the School Board at (757) 263-1016. If you are physically disabled, visually or hearing impaired, and need assistance please call the Clerk of the Board at 757-263-1016 (757-263-1240 TDD). This facility is equipped with a hearing assistance system.
TDD - Telecommunications Device for the Deaf.

vbschools.com -- your virtual link to Hampton Roads' largest school system.



VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

11/19

Background Summary:

Source:

City Council and School Board Revenue Sharing Policy

Budget Impact:



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

Section: Approval of Minutes **Date:** November 12, 2019

Senior Staff: N/A

Prepared by: Dianne P. Alexander, School Board Clerk

Presenter(s): Dianne P. Alexander, School Board Clerk

Recommendation:

That the School Board adopt minutes from their October 22, 2019 regular meeting as presented.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

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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 T. Rye District 5 - Lynnhaven	Carolyn D. Weems District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES

Tuesday, October 22, 2019

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

INFORMAL MEETING

1. ***Convene School Board Workshop:*** The School Board convened in the einstein.lab in workshop format at 4:00 p.m. In addition to Superintendent Spence, all School Board members were present. Ms. Rye arrived at 4:05 p.m.
 - A. **School Board Administrative Matters and Reports:** While circulating an RSVP request for the Virginia School Boards Association (VSBA) Annual Conference in November, Chairwoman Anderson advised a request to add a workshop after the formal meeting would be proposed during Adoption of the Agenda for the School Board to further discuss responses to a Freedom of Information Act (FOIA) dispute with School Board Legal Counsel. In addition to a School Board member advising of a constituent's interest in presenting ideas to the School Board to inhibit student vaping, School Board members reported on events and activities they had attended. This portion of the workshop concluded at 4:13 p.m.
 - B. **Budget FY18/19 Resolution Regarding Reversion and Revenue Actual Over/Under Budget Funds:** Farrell E. Hanzaker, Chief Financial Officer, explained components that make up the FY2018/19 reversion and revenue actual over/under budgeted funds available for re-appropriation in the amount of \$26,079,152. Also presented was an overview of the proposed resolution requesting re-appropriation of funds to the Capital Improvement Program (CIP) as well as to the School Operating Fund with an outline of what the funds will be used for. This portion of the workshop concluded at 4:35 p.m.
 - C. **City and Schools Revenue Sharing Formula:** Farrell E. Hanzaker, Chief Financial Officer, provided an overview of the current city and schools funding formula and proposed new funding formula. Next steps toward implementation called for a public hearing which the School Board agreed to hold on November 12. This portion of the workshop concluded at 5:00 p.m.



- D. School Calendar: Review Survey Results on Pre-Labor Day Start: Donald E. Robertson, Jr., Ph.D., Chief Schools Officer, presented a review of the school calendar planning process and key planning pieces used in creating a school calendar to include a 181-day school calendar commitment, 10 staff and professional leave days embedded before and during the school year, holidays and breaks; and, new to the process, the consideration of a pre-Labor Day start. Natalie N. Allen, Chief Communications and Community Engagement Officer, shared results from community feedback on a pre-Labor Day start survey from nearly 18,500 respondents with majority (64.3 percent) opposing a pre-Labor Day start. Results by stakeholder group were reviewed, and representatives from the hospitality association invited at the School Board's request explained their position of opposition and answered School Board members' questions. Given the overwhelming response to the survey with majority of the community leaning toward keeping the school calendar with a post-Labor Day start, Administration recommended the post-Labor Day start be maintained in the development of the next biennial school calendars for the 2020-21 and 2021-22 school years. It was suggested the School Board consider taking action later in the meeting so that the calendar workgroup can prepare preliminary calendar options accordingly for presentation at the School Board's November 26 regular meeting. This portion of the workshop concluded at 5:33 p.m.

2. ***Closed Meeting:*** None

3. ***School Board Recess:*** The School Board recessed at 5:33 p.m. to reconvene in School Board Chambers for the formal meeting at 6:00 p.m.

FORMAL MEETING

4. ***Call to Order and Roll Call:*** Chairwoman Anderson called the formal meeting to order in School Board Chambers at 6:00 p.m. In addition to Superintendent Spence, all School Board members were present.
5. ***Moment of Silence followed by the Pledge of Allegiance***
6. ***Student, Employee and Public Awards and Recognition:*** None
7. ***Superintendent's Report:*** In his tradition of recognizing the newest member(s) of the *Compass Keepers Club*¹, Superintendent Spence's report featured Meghan Timlin, Coordinator of Kempsville High School's Entrepreneurship and Business Academy, who was recently recognized by *Inside Business* magazine as one of Hampton Roads' 2019 Top 40 under 40 honorees.
8. ***Hearing of Citizens and Delegations on Agenda Items:*** The School Board heard comments from thirteen speakers explaining their position as it relates to school start time options under consideration.
9. ***Approval of Minutes:*** October 8, 2019 School Board Regular Meeting: Prior to a motion, modifications were introduced by Ms. Weems and Ms. Manning, respectively, and debated by

¹ Members of the Compass Keepers Club are students, staff or community supporters who truly represent Virginia Beach City Public Schools with dedication, determination, passion and drive



the School Board regarding the summation of the School Board's workshop discussion on a pending Freedom of Information Act (FOIA) dispute. Following discussion, Ms. Manning made a motion, seconded by Ms. Hughes, that the School Board approve the minutes of their October 8, 2019 regular meeting with amendments as agreed to by the majority. The motion passed (ayes 6, nays 4 – Edwards, Felton, Holtz, Riggs; and 1 abstention – Ms. Rye who was absent from the October 8 meeting).

- 10. Adoption of the Agenda:** Prior to a motion, Chairwoman Anderson announced the addition of a workshop for the School Board to further discuss responses to a Freedom of Information Act (FOIA) dispute with School Board Legal Counsel under Item 17 Workshop as needed. Ms. Riggs made a motion, seconded by Vice Chair Melnyk, that the School Board adopt the meeting agenda as amended with the addition. The motion passed (ayes 10, nays 1 - Edwards).
- 11. Consent Agenda:** After Chairwoman Anderson's overview of items presented for approval as part of the Consent Agenda, Vice Chair Melnyk made a motion, seconded by Mr. Edwards, that the School Board approve the Consent Agenda. The motion passed unanimously, and the following items were approved as part of the Consent Agenda:
- A. Religious Exemption Case Numbers: RE-19-11, 12, and 13
 - B. 2018-19 Field Trip Report with transportation costs computed at \$1.75 per student and divided into five categories totaling 10,812 field trips taken (or 187,588 miles) at a cost of \$458,366 for salaries paid to drivers
 - C. Policy Review Committee Recommendations:
 - 1. Policy 3-5 Budget/Generally: Several short policies concerning the budget were combined into this policy merging language from Policy 3-7/Budget: Capital Expenditures and Policy 3-9/Budget Administration
 - 2. Policy 3-6 Budget: Preparation and Approval: Statutory language concerning required public hearings was added, the School Board approval process was clarified, and statutory language in the legal reference section was removed
 - 3. Policy 3-7/ Budget: Capital Expenditures: Policy recommended for repeal due to language being merged into Policy 3-5 Policy Budget: Generally, under Section D
 - 4. Policy 3-8/ Small, Women-Owned, Service-Disabled Veterans and Minority-Owned Business Participation in School Division Procurements: Policy reviewed for legal sufficiency with minor scrivener changes
 - 5. Policy 3-9/Budget Administration: Policy recommended for repeal due to language being merged into Policy 3-5 Policy Budget: Generally, under Section C
 - D. The School Board approved submitting the nomination of School Board member Sharon Felton to the Virginia School Boards Association (VSBA) Tidewater Region Nominating Committee for consideration in their selection of Vice Chair for the VSBA Tidewater Region
- 12. Action:**
- A. Personnel Report/Administrative Appointments: Ms. Hughes made a motion, seconded by Ms. Rye, that the School Board approve the appointments and accept the resignations,



retirements and other employment actions as listed on the Personnel Report dated October 22, 2019. The motion passed unanimously. There were no recommended administrative appointments.

- B. Policy Review Committee Recommended Bylaw 1-19 Duties of Chair/Vice Chair: Ms. Riggs made a motion, seconded by Ms. Felton, that the School Board approve the Policy Review Committee's (PRC) recommended revisions to Bylaw 1-19 to add language outlining the School Board Chair's responsibilities regarding the receipt and acknowledgement of communications from the general public. Prior to a vote, Ms. Manning explained her opposition to the language that allows for the School Board Chair to respond "on behalf of the School Board" noting she had requested the PRC reconsider the phrase. School Board members spoke to the proposal, and School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, explained the PRC's reasoning in their support for the term that provides for simple acknowledgement of communications being received by the School Board by the School Board Chair, limiting the type of response while providing for individual School Board members to respond on their own behalf. Following discussion, the motion was approved (ayes 9, nays 2 – Hughes and Manning).

13. Information:

- A. Student Response Teams (SRT): Implementation Evaluation Report: Allison M. Bock, Ph.D., Program Evaluation Specialist, presented key findings from the implementation evaluation for the Student Response Teams (SRT) process identified as a strategic action item for schools during the 2016-17 school year for fostering high academic achievement under the school division's strategic framework, *Compass to 2020*. An overview of the evaluation process and method of reviewing operational components, referred student characteristics, progress toward meeting goals, stakeholder perceptions, and cost was provided along with the following recommendations with Administration's response presented by Alveta J. Green, Ed.D., Executive Director of Student Support Services, concurring with the recommendations from the evaluation:
- Recommendation #1: Continue SRT with modifications noted in Recommendations 2 through 4
Administration's Response: Continue to refine the SRT process
 - Recommendation #2: Review the current data log system and investigate the feasibility of alternative methods for collecting SRT data divisionwide to allow for more efficient and effective means of monitoring students' progress and determining the effectiveness
Administration's Response: Collaborate with the Department of Technology to include entering data into Synergy
 - Recommendation #3: Improve the consistency of SRT processes and practices at the high school level, including involvement of teachers, the process of referring students, and data monitoring
Administration's Response: Continue to collaborate with the Department of School Leadership to ensure consistency with SRT referrals, interventions, and data monitoring



- Recommendation #4: Ensure professional learning opportunities related to interventions and data monitoring as part of the SRT process are provided and are effective, especially for high schools and non-instructional/professional staff who are involved with SRT
Administration's Response: Collaborate with the Department of School Leadership to develop a professional learning plan for high schools

- B. State and Federal Accountability: Status of Our Schools for 2019-20: Tracy A. LaGatta, Director of Student Assessment in the Department of Planning, Innovation, and Accountability, presented information related to the state accreditation status of Virginia Beach City Public Schools for the 2019-20 school year including an overview of accreditation indicators, performance levels and accreditation status. It was reported that for the third year in a row, one-hundred percent of division's schools were identified as accredited for the 2019-20 school year. Additionally, an update on performance under the Federal Accountability system driven by the Every Student Succeeds Act (ESSA) was provided which monitors performance and participation on Standards of Learning (SOL) tests, English Learner progress, academic growth, high school graduation and whether or not schools are accredited, concluding that none of the division's schools are expected to be designated for support or improvement under ESSA.
- C. School Calendar Recommendation on Pre/Post Labor Day Start: Donald E. Robertson, Jr., Ph.D., Chief Schools Officer; and Natalie N. Allen, Chief Communications and Community Engagement Officer, reviewed information presented in the afternoon workshop regarding results from a survey that concluded 64.3 percent of the 18,500 respondents opposed a pre-Labor Day start. Given the overwhelming response, they presented Administration's recommendation for the School Board to consider maintaining the post-Labor Day start in the development of the next two-year calendar cycle for both the 2020-21 school year and the 2021-22 school year. There being no objection, the School Board agreed to take action on the recommendation under Item 19 – Vote on Remaining Action Items so the calendar workgroup can begin their work.
- D. School Start Times Follow-Up: Daniel F. Keever, Senior Executive Director of High Schools, recapped research related to the influences of later school start times for adolescents, shared survey results on questions posed around school start times, and reviewed the November 2018 School Board resolution that directed the development of options that allow adolescent students to start school later. Also reported were survey results in the area of readiness of families for a fall 2020 implementation, and preferences for the start time tier order. Guiding goals used in the development of a proposal were reviewed, and results of a Transportation team analysis were presented. Administration's recommendation was introduced as an elementary-middle-high tiered model as outlined below with associated strengths and challenges identified:

Elementary A Schools: 7:30 a.m. – 2:00 p.m.
Elementary B Schools:..... 8:00 a.m. – 2:30 p.m.
Middle Schools:..... 8:40 a.m. – 3:10 p.m.



High Schools:..... 9:20 a.m. – 4:10 p.m.

Strengths:	Challenges:
<ul style="list-style-type: none">- Revised schedule would match medical research for students' sleep patterns- Most elementary students picked up after 7 a.m.- Most adolescent students would have start times of 8:30 a.m. or later- Middle school students would have an earlier release time	<ul style="list-style-type: none">- Need for approximately 80 additional driver hours per day (\$325,000)- All high schools would require field lighting<ul style="list-style-type: none">▪ \$2.8 million already allocated in Capital Improvement Program (CIP) for high school field lights▪ \$2.5 million in one-time costs to finish high school field lights- Transportation for middle school athletics/elementary tutoring may be impacted

Following the presentation, discussion ensued about requesting another survey be taken that clarifies the only options being the one proposed by Administration, or an option for no change. School Board members explained their position with majority supporting another survey be taken, and asked that they be provided the survey in advance for review before it is made available to stakeholders. There was School Board consensus to take action under Item 19 – Vote on Remaining Action Items, to formally request the survey.

- E. Budget FY18/19 Resolution Regarding Reversion and Revenue Actual Over/Under Budget Funds: Farrell E. Hanzaker, Chief Financial Officer, reviewed the proposed resolution concerning the fiscal year 2018-19 budget introduced in the afternoon workshop, and explained each component in detail resulting in the FY2018/19 reversion and revenue actual over/under budgeted funds available for re-appropriation in the amount of \$26.1 million, including recommendations for use of the funds. Following brief discussion, there was consensus for the School Board to take action on the proposed resolution with attachment under Item 19 – Vote on Remaining Action Items.
- F. Interim Financial Statements – September 2019: Crystal M. Pate, Director of Business Services, presented the division's financial position as of September 30, 2019 reporting the overall revenue trend as favorable. She described a very low shortfall expected in state funds related to Average Daily Membership (ADM), reported on federal Impact Aid receipts, and explained an amendment in the Appropriation Act impacting sales tax receipts. Finally, expenditures were reported as acceptable at this point in the fiscal year.
- G. Policy Review Committee Recommendations: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented an overview of the following Policy Review Committee (PRC) recommendations regarding review, amendment and repeal of certain policies reviewed by the committee at their October 11, 2019 meeting:
1. Bylaw 1-5 Legal Counsel: Language added that requires Legal Counsel to provide resolutions for all School Board members to consider when asked to provide



informal legal advice. It was explained the amendment to the Bylaw is one of the methods used to resolve issues outlined in a Freedom of Information Act (FOIA) dispute filed by certain School Board members and is the result of decisions made during School Board discussion at their October 8 regular meeting.

2. Bylaw 1-28 Committees, Organizations and Boards – School Board Member Assignments: Amendments made to consistently clarify membership on all School Board committees; and to add a Planning and Performance Monitoring Committee, and Governance Committee with duties outlined for each. In response to an inquiry, the composition of the Governance Committee was described, and routine matters related to the Superintendent's contract and employment referred to as a responsibility of the Governance Committee were explained. Following discussion, it was suggested such matters would be determined in initial meetings of the Governance Committee.
3. Policy 2-7 Superintendent: Appointment/Term of Office/Compensation: Language removed regarding time periods of appointment of a Superintendent and to refer to applicable law, amending the section regarding the Superintendent's expenses, and adding a section that requires the Superintendent to file a disclosure form under the Virginia Conflict of Interests Act (COIA). Ms. Lannetti explained amendments to the policy originally drafted as a response to October 8 School Board discussion about resolving issues raised in a FOIA dispute, were deemed more appropriately covered in Policy 2-10 by the PRC.
4. Policy 2-10 Superintendent: Vacancy in Office/Fines/Suspension/Separation: Definition related to a vacancy in the position of the Superintendent was added along with language regarding the appointment of an Acting Superintendent; fines, suspensions and removal for cause; and conditions of employment that authorizes a Governance Committee to initially address a Superintendent's issues or concerns about conditions of employment that are not otherwise addressed by the employment contract or applicable law or policy.

- 14. *Standing Committee Reports:*** Vice Chair Melnyk reported she attended meetings of the regional Governor's School for the Arts (GSA) and SouthEastern Cooperative Education Program (SECEP), and announced upcoming events.

Ms. Weems advised she attended her first meeting of the School Health Advisory Board, and reviewed their function and work towards identifying focus areas for the upcoming year, noted a Benefits Office representative reported on flu vaccines, and information was presented on screenings administered by school nurses.

Absent objection, the School Board agreed to vote on items identified earlier in the meeting ready for action to be taken prior to the conclusion of the formal meeting.

- 19. *Vote on Remaining Action Items*** (part 1 of 2):

School Start Times: Ms. Riggs made a motion, seconded by Ms. Holtz, that the School Board hereby directs Administration to submit another simple survey on school start times that defines



the two remaining options as one that maintains the current time schedule with no change; and the other shifting school start times that supports a later start for adolescents as presented by Administration in October after reporting results from the transportation analysis. School Board members asked to review the survey prior to it being made public. Superintendent Spence reviewed the timeline for results to be returned to the School Board for action to be taken in December. The motion passed unanimously.

