



# 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

**Joel A. McDonald**  
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, March 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.**
  - A. School Board Administrative Matters and Reports
  - B. An Achievable Dream Academy (AADA) Ad Hoc Committee Update
  - C. School Start Times: Community Feedback Plan on Options
2. **Closed Meeting** (as needed)
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. Perfect ACT Scores
  - B. Microsoft Office Specialist State Championship Winners
  - C. Indoor Track and Field Champions
  - D. State Wrestling Champions
  - E. Swim and Dive State Champions
  - F. 2018 VA Purple Star Designation Schools
7. **Superintendent's Report**



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

### ***School Board Regular Meeting Agenda (continued)***

**Tuesday, March 12, 2019**

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#### **8. *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 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 [Board Bylaw 1-48](#) requirements for Decorum and Order.

#### **9. *Approval of Minutes:***

- A. February 26, 2019 Regular Meeting
- B. March 5, 2019 Special Meeting

#### **10. *Adoption of the Agenda***

#### **11. *Consent Agenda***

All items under the Consent Agenda are enacted on by one motion. During Item 12 – 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. Global Studies and World Language Academy Course Change Request
- B. New Secondary Course Peer Tutoring
- C. Math and Science Academy New Course Marine Biology
- D. Recommendation of General Contractor: Salem High School MUAU Replacement
- E. Bylaw 1-19 Duties of Chairman/Vice Chairman

#### **12. *Action***

- A. Personnel Report / Administrative Appointments **UPDATED 3/13/2019**
- B. Plans for Continuous Improvement for Select Schools
- C. Resolution to Request Remaining Funds Needed to Complete Full Day Kindergarten Implementation **UPDATED 3/13/2019**

#### **13. *Information***

- A. Building Utilization Committee Report
- B. Policy Review Committee Recommendations
  - 1. Policy 4-2 Employee Conduct
  - 2. Policy 5-14 School Attendance Zones
  - 3. Policy 5-48 Social Activities
  - 4. Policy 5-50 Class Gifts/Exchanging Gifts
  - 5. Policy 5-51 Student Vehicles
  - 6. Policy 5-53 Activities: Access to School Facilities

#### **14. *Standing Committee Reports***

#### **15. *Conclusion of Formal Meeting***



# **VIRGINIA BEACH CITY PUBLIC SCHOOLS**

## **CHARTING THE COURSE**

### ***School Board Regular Meeting Agenda (continued)***

**Tuesday, March 12, 2019**

School Administration Building #6, Municipal Center

2512 George Mason Dr.

P.O. Box 6038

Virginia Beach, VA 23456

(757) 263-1000

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**16. *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.

**17. *Convene School Board Workshop* (as needed)**

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

**19. *Vote on Remaining Action Items***

**20. *Adjournment***



**Subject:** An Achievable Dream Academy Ad Hoc Committee Update **Item Number:** 1B

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

**Senior Staff:** N/A

**Prepared by:** School Board Member Daniel D. Edwards serving as the Ad Hoc Committee Chair

**Presenter(s):** School Board Member Daniel D. Edwards serving as the Ad Hoc Committee Chair

**Recommendation:**

That the School Board of the City of Virginia Beach receive an update on the work of the ad hoc committee for An Achievable Dream Academy (AADA).

**Background Summary:**

**Sources:**

**Budget Impact:**



**Subject:** School Start Times: Community Feedback Plan on Options **Item Number:** 1C

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

**Senior Staff:** Daniel Keever, Senior Executive Director High Schools, Department of School Leadership

**Prepared by:** Daniel Keever

**Presenter(s):** Daniel Keever

**Recommendation:**

The school board review the school start times and community feedback plan for the purpose of providing input in the next steps of the process.

**Background Summary:**

Based on the unanimous support from the school board on the November 2018 resolution on school start times, administration is bringing forward options and community feedback plan for review.

**Source:**

November 2018 school board resolution on school start times.

**Budget Impact:**

To be determined.



**Subject:** Perfect ACT Scores **Item Number:** 6A

**Section:** Student, Employee and Public Awards and Recognition **Date:** March 12, 2019

**Senior Staff:** Ms. Natalie Allen, Chief Media & Communications Officer, Department of Media and Communications

**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 Ocean Lakes High School students Noah Siraj and Joshua Minter for earning perfect scores on the ACT, respectively.

**Background Summary:**

Siraj and Minter, juniors in the school's Mathematics and Science Academy, achieved the highest possible composite score of 36 on the ACT, which tests students in English, mathematics, reading and science. Each section is scored on a scale from 1-36 and a student's composite score is the average of the four scores.

**Source:**

Ocean Lakes High School

**Budget Impact:**

None



**Subject:** Microsoft Office Specialist State Championship Winners **Item Number:** 6B

**Section:** Student, Employee and Public Awards and Recognition **Date:** March 12, 2019

**Senior Staff:** Ms. Natalie Allen, Chief Media & Communications Officer, Department of Media and Communications

**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 four students from Princess Anne High School who won first place in the Microsoft Office Specialist State competition in four different events, respectively.

**Background Summary:**

The Microsoft Office Specialist Competition, presented by Certiport, Inc., is a global competition that tests students' skills on Microsoft Office Word, Excel and PowerPoint. The students will now move on to the national competition in Florida in June. The students won events in Microsoft Word 2013 and 2016 as well as Microsoft PowerPoint 2013 and 2016.

**Source:**

[www.moschampionship.com](http://www.moschampionship.com)

**Budget Impact:**

None



**Subject:** Indoor State Track and Field Champions **Item Number:** 6C

**Section:** Student, Employee and Public Awards and Recognition **Date:** March 12, 2019

**Senior Staff:** Ms. Natalie Allen, Chief Media & Communications Officer, Department of Media and Communications

**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 seven student athletes that finished first at the 2019 Virginia High School League (VHSL) Indoor Track and Field State Championship.

**Background Summary:**

The 2019 VHSL Class 5 and 6 State Indoor Track and Field Championship meet was held Feb. 22 and 23. The seven athletes are students at Ocean Lakes, Princess Anne, Salem and Tallwood High School, respectively. They won events for girls 1,000-meter run, boys 300-meter dash, girls 4x200 relay and boys long jump.

**Source:**

VHSL website

**Budget Impact:**

None



**Subject:** State Wrestling Champions **Item Number:** 6D

**Section:** Student, Employee and Public Awards and Recognition **Date:** March 12, 2019

**Senior Staff:** Ms. Natalie Allen Chief Media & Communications Officer, Department of Media and Communications

**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 five student athletes who won the 2019 Virginia High School League (VHSL) State Wrestling Championship in their respective weight class.

**Background Summary:**

The 2019 VHSL Class 5 and 6 State Wrestling Championships were held Feb. 15 and 16. The five athletes are students at Bayside, First Colonial, Kellam and Princess Anne High schools, respectively.

**Source:**

VHSL website

**Budget Impact:**

None



**Subject:** Swim and Dive State Champions **Item Number:** 6E

**Section:** Student, Employee and Public Awards and Recognition **Date:** March 12, 2019

**Senior Staff:** Ms. Natalie Allen, Chief Media & Communications Officer, Department of Media and Communications

**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 nine student athletes who finished first at the 2019 Virginia High School League (VHSL) Swim and Dive State Championship Meet.

**Background Summary:**

The 2019 VHSL Class 5 and 6 State Swim and Dive Championship Meet was held Feb. 14-16. The nine athletes are students at First Colonial, Kellam, Ocean Lakes and Princess Anne high schools, respectively. The events they won were the boys 200-yard freestyle, boys 100-yard butterfly, boys 100-yard backstroke, girls 200-yard freestyle, girls 100-yard backstroke, girls 200-yard individual medley, girls 500-yard freestyle, girls 100-yard freestyle, girls 200-yard freestyle relay, girls 400-yard freestyle relay and girls 1-meter dive.

**Source:**

VHSL website

**Budget Impact:**

None



**Subject:** 2018 Virginia Purple Star Designation Schools **Item Number:** 6F

**Section:** Student, Employee and Public Awards and Recognition **Date:** March 12, 2019

**Senior Staff:** Ms. Natalie Allen, Chief Media & Communications Officer, Department of Media and Communications

**Prepared by:** Ms. Rosemary Gladden, Public Relations Coordinator

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

**Recommendation:**

That the Board recognize the two additional schools that were awarded the 2018 Purple Star designation.