Budget FY18/19 Resolution Regarding Reversion and Revenue Actual Over/Under Budget Funds:

Vice Chair Melnyk made a motion, seconded by Ms. Holtz, that the School Board approve the Budget Resolution Regarding FY2018/19 Reversion and Revenue Actual Over Budgeted Funds as presented. Prior to a vote, Ms. Manning commended the explanation of the funds, and advised she would be voting against the resolution because she is opposed to using one-time funds for recurring costs referencing \$4.8 million in the resolution. Prior to a vote, Superintendent Spence clarified the amount is actually \$5.8 million in ongoing costs with \$4.8 million directed by City Council to be used for implementation of full-day kindergarten (FDK). He explained the division has been working over the past six years to bring the amount down from \$12 million to \$5.8 million, and emphasized the need for the funds due to the uncertainty of the revenue picture and because it is a rebenchmarking year. Noting the School Board's shared opposition to using one-time funds for recurring costs, Vice Chair Melnyk reiterated City Council's directive; and Ms. Rye reminded the School Board about City Council's commitment to cover any shortfall that may occur with the advanced implementation of FDK. The motion passed (ayes 10, nays 1 – Manning), and the resolution was approved as follows:

Budget Resolution Regarding FY 2018/19 Reversion and Revenue Actual Over Budgeted Funds

WHEREAS, on September 24, 2019, the School Board was presented with a summary of the unaudited financial statements for FY 2018/19 (year-ending June 30, 2019) showing the reversion amount to the city's General fund; and

WHEREAS, of the net reversion amount, \$7,987,835 came in as additional revenue over the appropriated budget, and Attachment A to this resolution further illustrates the details of the reversion amounts; and

WHEREAS, \$442,950 reverted from the Green Run Collegiate Charter School fund, \$25,942,904 reverted from the School Operating fund and \$438,344 reverted from the Athletics fund; and

WHEREAS, the estimated total amount available for re-appropriation is \$26,824,198; and

WHEREAS, the city is currently indicating a FY 2018/19 revenue actual under budget of the revenues included in the Revenue Sharing Formula, of which the schools' portion is \$745,046; and

WHEREAS, the net reversion funding available for re-appropriation is \$26,079,152; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$26,079,152:

- \$5,800,000 to be re-appropriated to the School Reserve Special Revenue fund to cover possible revenue shortfalls in the FY 2020/21 School Operating fund 115
- \$438,344 to be re-appropriated to the Athletics fund 119
- \$7,339,247 to be re-appropriated to the CIP fund:
 - Lynnhaven MS Expansion (Achievable Dream) - \$4,000,000
 - Project 1-003, Replacements/Energy Management (baseball/softball field lights) - \$2,500,000
 - Project 1-185, Elementary School Playground Equipment Replacement (SECEP playground upgrades) - \$334,737
 - Project 1-182, Renovations and Replacements - Various Phase III (classroom furniture replacement) - \$300,000
 - Project 1-184, Plaza Annex Office Addition (technology to support Professional Development Center) - \$200,000
 - Project 1-178 Renovations and Replacements - Grounds Phase III (SECEP fencing) - \$4,510



- \$12,501,561 to be re-appropriated to the School Operating fund 115 for:
 - Full-day kindergarten implementation - \$4,859,000
 - Interactive whiteboard replacements - \$3,000,000
 - Replacement school buses - \$2,659,000
 - Replacement white fleet vehicles - \$517,561
 - Replacement equipment/vehicles for Grounds Services - \$380,000
 - Edulog integrated transportation solution system - \$341,000
 - Interactive whiteboard replacements (SECEP) - \$334,000
 - Replacement stage curtains at six schools (safety concern) - \$210,000
 - Additional vans to transport special needs students - \$121,000
 - Two-way radios - \$80,000

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves the recommended uses of the FY 2018/19 Reversion and Revenue Actual Over Budget funds as presented by the Administration; and be it

FURTHER RESOLVED: That the School Board requests that the City Council approve the re-appropriation of FY 2018/19 Reversion and Revenue Actual Over Budget funds shown above; and be it

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

FY 2018/19 Reversion Funds

Attachment A

	\$ Amount	% Compared to School Operating Budget
FY 2018/19 Reversion		
School Operating Fund 115 Reversion	25,942,904	3.1%
Athletics Fund 119 Reversion	438,344	
Green Run Collegiate Fund 104 Reversion	442,950	
Total FY 2018/19 Reversion Funds	26,824,198	
Revenue Sharing Formula Reconciliation - Revenues Under Budget	(745,046)	
Total FY 2018/19 Revenues Available for Re-appropriation	26,079,152	
School Operating Fund 115 FY 2018/19 Revenue Over Budget (non-appropriated)		
Federal Revenue Over Budget	3,761,332	
State Revenue Over Budget	2,031,283	
Other Revenue Over Budget (Vehicle Sales, Stop Arm Program, SECEP CIP, Indirect Cost-Grants)	1,218,822	
State Sales Tax Over Budget	976,398	
Total Revenues Over Budget	7,987,835	
FY 2018/19 School reversion funds available (excluding revenues over/under budget)	17,955,069	2.1%
FY 2018/19 Reversion Funds Assigned for Specific Purposes		
School Reserve Special Revenue Fund to Cover Possible Revenue Shortfalls in FY 2019/20	5,800,000	
Complete Full-Day Kindergarten Implementation	4,859,000	
Funding for SECEP Classrooms (interactive whiteboard replacements, playground equipment upgrades and fencing)	673,247	
Total FY 2018/19 Reversion Funds Assigned	11,332,247	
School Operating reversion funds available (excluding non-appropriated revenues over budget and safeguarding funds assigned for specific purposes)	6,622,822	0.8%

School Start Times: Ms. Riggs made a motion, seconded by Vice Chair Melnyk, that the School Board approve a proposal to keep the post-Labor Day start in the development of the next biennial school calendar for the 2020-21 and 2021-22 school years. The motion passed unanimously.

15. **Conclusion of Formal Meeting:** The formal meeting concluded at 9:24 p.m.



School Board of the City of Virginia Beach
School Administration Building #6, Municipal Center
2512 George Mason Dr., Virginia Beach, VA 23456

Tuesday, October 22, 2019
School Board Regular Meeting
Page 10 of 11

- 16. *Hearing of Citizens and Delegations on Non-Agenda Items:*** The School Board heard comments from Tahlee Robinson as the Boys and Girls Club of Virginia Beach Youth of the Year; and Dawn Euman advocating for an increase in employee compensation.

The School Board recessed at 9:28 p.m. and reconvened in School Board Chambers in workshop format at 9:39 p.m.

17. *Workshop:*

- 1D. School Board Discussion on FOIA Dispute:** School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, guided the School Board through discussion toward settlement of issues related to the Virginia Freedom of Information Act (FOIA) dispute identified in a letter from Attorney Kevin Martingayle, retained by School Board members Hughes, Manning and Weems, regarding alleged violations related to the August 13, 2019 closed meeting for Personnel Matters. Ms. Lannetti stated policy changes reflecting agreed upon items discussed at the October 8 workshop were managed through the Policy Review Committee (PRC) process and introduced earlier in the meeting under the Information section, and considered settlement for two of the issues. She further reported a discussion with Mr. Martingayle on progress towards resolving matters suggested there were remaining issues that required attention. Ms. Manning explained the issue is a desire for a clear acknowledgement by the School Board that the closed meeting violated Virginia FOIA. Ms. Lannetti reviewed language the majority of the School Board appeared to agree to in developing their response at the October 8 workshop, but had since come into question. She noted it is up to the claimants to decide if they wish to file a lawsuit, but advised the School Board against dragging the matter, already played out in the media, through the court system, and described possible outcomes to include the potential that the court could order the School Board to pay legal fees and/or fines. School Board discussion ensued in which claimants continued to request an acknowledgement that FOIA laws had been violated while other School Board members argued those claims as they worked through trying to reach consensus on the matter under School Board Legal Counsel's advice of it being in their best interest to resolve the issue outside of court. The School Board debated elements of the closed session as being subjective to a perceived violation of FOIA with majority agreeing to vote on deliberated language under Item 19 – Vote on Remaining Action Items in an effort to resolve the dispute and avoid further distraction from the work of the school division.

The workshop concluded at 10:47 p.m.

- 18. *Closed Meeting:*** None



19. **Vote on Remaining Action Items** (part 2 of 2): Ms. Rye made a motion, seconded by Ms. Owens, that the School Board approve the language as discussed for the response to a remaining issue in the FOIA dispute related to respecting free speech and expression rights of School Board members. The motion passed unanimously, and the statement was approved as follows: *"School Board members should not infringe upon free speech or free expression rights of other School Board members, and each member will make efforts to be vigilant, alert and responsive to their social media pages/sites."*

Ms. Weems made a motion, seconded by Vice Chair Melnyk, that the School Board approve the language as discussed for the response to a remaining issue in the FOIA dispute regarding compliance with the Virginia FOIA. The motion passed (ayes 9, nays 2 – Anderson and Hughes), and the statement was approved as follows: *"To the extent that FOIA was violated, the School Board members will not do it again."*

Prior to adjournment, School Board Legal Counsel affirmed the School Board's desire to respond to the FOIA dispute in the form of an official letter back to Mr. Martingayle. Ms. Manning noted the School Board still has not admitted to any wrong-doing.

20. **Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 10:49 p.m.

Respectfully submitted:

Dianne P. Alexander, Clerk of the School Board

Approved:

Beverly M. Anderson, School Board Chair



Subject: Resolution: Native American Heritage Month **Item Number:** 12A1

Section: Consent **Date:** November 12, 2019

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

Prepared by: LaQuiche R. Parrott, Ed.D., Director of Opportunity and Achievement

Presenter(s): LaQuiche R. Parrott, Ed.D., Director of Opportunity and Achievement

Recommendation:

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

Background Summary:

In 1990, President George H. W. Bush approved a joint resolution designating November 1990 as “National American Indian Heritage Month.” Similar proclamations, under variants on the name (including “Native American Heritage Month” and “National American Indian and Alaskan Native Heritage Month”), have been issued each year since 1994.

Source:

Public Law 111-33

Budget Impact:

N/A

**Resolution for Native American Heritage Month
November 2019**

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

WHEREAS, Native Americans were the first people to domesticate crops, build cities and communities, and establish great civilizations in America; and

WHEREAS, the history, culture and traditions of the United States have been greatly influenced by those individuals; and

WHEREAS, through the study of the contributions of Native Americans, students will encounter role models whose commitments and achievements embody the American spirit and ideals; and

WHEREAS, the School Board of the City of Virginia Beach, through its core values, emphasizes 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 the month of November 2019 as National Native American Heritage Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school activities during National Native American 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 12th day of November 2019

Beverly M. Anderson, School Board Chair

S E A L

Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



Subject: National Military Family Appreciation Month **Item Number:** 12A2

Section: Consent **Date:** November 12, 2019

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

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

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

Recommendation

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

Background Summary:

President Trump has issued a proclamation designating November 2019 as Military Family Appreciation Month. Given the large percentage of military-veteran connected students attending Virginia Beach City Public Schools, it is appropriate for the division to recognize and celebrate military families throughout our community.

Source:

Presidential Proclamation – White House News Release

Budget Impact:

None

National Military Family Appreciation Month, November 2019

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

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

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

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

WHEREAS, Virginia Beach City Public School Board's *Compass to 2020* strategic plan calls for the continued creation of opportunities for military families and community members to purposely partner with schools in supporting student achievement, aspirations and social-emotional development; and

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

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November 2019, as National Military Family Appreciation Month; and be it

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

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

Adopted by the School Board of the City of Virginia Beach this 12th day of November 2019

S E A L

Beverly M. Anderson, School Board Chair

Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



Subject: Resolution: American Education Week **Item Number:** 12A3

Section: Consent **Date:** November 12, 2019

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

Prepared by: Danielle E. Colucci, Executive Director of Elementary Teaching and Learning

Presenter(s): Danielle E. Colucci, Executive Director of Elementary Teaching and Learning

Recommendation:

That the School Board approve a resolution recognizing November 18-22, 2019 as American Education Week.

Background Summary:

The National Education Association's 98th annual American Education Week presents all Americans with an opportunity to celebrate public education. This week began in 1921 as a way to generate public support for education. It creates a week-long celebration of individuals such as parents, support professionals and substitutes who are making a difference to ensure every child receives a quality education. The original resolution called for a week of observation to inform the public of accomplishments and to seek support to meet their goals. Virginia Beach City Public Schools values support for public education. This week provides recognition to individuals who make a difference by ensuring high quality education for all K-12 students.

Source:

National Education Association

Budget Impact:

N/A

**Resolution for American Education Week
November 18-22, 2019**

WHEREAS, November 18-22, 2019 is recognized as the 98th annual American Education Week by the National Education Association to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a quality education; and

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

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

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

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

WHEREAS, Virginia Beach City Public Schools, is committed to its relationships with the community and stakeholders through Compass to 2020, to increase public support and involvement in education.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of November 18-22, 2019, as American Education Week in the Virginia Beach City Public Schools; and be it

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

Adopted by the School Board of the City of Virginia Beach this 12th day of November 2019

Beverly M. Anderson, School Board Chair

S E A L

Aaron C. Spence, Superintendent

Attest:

Dianne P. Alexander, Clerk of the Board



Student Response Teams (SRT): Implementation Evaluation

Subject: Recommendations **Item Number:** 12B

Section: Consent **Date:** November 12, 2019

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

Prepared by: Allison M. Bock, Ph.D., Program Evaluation Specialist

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

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

Office of Planning, Innovation, and Accountability

Presenter(s): Allison M. Bock, Ph.D., Program Evaluation Specialist

Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board approve the administration's recommendations that were proposed in response to the Student Response Teams (SRT) Implementation Evaluation. The Student Response Teams (SRT) process was identified as a strategy for fostering high academic achievement under the school division's strategic framework, *Compass to 2020*, and became a strategic action item for schools during the 2016-2017 school year. The SRT process involves developing and monitoring interventions for students in need to promote improvement in students' behavior, attendance, or academic performance. The implementation evaluation during 2018-2019 focused on the operation of the process, characteristics of the students involved in the SRT process, progress made toward meeting program goals and objectives, stakeholders' perceptions, and additional cost.

Background Summary:

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." On September 11, 2018, the School Board approved the 2018-2019 Program Evaluation Schedule, in which Student Response Teams was recommended for an implementation evaluation.

Source:

School Board Policy 6-26

School Board Minutes September 11, 2018

Budget Impact:



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Student Response Teams (SRT): Implementation Evaluation

The table below indicates the proposed recommendations resulting from the **Student Response Teams (SRT): Implementation Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2019 Program Evaluation	Administration's Recommendations
<u>Information</u> October 22, 2019 <u>Consent</u> November 12, 2019	Student Response Teams (SRT): Implementation Evaluation	<ol style="list-style-type: none">1. Recommendation #1: Continue SRT with modifications noted in recommendations 2 through 4. (<i>Responsible Group: Department of Teaching and Learning</i>)2. Recommendation #2: Review the current data log system and investigate the feasibility of alternative methods for collecting SRT data divisionwide to allow for more efficient and effective means of monitoring students' progress and determining the initiative's effectiveness. (<i>Responsible Groups: Department of Teaching and Learning, Department of Technology</i>)3. Recommendation #3: Improve the consistency of SRT processes and practices at the high school level, including involvement of teachers, the process of referring students to SRT, and data monitoring. (<i>Responsible Groups: Department of Teaching and Learning, Department of School Leadership</i>)4. Recommendation #4: Ensure professional learning opportunities related to interventions and data monitoring as part of the SRT process are provided and are effective, especially for high schools and non-instructional/professional staff who are involved with SRT. (<i>Responsible Groups: Department of Teaching and Learning, Schools</i>)	The administration concurs with the recommendations from the program evaluation.



Subject: Personnel Report **Item Number:** 13A

Section: Action **Date:** November 12, 2019

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 November 12, 2019, personnel report.