**Background Summary:**

The Virginia Purple Star Designation is awarded to schools that have demonstrated a major commitment to students and families connected to our nation's armed forces. The two additional schools are New Castle Elementary School and Kempsville High School, bringing the division total to eight schools.

**Source:**

Virginia Department of Education website ([www.doe.virginia.gov](http://www.doe.virginia.gov))

**Budget Impact:**

None



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

**Section:** Approval of Minutes **Date:** March 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 the following minutes as presented

- A. February 26, 2019 Regular School Board Meeting; and
- B. March 5, 2019 Special Meeting.

**Background Summary:**

**Source:**

Bylaw 1-40

**Budget Impact:**

N/A



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<b>Daniel D. Edwards</b> District 2 – Kempsville	<b>Sharon R. Felton</b> District 6 – Beach	<b>Dorothy M. Holtz</b> At-Large
<b>Laura K. Hughes</b> At-Large	<b>Victoria C. Manning</b> At-Large	<b>Joel A. McDonald</b> District 3 – Rose Hall
<b>Trenace B. Riggs</b> District 1 – Centerville	<b>Carolyn T. Rye</b> District 5 - Lynnhaven	<b>Carolyn D. Weems</b> District 4 - Bayside

**Aaron C. Spence, Ed.D., Superintendent**

## ***School Board Regular Meeting MINUTES***

**Tuesday, February 26, 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 4:03 p.m. In addition to the Chief of Staff, Marc A. Bergin, Ed.D., acting on behalf of Superintendent Spence who was absent from the meeting due to illness; all School Board members were present with the exception of Ms. Rye who was absent from the meeting attending a funeral in New Jersey.
  - A. **School Board Administrative Matters and Reports:** Chairwoman Anderson routed an RSVP slip to determine School Board members' interest in attending the Virginia School Board Association's (VSBA) Tidewater Region Spring Network Forum, and obtained consensus to begin the March 5 Special Meeting at 4:00 p.m. noting the only business to be conducted was for the School Board to take action on the budget and Capital Improvement Program (CIP).

There were no further matters or reports presented by School Board members.

This portion of the workshop concluded at 4:05 p.m.
  - B. **School Operating Budget FY2019-20 and Capital Improvement Program (CIP) FY2019-20 through FY2024-25 Workshop #3:** Farrell E. Hanzaker, Chief Financial Officer, presented highlights of the state's final budget bill noting it closely corresponded to what was presented to the School Board at their February 19 budget workshop in balancing the budget. He reported on areas related to at-risk funds to hire testing coordinators and licensed behavioral specialists, efforts towards reducing the student/guidance counselor ratio, compensation, and literary funds. Following discussion, there was consensus to direct Administration to proceed with preparing resolutions for the school operating budget and Capital Improvement Program (CIP) as it stands for the School Board to take action at their March 5 special meeting.



This portion of the workshop concluded at 4:38 p.m.

- C. Special Education Update: Roni Myers-Daub, Ed.D., Executive Director of Programs for Exceptional Children, presented an update and next steps on priorities for special education services. She reported on areas of Individualized Education Plan (IEP) alignment and specifically designed instruction, evaluation/eligibility/reevaluation, and transition as it relates to the Virginia Department of Education's (VDOE) letter of findings issued October 31, 2018 in response to a systemic complaint.

The workshop concluded at 5:12 p.m.

2. **Closed Meeting** (as needed): None
3. **School Board Recess**: The School Board recessed at 5:12 p.m. to reconvene in School Board Chambers for the formal meeting at 6:00 p.m.

#### **FORMAL MEETING**

4. **Call to Order and Electronic Roll Call**: Chairwoman Anderson called the formal meeting to order in School Board Chambers at 6:00 p.m. All School Board members were present with the exception of Ms. Rye who Chairwoman Anderson noted was absent due to attending a funeral in New Jersey. Additionally, Chief of Staff, Marc A. Bergin, Ed.D., acted on behalf of Superintendent Spence who Chairwoman Anderson announced was absent due to illness.
5. **Moment of Silence followed by the Pledge of Allegiance**
6. **Student, Employee and Public Awards and Recognition**: None
7. **Superintendent's Report**: In the tradition of recognizing the newest member(s) of the *Compass Keepers Club*<sup>1</sup>, the Superintendent's Report presented by Chief of Staff Bergin on behalf of Superintendent Spence was related to peer tutoring exhibited by Kellam High School's Peer Tutoring Center where more than 100 students have been helped by their peers.
8. **Public Hearing on School Operating Budget FY2019-20 and Capital Improvement Program (CIP) FY2019-20 through FY2024-25**: The School Board heard comments from 10 citizens on compensation, staffing, and facilities as it relates to the FY2019/20 Schools Operating Budget and FY2019/20 through FY2024/25 Capital Improvement Program.
9. **Hearing of Citizens and Delegations on Agenda Items**: None
10. **Approval of Minutes**:
- A. February 12, 2019 Regular School Board Meeting: Ms. Holtz made a motion, seconded by Ms. Riggs, that the School Board approve the minutes of their February 12, 2019 regular meeting as presented. The motion passed (ayes 10, nays 0).

<sup>1</sup> 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



B. February 19, 2019 Budget/CIP Workshop #2: Ms. Weems made a motion, seconded by Ms. Manning, that the School Board approve the minutes of their February 19, 2019 budget/Capital Improvement Program (CIP) workshop #2 as presented. The motion passed (ayes 10, nays 0).

11. **Adoption of the Agenda**: Prior to a motion, Chairwoman Anderson advised of a request to move Consent Item 12C – Plans for Continuous Improvement for Select Schools to Action as Item 13C. There being no objection, Ms. Weems made a motion, seconded by Ms. Riggs, that the School Board adopt the agenda as amended. The motion passed (ayes 10, nays 0).

12. **Consent Agenda**: After Chairwoman Anderson's overview of items presented for approval as part of the Consent Agenda, Ms. Riggs made a motion, seconded by Mr. Edwards, that the School Board approve the Consent Agenda as modified during Adoption of the Agenda. The motion passed (ayes 10, nays 0), and the following items were approved as part of the Consent Agenda:

A. Resolutions:

1. School Social Work Week as follows:

**Resolution for National School Social Work Week  
March 3-9, 2019**

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

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

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

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

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

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

**NOW, THEREFORE, BE IT**

**RESOLVED**: That the School Board of the City of Virginia Beach recognize the first full week of March 2019 as National School Social Work Week in Virginia Beach City Public Schools; and be it

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



2. Read Across America as follows:

**Read Across America**

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

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

**WHEREAS**, "National Education Association's (NEA) *Read Across America*," a national celebration of Dr. Seuss's 115<sup>th</sup> birthday on March 2, 2019, promotes reading and adult involvement in the education of our community's students;

**NOW, THEREFORE, BE IT**

**RESOLVED**: That the School Board of the City of Virginia Beach calls on all the citizens of Virginia Beach to assure that every child is in a safe place reading together with a caring adult on March 2, 2019, and be it

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

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

3. Fine Arts in Our Schools as follows:

**RESOLUTION  
FINE ARTS IN OUR SCHOOLS MONTH  
MARCH 2019**

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

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

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

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

**NOW, THEREFORE, BE IT**

**RESOLVED**: That the School Board of the City of Virginia Beach recognizes the month of March 2019 as Fine Arts in Our Schools Month in Virginia Beach City Public Schools; and be it

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

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



4. Women's History Month as follows:

**RESOLUTION  
WOMEN'S HISTORY MONTH  
MARCH 2019**

**WHEREAS**, women of every race, class and ethnic background have made historic contributions to our schools, community and nation in countless recorded and unrecorded ways; and

**WHEREAS**, women have played and continue to play a critical economic, cultural, political and social role in every sphere of American life through their service as a significant portion of the labor and volunteer force; and

**WHEREAS**, women have been traditionally underrepresented as leaders in areas of business, science, technology and government; and

**WHEREAS**, today's children have the opportunity to learn about the significant contributions of women as leaders not only in securing their own rights of suffrage and equal opportunity, but also as leaders in the forefront of every major progressive social change movement, which creates a more fair and just society for all; and