Background Summary:

List of appointments, resignations and retirements for all personnel

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
November 12, 2019
2019-2020

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	10/31/2019	Tiffany L White	Special Education Assistant	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	11/4/2019	Robert M Taylor III	Physical Education Assistant	Indiana University Bloomington, IN	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempville	10/31/2019	Erin L Campbell	Kindergarten Assistant	ECPI College of Tech, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	10/31/2019	Gordon Teagle	General Assistant	Winston-Salem State University, NC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	10/30/2019	Aiko M Race	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	10/31/2019	Juanita Moore	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	10/24/2019	Jaime D Jacobson	Kindergarten Assistant	Ashford University, IA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	10/25/2019	Jalisa R Downing	Physical Education Assistant	Elizabeth City State Univ, NC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	11/6/2019	Zaldy D Greelish Jr	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thalia	10/17/2019	Darlene A Lahouchuc	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	10/31/2019	Brittany E Chandler	Physical Education Assistant, 500	Mesa State College, CO	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	10/17/2019	Elena Pessig	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	10/23/2019	Mariano G Ventura	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	10/24/2019	James C Boyce	Security Assistant, 600	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempville	10/28/2019	Elizabeth Nicholson	Clinic Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Virginia Beach	10/29/2019	Glenn C Miller	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Bayside	10/16/2019	Q'Nesha S Sholtz	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Bayside	11/6/2019	Wendell C Patterson	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	10/21/2019	Tarsha M Fenton	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	11/4/2019	Jacquelyn S Slater	School Office Associate II	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	10/31/2019	Charles E Leggett	Security Assistant	University of Phoenix, AZ	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Human Resources	11/4/2019	Diana M Bonney	Administrative Office Associate II	Old Dominion University, VA	Law Office of Angela N. Manz, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	11/7/2019	Wesley A Givin	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial Services	11/1/2019	Pamela A Henry	Custodian III	Not Applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/4/2019	Rachel Amato	Culinary Development Chef Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	10/28/2019	Michael W Sprull	Building Manager	Not Applicable	City of VA Beach, Public Works, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	11/1/2019	Thomas R Voytilla	Building Manager	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	11/4/2019	Jeffrey Johnson	Building Manager	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/8/2019	Mary K Kennedy	Psychologist	Not Applicable	Falls Church Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/16/2019	Taylor M Chatto	Auxiliary Driver Spec Ed	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/23/2019	Terry K Bellamy	Bus Driver - Special Ed, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/23/2019	Regina M Owen	Bus Driver - Special Ed, 5.5 Hours	Not Applicable	Henrico County Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/23/2019	Kevin L Poland	Bus Driver - Special Ed, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/30/2019	Brenda Crouse	Bus Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/30/2019	Jennifer L Day	Auxiliary Driver Spec Ed, 5.0 Hours	University of Phoenix, AZ	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/30/2019	Brittney M Good	Bus Driver, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/30/2019	Kathleen R Martin	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/30/2019	Kevin A Moore	Bus Driver, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/30/2019	Amanda J Rodriguez	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Alanton	11/1/2019	Sarha Cavallaro	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Arrowhead	12/20/2019	Jeanette G Beckhart	Physical Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	10/28/2019	Veronica A Streeter	Kindergarten Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Green Run	10/18/2019	Chinita L Baker	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Landstown	9/15/2019	Julieta Ibanez	Custodian I (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Parkway	10/25/2019	Antonio M Lewis	Physical Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	11/4/2019	Alec P Williams	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Strawbridge	11/5/2019	Takera A Etheridge	Special Education Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Oaks	11/8/2019	William A Wood Sr	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Woodstock	10/4/2019	Carmen M Magana	Cafeteria Assistant, 5.0 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Brandon	10/14/2019	Polly J McClenny	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	10/31/2019	Susanne M Fioramonti	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	11/8/2019	Kristie S Griffin	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Bayside	11/8/2019	Bonnie C McGhee	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempville	10/31/2019	Lynne S Wyatt	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	10/24/2019	Trina K Hutchins	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	11/6/2019	Lourdes Y Abad-Poore	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Consolidated Benefits	10/25/2019	Kallen E Carlson	Benefits Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	10/8/2019	Chante C Lawrence	Instructional Specialist (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Purchasing Services	10/25/2019	Nancy J Liette	Procurement Assistant II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/31/2019	David C Allen	Fleet Technician I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/1/2019	Chae C DeLeon Carbo	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	11/12/2019	Vannessa Bagley-Pope	Bus Driver, 7.0 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Three Oaks	12/31/2019	Jeanette Brickhouse	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Human Resources	1/31/2020	Carla L Celata	Human Resources Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Teaching and Learning	12/31/2019	William L Johnsen	Director Instructional Technology	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Elementary School	King's Grant	9/27/2019	James P Morris	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Other Employment Actions - Miscellaneous	Office of Maintenance Services	10/25/2019	Rayshon J Williams	Electrical Craftsman I	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	11/12/2019	Lisa L Guyette	School Counselor	Canisius College, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	10/17/2019	Caitlin E Bliss	Special Education Teacher	Rhode Island College, RI	South Coast Educational Collaborative, Swansea, MA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	10/17/2019	Megan L Griffith	First Grade Teacher	University of Central Florida, FL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempville	10/31/2019	Leslie E Ashley	Kindergarten Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Malibu	10/31/2019	Kristie A Schissler	Fifth Grade Teacher	Murray State University, KY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	10/23/2019	Jasmine M Erguiza	Kindergarten Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	10/31/2019	Kelley M Green	Second Grade Teacher	Harvard University, MA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	10/24/2019	Carol L Beach	Music/Vocal Teacher, 200	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	11/4/2019	Sydney Silver	Seventh Grade Teacher	George Mason University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	10/17/2019	Taylor Ribeiro	Sixth Grade Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	12/12/2019	Stanley E Strickland	Seventh Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	11/4/2019	Laura H Alonso	Special Education Teacher	Old Dominion University, CA	US Navy
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	10/28/2019	Katherine M Nickel	Career Skills Teacher, 400	University of West Florida, FL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	10/21/2019	Tonya M McCoy	Special Education Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	10/17/2019	Sydney L Myers	Science Teacher, 200	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	10/24/2019	Angela J Levorse	Special Education Teacher	Old Dominion University, VA	SECEP, VA
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bettie F. Williams	10/21/2019	Kathleen L Rouse	Physical Education Teacher (job abandonment)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Hermitage	11/22/2019	Anna G Clark	Special Education Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont	11/12/2019	Brittany D Holliday	Title I Resource Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	11/5/2019	Kelly S Chester	Seventh Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Corporate Landing	12/13/2019	Emily K Gonzales	Seventh Grade Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	11/15/2019	Lindsey E Tibbitt	Marketing Education Teacher (accepted a private sector job)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	11/12/2019	Kimberly E LaFollette	English Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Arrowhead	10/14/2019	Heather R Curry	Special Education Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Elementary School	Kempville Meadows	11/20/2019	Nicole K Duplain	Assistant Principal	Old Dominion University, VA	Not Applicable



Subject: Proposed City and Schools Revised Revenue Sharing Formula **Item Number:** 13B

Section: Action **Date:** November 12, 2019

Senior Staff: Farrell E. Hanzaker, Chief Financial Officer

Prepared by: Farrell E. Hanzaker, Chief Financial Officer

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

Recommendation:

- It is recommended that the School Board have public input at a future meeting
- It is recommended that the School Board approve the recommendation of the joint City and Schools staffs regarding the proposed revised City/School Revenue Sharing Policy that was presented in a joint briefing on October 8, 2019. The revised formula reflects the following:
 - Use same General Fund revenues as current formula
 - Redirect all General Fund dedications with these exceptions
 - 2.5 cent real estate tax that's in a lock box for Storm Water needs
 - EDIP – cigarette tax that is directed to Economic and Tourism CIP
 - Outdoor Initiative- real estate taxes directed to Parks and Recreation CIP
 - Subtract dedications from General Fund Revenues
 - Calculate percentage that Schools FY 2019-20 local funding amount is of General Fund revenue net of dedications
 - Schools receive 46.75% of General Fund Tax revenues going forward

Background Summary:

- School funding formula began in FY 1998 and 7 largest revenue sources were shared 53.13% schools and 46.87% City
- Original formula continued through FY 2012 and was then eliminated
- In FY 2014 a new formula was established using the “Standards of Quality” as a benchmark for calculating the revenue to be shared and formula required the City to provide 100% of the State required local match – in addition to the local match, the City also provided 34.11% of non-dedicated local tax revenue as a discretionary match and any revenue dedicated specifically for School purposes also would be added to this non-discretionary amount (example 1.25 cents of the real estate tax for full-day kindergarten) – also 6 additional streams of revenue was added to the original 7 streams which provided for the Schools to share in more diverse streams of revenues
- Note – The Power Point presentation presented at a joint briefing of the City Council and School Board on 10-8-19 has a wealth of information and regarding the history, the methodology, the guiding principles, historical data, etc. Re: City and Schools Revenue Sharing Formula

Source:

City/Schools Revenue Sharing Policy Adopted 10/23/2012

City and Schools Revenue Sharing Formula Power Point Presentation dated 10/8/19

Budget Impact:

Less complex and more understandable formula that assist in providing more predictable future local revenues.

Title: City/School Revenue Sharing Policy Alternative Version		Index Number:
Date of Adoption: October 23, 2012	Date of Revision: 11/17/2015 7/27/2018 TBD	Page: 1 of 6

1. Purpose

- 1.1. This policy (the "Policy") is to establish a procedure for allocating Local Tax Revenues between to the City and to the Public Schools System revenues estimated to be available in any given fiscal year. It is the intent of this Policy to provide a planning and allocation tool that yields sufficient funding to maintain Virginia Beach City Public Schools' academic success as well as the City's strategic goals.
- 1.2. This Policy is designed to accomplish these goals by providing better planning for school funding by clearly and predictably sharing local revenues. It provides a balance between the funding requirements for School and City programming. This Policy seeks to provide a diverse stream of revenues that mitigates dramatic changes in the economy by relying upon all local ~~tax~~ General Fund tax revenues that are under the City Council's control, rather than a subset of those revenues. It also recognizes decisions by the City Council to dedicate some of these same revenues to City and School priorities outside of the formula discussed herein. ~~This Policy seeks to rectify some of the concerns with the past formula by linking City funding to the School directly to the State Standards of Quality ("SOQ") which periodically takes into account changes in student enrollment, true property value, adjusted gross income, taxable retail sales, and population.~~ Notwithstanding anything in this Policy, at no time shall the City's funding for Schools be less than that required by Virginia law for the maintenance of an educational program meeting the Standards of Quality as established by the General Assembly and required by the Virginia Constitution.

2. Definitions:

- 2.1. "City" refers to the City of Virginia Beach exclusive of the Virginia Beach City Public Schools.
- 2.2. "Schools" refers to the Virginia Beach City Public Schools.
- 2.3. "Local Tax Revenues" refers to all General Fund revenues generated by non-dedicated local taxes: real estate (less dedications such as the ~~dedication for Schools, and the~~ Outdoor Initiative); Personal Property (~~less dedication for public safety~~); General Sales; Utility; Virginia Telecommunications; Business Professional and Occupational License (BPOL) Tax; ~~Cable Franchise~~; Cigarette (less dedication for Economic Development Incentive Program (EDIP)); Hotel ~~Room~~; Restaurant Meals; Automobile License; Bank Net Capital; City Tax on Deeds; and City Tax on Wills.
- 2.4. "Dedicated Local Tax" refers to taxes that have been previously obligated by the City Council or State law to support specific projects or programs. Examples of dedicated local taxes that are excluded from this Policy include, but are not limited to: Tax Increment Financing District Revenues; Special Services Districts Revenues; ~~the dedication to Schools (4 cents of the real estate tax)~~; taxes that represent "net-new

revenues” and are required to be redirected or are the basis for the calculation of an incentive payment as part of a public-private partnership approved by City Council; taxes established to support Open Space; Agricultural Reserve Program; Tourism Advertising Program; Tourism Investment Program, referendum related taxes, and taxes used to support the BRAC project. A more complete discussion of such dedications is found in the Executive Summary and Operating Budget each year.

- 2.5. “Formula Percentage” means the percentage applied to the Local Tax Revenues to arrive at the Formula Revenues.
- 2.6. “Formula Revenues” means the amount of revenue the Policy provides for funding the Schools.
- 2.7. “General Fund Balance Reserve Policy” means the Policy adopted by the City Council on May 11, 2004, which sets a range of 8% to 12% of the following year’s budgeted revenues as the required undesignated fund balance.
- 2.8. “Net-new Revenues” as used in Section ~~2.3~~ 2.4 means public-private partnership revenues generated by a project (or property) that exceed the Local Tax Revenues prior to the public-private partnership.
- 2.9. “Revenue Sharing Formula” refers to the method of sharing Local Tax Revenues between the City and the Schools.
- 2.10. “Budgeted Local Tax Revenues” refers to the appropriation of revenues by City Council in May each year for the upcoming fiscal year beginning July 1.
- 2.11. “Actual Local Tax Revenues” refers to the actual collected revenues reflected in the Comprehensive Annual Financial Report (CAFR).
- 2.12. “School Reversion Funds” refers to unused expenditure appropriations and end of the year adjustments to the Revenue Sharing Formula revenues based on actual collections.
- 2.13. “Schools Reserve Fund” means the fund established by the City Council on November 4, 2013, which is subject to School Board Policy #3-28 and is identified in the City’s Financial System as Fund 098.
- 2.14. ~~“Discretionary Local Match” refers to the funding level set by the Revenue Sharing Formula and the real estate tax dedication to Schools.~~
- 2.15. ~~“Required Local Match” refers to the City funding required by the State’s Standards of Quality (SOQ)~~

3. Procedure to Calculate the Revenue Sharing Formula:

3.1. Initial Estimate

- 3.1.1. In October, Budget and Management Services will ~~provide to Schools~~ develop an estimate of ~~Local Tax~~ Revenue for the upcoming fiscal year.
- 3.1.2 ~~The Required Local Match calculation – Using the SOQ for each of the State Biennial years, Budget and Management Services will deduct this amount from the projection of Local Tax Revenues and set it aside as the first step.~~

~~3.1.3 Discretionary Local Match calculation — The Discretionary Local Match has two components: the formula component and the FY 2013 four cent real estate dedication.~~

~~3.1.2. Estimated Formula Revenues component: Budget and Management Services will then allocate to Schools 34.11% of the remaining Local Tax Revenues. Using the estimate in the preceding subsection, the City's Department of Budget and Management Services will provide the estimated formula revenues to the Schools. The Estimated Formula Revenues is the result of the Local Tax Revenues multiplied by the Formula Percentage, which shall be 46.75% starting in FY 2020-21.~~

~~3.1.2.1. The combination of the required local match and the discretionary local match—This formula calculation shall comprise the funding local contribution for the Schools pursuant to this Policy.~~

3.2. Final Estimate

~~3.2.1. In February, the City's Department of Budget and Management Services will ~~provide~~ develop a final estimate of the Local Tax Revenues. Using this estimate and the Formula Percentage, the City will derive a final estimated amount of Formula Revenues, which will be included in the City Manager's This will be the estimate included in the City's Proposed Operating Budget and communicated forthwith to the Schools.~~

~~3.2.2. Required Local Match calculation—By February the final SOQ required local match should be known from the Virginia Department of Education and this figure will be used to set aside the first allocation of revenues.~~

~~3.3.3. Discretionary Local Match calculation— Budget and Management Services will then allocate to Schools the formula component (34.11% of the remaining estimated Local Tax Revenues) plus the School's dedication component (four cents of the real estate tax provided no adjustments are required).~~

~~3.3.4. The combination of the Required Local Match and the Discretionary Local Match shall comprise the total local funding of the Schools under the Revenue Sharing Formula.~~

~~3.2.2. 3.3.5. Estimates of the revenues contained in the Revenue Sharing Formula—The final estimated amount of Formula Revenues and the calculation thereof shall be clearly presented in the City's Manager's Proposed Operating Budget and forwarded to the City Council for consideration as part of the annual budget process.~~

4. Procedure to Request Funding an Increase in the Discretionary Local Funding Match Above the Revenue Sharing Formula:

4.1. After receiving the Superintendent's Estimate of Needs, the School Board will notify the City Council by resolution that it has determined additional local funding is required to maintain the current level of operations or to provide for additional initiatives. The School Board's resolution will provide the following: 1) that additional funding is required; 2) the amount of additional funding requested; 3) the purpose for the

additional funding; and 4) that the School Board supports an increase in the real estate tax (or other local tax) should the City Council determine that such a tax increase is necessary.

- 4.2. ~~If The City Council, in its sole discretion may elect to provide revenue to Schools that is not consistent with this Policy. Such action by determines that additional funding is warranted to maintain the current level of City and Schools operations or to provide for additional initiatives,~~ the City Council shall determine appropriate action. This action may include consideration of existing dedications or alternate sources of revenue or tax increases. If, after deliberation and appropriate public involvement, the City Council determines that additional tax revenues are required, the City Council may adopt a tax rate increase to any revenue stream within this formula to generate additional local tax revenue.
- 4.3. Should the City Council dedicate such increase in local taxes, that dedication will be treated in the same manner as other Dedicated Local Tax. If the City Council does not dedicate the increased taxes, this revenue will be part of the Local Tax Revenues for purposes of this Policy.

5. Actual Revenue Collections deviate Deviations from Budgeted Local Tax Revenues:

- 5.1. If, at the end of the fiscal year, the ~~a~~Actual Local Tax Revenues exceed the ~~b~~Budgeted Local Tax Revenues amount, the amount of excess revenue will be subject to the same treatment allocated in the same manner as similar revenues in the budget process for the immediately preceding ~~were~~ apportioned in the recently ended fiscal year. However, any ~~such~~ excess revenue is first ~~s~~ are subject to the City Council's General Fund Balance Reserve Policy. If such excess funds are not required for the General Fund Balance Reserve Policy, the School Board may request that such funds be appropriated at the same time as the appropriation of reversion funds, discussed in Section 6.3, below.
- 5.2. If, the City, through the Manager or ~~his~~ their designee, anticipates at any time during the fiscal year that actual revenues will fall below budgeted revenues, the School Board, upon notification by the City Manager or his designee of such an anticipated shortfall, will be expected to take necessary actions to reduce expenditures in an amount equal to the School's portion of the shortfall.

6. Reversion of Formula Revenues:

- 6.1. All other sources of funding shall be expended by the Schools prior to the use of Local Tax Revenues.
- 6.2. All balances of Local Tax Revenues held by the Schools at the close of business for each fiscal year ending on June 30th (to include the accrual period) lapse and revert to ~~into~~ the fund balance of the City's General Fund. ~~The reversion described in the preceding sentence is specific to Local Tax Revenues, and while the appropriation to spend funds may lapse, the reversion process is not applicable to moneys in a fund, such as the Athletic Fund, that are attributable to user fees or gate admissions.~~

- 6.3. Reversion Appropriation Process: The School Board may request, by resolution, the reappropriation and appropriation of funds resulting from the end of the fiscal year. This request should consider the following:
- 6.3.1. The use of funds whose appropriation has lapsed because of the end of the fiscal year and reverted to the fund balance of the City's General Fund. See Section 6.2.
 - 6.3.2. The use of excess funds discussed in Section 5.1.
 - 6.3.3. The calculation of actual debt payments for the fiscal year recently closed as compared to the estimated debt payments upon which the fiscal year's budget was appropriated. If the actual debt payment exceeds estimated debt payments, the amount of the Schools' reversion funds will be reduced by this difference. If actual debt is less than estimated debt payments, the amount of the Schools' reversion funds will be increased by this difference.
 - 6.3.4. The Schools' Office of Budget Development Office will confer with Budget and Management Services to verify that there is sufficient fund balance in the General Fund to meet the City Council Fund Balance Policy. If there is insufficient fund balance according to the Fund Balance Policy, the City Manager shall notify the Superintendent of this condition.
 - 6.3.5. The School Board resolution may request the use of excess or reversion funds for one-time purchases or to be retained according to the applicable policy on for the Schools Reserve Fund (Fund 098), including School Board Policy #3-28, and City Council Ordinance # 2789F, adopted November 4, 2003.
 - 6.3.5.1. Upon receipt of the resolution, Budget and Management Services shall prepare an ordinance for City Council's consideration of the School Board's request at the earliest available City Council meeting.
 - 6.3.5.2. Following City Council's action, Budget and Management Services shall notify the Schools of the City Council's decision and shall adjust the accounting records accordingly.

7. Revision to the City/School Revenue Sharing Policy:

- 7.1. The Superintendent, City Manager, Schools' Chief Financial Officer, and the City's Director of Budget and Management Services shall meet annually to discuss changes in State and Federal revenues that support Schools' operations, any use of "one-time" revenues, and any adjustments made to existing revenues affecting this formula. If they determine that an adjustment is needed, the City Manager and the Superintendent will brief the City Council and the School Board respectively.
- 7.2. City Council may revise this Policy in its discretion after consultation with the School Board.
- 7.3. If no other action is taken by the City Council and the School Board, this Policy shall remain effective until June 30th ~~2019~~ 2024 at which time it will be reviewed and considered for reauthorization.

Approved:

As to Content:

<hr/>	<hr/>
School Superintendent	Date

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City Manager	Date

As to Legal Sufficiency:

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City Attorney	Date

Approved by School Board:

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School Board Chairman	Date

APPROVED BY

CITY COUNCIL:

<hr/>	<hr/>
Mayor	Date

Proposed Funding Formula

- Use FY20 contribution as the benchmark
- Same revenues as existing formula
- Redirect most existing dedications back into the base (three exceptions)
- Subtract dedications from General Fund revenue
- Eliminate uncertainty and complexity related to SOQ local match
- Add 46.75% of remaining non-dedicated revenues for discretionary local match

FY 20		
	Current RSF	Proposed RSF
Real Estate	+ 558,748,263	+ 558,748,263
Personal Property	+ 163,497,601	+ 163,497,601
Consumer Related	+ 171,041,115	+ 171,041,115
Utility / Telecommunications	+ 49,578,224	+ 49,578,224
Other	+ 33,791,632	+ 33,791,632
School Dedications		
Real Estate - 4 cents - Schools' Operating	- 22,871,264	- 0
Real Estate - 1.25 cents - Full-day Kindergarten	- 7,147,270	- 0
City Dedications		
Real Estate - 1.89 cents - General Fund	- 10,806,672	- 0
Real Estate - 0.8 cents - General Government	- 4,574,253	- 0
Real Estate - 2.5 cents - Stormwater	- 14,294,540	- 14,294,540
Real Estate - 2 cents - Roadways	- 11,435,632	- 0
Real Estate - 0.47 cent - Outdoor Initiative	- 2,687,374	- 2,687,374
Personal Property - 0.30 cent - Public Safety	- 11,398,363	- 0
Cigarette - 16 cents - EDIP	- 2,384,890	- 2,384,890
Cigarette - 5 cents - Biomed	- 745,278	- 0
Automobile License - \$5 - General Government	- 2,742,128	- 0
General Fund Non-Dedicated Formula Revenues	= 885,569,161	= 957,290,031
State Required SOQ Match	- 175,280,597	- -
Net Revenue to be Shared	710,288,564	957,290,031
Formula Percent	✖ 34.11%	✖ 46.75% *
Discretionary Local Match	= 242,279,429	= 447,578,560
School Dedications	30,018,534	0
State Required SOQ Match	+ 175,280,597	+ 0
Discretionary Local Match	+ 242,279,429	+ 447,578,560
Formula Contribution from the City	= 447,578,560	= 447,578,560



Subject: Energy Performance Contracting Projects **Item Number:** 13C

Section: Action **Date:** November 12, 2019

Senior Staff: Mr. Jack Freeman, Chief Operations Officer, School Division Services

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

J. Ryan Hersey, P.E., Mechanical Systems Engineer, Maintenance Services

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

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute an energy performance contract with Noresco in the amount of \$7,852,937. This contract authorizes the construction phase of the process. Facilities included in this project are Bayside Middle and Luxford and Providence Elementary Schools.

Recommended work includes: lighting replacements, building envelope improvements, energy management system upgrades and other HVAC improvements.

Background Summary:

The Commonwealth of Virginia authorizes and encourages public bodies to enter into contracts for installation and upgrading to energy efficient equipment. Between 2007 and 2018, forty-seven VBCPS schools have had energy savings measures installed or implemented.

Contract Amount: \$7,852,937

Budgeted Amount: \$8,500,000

Source:

Virginia Code §11-34.1

Budget Impact:

CIP 1-110

CIP 1-179



Subject: Policy Review Committee Recommendations **Item Number:** 13D1-4

Section: Action **Date:** November 12, 2019

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

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

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

Recommendation:

That the School Board review Policy Review Committee recommendations regarding review, amendment, and repeal of certain policies as reviewed by the Committee at its October 11, 2019 meeting and presented for Action to the School Board November 12, 2019.

Background Summary:

Bylaw 1-5 Legal Counsel

PRC recommends adding language to the second paragraph that requires legal counsel to provide resolutions for all School Board Members to consider when asked to provide informal legal advice.

Bylaw 1-28 Committees, Organizations and Boards- School Board Member assignments

PRC recommends Policy reorganization and amendments that include two new School Board Committees and their duties, Planning and Performance Monitoring Committee and a Governance Committee, and amendments clarifying membership on existing School Board Committees.

Policy 2-7 Superintendent: Appointment/Term of Office/Oath/Compensation

PRC recommends amendments to remove language regarding time periods of appointment of a superintendent and to refer to applicable law; amending Section D regarding expenses of the Superintendent; adding a Section E that would require the Superintendent to file a disclosure form under the Virginia COIA.

Policy 2-10 Superintendent: Vacancy in Office/Fines/Suspensions/Separation

PRC recommends the following amendments: add a Section A with the definition of vacancy in the position of the Superintendent; add a Section B on how to fill such a vacancy; add a Section C on the appointment of an Acting Superintendent; add a Section D on Fines, Suspensions and removal for cause; add a Section E on conditions of employment that authorizes the Governance Committee to initially address issues or concerns that the Superintendent has concerning conditions of employment that are not otherwise addressed by the Superintendent's employment contract or applicable law or policy.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of October 11, 2019
School Board Meeting November 12, 2019

Budget Impact: None.

SCHOOL BOARD BYLAWS

Legal Counsel

The School Board will secure legal advice and counsel in accordance with the Code of Virginia as quoted in the legal reference to this Bylaw.

A School Board Member may consult with School Board Legal Counsel at any time. Requests for informal legal opinions will be made in writing and shared with all School Board Members. Legal advice regarding an informal legal opinion or resolutions for the School Board to consider will be provided to all School Board Members.

School Board Members may request formal written legal opinions regarding matters related to the School Board and the School Division by providing School Board Legal Counsel and all School Board Members with a written copy of such request. The School Board may discuss the request in closed session and may amend the request. The legal opinion will be provided to all School Board Members and, if not prohibited by the School Board, will be provided to the Superintendent. Waiver of attorney client privilege for legal advice provided to the School Board may only be done after a majority vote of the School Board authorizes such waiver.

A request by a School Board Member for a written personal conflict of interests opinion shall be made directly by the School Board Member to School Board Legal Counsel or the Commonwealth's Attorney in accordance with Bylaw 1-24. Conflict of Interests opinions requested by a School Board Member shall not be shared with the School Board Chairman or any other School Board Member except upon consent of the School Board Member making the request.

School Board Legal Counsel is authorized to act as the School Board's designee in all legal matters and may accept service of process on behalf of the School Board and the Superintendent. After providing information to the School Board regarding probable or pending legal matters and obtaining authorization from the School Board as to how to proceed, School Board Legal Counsel may authorize settlement or other resolution of legal matters.

Editor's Note

The School Board has an annual Cooperative Agreement with the City Council for provision of legal services by the City Attorney's Office.

For policy regarding employment of outside legal counsel, see Policy 2-59.

For service of process, see Bylaw 1-27.

For conflict of interest advisory legal opinion, see Bylaw 1-24.

For employment of outside counsel and reimbursement of employee legal expenses, see Policy 2-59.

Legal Reference

Code of Virginia § 2.2-4301, as amended. Definitions.

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

Code of Virginia § 2.2-4344 (2), as amended. Exemptions from competition for certain transactions.

Code of Virginia § 22.1-82, as amended. Employment of counsel to advise or defend school boards and officials; payment of costs, expenses and liabilities; consent of governing bodies required prior to institution of proceedings.

Code of Virginia § 22.1-83, as amended. Payment of employee's legal fees and expenses, as amended.

Code of Virginia § 22.1-128, as amended. Title to school board real estate.

Related Links

School Board [Bylaw 1-24](#).

School Board [Bylaw 1-27](#).

School Board [Policy 2-59](#).

Adopted by School Board: July 21, 1992

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: April 24, 2018

Amended by School Board: February 12, 2019

Amended by School Board: June 25, 2019

Amended by School Board: November 2019

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennett

SCHOOL BOARD BYLAWS

Committees, Organizations and Boards – School Board Member assignments

The School Board utilizes committees, boards, and other organizations (hereinafter "Committee") to accomplish both internal and external goals. School Board Members may be assigned to represent the School Board's interest on any such Committee. School Board Members have no individual authority when serving in these assignments and may only exercise the authority specifically authorized by the School Board. The School Board recognizes the following types of Committees: a) Standing School Board Committees; b) Joint School Board/City Council Committees; c) Ad Hoc School Board Committees; d) School Division Standing Committees with School Board Liaisons; and e) Outside Committees.

A. General matters

1. Creation

The School Board may determine that certain School Division objectives require longer term study and analysis, and/or ongoing oversight. In such cases where concerns lend themselves to a committee approach, committees comprised of School Board Members either alone or in conjunction with members of the School Administration, other public bodies or public organizations, and/or the public-at-large may be created by the School Board. The School Board shall describe the objectives of any such Committee in its minutes or other writing and provide it to the Committee.

2. Authority

Any such Committee shall have only such authority to bind the School Board as is expressly granted and shall have only such powers as the School Board has expressly granted or which, by implication, are reasonably necessary to accomplish the stated purpose(s).

3. Assignments

Unless otherwise specified, School Board Members will be assigned/appointed to Committees or Boards by the School Board Chair in consultation with the Vice Chair and with the approval of the School Board. School Board Members will be assigned to Committees or Boards no later than July 1st of each year. Assignments may be reviewed in January of each year or when otherwise necessary. Each School Board Member should be assigned to at least one (1) Committee. Appointment to a Committee should take into consideration, but not be limited to, the following: a) equitable distribution of Committee assignments among School Board Members; b) expressed interests of School Board Members; c) experience as a School Board Member; d) a School Board Member's training, education and/or experience with the purpose of the Committee; e) continuity of service and historical knowledge; f) availability for meetings; g) the need for diversity; h) the needs of the School Board; and i) other good and just reason for assignment. Should one or more representatives of the School Board be needed to attend a Committee meeting prior to the School Board's adoption of Committee

assignments, the Chair is authorized to temporarily appoint School Board Members to that Committee. Assignments to a Committee are effective until June 30th of each year.

The School Board is authorized to appoint alternates to Committees, should the School Board Member assigned require another School Board Member to substitute. In the absence of an alternate or when an alternate is unavailable, the Chair may assign another School Board Member to represent the School Board at a Committee meeting.

4. Individual Authority

Individual School Board Members appointed to any Committee shall have no authority to bind the School Board on any matter unless such authority is expressly granted by the School Board.

5. Reports

Assigned School Board Members shall report to the School Board on Committee activities when and in the format designated by the School Board.

6. Committee Chair

The Committee Chair will be chosen by the Members of the Committee unless otherwise specified. For the purposes of electing a Committee Chair, the most senior School Board Member attending the first meeting of the year (or the most senior assigned staff member attending the meeting if a School Board Member is not present at the first meeting) shall conduct the election of the Committee Chair. All School Board created Committees shall be chaired by an assigned School Board Member unless the Committee structure specifically requires that another person be the Committee Chair. When choosing a Committee Chair, the following shall be considered: a) continuity of membership; b) expressed interest of assigned School Board Members; c) diversity of membership; and d) needs of the School Board Committee.

7. Roles and Responsibilities of the Committee Chair

The Committee Chair shall have the responsibility for: a) presiding over the meetings or designating another Committee Member to preside in the Chair's absence; b) setting the direction for and establishing norms and protocols that allow for appropriate function and in an efficient manner; c) provide guidance and communicate expectations to other Committee Members; d) ensure that relevant, timely and effective decisions are executed and that all Committee Members are provided the opportunity to participate in the decision making process; e) ensure compliance with applicable law, bylaw, policy and regulation; f) ensure that appropriate notices are made, agendas and supporting materials are provided and that minutes of the meetings are kept if so required by law.

B. Committee Meetings

1. Notices of Meetings by Committee Chair

The Committee Chair or the assigned staff member shall provide the School Board Clerk notice of the date, time, and location of Committee meetings so that the School Board Clerk can give the public notice of meetings consistent with applicable law. The Committee Chair or the assigned staff member shall make available to the public, upon request, nonexempt agenda materials furnished to Members for the meeting as required by the Virginia Freedom of Information Act and other applicable law. Committee Meetings will be held in locations accessible to the public.

2. Public Access

Committee Meetings shall be open to the public but may be closed for all or a portion of the Meeting as permitted by the Virginia Freedom of Information Act and other applicable law or regulation. The Committee Chair or assigned staff member will make arrangements for any persons needing accommodations or other services to access the Committee Meetings.

3. Rules of Order

Committee Meetings shall be run in accordance with the Special Rules of Order found in School Board Bylaws Appendix A and the current edition of *Robert's Rules of Order Newly Revised*.

C. School Board Standing Committees

The Committees listed below shall be considered Standing Committees of the School Board:

1. Internal Audit Committee

The Internal Audit Committee consists of ~~a minimum of three~~ to four Members, including ~~at least two~~ or three Members of the School Board and ~~a third~~ one or more citizens of the City of Virginia Beach to serve as the third and/or fourth Member ~~from the business community.~~

The Internal Audit Committee assists the full School Board in considering internal and external audit matters, including the timely reporting to the School Board of material actions or inactions of school employees that could lead to charges of malfeasance in office by School Board Members or School Division employees or agents. The Internal Audit Committee has established the Office of Internal Audit, which reports directly to the Internal Audit Committee, and through the Internal Audit Committee, to the full School Board, as more particularly set forth in Policy 3-96 and the Internal Audit Charter.

~~2.3.~~ Policy Review Committee

The School Board Policy Review Committee (PRC) will consist of three School Board Members. The School Board, at its discretion, may appoint a citizen to serve as a voting member. School Board Legal Counsel, ~~and the Chief of Staff, or designee~~ and other staff members appointed by the Superintendent will serve as liaisons to the ~~Committee~~ PRC but will not be voting members.

~~The Chief of Staff may assign other staff members to serve on the Policy Review Committee for designated periods of time for the purpose of assisting the Policy Review Committee. The Policy Review Committee~~ responsibilities of the PRC will be responsible for ~~advising~~ to consider input

from the public, students, staff, the school administration or other stakeholders and advise the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations.

3. Planning and Performance Monitoring Committee

The Planning and Performance Monitoring Committee will consist of three School Board Members. The Superintendent and other staff members assigned by the Superintendent will serve as liaisons to the Committee but will not be voting members. The purpose of the Committee will be to provide transparent oversight of School Division resources and processes to ensure effective and efficient operations in support of the School Division's vision, mission and strategic goals as well as coordinating School Board Member engagement in strategic and operational planning, including budget development by:

a) Planning responsibilities will include, but not be limited to:

- 1) updating the strategic and operational planning/budgeting process and calendars;
- 2) establishing annual operating priorities and targets/goals to guide budget development;
- 3) identifying operational issues deserving special attention in the next year's budget (e.g., unmet needs, transportation, compensation, building safety);
- 4) identifying and prioritizing opportunities for significant innovation in particular areas;

b) Performance Monitoring responsibilities will include, but not be limited to:

- 1) recommending key planning "products" to the full School Board for review and approval (e.g., updates to the vision/mission statement, new strategic plan, the annual budget);
- 2) working with the School Administration in updating the content and format of performance reports being sent to the School Board (e.g., student testing, program evaluation calendar and reporting, strategic plan/navigational marker reporting);
- 3) reviewing performance reports, identifying issues and opportunities; and
- 4) assisting with presentation of performance reports at regular School Board Meetings.