**WHEREAS**, despite their many contributions, the role of women in history has been consistently overlooked and undervalued in the literature, teaching and study of American history; and

**WHEREAS**, the school division's strategic framework Compass to 2020 calls upon our staff, students and community to support a culture of growth and excellence for all people;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach recognizes the month of March 2019 as Women's History Month in Virginia Beach City Public Schools; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all students, schools and citizens to celebrate the many contributions and accomplishments of women in our community and our nation through participation in Women's History Month activities; and be it

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

B. Dominion Energy Easement Agreement

1. Corporate Landing Middle School: The School Board authorized the Chair to execute the underground easement agreement for the site located at Corporate Landing Middle School associated with the underground cable that will be installed along Corporate Landing Parkway and Dam Neck Road creating more reliable services to buildings on Corporate Landing Parkway
2. New Princess Anne Middle School (Seaboard Rd.): The School Board authorized the Chair to execute the underground easement agreement for the new Princess Anne Middle School for permanent underground service to be provided to the new school that will also support placing existing overhead facilities underground along Seaboard Road and Leroy Road

C. *[moved to Action 13C during Adoption of the Agenda]*



### 13. Action

- A. Personnel Report: Vice Chair Melnyk made a motion, seconded by Ms. Holtz, that the School Board approve the appointments and accept the resignations, retirements and other employment actions as listed on the Personnel Report dated February 26, 2019 as presented. The motion passed (ayes 10, nays 0). There were no administrative appointments recommended by the Superintendent.
- B. Assignment to Virginia Beach Human Rights Commission: Ms. Felton made a motion, seconded by Ms. Riggs, that the School Board approve the assignment of School Board member Dorothy Holtz to serve as the School Board's liaison on the Virginia Beach Human Rights Commission, with Vice Chair Melnyk serving as the alternate, for the remainder of the 2018-19 school year ending June 30, 2019. The motion passed (ayes 10, nays 0).
- C. *[moved from Consent Item 12C during Adoption of the Agenda]* Plans for Continuous Improvement for Select Schools: Vice Chair Melnyk made a motion, seconded by Mr. Edwards, that the School Board approve the Plan for Continuous Improvement for select schools as presented. Discussion ensued regarding language on several school plans that stipulates the number of referrals and suspensions will be reduced by 50%. The concern was that it may discourage teachers from making referrals. Chief of Staff Bergin and Donald E. Robertson, Jr., Ph.D., Chief of Schools, explained the intent is to improve behavior; and the statement, although admittedly poorly written, refers to a desired outcome. In response to an inquiry, it was affirmed a delay in action would have no ramifications at this time. Therefore, Mr. Edwards made a substitute motion, seconded by Ms. Weems, to table the item until the March 12 regular meeting to allow Administration to address the concern by altering the language. The motion passed (ayes 10, nays 0).

### 14. Information

- A. Global Studies and World Language Academy Course Change Request: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, presented Global Studies and World Languages Academy course changes: Global Citizenship Seminar, Global Perspectives Seminar, Global Systems Seminar, and corresponding course objectives recommended to begin implementation in the 2019-20 school year. He reported the faculty from the Global Studies and World Language Academy at Tallwood High School collected data, researched similar programs in other states, attended professional conferences and collaborated with the community to identify needed changes to the curriculum that is over 14 years old. Program changes will evolve over the next three years with freshmen only implementation for the 2019-20 school year. The Classes of 2020, 2021 and 2022 will complete the curriculum currently approved by the School Board.
- B. New Secondary Course Peer Tutoring: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, presented the proposed courses, Peer Tutoring I and Peer Tutoring II, and corresponding course objectives recommended for implementation



in the 2019-20 school year. He explained the courses are designed to be year-long elective courses that enable high school students to take more centralized roles in their own learning while offering opportunities for them to take on learning-leadership roles in their school community through becoming “lead learners.”

- C. Math and Science Academy New Course Marine Biology: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning, presented the proposed Marine Biology course and corresponding course objectives recommended for implementation in the 2019-20 school year. He reported the semester-long science elective course will introduce students enrolled in the Mathematics and Science Academy at Ocean Lakes High School to the biology encompassed in marine environments and enhance the advancements of students who wish to major in marine biology, oceanography, physics, or other science fields.
- D. Interim Financial Statements – January 2019: Farrell E. Hanzaker, Chief Financial Officer, presented the division’s financial position as of January 31, 2019 reporting overall revenues as acceptable at this time in the fiscal year. He explained an updated projection of March 31 Average Daily Membership (ADM) and the Governor’s proposed amendments reflect a surplus of approximately \$2.5 million mainly due to the proposed increase in the supplementary lottery allocation in the Governor’s budget. He noted respective budget amendments by the House and Senate change the Governor’s budget, and although the General Assembly had adjourned, the final outcome had not been published by the Virginia Department of Education (VDOE) with the education calculation tool. Federal revenues were reported on a favorable trend, and status of Federal Impact Aid collections were summarized. Sales tax receipts were reported on an acceptable trend at \$940,000 higher than the prior year, and expenditures too were reported as acceptable at this time.
- E. Bylaw 1-19 Duties of Chairman/Vice Chairman: School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney, presented the Policy Review Committee’s (PRC) recommendation regarding an amendment to Bylaw 1-19 to authorize the School Board Chair to sign or approve required documents, use of funds, or provisions of services on behalf of the Superintendent. In response to an inquiry, she explained the change was related to establishing an approval path for financial documents required to accompany procurement card (P-card) transactions made by the Superintendent. It was noted, in the absence, unavailability or inability of the School Board Chair to act, the role will fall on the School Board Vice Chair as outlined in the bylaw.

15. **Standing Committee Reports:** Ms. Weems announced upcoming Green Run Collegiate Foundation fundraising events; and reported on the Mayor’s Committee for Persons with Disabilities meeting where persons with disabilities were honored, and Princess Anne High School students recognized for their contributing efforts from saving lives to raising money.

Ms. Riggs reminded the School Board of the upcoming Sister Cities Youth Ambassador Gala.

16. **Conclusion of Formal Meeting:** The formal meeting concluded at 7:32 p.m.



17. **Hearing of Citizens and Delegations on Non-Agenda Items:** The School Board heard comments on non-agenda items by Herta Okonkwo promoting a "Season of Non-violence," and Chopna O'Galvin advocating for an increase in recess time.
18. **Convene School Board Workshop:** None
19. **Closed Meeting** (as needed): None
20. **Vote on Remaining Action Items:** None
21. **Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 7:41 p.m.

Respectfully submitted:

\_\_\_\_\_  
Dianne P. Alexander, Clerk of the School Board

Approved:

\_\_\_\_\_  
Beverly M. Anderson, School Board Chair



# 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

<b>Daniel D. Edwards</b> District 2 – Kempsville	<b>Sharon R. Felton</b> District 6 – Beach	<b>Dorothy M. Holtz</b> At-Large
<b>Laura K. Hughes</b> At-Large	<b>Victoria C. Manning</b> At-Large	<b>Joel A. McDonald</b> District 3 – Rose Hall
<b>Trenace B. Riggs</b> District 1 – Centerville	<b>Carolyn T. Rye</b> District 5 - Lynnhaven	<b>Carolyn D. Weems</b> District 4 - Bayside

**Aaron C. Spence, Ed.D., Superintendent**

### ***School Board Special Meeting MINUTES***

**Tuesday, March 5, 2019**

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

- 1. *Call to Order and Electronic Roll Call:*** Chairwoman Anderson called the special meeting of the School Board of the City of Virginia Beach to order at 4:00 p.m. in the School Board Chambers at the School Administration Building. In addition to Superintendent Spence, all School Board members were present with the exception of Vice Chair Melnyk who Chairwoman Anderson announced was absent due to being in Hawaii for a family trip. She stated the purpose of the special meeting was for the School Board to discuss and take action on the School Operating Budget for Fiscal Year 2019-20, and Capital Improvement Program (CIP) for Fiscal Year 2019-20 through Fiscal Year 2024-25; and discuss additional funds for full-day kindergarten.
- 2. *Moment of Silence followed by the Pledge of Allegiance***
- 3. *Adoption of the Agenda:*** Ms. Holtz made a motion, seconded by Ms. Rye, that the School Board adopt the agenda as published. The motion passed (ayes 10, nays 0).
- 4. *Action:***
  - A. Resolution Regarding School Operating Budget for Fiscal Year 2019-20:** Ms. Riggs made a motion, seconded by Ms. Weems, that the School Board approve a resolution regarding the School Operating Budget for Fiscal Year 2019-20 as proposed. The resolution requesting a lump sum appropriation of \$789,283,638 from the City Council of Virginia Beach was read aloud before the School Board cast their votes. The motion passed (ayes 10, nays 0), and the Budget Resolution was approved as follows:



**Budget Resolution – FY 2019/20**

**WHEREAS**, the mission of Virginia Beach City Public Schools (VBCPS), in partnership with the entire community, is to empower every student to become a life-long learner who is a responsible, productive, and engaged citizen within the global community; and

**WHEREAS**, the School Board of the City of Virginia Beach has adopted a comprehensive strategic plan and school improvement priorities to guide budgetary decisions; and

**WHEREAS**, the School Board has studied the recommended FY 2019/20 Operating Budget in view of state and federal requirements, the strategic plan, priorities, community expectations, competitive compensation for employees and the best educational interests of its students; and

**WHEREAS**, the next phase (third year of the five-year implementation plan) of the planned expansion of the VBCPS Full Day Kindergarten program is included in this budget; and

**WHEREAS**, the City/School Revenue Sharing Policy provides 34.11% of certain general fund revenues to meet obligations of the School Board of the City of Virginia Beach; and

**WHEREAS**, the proposed Operating Budget moves all eligible employees up an experience step (0.5 percent), not to exceed the “top of scale” and provides a 2.5 percent cost of living adjustment (COLA) for all employees; and

**WHEREAS**, the total funds requested for FY 2019/20 from the City of Virginia Beach to the School Board of the City of Virginia Beach are \$448,000,537, and

**WHEREAS**, the debt service payment is estimated to be \$45,356,996 leaving a balance of \$402,643,541 to allocate between the Operating Budget and the Capital Improvement Program (CIP); and

**WHEREAS**, \$5,800,000 of the School Reserve Special Revenue Fund, which would have normally been used for major one-time purchases, will now be budgeted to use for the FY 2019/20 Operating Budget.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That \$3,591,000 of the Sandbridge Tax Increment Financing (TIF) be allocated to the Schools’ PAYGO for the CIP, with the remaining \$409,000 earmarked for the Operating Budget, bringing it to a total of \$403,052,541; and be it

**FURTHER RESOLVED:** That federal funds in the amount of \$12,200,000 along with state funds in the amount of \$364,462,756 and other local funds in the amount of \$3,768,341 be added to the Operating Budget, bringing it to a total for FY 2019/20 of \$783,483,638; and be it

**FURTHER RESOLVED:** That \$5,800,000 of the School Reserve Special Revenue fund be added to the Operating Budget, bringing the total to \$789,283,638; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach requests a Lump Sum Appropriation of \$789,283,638 from the City Council of Virginia Beach for the School Board FY 2019/20 Operating Budget; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach requests an appropriation of \$116,662,679 for categorical grants and other special revenue funds comprised of federal grants in the amount of \$43,941,899, state grants in the amount of \$20,948,312, local grants in the amount of \$1,071,964; Green Run Collegiate in the amount of \$3,913,938; and other special revenue funds in the amount of \$46,786,566; and be it

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



- B. Capital Improvement Program (CIP) Fiscal Year 2019-20 through Fiscal Year 2024-25: Ms. Riggs made a motion, seconded by Mr. Edwards, that the School Board approve the resolution regarding the Capital Improvement Program (CIP) Fiscal Year 2019-20 through Fiscal Year 2024-25 as proposed. Ms. Manning and Ms. Weems commented on what they considered extravagant facilities being built and suggested cost saving measures to include replicating plans for buildings and reducing allocations for each project. Following discussion, the resolution for the adoption of the CIP program of \$412,431,000 was read aloud. The motion passed (ayes 7, nays 3 – Hughes, Manning and Weems), and the resolution was adopted as follows with the associated funding summary and project summary:

**FY 2019/20 - FY 2024/25 Capital Improvement Program (CIP)  
BUDGET RESOLUTION**

**WHEREAS**, the mission of Virginia Beach City Public Schools, in partnership with the entire community, is to empower every student to become a life-long learner who is a responsible, productive, and engaged citizen within the global community; and

**WHEREAS**, the School Board of the City of Virginia Beach has adopted a comprehensive strategic plan and school improvement priorities to guide budgetary decisions; and

**WHEREAS**, the primary funding sources for the School CIP have been Sandbridge Tax Increment Financing (TIF) funds and the issuance of debt by the City; and

**WHEREAS**, the City/School Revenue Sharing Policy provides 34.11% of certain general fund revenues to meet obligations of the School Board of the City of Virginia Beach; and

**WHEREAS**, the City/School Revenue Sharing Policy allocates funds first to Debt Service, while the balance is used for the Operating Budget; and

**WHEREAS**, the School Board has comprehensively reviewed all sources of funding, projected various scenarios and prioritized the needs of the Operating and Capital Improvement Budgets.

**NOW, THEREFORE, BE IT**

**RESOLVED**: That the School Board of the City of Virginia Beach adopts a CIP program of \$412,431,000 (as shown on the attached School Board Funding Summary and Project Summary dated March 5, 2019), and be it

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



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

**MINUTES**  
**Tuesday, March 5, 2019**  
**School Board Special Meeting**  
**Page 4 of 5**

CIP #	Project Category	Total Project Cost	Six Year Appropriations	Appropriations to Date	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022	Year 4 2022-2023	Year 5 2023-2024	Year 6 2024-2025
1-003	Renovations and Replacements - Energy Management/Sustainability	19,775,000	19,775,000	8,675,000	1,600,000	1,700,000	1,800,000	1,900,000	2,000,000	2,100,000
1-004	Tennis Court Renovations - Phase II	2,200,000	2,200,000	1,000,000	200,000	200,000	200,000	200,000	200,000	200,000
1-035	John B. Dey Elementary School Modernization	27,289,241	27,289,241	25,989,241	1,300,000	0	0	0	0	0
1-043	Thoroughgood Elementary School Replacement	32,470,000	32,470,000	28,970,000	3,500,000	0	0	0	0	0
1-056	Princess Anne Middle School Replacement	77,873,759	77,873,759	49,975,759	27,898,000	0	0	0	0	0
1-107	Princess Anne High School Replacement	127,350,000	89,573,000	0	4,218,000	19,141,000	18,341,000	16,941,000	16,291,000	14,641,000
1-110	Energy Performance Contracts - Phase II	30,000,000	30,000,000	15,000,000	5,000,000	5,000,000	5,000,000	0	0	0
1-178	Renovations and Replacements - Grounds - Phase III	11,225,000	11,225,000	1,325,000	1,400,000	1,500,000	1,600,000	1,700,000	1,800,000	1,900,000
1-179	Renovations and Replacements - HVAC - Phase III	55,250,000	55,250,000	5,650,000	6,750,000	7,250,000	7,850,000	8,500,000	9,250,000	10,000,000
1-180	Renovations and Replacements - Reroofing - Phase III	34,750,000	34,750,000	4,200,000	2,700,000	4,750,000	5,100,000	5,500,000	6,000,000	6,500,000
1-182	Renovations and Replacements - Various - Phase III	15,975,000	15,975,000	1,850,000	1,975,000	2,100,000	2,250,000	2,400,000	2,600,000	2,800,000
1-184	Plaza Annex/Laskin Road Office Addition	13,300,000	13,300,000	13,300,000	0	0	0	0	0	0
1-185	Elementary School Playground Equipment Replacement	1,750,000	1,750,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000
1-209	B.F. Williams/Bayside 6th (Grades 4-6) Replacement	59,450,000	1,000,000	0	0	0	0	0	0	1,000,000
		<b>Total</b>	<b>Total</b>	<b>Appropriations to Date</b>	<b>Year 1 2019-2020</b>	<b>Year 2 2020-2021</b>	<b>Year 3 2021-2022</b>	<b>Year 4 2022-2023</b>	<b>Year 5 2023-2024</b>	<b>Year 6 2024-2025</b>
<b>GRAND TOTAL (all projects)</b>		<b>508,658,000</b>	<b>412,431,000</b>	<b>156,185,000</b>	<b>56,791,000</b>	<b>41,891,000</b>	<b>42,391,000</b>	<b>37,391,000</b>	<b>38,391,000</b>	<b>39,391,000</b>
<b>TARGETS</b>					<b>56,791,000</b>	<b>41,891,000</b>	<b>42,391,000</b>	<b>37,391,000</b>	<b>38,391,000</b>	<b>39,391,000</b>
<b>DIFFERENCE</b>					<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Funding Sources	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Charter Bonds	32,300,000	32,300,000	32,300,000	32,300,000	32,300,000	32,300,000
Sandbridge	3,591,000	3,591,000	3,591,000	3,591,000	3,591,000	3,591,000
Public Facility Revenue Bonds	15,000,000	0	0	0	0	0
PayGo	0	1,000,000	1,500,000	1,500,000	2,500,000	3,500,000
Interest/Sale of Property	150,000	0	0	0	0	0
Energy Performance Contracts Funding	5,000,000	5,000,000	5,000,000	0	0	0
State Construction Grants	0	0	0	0	0	0
Lottery Funds	0	0	0	0	0	0
School Special Reserve Fund Balance	750,000	0	0	0	0	0
<b>Total</b>	<b>\$ 56,791,000</b>	<b>\$ 41,891,000</b>	<b>\$ 42,391,000</b>	<b>\$ 37,391,000</b>	<b>\$ 38,391,000</b>	<b>\$ 39,391,000</b>



5. **Discussion of Additional Funds for Full Day Kindergarten:** At the request of Chairwoman Anderson, Farrell E. Hanzaker, Chief Financial Officer, reviewed costs to accelerate implementation of full-day kindergarten to the remaining schools in the 2019-20 school year at a total of \$4,859,000 which includes costs for additional staffing, salaries, benefits, furnishings, etc. He explained the division would acquire 85% of a one cent real estate tax increase if imposed. Terms in the City/Schools Revenue Sharing Policy for requesting additional local funding were reviewed. Superintendent Spence responded to an inquiry as to whether the expansion was possible at this time, and noted three schools (Thoroughgood, John B. Dey, and Hermitage) currently impacted by construction projects will have to be delayed.

Discussion ensued in which School Board members spoke to the accelerated plan, and stated their position on requesting additional funds that could potentially impose a tax increase.

Chairwoman Anderson advised a resolution to request additional funds from City Council to complete the full-day kindergarten implementation plan in the 2019-20 school year will be presented for action at the School Board's March 12 regular meeting.

6. **Adjournment:** There being no further business before the School Board, Chairwoman Anderson adjourned the meeting at 4:56 p.m.

Respectfully submitted:

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Dianne P. Alexander, Clerk of the School Board

Approved:

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Beverly M. Anderson, School Board Chair



**Subject:** Global Studies and World Languages Academy Curriculum Revisions **Item Number:** 11A

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

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

**Prepared by:** James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning  
Jessica W. Windish, Coordinator of Global Studies and World Languages Academy

**Presenter(s):** James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

**Recommendation:**

That the School Board review and approve the proposed Global Studies and World Languages Academy course changes: Global Citizenship Seminar, Global Perspectives Seminar, Global Systems Seminar, and corresponding course objectives to begin implementation in the 2019-2020 school year.

**Background Summary:**

For the past year, the faculty from the Global Studies and World Languages Academy at Tallwood High School has collected data, researched similar programs in other states, attended professional conferences and collaborated with the community to identify needed changes to the curriculum that is over 14 years old. We have identified program changes that will evolve over the next three years to create a curriculum that will better meet the needs of our students as they journey to become global citizens. Upon approval, the attached courses will be implemented with the freshman only for the 2019-20 school year. The Classes of 2020, 2021 and 2022 will complete the curriculum currently approved by the School Board.

**Budget Impact:**

- There will be no impact to the budget regarding materials and supplies outside of the current academy budget.

**Global Studies and World Languages Academy**  
**New Course Offerings 2019-2020**

**Global Citizenship Seminar**

**Course Description:**

Global Citizenship Seminar is a year-long, one-credit required course for students in their first year of the Global Studies and World Languages Academy. This course provides students with a foundation for their understanding of global citizenship. Students will conduct in-depth research to investigate global citizenship, analyze the impact of culture on global citizenship, and understand their own role as global citizens. Their inquiry will foster cross-cultural learning, and assist in developing the skills necessary to adapt to the cultural norms of various geographic regions. This course also provides students with the opportunity to prepare for successful careers as global citizens. Students will use self-evaluation tools to identify their personal motivations for pursuing a career, discover their passions, visualize themselves as global citizens, and set goals to achieve career and personal success. Students will use a variety of technologies to communicate their ideas through professional writing, public speaking, team building, networking, and interviewing. In this course, students will understand the relevance of the knowledge they gain in core classes, such as AP Human Geography and World Literature I, and will have opportunities to apply that knowledge in an authentic setting. Throughout Global Citizenship Seminar students will establish portfolios to highlight evidence of their growth toward global citizenship. Students will add to this portfolio throughout their four years in the Global Studies and World Languages Academy.

**Prerequisites:**

There are no prerequisites for this course, as it is an entry level one credit course for a new Global Studies and World Languages Academy student.

**Universal GSWLA Objectives:**

*UGO.1 Students will exercise curiosity while developing criteria for selecting, evaluating, citing and responding to useful and relevant data as they conduct research and examine multiple perspectives.*

*UGO.2 Students will demonstrate effective written and oral communication skills in order to express creative and innovative thinking, evaluate multiple perspectives of a concern or position, and engage professionally with others.*

*UGO.3 Students will practice culturally competent behaviors by being respectful to themselves and others, exercising cultural sensitivity, and making positive contributions to society.*

*UGO.4 Students will build professional contacts through networking, interviewing, job shadowing, interning, and tele-/video-conferencing.*

*UGO.5 Students will gather evidence of special achievements, cultural experiences, community service and evidence of global citizenship for their student portfolio.*

## **Global Citizenship Seminar Objectives:**

### **Foundations of Culture & Global Citizenship**

Students will...

- understand the basic elements of culture; including diversity, homogeneity, stereotypes, ethnocentrism and cultural relativism.
- identify the location and unique characteristics of the major geographic regions of the world.
- explain the role that geography plays in uniting and dividing cultures.
- develop a working definition of global citizenship.

### **Global Citizens Across the World**

Students will...

- identify, analyze, and evaluate major events, trends, and innovations that result in an increasingly interconnected world.
- compare and contrast the ways in which members of different cultures view the world and global citizenship.
- state a concern, position, or support a value from another culture, without distortion, in order to demonstrate the view of global citizenship in that culture.
- examine cultures throughout the world to discover the interconnections among them, with citizens of the US, and within their own lives.

### **Becoming a Global Citizen through Self-Discovery**

Students will...

- identify personality traits and personal cultural characteristics.
- complete inventories to determine their interests, skills/aptitudes, and values in relation to exploring possible academic and career pathways.
- make connections with their personality and culture to future academic and career pathways.
- research career clusters and matching industries and international organizations as they relate to domestic and international job opportunities.
- create a personal plan for global citizenship, including an preliminary academic and career plan.
- engage in a group job shadowing experience to further investigate career clusters.

### **Learning, Living, and Working as a Global Citizen**

Students will...

- investigate opportunities for post-secondary education and studying abroad.
- investigate the necessary processes to study, live and work abroad; including legal documentation, etc.
- investigate skills need to study, live, and work abroad; including banking, lodging, etc.
- research business and social norms/customs for various world regions.
- prepare a professional letter, cover letter, and résumé.
- demonstrate culturally appropriate communication while presenting, networking, and interviewing.
- establish a portfolio highlighting evidence of global citizenship.