4. Governance Committee

The Governance Committee will consist of the School Board Chair and the Chairs of the Internal Audit Committee, the Policy Review Committee, and the Planning and Performance Monitoring Committee. Additionally, one other School Board Member will be appointed by the School Board Chair and approved by the School Board to also serve on the Committee. The Superintendent will serve as a liaison to the Committee but will not be a voting member. The Governance Committee will be responsible for the following:

- a) building and monitoring the School Board-Superintendent working relationship and addressing relationship issues as they occur, including approval of routine matters related to the Superintendent's contract and employment, initially addressing issues and concerns regarding the Superintendent's conditions of employment, and communication with the School Board concerning such matters;
- b) developing procedures and an evaluation instrument for the Superintendent's evaluation;
- c) developing and presenting to the School Board annual goals for the Superintendent;
- d) establishing School Board- Superintendent communication and interaction guidelines and monitoring compliance with such guidelines;
- e) planning strategic and/or operational retreats at which values and vision statements will be updated (as needed), environmental trends will be assessed, and strategic issues will be identified and analyzed;
- f) identifying training and educational opportunities for School Board Members to become better informed about School Board governance issues and public education matters and monitoring an annual budget to fund such opportunities;
- g) coordinating School Board self-evaluation procedures, instruments and training;
- h) developing guidelines for effective communication of School Board Committee work to the School Board, the School Administration, and the public;
- i) developing long range agenda forecasts for School Board consideration; and
- j) such other duties assigned to the Governance Committee by the School Board.

5.2. Legislative Committee

The Legislative Committee will consist of three School Board Members, School Board Legal Counsel, the School Board's Legislative Consultant and those staff members appointed by the Superintendent who will serve as liaisons to the Committee but will not be voting members. The Legislative Committee is

responsible for the development of the School Board's proposed annual legislative package. The legislative package, priorities and positions shall be based upon input from the School Board and the Superintendent. The Legislative Committee is also responsible for developing the School Board's regional legislative position and for acting as the School Board's liaison to the Virginia General Assembly as well as other publicly elected bodies.

6.4. Building Utilization Committee

The Building Utilization Committee (BUC) will consist of three School Board Members. annually reviews enrollment projections and impact on optimal building utilization. Three School Board Members shall be assigned to the BUC. The Superintendent may assign appropriate staff members to assist the BUC in its review but such staff members will not be voting members. The BUC will annually review enrollment projections and impact on optimal building utilization. At its discretion, the BUC may invite input from PTAs or other community groups directly impacted by any recommendation from the BUC.

7.5. Student Discipline Committees

Three Committees of the School Board shall be appointed to hear student discipline cases as needed. Each Committee shall consist of three (3) voting School Board Members and one (1) nonvoting School counselor. Each Member of a Committee, excluding the School counselor, has authority to make motions and vote on that Committee. Each Committee shall meet to determine cases dealing with expulsions and long-term suspensions as set forth in School Board policy or regulation. A unanimous decision of a Committee consisting of three School Board Members regarding long-term suspensions and expulsions is final. If a Committee's decision is not unanimous, or if the decision is made by a Committee of less than three (3) School Board Members, the decision of the Committee may be appealed to the full School Board.

D. Joint Standing School Board and City Council Committees/Boards

The Committees listed below shall be considered Joint Standing Committees of the School Board and the City Council. The Chairman shall seek approval from the School Board for all Member appointments to such Committees. The Chairman shall take into consideration the experience of the School Board Members, their interest in membership, diversity of membership and continuity of membership on a Committee. The Chairman of each Joint Standing School Board/City Council Committee shall be selected by the Committee Members unless otherwise specified.

~~A. Joint Standing School Board and City Council Committees/Boards~~

1. CIP/Modernization Review Committee

The School Board Chair will appoint and the School Board will approve two School Board Members and one alternate to serve on the Committee. The School Board Chair will appoint the Committee Chair.

E. School Board Ad Hoc Committees

A School Board Ad Hoc Committee and Ad Hoc Committee Chair shall be proposed by the School Board Chair and appointed by the School Board, as the need arises, to carry out a specified task, at the completion of which - that is, on presentation of its final report to the School Board, such Ad Hoc Committee will automatically cease to exist. An Ad Hoc Committee shall have those powers designated by the School Board. The following Committee(s) are designated School Board Ad Hoc Committee(s)

1. Ad Hoc School Site Selection Committee

The School Site Selection Committee is an Ad Hoc School Board Committee that is appointed as needed to assist the School Board in considering proposals for new school sites.

2. Other Ad Hoc Committees as needed.

F. School Division Standing Committees with School Board Member Liaisons

If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members of School Division Standing Committees. In those instances, the appointed School Board Members serve only as liaisons and have no authority to bind the School Board on any matter. The Superintendent shall provide a list of all such Liaison positions to the School Board by June 1st of each year.

1. The following Committees are designated as School Division Standing Committees with School Board Members assigned as Liaisons:

a. Equity Council

The Equity Council addresses issues related to diverse populations and how the organizational climate contributes to fostering: greater student achievement; effective communication across all levels and with the greater community; honoring and listening to all voices; providing focused opportunities discussion, feedback, input and support to the implementation of Compass to 2020 and future School Board goals; reporting on all aspects of diversity and equity with a special focus on students of color; resources and support to further the work educational equity within the School Division. The Superintendent will designate a staff member to serve as the Chair of the Equity Council. No more than two (2) School Board will be assigned as liaisons to the Equity Council.

G. Outside Committees

The School Board Chair will appoint and the School Board will approve School Board Members to represent the School Board on Outside Committees. In those instances, School Board Members have authority to bind the School Board for the limited purpose for which the Outside Committee exists. The Superintendent shall provide a list of all Outside Committees to the School Board by June 1st of each year. The School Board Chair will appoint, subject to approval by the School Board,

School Board Members to such Committees by majority vote. Outside Committees include, but are not limited to:

1. Access - College Foundation;
2. Governor's School for the Arts;
3. Mayor's Committee for Persons with Disabilities;
4. SECEP - Southeastern Cooperative Educational Program;
5. VSBA - Virginia School Board Association Delegate Assembly;
6. Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee;
7. Sister Cities Association of Virginia Beach;
8. Deferred Compensation Board; and
9. Virginia Beach Human Rights Commission.

Related Links

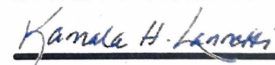
School Board Bylaws **Appendix A**
School Board **Policy 3-96**

Internal Audit Charter, as amended.

Adopted by School Board: July 21, 1992
Amended by School Board: April 19, 1994
Amended by School Board: January 3, 1995
Amended by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: August 7, 2001
Amended by School Board: August 21, 2001
Amended by School Board: May 28, 2002
Amended by School Board: August 6, 2002
Amended by School Board: July 15, 2008
Amended by School Board: December 2, 2008
Amended by School Board: December 15, 2015
Amended by School Board : August 2, 2016
Amended by School Board : June 11, 2018
Amended by School Board: February 12, 2019

Amended by School Board: November 2019

APPROVED AS TO
LEGAL SUFFICIENCY



ADMINISTRATION

Superintendent: Appointment/Term of Office/Oath/Compensation

A. Appointment and Contract

The School Board shall appoint a Superintendent, ~~within sixty (60) days before March 1st in the year that the contract of the superintendent expires, appoint a superintendent from the~~ eligible candidates licensed by the Virginia Board of Education within the time period set forth by law and regulation. The School Board may not renegotiate the Superintendent's contract during the period following the election or appointment of new School Board Members and the date such members are qualified and assume office.

B. Term of Office

The School Board shall appoint the Superintendent for an initial term of not less than two years and not more than four years. All contract terms for the Superintendent will expire on June 30th. After completion of the initial term, the School Board will appoint the Superintendent for a term not to exceed four years.

C. Oath

Before taking office the Superintendent shall take and subscribe the oath as specified by law.

D. Compensation and expenses

The Superintendent's salary shall be determined by the School Board and paid consistent with the Superintendent's contract with the School Board. The School Board shall provide for the necessary travel, office expenses, and other expenses related to the Superintendent's performance of duties. Unless otherwise specified, the Superintendent will follow applicable policies, regulations, and/or business procedures for spending and payment/reimbursement of work related expenses.

E. Virginia State and Local Government Conflict of Interests Act- Disclosure form filing

The Superintendent will file a disclosure form as set forth in the Virginia State and Local Governments Conflict of Interests Act, as amended.

Legal Reference

Code of Virginia §2.2-3115, as amended. Disclosure by local government officers and employees.

Code of Virginia §2.2-3118.2, as amended. Disclosure form; filing requirements.

Code of Virginia § 22.1-60, as amended. Appointment and term of superintendent.

Code of Virginia § 22.1-61, as amended. When Board to appoint superintendent.

Code of Virginia § 22.1-62, as amended. Appointment of same person by two or more school divisions; approval of part-time superintendent by State Board.

Code of Virginia § 22.1-64, as amended. Oath of superintendent.

Code of Virginia § 22.1-67, as amended. Expenses of superintendents.

Adopted by School Board: October 20, 1992

Amended by School Board: October 1, 2013

Amended by School Board: November 2019

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lencioni

Superintendent: Vacancy in Office/Fines/Suspension/Separation/Conditions of employment 2-10

School Board of the City of Virginia Beach
Policy 2-10

ADMINISTRATION

Superintendent: Vacancy in Office/Acting Superintendent/Fines/Suspension/Separation/Conditions of Employment

A. Vacancy- defined

A vacancy in the office of the Division Superintendent happens when any of the following conditions exist:

- 1. The Superintendent resigns office;**
- 2. The School Board terminates the Superintendent's contract;**
- 3. The Superintendent dies;**
- 4. The Superintendent ceases to have the qualifications required by the Virginia Department of Education to hold the position of Division Superintendent;**
- 5. The Superintendent becomes so incapacitated as to be unable to perform job with reasonable accommodations;**
- 6. The Superintendent does not report to work and/or perform job duties without being excused by the School Board from performing such duties;**
- 7. The Superintendent ceases to live in the City of Virginia Beach after establishing initial residency within a reasonable time after appointment;**
- 8. The Superintendent engages in any other business or employment during the term of office unless the Superintendent was granted prior approval by the School Board or upon the Superintendent's resignation or removal from office; and**
- 9. Other good and just cause as determined by the School Board.**

B. Vacancy in Office- procedure to appointment new Superintendent

The School Board shall appoint a division superintendent within one hundred eighty (180) days after a vacancy occurs. In the event that the School Board appoints a Superintendent and the appointee seeks and is granted release from such appointment prior to assuming office, the School Board shall be granted by the Virginia Department of Education a sixty (60) day period from the time of release within which to make another appointment. If the School Board has not appointed a Superintendent within one hundred twenty (120) days of a vacancy, the School Board will submit a written report to the Virginia Superintendent of Public Instruction demonstrating its timely efforts to make an appointment. Upon request, the School Board shall be granted up to an additional one hundred eighty (180) days within which to appoint a division superintendent.

C. Acting Superintendent

Upon the determination of a vacancy in the Superintendent's position, the School Board shall appoint an Acting Superintendent and compensate such person in accordance with the duties performed. The Acting Superintendent

will perform the duties and have the responsibilities and rights of the Superintendent until such time as a Division Superintendent is appointed and assumes office. The Acting Superintendent may be a current employee and, at the School Board's discretion, may maintain the job title, responsibilities and compensation of the current employment position in addition to the duties and responsibilities of the Acting Superintendent. By agreement with the School Board, the Acting Superintendent may resume the prior position with the School Board or another agreed upon position once the Division Superintendent is appointed and assumes office.

~~The office of division superintendent shall be deemed vacant upon the Superintendent's engaging in any other business or employment during the term of office unless the Superintendent was granted prior approval by the School Board or upon the Superintendent's resignation or removal from office.~~

D. Fines, suspension and removal for cause.

The Superintendent may be fined, suspended, or removed from office by either the Virginia Board of Education, upon recommendation of the Superintendent of Public Instruction, or by the School Board for sufficient cause. The Superintendent may appeal such a decision in accordance with applicable law. Nothing in this Policy prohibits the School Board from taking other disciplinary action against the Superintendent or terminating the Superintendent's contract.

E. Conditions of employment

The School Board authorizes the School Board Governance Committee to initially address concerns or issues identified by the Superintendent as conditions affecting the Superintendent's employment when the Superintendent's employment contract and/or applicable law, policy or regulation do not otherwise provide a procedure for addressing the concern or issue.

Legal Reference

Code of Virginia § 22.1-60, as amended. Appointment and term of superintendent.

Code of Virginia § 22.1-66, as amended. Vacancy in office.

Code of Virginia § 22.1-65, as amended. Punishment of division superintendents.

Code of Virginia §22.1-306, as amended. Definitions.

8VAC20-390-30, as amended. Acting Superintendent.

Adopted by School Board: October 20, 1992

Amended by School Board: October 1, 2013

Amended by School Board: November 2019

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrick



Subject: Textbook Adoption: Practical Nursing

Item Number: 14A1&2

Section: Information

Date: November 12, 2019

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

Prepared by: Matthew D. Delaney, Executive Director of Secondary Teaching and Learning

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

Kathleen M. Vuono, Family and Consumer Sciences Coordinator

Presenter(s): Matthew D. Delaney, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board review and approve the following high school Practical Nursing program textbook as recommended by the Practical Nursing Program Textbook Adoption Committee for implementation in the fall of 2020.

Course Title	Textbook	Publisher	Copyright
Nursing Fundamentals	<i>de Wit's Fundamental Concepts and Skills for Nursing, 5th Edition</i>	Elsevier	2018
Introduction to Food, Nutrition and Health	<i>de Wit's Fundamental Concepts and Skills for Nursing, 5th Edition</i>	Elsevier	2018

Background Summary:

The members of the Practical Nursing Program Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committees analyzed the textbooks for correlation to the Standards of the National League for Nursing and the Virginia Department of Education's Health and Medical Sciences Competencies for Practical Nursing. Correlation to the Virginia Standards of Learning and the Virginia Beach City Public Schools' curriculum objectives were also examined. The textbooks were reviewed by teachers, parents, student representatives, and an industry representative, and then placed in the public libraries, as well as the main entrance of the School Administration Building, for public review and comment. After reviewing the textbooks, the Practical Nursing Program Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2020.

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

The proposed textbook will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
Nursing Fundamentals	<i>de Wit's Fundamental Concepts and Skills for Nursing, 4th Edition</i>	2014	5
Introduction to Food, Nutrition and Health	<i>Nutrition and Diet Therapy, 11th Edition</i>	2014	4

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252

School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
Nursing Fundamentals	\$2,974.40	\$2,559.60
Introduction to Food, Nutrition and Health	\$0	\$6,798.00

**Family and Consumer Sciences
Textbook Adoption
Implementation for Fall 2020**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Four Year Additional Costs (5%)	Total Implementation Cost
Nursing Fundamentals	First Choice: <i>de Wit's Fundamental Concepts and Skills for Nursing</i> , 5 th Edition. Williams. Elsevier, 2018.	40	\$2,974.40	\$594.88	\$3,569.28
	Second Choice: <i>Pearson Reviews & Rationales: Nursing Fundamentals with "Nursing Reviews & Rationales"</i> , 4 th Edition. Hogan. Pearson, 2018.	40	\$2,559.60	\$511.92	\$3,071.52
Introduction to Food, Nutrition and Health	First Choice: <i>de Wit's Fundamental Concepts and Skills for Nursing</i> , 5 th Edition. Williams. Elsevier, 2018.	40	\$0	\$0	\$0
	Second Choice: <i>Nutrition and Diet Therapy</i> , 12 th Edition. Roth and Wehrle. Cengage, 2018.	40	\$6,798.00	\$1,359.60	\$8,157.60

TEXTBOOK ADOPTION RECOMMENDATION

PRACTICAL NURSING I/II

November 12, 2019

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

PRACTICAL NURSING PROGRAM TEXTBOOK ADOPTION TIMELINE

January 2019	<p>Textbook publishers were contacted and requested to supply textbook samples for review.</p> <p>All Practical Nursing instructors were asked to serve on the Textbook Adoption Committee.</p>
May 2019	<p>Teachers were given two textbook samples for the course up for review. A chairperson was appointed, while parents, students, and professional representatives were recruited and provided sample textbooks.</p> <p>The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.</p>
September 2019	<p>The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks.</p>
Sept. – Oct. 2019	<p>The recommended textbooks were placed in the public library and the School Administration Building for public review. The director of K-12 and Gifted Programs was notified of the placement so that notification could be posted on the Internet. No public comments were received.</p>
October 2019	<p>Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education, the executive director of Secondary Teaching and Learning, and the Family and Consumer Sciences coordinator.</p>
October 2019	<p>The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.</p>

**PRACTICAL NURSING PROGRAM
TEXTBOOK ADOPTION COMMITTEE**

Committee Chairperson

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

Instructor Representatives

Barbara Evard, RN, BSN, M.Ed.

Lisa Michaelis, RN, BSN, MSN

Diane Mills, RN, BSN, MSN

Maureen Rogers, RN, MSN

Parent Representative

Michael Zawacki, parent, Virginia Beach Technical and Career Education Center

Industry Representative

Michie Walton, BSN, RN, Adjunct Instructor, Tidewater Community College

Catherine Merritt, BSN, RN, B & W Healthcare, Virginia Beach

Student Representatives

PN III student, Virginia Beach Technical and Career Education Center

PN III student, Virginia Beach Technical and Career Education Center

Technical and Career Education Representative

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

**PRACTICAL NURSING PROGRAM
NURSING FUNDAMENTALS
GRADE 12**

FIRST-CHOICE RECOMMENDATION

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

de Wit's Fundamental Concepts and Skills for Nursing, 5th Edition. Williams. Elsevier, 2018.

The recommended textbook displays the following strengths:

- The information aligns with the National League for Nursing Core Competencies, the National Association of Practical Nurse Education and Service Standards of Practice for the Licensed Practical/Vocational Nurse, the Pew Health Professions Commission 21 Competencies for the 21st Century, and the course competencies and framework for Practical Nursing published by the Virginia Department of Education.
- Well written text with instructional and organizational supports, including concept maps and graphs to support critical thinking for all students.
- Procedural explanations are thorough and include all phases of client care (admission, transfer and discharge).
- Online resources for student and instructor are expansive and include video clips, pre/post tests, and interactive review for the NCLEX.
- Text includes Healthy People (HP2020) objectives.
- This resource text is comprehensive and can be used across several of the VBSPN courses, including Introduction to Food, Nutrition and Health.

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
NURSING FUNDAMENTALS**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5%)	Total Implementation
Student Edition	1 class set	\$74.36 per book	40	\$2,974.40	148.72 x 4= \$594.88	\$3,569.28
Total Implementation Cost						\$3,569.28

**PRACTICAL NURSING PROGRAM
NURSING FUNDAMENTALS
GRADE 12**

SECOND-CHOICE RECOMMENDATION

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

Pearson Reviews & Rationales: Nursing Fundamentals with "Nursing Reviews & Rationales", 4th Edition.
Hogan. Pearson, 2018.

The recommended textbook displays the following strengths:

- Includes online access to additional resources, including NCLEX preparation.
- Excellent case studies for each chapter.
- Provides answers to chapter content questions in a think-through format.
- Quality instructor reference material.

The recommended textbook displays the following limitations:

- Resource lacks visual support, resulting in too much narrative.
- Content is more appropriate for the RN rather than the LPN.
- Not designed as a traditional textbook; formatted as an elongated outline.
- Lacks a glossary, which is vital to the beginning LPN students.
- Authentic visuals have been omitted.
- Cannot be used across another VBSPN course.

**SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
NURSING FUNDAMENTALS**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5% per year)	Total Implementation
Student Edition	1 class set	\$63.99 per book	40	\$2,559.60	127.98 x 4= \$511.92	\$3,071.52
Total Implementation Cost						\$3,071.52

**PRACTICAL NURSING PROGRAM
INTRODUCTION TO FOOD, NUTRITION AND HEALTH
GRADE 12**

FIRST-CHOICE RECOMMENDATION

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

de Wit's Fundamental Concepts and Skills for Nursing, 5th Edition. Williams. Elsevier, 2018.

The recommended textbook displays the following strengths:

- The information aligns with the National League for Nursing Core Competencies, the National Association of Practical Nurse Education and Service Standards of Practice for the Licensed Practical/Vocational Nurse, the Pew Health Professions Commission 21 Competencies for the 21st Century, and the course competencies and framework for Practical Nursing published by the Virginia Department of Education.
- The text is written specifically for the LPN student; NCLEX review is solid.
- Covers religious and ethnic influences on this topic.
- While not as in-depth as a nutrition-only text, it provides a good foundation of nutrition given the length of the course.
- Includes Quality and Safety Education in Nursing (QSEN) information.
- Textbook can be used by several courses in the program.

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
INTRODUCTION TO FOOD, NUTRITION AND HEALTH**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5%)	Total Implementation
Student Edition	40	\$0 per book	0	\$0	\$0	\$0
Total Implementation Cost						\$0

**PRACTICAL NURSING PROGRAM
INTRODUCTION TO FOOD, NUTRITION AND HEALTH
GRADE 12**

SECOND-CHOICE RECOMMENDATION

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

Nutrition and Diet Therapy, 12th Edition. Roth and Wehrle. Cengage, 2018.

The recommended textbook displays the following strengths:

- The information aligns with the National League for Nursing Core Competencies, the National Association of Practical Nurse Education and Service Standards of Practice for the Licensed Practical/Vocational Nurse, the Pew Health Professions Commission 21 Competencies for the 21st Century, and the course competencies and framework for Practical Nursing published by the Virginia Department of Education.
- Text is very well organized, thorough, easy-to-read and has an ample amount of images and charts to assist with learning.
- Exceptional case studies in each chapter.
- Content is relevant and up-to-date.
- Resources includes medical diets, foodborne illnesses and discussion topics.

The recommended textbook displays the following limitations:

- Too much content for a class with limited time.
- Material exceeds the needs of an LPN program.
- Lack of engaging content or SEL strategies.
- Cost of the text is exorbitant.

**SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
INTRODUCTION TO FOOD, NUTRITION AND HEALTH**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Four-Year Projected Costs (5% per year)	Total Implementation
Student Edition	1 class set	\$169.95 per book	40	\$6,798.00	339.90 x 4= \$1,359.60	\$8,157.60
Total Implementation Cost						\$8,157.60



Subject: Compass to 2025 Strategic Framework **Item Number:** 14B

Section: Information **Date:** November 12, 2019

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

Prepared by: Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the public comments and feedback in response to the proposed strategic framework, *Compass to 2025*, and suggested revisions resulting from the feedback. The feedback received as part of the public comment period is attached.

Background Summary:

Standard 6 Planning and Public Involvement of the Virginia Standards of Quality § 22.1-253.13:6 states “Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan . . .” At the local level, School Board Regulation 7-21.7 provides additional direction for developing the division’s strategic framework. The strategic planning cycle officially began on October 9, 2018 when the School Board was provided with a proposal for the strategic planning process. Over the course of the year public input was gathered, a community committee was convened to develop the goals for the framework, and strategy development sessions were held with school and division personnel. On September 24, 2019, the School Board received a workshop on the draft strategic framework and a recap of the strategic planning process to date on October 8. Three information sessions were held October 17, 2019 as part of the *Navigating the Journey Fair* at the Virginia Beach Convention Center

Source:

Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement

School Board Regulation 7-21.7

Source:

None

Budget Impact:

None

COMPASS TO 2025 STRATEGIC FRAMEWORK

STUDENT-CENTERED FOR STUDENT SUCCESS

GOAL 1

EDUCATIONAL EXCELLENCE

Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile.

EQUITY EMPHASIS

Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Pursue opportunities to expand early childhood education offerings.
2. Further integrate reading and writing across the curriculum and implement a plan for monitoring and improving achievement in these areas.
3. Develop, implement, and monitor a K-12 plan for improving mathematics achievement.
4. Increase student access and opportunities for advanced level coursework.
5. Implement and share teaching practices that foster deeper learning and engagement and are adaptable to diverse student needs (with an emphasis on African American males and students with disabilities).
6. Ensure there are explicit connections within the curriculum to the 5Cs and the attributes in the division's Graduate Profile and use the curriculum in all areas of study to support students' acquisition of these skills and attributes.
7. Maintain a balanced assessment system with an emphasis on standards-based, performance-based, and student-led assessments to meet internal and external accountability requirements.
8. Strengthen the use of Student Response Teams (SRTs) to provide academic intervention and acceleration for learners at all school levels.

POTENTIAL INDICATORS INCLUDE:

reading on grade level; SOL performance; enrollment and performance in advanced courses, etc.

GOAL 2

STUDENT WELL-BEING

Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.

EQUITY EMPHASIS

Engage in culturally responsive practices divisionwide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.
2. More deeply integrate social-emotional learning (SEL) into the PreK-12 curriculum.
3. Engage in culturally responsive practices at the classroom, school, and division level.
4. Increase student participation in school and community activities.
5. Use responsive practices such as morning meetings and student advisories to support SEL.
6. Implement procedures to systematically evaluate behavioral and mental health needs and provide programs and services to meet identified needs.
7. Address physical health through nutrition and fitness programs.
8. Develop students' digital wellness by helping students learn to make responsible decisions in their use of technology.
9. Continue to use Student Response Teams (SRTs) and the positive behavioral interventions and supports (PBIS) framework to provide social, emotional, and behavioral support to students.

POTENTIAL INDICATORS INCLUDE:

student reported SEL skills; attendance; participation in extracurricular activities and community service, etc.

GOAL 3

STUDENT OWNERSHIP OF LEARNING

Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.

EQUITY EMPHASIS

Identify and address inequities in learning opportunities for students by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Partner with students to create inquiry-based and experiential learning opportunities with an emphasis on global, cross-curricular and real-world connections.
2. Enable student ownership of learning through goal-setting and reflection with opportunities to make decisions in the learning process.
3. Refine capacity for transformational learning by focusing on the dispositions necessary for providing students with authentic, student-centered learning opportunities.
4. Expand upon the effective and efficient use of technology to meet students' individual needs and provide them with the tools for accessing, creating, and sharing knowledge.
5. Create and use online portfolios as a place for students to curate artifacts connected to the Graduate Profile to demonstrate their learning and inform the development of their postsecondary goals and signature projects.
6. Engage all stakeholders in ensuring that all students have an actionable plan for pursuing their postsecondary goals by effectively implementing the Academic and Career Planning (ACP) process K-12.
7. Provide increased opportunities for student leadership development and input into school-level decisions.
8. Further promote and expand equitable access to services and programs that support students' future aspirations, including real-world learning opportunities inside and outside of the classroom facilitated through mutually supportive partnerships.

POTENTIAL INDICATORS INCLUDE:

student and parent perceptions of the ACP process; students participating in work-based experiences; meeting college entry benchmarks, etc.

DRAFT

COMPASS TO 2025 STRATEGIC FRAMEWORK

STUDENT-CENTERED FOR STUDENT SUCCESS

GOAL 4

AN EXEMPLARY, DIVERSIFIED WORKFORCE

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

EQUITY EMPHASIS

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

STRATEGIES

1. Remain focused on providing a competitive compensation and benefit plan that includes differentiated compensation for hard to staff positions and schools.
2. Revisit the employee evaluation process to ensure it is aligned with the new strategic framework and that it focuses on self-reflection, growth, effective feedback, and coaching.
3. Support intentional, focused, and innovative recruitment and retention efforts to increase the diversity and quality of various applicant pools.
4. Promote and expand resources to support the health and well-being of all staff.
5. Provide comprehensive onboarding and induction for all staff focused on the division's vision, mission, and core values.
6. Provide a variety of personalized professional learning opportunities to all staff to support their professional growth and implementation of the strategies in Compass to 2025.
7. Expand "Grow Your Own" programs to include more staff groups and increase opportunities for tuition reimbursement.

POTENTIAL INDICATORS INCLUDE:

staff demographics relative to student demographics; rank of the VBCPS compensation package compared to surrounding divisions; staff demographics; job satisfaction; perceptions of professional learning, etc.

GOAL 5

MUTUALLY SUPPORTIVE PARTNERSHIPS

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

EQUITY EMPHASIS

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

STRATEGIES

1. Provide a comprehensive structure for defining mutually supportive partnerships, setting expectations, monitoring performance, and measuring equity.
2. Broaden resources and networking opportunities to strengthen the role of the community engagement liaison to further attract, cultivate, and retain partnerships to support student achievement, future aspirations, and well-being.
3. Build partnerships with diverse groups of businesses and organizations to support a variety of learning experiences during and outside of the school day.
4. Partner with local agencies to provide wraparound services for students including healthcare, nutrition, academic and social-emotional supports.
5. Foster authentic communication outlets to engage the community.
6. Provide training and resources to staff and families to strengthen communication and promote strong partnerships between home and school.

POTENTIAL INDICATORS INCLUDE:

number of partnerships, partners, and volunteers; satisfaction with events, programs, and resources provided to families to support students; partner perceptions and satisfaction, etc.

GOAL 6

ORGANIZATIONAL EFFECTIVENESS & EFFICIENCY

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

EQUITY EMPHASIS

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

STRATEGIES

1. Manage and distribute all resources (human, fiscal, capital) proactively, equitably, and responsibly based on needs.
2. With a continued focus on student-centered decision making, collaboratively develop, measure, and formally review key operating metrics that promote transparency, organizational effectiveness, and efficiency.
3. Use data from a variety of reporting mechanisms (e.g., equity audits, program evaluations, fiscal audits, after action reports) to engage in data-informed decision making.
4. Create opportunities for cross-departmental planning and communication to strengthen and align operations.
5. Keep informed of trends and best practices and implement as appropriate to support the division's vision, mission, and strategic goals.
6. Clearly communicate central office functions and points of contact to strengthen the support and services provided to schools, offices, and other departments.
7. Review division processes, policies, and regulations and revise as necessary to increase organizational effectiveness and efficiency.
8. Continue to implement safety and security measures to ensure the school division is prepared to effectively prevent and respond to all emergencies that might affect students and staff.

POTENTIAL INDICATORS INCLUDE:

percentage of schools accredited; perceptions of central office support, etc.



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Virtual Town Hall Comments

October 9 – October 25, 2019

1. I am very happy with both of my students experiences in VBCPS. My oldest is now a freshman in the College of Engineering at VT and he is well prepared for the rigorous course work of their program. The music program with VBCPS is also one of the best in the state. Both of my students were/are very involved in music and are challenged daily to make their performances the best they can be. (Cindy)
2. I am thrilled to see the addition of student ownership and student well-being. I think these are important areas of focus for the next 5 years and they matter a great deal to me personally as a parent. My only concern is that by listing them separately, there may not be a tie between academic excellence <-> student well-being <-> student ownership (leading to academic excellence and well-being or advocating when their needs are not being met). I'd also be interested to see an indicator of teacher retention in the workforce category--not just recruitment and compensation, but years of service as a teacher coupled with satisfaction as a priority--making sure the teaching workforce is built on a foundation of capable and supported teachers as a result of the worthy strategies listed. Lots of work and input clearly went into this draft--I feel proud when I look at this document, knowing my sons will benefit from this focus! (Meghan Raftery – parent)
3. I'd like to see IEPs for all. Kids really need more specialized attention took than they're getting (Meredith Glenn)
4. I think the proposed strategic plan is very in-depth and thought out. VBCPS has really done an amazing job researching and seeing what works best for our students and how we can improve things for the future. Education has changed so much since I went to school and I love that VBSchools doesn't settle for what has always been. They are innovators and make the education trends for the region, state and nation. (Erika)
5. Very in-depth information for the student and well thought out planning. However, I feel some BASICS are being missed such as communication skills between staff, student, and parents. Other missed skills not being practiced are organization and planning. Examples such as accurate and timely updates for inputs of student's school work by some teachers into the Parent Portal. My experience with over 8 years has ended up with photo copying homework to prove its completion, keeping a date log of when it was turned in, and constantly asking staff 2 weeks prior to the end of the quarter to update the portal. I as a parent will do my part and determine where the issue is. It is

difficult to support a grand movement moving forward if I am trying to explain to my child that the same teacher implementing this fabulous and exciting way forward is the same person that cannot, is not, or doesn't have the time to timely and accurately review their work. While I know this is not 100 percent across the board, I also know, it is more of the norm as I truly wonder how many students have not been fortunate in being able to accurately check the parent portal and their grades/GPAs have been hurt because of it. While I commend always striving to reach higher levels and challenging people, let's not forget the BASICS along the way in achieving success and lead by example. Many fine teachers spend careers mentoring and nurturing students as mine did. I can after 45+ years recall every teacher name that I had and their impact on me, can your student/child/(you) do the same? Let's hope we are moving in that direction with this new and exciting initiative that we can all say a resounding YES! In addition, shouldn't safety, emergency training, and other awareness actions be included in the plan? (Brett)

6. The plan appears comprehensive and well laid out, however I wonder how it will be implemented. Teachers are already asked to take on too many roles and do not have the time to be creative in the classroom, which is what is needed to accomplish your goals. A few thoughts that I see 1. early education is key, especially in the underperforming schools. 2. Technology is important; however, I believe it is being used at too young of an age in our schools. Students should learn from non-technology related sources in the early elementary years. 3. There are a number of exceptional teachers who have been in the VB school system for many years and I see them being pushed out. We should be mining their experience and knowledge on a division wide basis. One such teacher I know taught all 3 of my boys and she is exceptional. However, her knowledge is not being utilized. 4. I believe that the addition of apprenticeships would be a huge benefit to many high school students, as not all students want to or are able to attend post-secondary schools. 5. And lastly, the school system needs to review the breakfasts served in the schools. These meals are over processed and sugar laden. The amount of sugar in these meals is detrimental to the growing brain of the children effecting memory centers, the ability to attend and physical health of the child. New menus should be planned for breakfasts that reduce the amount of sugar and increase protein as the division expands its scratch cooking program. Thank you for your interest in the community input. (Ruth)
7. Goals are in line with the political correctness of society today; however, the assumption that any and all problems are because of inequity? You're wrong. The basics have been usurped. Teach AND REQUIRE proof of knowledge. Why are so many adults unable to spell? Unable to complete a simple multiplication problem? Because work arounds are taught and because it's "discrimination" to ask students to use capitalization or show the way they worked a problem. When my 3rd grader brings home a "graded" paper (which is really just some markings - not a "grade" - only a few of the mistakes are "corrected" which indicating the correctness doesn't matter, or that the educator is lazy or doesn't care. Require engagement from the students AND the educators. Sensitivity should not be the focus of education. (RB)