## Global Perspectives Seminar

### **Course Description:**

Global Perspectives Seminar is a year-long, one-credit required course for students in their second year of the Global Studies and World Languages Academy. This course will provide students with an opportunity to compare and contrast global cultures, while examining the impact of culture on the perspectives of people around the world. Students will conduct in-depth research to investigate the processes through which people create culture, interact with each other, and understand and attempt to solve global problems. Their research will result in an understanding of the causes and effects of the world's most pressing global issues, with an emphasis on the relationships between people and global issues. Students will present their findings and analysis through writing, delivering presentations, and engaging in simulations. Additionally, students will continue to develop career readiness skills by networking, interviewing, and job shadowing. In this course, students will understand the relevance of the knowledge they gain in core classes, such as AP World History and World Literature II, and will have opportunities to apply that knowledge in an authentic setting. Throughout Global Perspectives Seminar, students will expand their portfolios to highlight evidence of their growth toward global citizenship.

### **Prerequisites:**

Global Citizenship Seminar is the only prerequisite for this course, as students need the curriculum to build a foundation for future global fluency and engagement. Students entering the program as a sophomore may take the course at the same time as Global Citizenship.

### **Universal GSWLA Objectives:**

*UGO.1 Students will exercise curiosity while developing criteria for selecting, evaluating, citing and responding to useful and relevant data as they conduct research and examine multiple perspectives.*

*UGO.2 Students will demonstrate effective written and oral communication skills in order to express creative and innovative thinking, evaluate multiple perspectives of a concern or position, and engage professionally with others.*

*UGO.3 Students will practice culturally competent behaviors by being respectful to themselves and others, exercising cultural sensitivity, and making positive contributions to society.*

*UGO.4 Students will build professional contacts through networking, interviewing, job shadowing, interning, and tele-/video-conferencing.*

*UGO.5 Students will gather evidence of special achievements, cultural experiences, community service and evidence of global citizenship for their student portfolio.*

## **Global Perspectives Seminar Objectives:**

### **The Development of Global Perspectives**

Students will:

- understand the impact that culture and experiences have on the development of one's perspective.
- investigate the lenses through which culture and associated perspectives are studied; such as geography, sociology, psychology, anthropology, and history
- explain the characteristics and distribution of the unique cultures of the world's major geographic regions.
- examine the impact that history and geography have played on the development of culture and perspectives of unique populations.
- compare and contrast a variety of perspectives that exist worldwide.

### **The Impact of Perspectives on Human Creations**

Students will...

- Identify and describe human creations that are reflective of a population's perspective.
  - Social Institutions (Family, Friends, Religion, Education, Economy, Government, Media)
  - Traditions
  - Artifacts
  - Literature and Media
- understand the way human creations are used to maintain and communicate a perspective.

### **The Impact of Perspectives on Global Issues**

Students will...

- identify current global issues through the study of the United Nations Sustainable Development Goals (UNSDGs).
- investigate the perspective of a selected culture and its methods of working toward the UNSDGs.
- compare and contrast the perspectives of selected cultures and their methods of working toward the UNSDGs.
- analyze the impact of working toward the UNSDGs from multiple perspectives.
- evaluate the effectiveness of organizations and institutions that are working toward the UNSDGs.
- predict future progress toward the achievement of the UNSDGs.

### **My Perspective and Path**

Students will...

- plan for future engagement in activities that promote global competency and make a positive contribution to resolve a global issue.
- revise the documentation that describes their academic and career goals; including a résumé, vision and mission statement, academic plan, and college and/or career research.
- engage in networking, interviewing, and job shadowing to practice career readiness skills.
- expand their portfolio with evidence of global citizenship, improved communication skills, and development of global competency.

## Global Systems Seminar

### Course Description:

Global Systems Seminar is a year-long, one-credit required course for students in their third year of the Global Studies and World Languages Academy. This course will provide students with an opportunity to investigate the many systems that have been created by humans, the impact they have on the diversity and inequalities present worldwide, and the way that systems are used to resolve global issues. Students will investigate contemporary issues in world affairs and the tools used by political scientists to analyze these issues. Students will think critically as they develop effective research, analysis, and communication skills to interpret current events and evaluate the impact of global systems across the world. As developing global citizens, students will have opportunities to make informed judgments regarding international relations. Students will present the findings of their inquiries and analyses through writing, delivering presentations, and crafting policy. They will continue to develop career readiness skills by engaging in opportunities to practice the cultural competency and professionalism they have learned by networking and interviewing to secure a job shadowing experience or internship. In this course, students will understand the relevance of the knowledge they gain in core classes, such as AP United States History and AP Language and Composition, and will have opportunities to apply that knowledge in an authentic setting. Throughout Global Systems Seminar students will continue to expand their portfolios with evidence of global citizenship. They will conclude this course by reflecting on their experiences in the program to prepare for their upcoming senior project that will be completed in the following course, Global Connections.

### Prerequisites:

Global Citizenship Seminar and Global Perspectives Seminar are the prerequisite for this course, as students need the curriculum to build a foundation for future global fluency and engagement.

### Universal GSWLA Objectives:

*UGO.1 Students will exercise curiosity while developing criteria for selecting, evaluating, citing and responding to useful and relevant data as they conduct research and examine multiple perspectives.*

*UGO.2 Students will demonstrate effective written and oral communication skills in order to express creative and innovative thinking, evaluate multiple perspectives of a concern or position, and engage professionally with others.*

*UGO.3 Students will practice culturally competent behaviors by being respectful to themselves and others, exercising cultural sensitivity, and making positive contributions to society.*

*UGO.4 Students will build professional contacts through networking, interviewing, job shadowing, interning, and tele-/video-conferencing.*

*UGO.5 Students will gather evidence of special achievements, cultural experiences, community service and evidence of global citizenship for their student portfolio.*

## **Global Systems Seminar Objectives:**

### **Foundations of Global Systems and International Relations**

Students will...

- differentiate between the political, economic, and social systems used by the states of the world.
- identify the processes that have shaped these global systems through an investigation of international relations theories.
- understand the impact that global systems have on diversity and inequality.
- understand the political science research process: including the ability to think critically; and to collect, analyze, and interpret evidence and data; and to formulate reasoned conclusions.
- analyze media through the three main theories of international relations.

### **Peace and War: Political Systems**

Students will...

- appreciate human diversity by comparing and contrasting conflicting values and viewpoints.
- identify threats to global security and consider how they affect a range of actors.
- increase recognition of major global issues, including those the United States.
- evaluate policies, and related legal concerns, established by contemporary global systems.

### **The Global Economy: Economic Systems**

Students will...

- differentiate between the levels of development among the regions and countries of the world.
- understand the impact of political systems on levels of development and the global economy.
- act as global citizens to apply political science theories to real world scenarios by writing policies, creating policy recommendations, and simulating their impact.

### **Society and Human Rights: Social Systems**

Students will...

- understand the diverse social systems around the world.
- understand the connection between social systems, political systems, economic systems and viewpoints of human rights.
- evaluate the changing domestic and global contexts of human rights, from past to present.

### **Future Trends in a Globalized World**

Students will...

- compare and contrast modern political thoughts on the most pressing global issues.
- evaluate a variety of moral and ethical frameworks for interpreting and evaluating contemporary global systems and issues.
- predict possible trajectories of human interaction within and across global regions.

### **My Place in the Global System**

Students will...

- plan for their future learning and career preparation by refining academic goals and establishing a plan for achievement.
- continue their investigation of career opportunities by exercising global citizenship in a job shadowing experience or internship.
- reflect on previous GSWLA inquiry and future goals to prepare for their senior project.



**Subject:** Peer Tutoring I and II **Item Number:** 11B

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

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

**Prepared by:** James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning  
Daniel W. Smith, Ed.D., Principal, Kellam High School

**Presenter(s):** James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

**Recommendation:**

That the School Board review and approve the proposed courses, *Peer Tutoring I* and *Peer Tutoring II*, and corresponding course objectives for implementation in the 2019-2020 school year.

**Background Summary:**

The *Peer Tutoring I* and *Peer Tutoring II* courses are designed to be year-long elective courses that enable high school students to take more centralized roles in their own learning. The courses support personalized learning and an emphasis on students having a greater voice and influence in how they approach the learning process; specifically, students develop a greater awareness of how learning occurs and are able to make contributions to the way that learning is designed and facilitated. The courses offer opportunities for students to take on learning-leadership roles and ultimately make positive contributions in their school community through becoming “lead learners.” Students become part of a collaborative network of secondary school peer tutors across Virginia as they share resources, exchange ideas, and ask questions, thereby embracing the peer tutoring model as a community of learners co-constructing learning together.

*Peer Tutoring I* and *Peer Tutoring II* courses support the Virginia Beach City Public Schools *Compass to 2020*: Goal 1 High Academic Expectations, Goal 2 Multiple Pathways, and Goal 3 Social-Emotional Development. Additionally, it supports the work of *Compass to 2020* as it places students at the center of the learning process in targeting each of the 8 attributes of our VBCPS Graduate Profile, ensuring students are future-ready.

**Budget Impact:**

Curriculum development: \$2500

## **Course Proposal:**

### ***Peer Tutoring I and II***

#### **Course Description:**

##### ***Peer Tutoring I: Methods***

Students enrolled in this course are responsible for operating the school's peer tutoring center. They will learn a variety of pedagogical approaches and practice leadership skills that will serve them in their future professions. In addition to tutoring, students will strengthen their own knowledge and skills in areas such as study habits, problem-solving, critical thinking, research, information literacy, listening, collaboration, and communication.

**Prerequisite:** Application with teacher recommendation

**Grades:** 10, 11, 12

##### ***Peer Tutoring II: Leadership***

Students enrolled in this course apply the knowledge they gained in *Peer Tutoring I* to take on an enhanced leadership role in the peer tutoring center. They will contribute to managing center operations, mentoring new tutors, and heightening school-wide academic achievement. These students will work with consistent groups of clients on an ongoing basis. They will report on their learning via regular reflection logs and create a portfolio of learning across their two years as a tutor.

**Prerequisite:** Successful completion of Peer Tutoring I

**Grades:** 11, 12

#### **Budget Impact:**

The budget impact is centered around curriculum development and accounted for in the Teaching and Learning budget.

#### **Content Goals**

*Peer Tutoring I* and *Peer Tutoring II* will assist students in preparing for success by addressing gaps in learning that might arise due to traditional classroom models of instruction. Peer Tutors will learn how to provide personalized tutoring to individuals and groups of learners in their school. They will assist peers in improving academic achievement, support students by reviewing and clarifying learning problems, and provide useful study skills to students who need supplemental help. Additionally, peer tutors will provide subject-area and skills-based knowledge and serve as models for their clients in the techniques, strategies, attitudes, and beliefs that successful learners employ as they acquire new knowledge, solve problems, and engage in academic tasks.

Anticipated Outcomes of the Courses:

- Academic and Cognitive Gains Through Peer Tutoring – The courses promote higher-order thinking as the tutors use high-level questioning and supportive communication skills to help their clients master material previously introduced in traditional classroom settings and build on their clients' knowledge and skill across a wide range of academic disciplines.
- Instructional Gains Through Peer Tutoring – The courses provide personalized learning experiences as the tutors tailor their instruction specifically to meet the needs of their clientele.
- Social and Behavioral Gains Through Peer Tutoring – The courses increase students' sense of control and responsibility for their academic achievement and enables them to take ownership of their learning through self-regulation and agency.

## **Content & Skills Guidelines**

*Peer Tutoring I* and *Peer Tutoring II* students will be able to work interdependently with and/or lead a variety of student learners to achieve academic, instructional, and social-emotional success. Key content and skills include

- tutoring role and responsibilities;
- tutoring guidelines and goals;
- beginning and ending a session;
- structuring a session;
- tutoring *do's* and *don't's*;
- role modeling;
- goal setting;
- communication skills;
- active listening and paraphrasing;
- resources;
- study skills;
- critical thinking skills;
- tutoring ethics;
- problem-solving;
- probing questions;
- learning styles and inventories;
- cultural awareness;
- intercultural communication;
- subject-area tutoring;
- record keeping;
- assertiveness;
- group dynamics and interaction;
- learning disabilities;
- learning theory;
- collaborative learning; and
- leadership skills.

## **Estimated Budget:**

- \$2500 – Curriculum Development



Subject: Math and Science Academy New Course Marine Biology Item Number: 11C

Section: Consent Date: March 12, 2019

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

Prepared by: James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning  
James M. King, Coordinator of the Math and Science Academy at Ocean Lakes HS

Presenter(s): James M. Pohl, Ph.D., Executive Director of Secondary Teaching and Learning

**Recommendation:**

That the School Board review and approve the proposed courses, *Marine Biology* and corresponding course objectives for implementation in the 2019-2020 school year.

**Background Summary:**

*Marine Biology*, a semester-long science elective course, will introduce students enrolled in the Mathematics & Science Academy to the biology encompassed in marine environments. The purpose of the Mathematics & Science Academy is to provide those students with strong interests and abilities in mathematics and science a rigorous and challenging curriculum that will prepare them for college and careers in mathematics, science, and related fields. *Marine Biology* has been continually requested each year from current academy students as well as prospective academy students. It continues to be the most frequently requested course by eighth grade applicants. The Academy has strong biology and chemistry curricula which would enhance this opportunity for academy students to explore one of the fastest growing fields, marine science. With the world's heightened awareness of and concern over climate change and environmental health, such study is timely and most appropriate. Our proximity to the Atlantic Ocean, the Chesapeake Bay, which constitutes the world's largest and most productive estuary system, local tributaries, as well as marine institutions such as VIMS (Virginia Institute of Marine Science), NOAA (National Oceanographic and Atmospheric Administration), and the Virginia Aquarium, will enable Academy students to fully explore and experience the complex marine environment and apply both scientific and mathematical skill to a very real aspect of their lives. The course will enhance the advancement of students who wish to major in marine biology, oceanography, physics, or other science fields.

Throughout the *Marine Biology* course, students will develop and use globally competitive skills, working both individually and collaboratively to solve problems and communicate the importance of these problems and the impacts to their community, society and the world. This course supports the Virginia Beach City Public Schools *Compass to 2020*: Goal 1 High Academic Expectations and Goal 2 Multiple Pathways.

**Budget Impact:**

Total budget impact will be \$7000, which is accounted for in the academy budget.

# **Course Proposal:**

## ***Marine Biology***

### **Course Description:**

Magnet Marine Biology, a semester-long science elective course, will introduce students enrolled in the Mathematics & Science Academy to the biology encompassed in marine environments. The course will include the topics of energy flow, taxonomy and classification of organisms, invertebrate and vertebrate zoology, developmental biology, and human impacts on the marine environment. This course will include various service-learning projects with associated partners in the marine science field. The course is an excellent introduction for students that are interested in the fields of biology, marine science, oceanography, and various research disciplines. It will give students a foundation on which to build and will prepare them for college requirements in these fields.

**Prerequisite:** Magnet Chemistry

**Corequisite:** Magnet Molecular Biology

### **Budget Impact:**

The budget impact is cetered around curriculum development and equipment and accounted for in the academy budget.

### **Content Goals and Objectives:**

#### **1. Introduction to Marine Biology**

- 1.1 Students will explore the history of marine Biology.
- 1.2 Students will master and apply a variety of testing tools, equipment and techniques pertinent to the field of marine Biology.
- 1.3 Students will apply the scientific method through marine Biology investigation and experimentation.
- 1.4 Students will investigate various careers related to marine Biology.

#### **2. Oceanic Zones**

- 2.1 Students will illustrate and distinguish the epipelagic zone of the ocean.
- 2.2 Students will illustrate and distinguish the mesopelagic and bathypelagic zones of the ocean environment.
- 2.3 Students will illustrate and distinguish the abyssopelagic zone of the ocean environment.
- 2.4 Students will compare and contrast the structures of the ocean with land structures.

#### **3. Multicellular Primary Producers: Seaweeds and Plants**

- 3.1 Students will analyze and distinguish seaweed structure, types, food web, and economic importance.
- 3.2 Students will analyze and argue the importance of Submerged Aquatic Vegetation (SAV).
- 3.3 Students will analyze and illustrate saltmarsh plants and mangroves.

#### **4. Marine Invertebrates**

- 4.1 Students will identify and analyze different species and determine their importance in the marine environment.
- 4.2 Students will identify the taxonomy of the various species of marine invertebrates.
- 4.3 Students will classify various species of marine invertebrates.