8. Although the strategic framework is well written and strives to improve and support students and teachers, it still seems to have every student on track to a career based on college degree attainment. I believe that students should attend college based on their career need(s). Not all students need college to have a successful career. For those that will not be attending college we need to do more. As such, we need to update ourselves on today's need for technical career skills and focus on meeting some of those needs. The need for engineers has been identified but the need for technicians has been overlooked and that need is massive. Our workforce needs to be replenished and in today's society we need skilled technicians. (Paul Beck)
9. "Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning." - I feel like this has fallen to the wayside. There are so many disruptive behaviors found today in the classroom that weren't there 5 years ago. The environment of how our children are being raised is changing and the expectations that they are learning "appropriate behaviors" at home may not be happening. Especially in Kindergarten, I have seen in the past 3 years where Kindergarten students are destroying the classroom with outbursts. More expectations are being put on the teacher and this is not fair to them or the students. Something needs to change!!!! (Kimberly A. Daniels)
10. I like how Goal 1 includes "acceleration" as a possibility for SRT. It made me wonder if we as a division will look at how we define gifted and how that might evolve from how it is currently defined. I am glad mental health is identified as a strategy in Goal 2. I also love the idea of "digital wellness." I love that terminology. Is there a place to update discipline guidelines? I wonder sometimes with the emphasis on student ownership, inquiry, etc. versus insubordination. We are teaching them to question, but then punishing them when they question authority. There are times it is not appropriate to question authority, but we need to teach that alongside student ownership and inquiry if we expect to continue to punish it. But it does make me wonder what the punishment should be. I like the addition of Goal 6. I think that gets to a new idea we have not had clearly spelled out in the last two strategic frameworks that is one that is necessary for continued growth and becoming premier. (CM)
11. The one thing that seems to be missing is the communication and ongoing development aspect. There should be a platform that would be used by all schools that encompasses all aspects of the education. Right now, if you have multiple kids you may be expected to download and communicate in many different apps and formats. Keeping up with that is a full-time job. Also, in that should be goals for each child, whether set by parents and/or teachers and building in ways for the child to get to those goals. If their goal is to be a plumber later in life, what resources would they need to get them there (links to things should be built in and possibly automated based on age and area they are interested in)? If they want to be a teacher, what are some camps, or things that they can explore to see if this in fact what they want to do later in life. If we know their

interests early on, how do we help them explore those interests to identify resources for each child to put them on a path of growth? (Donlyn Kwedar)

12. How about we start supporting our teachers? And I'm not talking about more meetings and giving them a gold sticker. I'm talking about actually backing them up with unruly students, giving them more power to discipline, etc. More funding for classroom basics, instead of it coming out of their pockets. More support for developing their classrooms the way THEY want. You hired them....now trust them to do their jobs and stop overseeing every single move they make. My kid comes home EVERY DAY and tells me of at *least* one unruly student that the teacher had to handle, and that takes away from the other kids. She's busy handling little Bobby who doesn't have any home training, and it's taking away valuable instruction time from the rest of the kids. And then dimes to dollars she gets yelled at by the parents because their kid is a "little angel" and instead of backing up the teacher, the city just keeps using "progressive" language in oversized plans outlining change that doesn't change anything. Please, from a mother who trusts the city schools with her child every day, please start giving our teachers better than what they're getting. They deserve it. Classrooms are just getting worse and becoming veritable battlefields, if you will, and the real soldiers are out in the field bleeding out while the government talks about and plans the best way to stop the hemorrhaging. STAND UP FOR OUR TEACHERS!! (Tracy Gray)
13. The Framework is comprehensive and well laid out, but it may be too aggressive given the multiple goals. I hope it is achievable. Regarding the technology push, I think it should not be used so heavily during K to 4 and a strong focus on reading and writing is necessary. We moved from NJ when my daughter was in the middle of 3rd grade and she arrived to VA Beach w/ a strong writing foundation and was an early reader since 3 years old. That allowed her to excel in VB's excellent gifted and MYP/IB program. My younger son did not get that strong writing foundation in VB elementary even though he too was an early reader. I also would like to see the middle school teachers use the online books, so students have reference and know where to find it. My middle school son did not know how these online books existed nor how to find them. I attended a digital resource parent session at PMS which is how I knew about them. Every teacher should be taking a couple of minutes to walk thru the online books and where their daily reference for HW and studying is located. This should be part of the Schoology requirement for teachers and students. Given the focus on reading is goal #1, students should be assigned reading and review for exams, reference for homework, etc. (Ruth W.)
14. I have reviewed the draft strategic framework and feel that it is a good start. However, my comments are too numerous to list here. I am happy to volunteer some time to visit your planning team and provide feedback. Feel free to contact me¹. (Jason Keith Wilson)

¹ See below for a follow-up email exchange with Mr. Wilson.

15. We need to place more emphasis on providing vocational and technical training for students, by exploring partnerships with industry and business. Apprentice programs should be explored and encouraged for students as alternatives to college for post high school. (Bryan Wills)
16. A very politically correct framework, utilizing a plethora of social-justice buzzwords, focusing less on learning and more on achieving the superintendent's personal goal of "equity," ignoring whether or not the school system is producing competent, responsible and capable students. Discipline be damned. Programs abound to assist minority and female students, yet this "compass" has as its goal an even more aggressive pursuit of social justice. VBCPS currently ignores high performers except to tout them as their own success, and even has as its goal reallocating resources to those who cannot/do not perform as highly. I write this knowing it will likely be edited out of the comment board. (LF)
17. I echo Ruth's comments. Technology is important, however an emphasis on the fundamentals of reading, writing, and mathematics is essential. I have three kids in elementary school. One is soon to be leaving elementary school. In the past couple of years, I cannot count on one hand how many of his papers he writes in school, I have gotten to see. I feel that parent involvement is touted yet measures or even inaction result in trying to keep us at bay. An example is going homework free in school, but not informing or barely informing parents of what kids are learning. Whereas before, parents had the opportunity through homework to have both knowledge and the ability to reinforce learning with their kids and in support of teachers, now we are left just wondering and hoping for the best. At the very least, without homework, there should be an across-the-board elementary school guideline of parents receiving a weekly or even monthly newsletters of what their child is learning, as well as some tangible feedback in the form of written papers, graded assignments etc. I hear so much how things have changed and while I accept much of it, the one thing that scares me the most is that kids no longer receive text books. Books and the gift of books are priceless. There are visual, auditory, and kinesthetic learners, but we are doing away with books? Online learning is huge, but how many learners are we leaving behind by not providing texts they can touch, read, highlight, review what the teacher said etc. The point of teaching kids digital well-being: yes, kids should be taught the responsibility of using the Internet in appropriate ways, however if you are putting "weapons" in the hands of babes (elementary) then where does the school system's responsibility fall? My child and other children shouldn't have to be exposed to pornography in school, walking by classmates before the age of 10 because of the new, individual Chromebooks handed out last year that don't have enough security filters. That is traumatic for a kid and parents. What is the school system doing to mitigate the risks they place into our young kid's hands? Where is their responsibility to my kid's psychological well-being and safety? Last, guidance counselor ratio should match the amount of students in the school. I agree that as a former VBS student and daughter to a retired VBS teacher that teachers have super difficult jobs and cannot play principal, counselor etc. to deal with the ongoing behavioral distractions and outbursts I see and hear about in schools.

Teaching, like counseling, and other helping fields are underpaid, but many don't mind because they love what they do. They need extra support though. Likewise, the well-behaved children, ready-to-learn, need recognized vs more attention being paid to those who are distractions. Those distracting the class need extra emotional support from in school or out of school counseling. The framework speaks in colors and I seek more fundamentals and pragmatic clearly defined goals. Maybe there should be less goals that clearly speak to core issues. Having said that, I do believe we are doing great in many ways. (Leslie)

18. I am glad mental health is identified as a strategy in Goal 2 as well as social-emotional learning. For our society to thrive, we must teach students with clear expectations and language how to interact, how their brain works, coping skills, executive functioning skills, and more, not just academics! I am concerned with the potential indicators especially in Goal 2, which seem to overlook the seriousness and abundance of mental health concerns in our schools currently. We should be looking at suicidality rates, self-harm concerns, number of students hospitalized, etc. whenever those numbers are available. We also need to address the need to have more mental health support in school (school counselors, social workers, psychologists, and therapists). What about assessing this through counselor ratios or the time a student has access to see a school counselor yearly? Extracurricular activities can be a great measure, as students do find more positive meaning when they're connected outside of the internet, but to be accurate of that intent, we would want to ensure we're accounting for students whose extracurricular activities may be through a travel, club, or community organization, not just schools. I also think we need to reflect the time students need to see a mental health professional in the excused absence policy more clearly. Many students can only access counseling appointments during the school day and parents are repeatedly told that those are not excused reasons (at least in high school) or that they may still fail depending on the waiver process (which drastically varies by school), which would directly mean that your measure of attendance as an indicator could directly conflict with students getting the mental health (not to mention also physical health) appointments and care they need! Those are some of the concerns related to Goal 2 that should be discussed.

We need to streamline communication so there aren't an excessive number of apps and sign ups required for parents to get all of the needed alerts, information, classroom details, etc. There are several options at the division level, more for the school level, more by class, and it's too easy for things to fall through the cracks (not to mention run out of space on the phone).

I echo some other parents' concerns that there is a lack of consistent timelines to expect teachers to grade work. I know they are busy, but if we're expected (and we are) to rely on parent portal for most grading information, there need to be clear standards for inputting grades (perhaps 2 weeks after the due date). If we want student ownership over work and grades, we need to ensure that teachers are modeling that behavior. (AN)

19. HI Lisa,

Please add the word retention to Goal 4 number 3. Support intentional, focused, and innovating recruitment and retention efforts to increase the diversity and quality of various applicant pools.

Respectfully,
Kelly Walker

Public Comments from Navigating the Journey K-12 Resource Fair – October 17, 2019

- He is a nice man.
- AVID - Every school equal access to every child
- Really like the Goal (3) of empowering more student ownership throughout all grade levels. I personally agree with idea that students will be more engaged if they feel more invested in their learning experience and future outcomes and results. Mr. Evan Rice, VA Beach
- Well thought out framework for our students and teachers to follow.

Email Exchange with Jason Keith Wilson in follow-up to his Virtual Town Hall comment

Monday 10/21/2019 8:26 PM

Re: Compass to 2025 Virtual Town Hall

Lisa,

Good afternoon. I appreciate your email and the opportunity to provide some constructive feedback. I read many of the comments on the virtual comment board and many were far from helpful.

First, all of my recommendations are germane to the plan itself and are agnostic to the individual tenants themselves. Along with being a Virginia Beach dad, I am also in the Navy and do a lot of operational planning in my job. All of the recommendations I am offering are characteristic of the Navy Operational Planning process.

Recommendations:

1. Articulate an End State. From a grand strategic perspective (5 years in this plans case) what is your overall end state? This can be a short paragraph or even a series of bullets that provide a summation of where you want to be strategically in 5 years. A good end state statement allows you to look holistically at your plan and ask yourself "Does the tenants of my plan directly or indirectly lead to my end state."
2. This is more of a style point, but what you call "Goals" are more Lines of Effort. Nested within each of your lines of effort exist intermediate objectives, which you call "strategies" For your strategies, recommend you write those as if they have already occurred. For example:

Instead of = "Pursue opportunities to expand early childhood education offerings"

Try = "Opportunities to expand early childhood education offerings have been researched, developed, implemented, and systematically assessed".

The idea behind writing a statement in that way is that at the end of your 5 year time frame, it is easy to say that we either accomplished the objective, or we didn't.

3. Assessment. Carefully crafted objectives, or strategies, then permit you to do Assessment. In the Navy, we typically define assessment as "are we doing the right things, and are we doing the right things right" Whereas your assessment process may not be entirely appropriate to display in your strategic plan, I do recommend you develop the mechanism for assessment. This is also a great way to hold individuals who are responsible for each strategy accountable.

4. Vulnerabilities. Recommend, if you have not, conduct an analysis of any vulnerabilities that exist which pose risk in your ability to execute your plan. Once identified, then you can determine risk mitigations. For example

Lots of great stuff in your plan and a lot of really good objectives, but each of them are going to cost money. You are probably much more aware of the budget than I am so the future budget over the next few years may present a risk or barrier to you being able to accomplish each objective. If that is identified during the planning process, you can then get ahead of the problem and determine priorities, alternative sources of funding, or any other risk mitigation.

Again, this may be too much to display on your slides, but it is important to have the discussion.

Again, I congratulate VA Beach Public Schools in offering a strategic plan. Although my recommendations are procedural in nature, I do feel that there is a lot of great stuff in the substance of the plan. If I can be of any further assistance

I am happy to contribute.

Very Respectfully,

Jason Wilson

On Mon, Oct 21, 2019 at 11:13 AM Lisa A. Banicky <Lisa.Banicky@vbschools.com> wrote:

Good morning Mr. Wilson,

Thank you for taking the time to review the draft strategic framework for Virginia Beach City Public Schools. Your message on the Virtual Town Hall indicated that you had several comments in response to the draft. I would like to encourage you to either send me your thoughts via email or feel free to call me at the number listed beneath my signature line. I look forward to hearing from you.

Sincerely,

*Lisa A. Banicky, Ph.D.
Executive Director of Planning, Innovation, and Accountability
Virginia Beach City Public Schools
Phone: 263-1112 Fax: 263-1131*

Put Students First * Seek Growth * Be Open to Change * Do Great Work Together * Value Differences



Subject: Select School(s) PCI - Plan for Continuous Improvement **Item Number:** 14C

Section: Information **Date:** November 12, 2019

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

Prepared by: Donald E. Robertson, Jr., Ph.D.

Presenter(s): Donald E. Robertson, Jr., Ph.D.

Recommendation:

That the School Board receive information on Select School's Plan for Continuous Improvement in advance of seeking approval of Plans for Continuous Improvement on November 26, 2019 for the schools listed below.

Elementary Schools	Middle Schools	High Schools
College Park	Bayside Sixth Grade Campus	Bayside
Diamond Springs	Brandon	First Colonial
Indian Lakes	Corporate Landing	Green Run
King's Grant	Landstown	Kempsville
Lynnhaven	Princess Anne	
Newtown	Salem	
Parkway		
White Oaks		
Woodstock		

Background Summary:

Source:

Budget Impact:



Subject: Policy Review Committee Recommendations **Item Number:** 14D1-5

Section: Information **Date:** November 12, 2019

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

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

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

Recommendation:

That the School Board review Policy Review Committee recommendations regarding review, amendment, and repeal of certain policies as reviewed by the committee at their October 11, 2019 meeting and presented for Information to the School Board November 12, 2019.

Background Summary:

Policy 2-5/Superintendent Qualifications

The PRC recommends that the school Board amend Policy 2-5 to reflect that the School Board will appoint a Superintendent who meets the qualifications and is eligible and certified by the Virginia Department of Education to serve as a division superintendent. The amendment removes specific criteria and now cites to the VDOE requirements.

Policy 2-50/Appointment/Reappointment and Reclassification

The PRC recommends that the School Board amend Policy 2-50 to authorize the Superintendent to appoint, reappoint and reclassify administrators and supervisory personnel to positions within the School Division.

Policy 2-51/Assignments and Transfer-Administrators

The PRC recommends repeal of Policy 2-51 as language has been merged into Policy 4-12.

Policy 4-12/Assignment and Transfer-Teachers and accompanying resolution

The PRC recommends that the School Board amend Policy 4-12 to authorize the Superintendent to assign and reassign personnel to positions within the School Division to include language merged from Policy 2-51. The School Board must approve an accompanying Resolution authorizing the Superintendent to take such action and revoke a prior Resolution that authorized the Superintendent to do so.

Policy 4-16/Resignation

The PRC recommends that the School Board amend Policy 4-16 to clarify: the procedures for accepting resignations from licensed and unlicensed personnel; to define job abandonment and the procedures that will be used; and to amend certain language concerning disclosure of employment information.

Source:

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of October 11, 2019

Budget Impact: None.

ADMINISTRATION

Superintendent: Qualifications

~~The School Board will appoint a a Superintendent who meets the qualifications and is on the list of eligible certified by the Virginia Department of Education to serve as a division superintendent. The following requirements have been established by the School Board as a basis for selection of a Superintendent.~~

~~A. — Personal Qualifications~~

- ~~1. — Ethical;~~
- ~~2. — Diplomatic;~~
- ~~3. — Vigorous;~~
- ~~4. — Innovative;~~
- ~~5. — A sense of humor; and~~
- ~~6. — The abilities to speak and write well.~~

~~B. — Professional Preparation and Experience~~

- ~~1. — Licensure or eligibility for licensure as a division superintendent in Virginia;~~
- ~~2. — Experience as superintendent or line administrator in a school division with similar diversity and high educational expectations; and~~
- ~~3. — An earned doctorate from an accredited university preferred.~~

~~C. — Professional Traits~~

- ~~1. — Ability to articulate the needs of the School Division;~~
- ~~2. — Experience in developing programs to improve students' educational achievement;~~
- ~~3. — Ability to involve instructional personnel in developing and implementing educational programs;~~
- ~~4. — A sensitivity to the unique needs and aspirations of all segments of the community, which includes diverse individuals and groups;~~
- ~~5. — Ability to delegate authority;~~
- ~~6. — Ability to motivate people; and~~

~~7. ——— Respect and standing among professional colleagues.~~

~~While the foregoing represent the standards to be used in the selection of a superintendent, the School Board is cognizant of the fact that all of the above are not expected to be found without exception in a single candidate.~~

Legal Reference

Code of Virginia § 22.1-58, as amended. Division superintendent required.

Code of Virginia § 22.1-59, as amended. Qualifications of division superintendent.

Code of Virginia § 22.1-63, as amended. Certain officers ineligible for or to hold office of superintendent.

8VAC20-390-10, as amended. Qualifications.

8VAC20-22-600, as amended. Division Superintendent license.

Adopted by School Board: October 20, 1992

Amended by School Board: October 1, 2013

Amended by School Board: 2019

ADMINISTRATION

Appointment/Reappointment and Reclassification

A. Appointment/Reappointment

All administrative and supervisory personnel, ~~except for temporary or part-time personnel~~, shall be appointed ~~and annually reappointed~~ by the School Board upon the recommendation of the Superintendent. ~~The Superintendent is authorized to hire temporary and part-time administrators, as supported by the budget, for up to ninety (90) days without School Board approval and full-time administrators necessary to the continued operations of the School Division, subject to School Board confirmation within thirty (30) days of such employment.~~

When the Superintendent exercises authority to hire full-time administrators without first obtaining School Board approval, he/she shall require the administrator to sign an agreement setting forth the terms and conditions of employment as stated in all applicable School Board Policies or Regulations which clearly states that school employment will cease absent formal action of the School Board to approve the employment within thirty (30) ~~days if the position is full time, or ninety (90) days depending upon whether the position is full time, part time or temporary.~~

B. Classification/Reclassification

The Superintendent is authorized to develop and implement regulations and procedures to classify and reclassify administrative, professional and classified positions to meet the needs of the School Division. Jobs that have experienced significant change may undergo job analysis to review and facilitate salary grade adjustment if needed in order to ensure equitable and fair compensation of employees.

C. Reassignment

~~Administrative personnel, other than Principals, Assistant Principals and Supervisors who are governed by School Board Policy 2-51, shall be assigned to a position by the School Board upon the recommendation of the Superintendent. The Superintendent shall present to the School Board for its approval a list of assignments of administrative personnel for the fiscal year commencing July 1 and ending June 30 no later than the first regular June meeting of the School Board. After School Board approval of the list of assignments, the Superintendent may assign/reassign any administrator not subject to School Board Policy 2-51 to any position within the School Division, provided that the Superintendent makes appropriate reports and explanations concerning such transfers upon the request of the School Board.~~

Editor's Note

See School Board Policy 4-11 Appointment

See School Board Policy 4-1 Definitions

See School Board Policy 2-51 Assignment and Transfer (Principals, Assistant Principals and Supervisors)

Legal Reference

Code of Virginia § 22.1-70, as amended. Powers and duties of superintendent generally.

~~Code of Virginia § 22.1-296, as amended. Payment of employees; reimbursement for private transportation; certain sick leave policies.~~

~~Code of Virginia § 22.1-313, as amended. Decision of school board; generally.~~

Code of Virginia § 22.1-297, as amended. Assignment of teachers, principals and assistant principals by superintendent.

Related Links

School Board [Policy 2-51](#)

School Board [Policy 4-1](#)

School Board [Policy 4-11](#)

Adopted by School Board: October 20, 1992

Amended by School Board: February 17, 1998

Amended by School Board: September 7, 1999

Amended by School Board: June 8, 2004

Amended by School Board: April 19, 2005

Amended by School Board: December 3, 2013

Amended by School Board:

ADMINISTRATION

Assignment and Transfer—Administrators

1.—Assignment

~~The administrative personnel shall be placed in the schools by the School Board upon the recommendation of the Superintendent. The Superintendent shall present to the School Board for its approval a list of assignments of administrative personnel to individual schools for the school year commencing July 1 and ending June 30 no later than the first regular June meeting of the School Board. The Superintendent shall have authority to assign all principals and assistant principals to their respective positions in the school wherein they have been placed by the School Board.~~

2.—Transfer

~~The School Board may at the time it receives the list of school assignments pursuant to Section A of this Policy, or at any time thereafter, adopt a resolution authorizing the Superintendent to reassign principals and assistant principals to any school or position within the School Division for the school year commencing July 1 and ending June 30, provided no change or reassignment shall adversely affect the salary of such principal or assistant principal for that school year and provided, further, that the Superintendent shall make appropriate reports and explanations concerning such transfers upon the request of the School Board.~~

~~The School Board may, upon the recommendation of the Superintendent, reassign a principal, assistant principal or supervisor to a lower paying position for the school year commencing July 1 provided the School Board adheres to the procedural requirements set forth in Virginia Code § 22.1-294, as amended and gives notice to the affected individual of such reassignment by June 15.~~

Editor's Note

~~On June 15, 1999, the School Board adopted a Continuing Resolution Authorizing the Superintendent to Reassign Principals, Assistant Principals and Teachers. Such resolution will remain in effect until the School Board takes action to revoke it. A copy of the resolution can be found in the School Board Minutes for June 15, 1999, and attached to this Policy.~~

~~See School Board Policy 4-12 for assignment and transfer of teachers.~~

~~See School Board Policy 2-40 for performance evaluation process of principals, assistant principals and supervisors.~~

Legal Reference

~~Code of Virginia § 22.1-294, as amended. Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position.~~

~~Code of Virginia § 22.1-297, as amended. Assignment of teachers, principals and assistant principals by superintendent.~~

~~1984-85 Report of the Attorney General at 277, School Boards. Power to Assign.~~

~~Related Links~~

~~School Board [Policy 2-40](#)~~

~~School Board [Policy 4-12](#)~~

~~[Continuing Resolution](#)~~

~~Adopted by School Board: October 20, 1992~~

~~Amended by School Board: March 3, 1998~~

~~Amended by School Board: June 15, 1999~~

~~Amended by School Board: April 4, 2000~~

~~Amended by School Board: December 3, 2013~~

PERSONNEL

Assignment, Reassignment, and Transfer – Teachers

A. Teachers

1. A. Assignment

The teachers in the School Division shall be employed and placed in the schools by the School Board upon recommendation of the Superintendent. By resolution, the School Board authorizes the Superintendent to assign ~~The Superintendent shall present to the School Board for its approval a list of assignments of teachers to individual schools for the school year-commencing July 1 and ending June 30 no later than the first regular June meeting of the School Board.~~ The Superintendent delegates to the principals the authority to assign teachers to their respective positions in the schools. A principal may submit recommendations to the Superintendent for the promotion, transfer and dismissal of all personnel assigned to the principal's ~~his or her~~ supervision.

2. B. Transfer Reassignments

Instructional staff members are key to an effective learning environment; consequently, appointment to a particular teaching assignment is dependent on job performance and the needs and best interests of the School Division.

~~The School Board may at the time it receives the list of school assignments pursuant to section A above, or at any time thereafter, adopt a~~ By resolution, the School Board authorizes ~~authorizing the Superintendent to reassign teachers to any school within the School Division for the school year commencing July 1 and ending June 30, provided no change or reassignment shall adversely affect the salary of such teachers for that school year and provided, further, that the Superintendent shall make appropriate reports and explanations concerning such transfers~~ reassignments upon the request of the School Board.

B. Principals, Assistant Principals, and Instructional Supervisors

1. Assignment/Reassignment

The administrative personnel shall be employed by the School Board upon recommendation of the Superintendent. By resolution, the School Board authorizes the Superintendent to assign/reassign principals, assistant principals, and instructional supervisors to any school within the School Division for a school year, provided no change or reassignment shall affect the salary of such principal or assistant principal for that school year. The Superintendent shall make appropriate reports and explanations concerning such assignments/reassignments upon the request of the School Board.

2. Reassignment to Lower Paying Position

The School Board authorizes the Superintendent to reassign a principal, assistant principal or instructional supervisor to a lower paying position, provided the School Board adheres to the procedural requirements set forth in Virginia Code § 22.1-294, as amended, and gives notice to the affected individual of such reassignment.

C. Classified, Professional, and Non-instructional Administrators

1. Assignment/Reassignment

Classified employees, professional employees, and non-instructional administrators shall be employed by the School Board upon recommendation of the Superintendent. The Superintendent may assign/reassign personnel based on need, job performance, and in the best interests of the School Division. The Superintendent shall make appropriate reports and explanations concerning assignments/reassignments upon the request of the School Board.

2. Transfers

- a. An employee may not request a transfer during the first three months of ~~the~~his/her probationary period.
- b. ~~A~~-an employee who is on a performance improvement plan may not be transferred.

Editor's Note

On ~~June 15, 1999~~ ---, 2019, the School Board adopted a Continuing Resolution Authorizing the Superintendent to Reassign Principals, Assistant Principals and Teachers. Such resolution will remain in effect until the School Board takes action to revoke it. A copy of the resolution can be found in the School Board Minutes for ~~June 15, 1999, ---,~~ 2019 and attached to this Policy.

~~See School Board Policy 2-51 for assignment and transfer of administrative/supervisory personnel.~~

~~See School Board Policy 4-56 for financial incentives for excellence in teaching.~~

~~See School Board Policy 4-62 for policy on procedure for use by Superintendent and principals in evaluation of instructional personnel.~~

Legal Reference

Code of Virginia § 22.1-295, as amended. Employment of teachers.

Code of Virginia § 22.1-297, as amended. Assignment of teachers, principals and assistant principals by superintendent.

Code of Virginia § 22.1-293, as amended. School boards authorized to employ principals and assistant principals; license required; powers and duties

Code of Virginia § 22.1-294, as amended. Probationary terms of service for principals, assistant principals and supervisors; evaluation; reassigning principal, assistant principal or supervisor to teaching position.

Related Links

School Board [Continuing Resolution](#)

School Board [Policy 2-51](#)

School Board [Policy 4-56](#)

School Board [Policy 4-62](#)

Adopted by School Board: July 21, 1970

Amended by School Board: August 19, 1975

Amended by School Board: July 1, 1978

Amended by School Board: July 1, 1982

Amended by School Board: July 1, 1984

Amended by School Board: July 1, 1987

Amended by School Board: July 1, 1989

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: February 17, 1998

Amended by School Board: June 15, 1999

Amended by School Board: April 4, 2000

Amended by School Board: October 4, 2016

Amended by School Board:

Continuing Resolution Authorizing the Division Superintendent to Reassign Teachers, Assistant Principals, and Principals

WHEREAS, *Virginia Code §22.1-297* provides that a School Board may adopt a resolution authorizing the Division Superintendent to reassign teachers, assistant principals, and principals each school year to any school within the School Division, provided no change or reassignment during a school year shall affect the salary of such teacher, assistant principal, supervisor or principal for that school year;

WHEREAS, on June 15, 1999, the School Board adopted a Continuing Resolution authorizing the Superintendent to reassign principals, assistant principals and teachers following the submission and approval of a list of assignments to individual schools each year; and

WHEREAS, the Superintendent has requested that the School Board adopt a new Continuing Resolution providing the Superintendent with the authority to reassign teachers, assistant principals, and principals each year.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board hereby authorizes the Superintendent to reassign teachers, assistant principals, and principals each year to any school within the School Division pursuant to the requirements of School Board Policy 4-12, as amended, are met, and that no change or reassignment during a school year shall affect the salary of such teacher, assistant principal, supervisor or principal for that school year; and be it

FURTHER RESOLVED: That the June 15, 1999 Continuing Resolution is hereby revoked and replaced with this Resolution; and be it

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

Adopted by the School Board of the City of Virginia Beach this ____th day of November 2019

Beverly M. Anderson, School Board Chair

ATTEST:

Dianne P. Alexander, Clerk of the School Board

PERSONNEL

Resignation and Job Abandonment

Resignation is the voluntary decision of an employee to cease employment with the School Division. To ensure the orderly administration of School Division business and the delivery of educational services, employees should resign in accordance with this Policy and applicable law or regulation. Quitting and job abandonment will be considered voluntary resignation.

While resignations should be submitted in writing, nothing in this Policy prevents the Superintendent or designee from accepting a resignation made verbally.

A. ~~Licensed Personnel~~ Employees Resignation

1. The School Board authorizes the Superintendent or designee to accept resignations of licensed employees and to inform the licensed employees of the approved date of resignation in accordance with this Policy.
2. Licensed ~~persons~~ employees requesting release from a contract with the School Board ~~during the school year~~ shall submit their written resignations to the Superintendent or designee at least two (2) weeks before the intended date of termination, unless waived by the Superintendent, or designee. ~~The employee may request an exit interview.~~ After June 15, the licensed employee may only resign with the approval of the Superintendent or designee. The request shall be in writing and set forth the cause of resignation.
3. A release from contract may be denied until a satisfactory replacement has been secured.
4. Teachers who have submitted requests for resignation may, within one (1) calendar week, withdraw such request to resign upon written notice to the Superintendent or designee. Upon expiration of the one-week period, any change to the date of the resignation must be approved by the Superintendent or designee. The Superintendent shall notify the School Board of the decision to approve or reject the resignation through the Personnel Report or by direct communication with the School Board. If the Superintendent rejects the teacher's request to resign, the Superintendent shall notify the School Board regarding the reason for rejection. The School Board, within two (2) weeks, may reverse the decision of the Superintendent.
5. In the event the Superintendent declines to grant the resignation on the grounds of insufficient or unjustifiable cause, and the teacher breaches such contract, the School Board may request appropriate disciplinary action by the Virginia Board of Education, which may include the revocation of the employee's teaching license.

~~A release from contract between July 1 and the beginning of school may be denied until a satisfactory replacement has been secured. The employee shall be informed that breaking a contract without School Board approval may result in a request to the Virginia Board of Education for appropriate disciplinary action which may include revocation of the person's teaching license.~~

~~Resignations are not officially approved until presented to and accepted by the School Board.~~

A.B. ~~Classified Personnel~~ **Non-licensed employees - Resignation**

~~Classified~~ Non-Licensed employees voluntarily terminating their employment ~~shall~~ should submit notice of their intentions at least two (2) weeks prior to their final workday. Employees giving advance notice or resigning with the Superintendent's or designee's approval shall have their resignations accepted without

prejudice. Failure to comply with this Policy may result in a recommendation that the employee be ineligible for reemployment at a future date.

Once accepted, a resignation may not be rescinded by the non-licensed employee without the approval of the Superintendent or designee.

C. Non-licensed employees - resignation without notice

The Superintendent or designee is authorized to accept a resignation from any employee when such resignation is given less than two weeks prior to the date of resignation. However, in accordance with this Policy, failure to provide notice may result in a recommendation that the employee be ineligible for reemployment.

When a resignation is accepted with less than two weeks prior notice, the employee's separation date may be the date the resignation was accepted. In addition, a resignation accepted under these conditions may not be rescinded, and all rights and privileges provided to employees will terminate as of the date and time that the resignation was accepted.

D. Job abandonment

The Superintendent or designee is authorized to make a determination of job abandonment. An employee will be determined to have abandoned his/her job if:

1. Without prior communication to the employee's supervisor or the Human Resources Department, the employee fails to report to his/her work assignment for three consecutive work days/nights. In such case, the employee's supervisor or the Human Resources Department will make a reasonable attempt to contact the employee regarding the reasons for the unauthorized absences. Employees who are unable to communicate the reasons why they did not report to work may present such evidence within a reasonable period as a mitigating circumstance against a determination of job abandonment.
2. The employee fails to return to work after an authorized leave period has expired or fails to respond to School Division communications regarding an estimated return-to-work status.
3. The employee indicates, through action, that he/she does not intend to continue employment with the School Division. Actions demonstrating such intent may include, but are not limited to, verbally expressing the intention not to return, expressing in written or electronic format the intention not to return to work, walking off the worksite without authorization, or turning in issued School Division property.

B.E. Disclosure of Employment-Related Information

If the employee was subject to a pending recommendation for dismissal or other disciplinary action facts exist and are known at the time of a resignation or job abandonment which, but for the employee's resignation, would have subjected the employee to another type of termination or disciplinary action, the employee's record should reflect that information cause to terminate, to pursue termination of, or to pursue discipline of the employee existed at the time of the employee's resignation. Any records which support the reasons for termination or discipline will be included in the employee's file along with the resignation. The Superintendent or his designee may, in accordance with applicable policy and/or law, disclose accurate information concerning the employee's professional conduct, job performance, or reason for separation and whether the employee is eligible for rehire.

Editor's Note

For confidentiality of personnel files and disclosure of information, see School Board Policy 4-15.

Legal Reference

Code of Virginia § 8.01-46.1, as amended. Disclosure of employment-related information; presumptions; causes of action; definitions.

Code of Virginia § 22.1-304, as amended. Reemployment of teacher who has not achieved continuing contract status; effect of continuing contract; resignation of teacher; reduction in number of teachers.

~~8VAC20-440-130, as amended.~~ ~~Purpose of Uniform Hiring Process.~~

~~8VAC20-440-140, as amended.~~ ~~Phase One of the Three Phase Employment Process.~~

~~8VAC20-440-150, as amended.~~ ~~Phase Two of the Three Phase Employment Process.~~

~~8VAC20-440-160, as amended.~~ ~~Phase Three of the Three Phase Employment Process.~~

Related Links

School Board [Policy 4-15](#)

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[Amended by the School Board: 2019](#)