#### **5. Marine Vertebrates**

- 5.1 Students will identify and analyze different species of fish, whales, sharks, reptiles and birds, and determine their importance in the marine environment.
- 5.2 Students will illustrate various species of vertebrates and articulate their interrelationships and interactions within the marine environment.
- 5.3 Students will identify taxonomy and classification of the various species of marine vertebrates.

## **6. Marine Ecology and Human Impact**

10.1 Students will analyze and illustrate energy flow and nutrient cycling.

10.2 Students will analyze and discriminate between various resources from the sea.

10.3 Students will argue the management of the resources from the sea.

10.4 Students will analyze the impacts of over-fishing on both the marine and land environments.

10.5 Students will analyze the impacts of pollution on both the marine and land environments.

10.6 Students will compare and contrast various conservation methods for the marine environment.

10.7 Students will explore their role in sustainability as it relates to the marine environment.

### **Estimated Budget:**

- \$7500 – Curriculum Development



**Salem High School MUAU Replacement**

**Subject:** Recommendation of General Contractor **Item Number:** 11D

**Section:** Consent **Date:** March 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

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

**Recommendation:**

That the School Board adopt a motion authorizing the Superintendent to execute a contract with Comfort Systems of Virginia, Inc. for Salem High School MUAU Replacement in the amount of \$1,663,876.

**Background Summary:**

Project Architect:	HBA Architecture & Interior Design, Inc.
Contractor:	Comfort Systems of Virginia, Inc.
Contract Amount:	\$1,663,876
Construction Budget:	\$2,250,000
Number of Responsive Bidders:	3
Average Bid Amount:	\$1,923,584
High Bid:	\$2,386,876

**Source:**

**Budget Impact:**

CIP 1-179



**Subject:** Bylaw 1-19 Duties of Chairman/Vice Chairman **Item Number:** 11E

**Section:** Consent **Date:** March 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 approve Policy Review Committee recommendations regarding review, amendment and/ repeal of certain policies as reviewed by the committee at their February 14, 2019 meeting and presented as Information to the School Board February 26, 2019.

**Background Summary:**

Bylaw 1-19 / Duties of Chairman and Vice Chairman

*Update to authorize School Board Chair to sign or approve required documents, use of funds or provisions of services on behalf of the Superintendent or designate another School Board Member to do so.*

**Source:**

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of February 14, 2019

**Budget Impact:**

None

## SCHOOL BOARD BYLAWS

### Duties of Chair~~man~~/Vice Chair~~man~~

#### A. Chair~~man~~

The duties of the Chair~~man~~ shall be:

1. To preside at all meetings of the School Board;
2. To oversee all School Board Members' appointments to committees and outside organizations and bring such appointments to the School Board for approval;
3. To serve as an ex-officio member of all committees, and to sign the records of the School Board;
4. To preserve order at all times and to endeavor to conduct all business before the School Board with propriety and dispatch;
5. To meet with another School Board Member on a rotating basis and the Superintendent or designee to plan the School Board Meeting Agenda. All requests for Agenda items shall be made through the Chair~~man~~ or the School Board Member assigned to Agenda planning;
- ~~6. To perform such other duties as may be prescribed by law or by action of the School Board. To sign or approve required documents, use of funds or provisions of services on behalf of the Superintendent.~~
- ~~6.7. To perform such other duties as may be prescribed by law or by action of the School Board.~~

#### B. Vice Chair~~man~~

The Vice Chair~~man~~ shall preside or act in the absence, unavailability or inability to act of the Chair~~man~~.

The Vice Chair~~man~~ shall act as Chair~~man~~ upon the death, resignation, or other vacancy in the office of Chair~~man~~. Upon the death, resignation, or other vacancy in the office of Chair~~man~~, the Vice Chair~~man~~ shall call an election for the office of Vice Chair~~man~~ to be held within fifteen (15) calendar days after such vacancy in office occurs.

The Vice Chair~~man~~ shall also perform such other duties prescribed by law or by action of the School Board.

### Legal Reference:

Charter of the City of Virginia Beach, Virginia § 16.07, as amended. Selection, responsibilities, and duties of the chairman and vice-chairman.

Code of Virginia § 22.1-76, as amended. Chairman; clerk; Vice Chairman; deputy clerk; terms; compensation and bonds of clerk and deputy clerk; officers ineligible to serve as clerk and deputy clerk; approval of division superintendent's designee.

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

Reviewed by School Board: August 2, 2016

APPROVED AS TO  
LEGAL SUFFICIENCY

Kanaka H. Lanerakis



**Subject:** Personnel Report **Item Number:** 12A

**Section:** Action **Date:** March 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 March 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

**VIRGINIA BEACH CITY PUBLIC SCHOOLS  
PERSONNEL REPORT MARCH 2019  
ASSIGNED TO THE UNIFIED SALARY SCALE  
2018-2019**

**SCHOOL/DEPARTMENT****POSITION****APPOINTMENTS - ELEMENTARY SCHOOL****DIAMOND SPRINGS**

3/1/2019

Leigh Wahl

Kindergarten Assistant

**LYNNHAVEN**

2/21/2019

Rohina Faruqi

Pre-Kindergarten Assistant

**NEWTOWN**

2/11/2019

Nancy M. Kurz

School Administrative Associate I, .4

**ROSEMONT**

2/28/2019

Dorothy A. Hooks

Special Education Assistant

**SALEM**

2/25/2019

Tanya N. Hernandez

School Office Associate II, 12 month

**WINDSOR WOODS**

2/28/2019

David J. Berrier

Special Education Assistant

**APPOINTMENTS - MIDDLE SCHOOL****CORPORATE LANDING**

2/21/2019

Leslee M. Herring

Cafeteria Assistant, 6 hours

**GREAT NECK**

2/27/2019

Glenn P. Anaque

Custodian I, 12 month, night

**LARKSPUR**

2/20/2019

Evjeni Plaku

Custodian I, 10 month, night

2/20/2019

Sandra L. Exhem

Custodian I, 10 month, night

**OLD DONATION**

2/21/2019

Michael C. Akins

Physical Education Assistant, .6

4/5/2019

Christine H. Brown

School Office Associate II, 12 month

**APPOINTMENTS - HIGH SCHOOL****FIRST COLONIAL**

2/26/2019

Jason E. Boswell

Custodian I, 10 month

2/26/2019

Christopher Hine

Custodian I, 10 month

**PRINCESS ANNE**

2/28/2019

Angelie Figueroa

School Office Associate II, 10 month

**RENAISSANCE ACADEMY**

2/25/2019

Elizabeth Bein

General Assistant

**APPOINTMENTS - MISCELLANEOUS****DEPARTMENT OF BUDGET AND FINANCE**

3/4/2019

Tracy S. Griffin

Accounts Payable Technician

**DEPARTMENT OF TECHNOLOGY**

2/20/2019

Christopher Wanzong

Technology Support Technician

2/28/2019

Bruce Bultman

Systems Engineer

3/1/2019

Mathew R. Augustinsky

Technology Support Technician

3/1/2019

Jennifer L. Blake

Customer Support Technician II

**OFFICE OF MAINTENANCE SERVICES**

2/20/2019

Matthew T. Foster

Building Manager

2/21/2019

Anthony J. Payton

General Maintenance Craftsman II

**SCHOOL/DEPARTMENT****POSITION**

2/22/2019	David E. Charboneau	Building Manager
3/4/2019	Eugene R. Combs	Carpentry Craftsman II

**OFFICE OF PROGRAMS FOR EXCEPTIONAL CHILDREN**

3/1/2019	April J. Appel	Special Education Assistant
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**OFFICE OF PURCHASING SERVICES**

3/1/2019	Theresa H. Zadai	Procurement Assistant III
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**OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES**

2/20/2019	Donald S. Ertel	Fleet Technician III
2/20/2019	Albert L. Stiney	Bus Driver (5.5 hours)
2/27/2019	Andrea Williams	Bus Driver (6.5 hours)
2/27/2019	Reynecia L. Proctor	Bus Assistant (6 hours)
2/27/2019	Thomas R. Gonyea	Bus Driver (6 hours)

**RESIGNATIONS - ELEMENTARY SCHOOL****BAYSIDE**

3/13/2019	Sabrina N. Bosque	Pre-Kindergarten Assistant (transfer of spouse)
6/14/2019	Anna S. Januchowski	School Administrative Associate I, (transfer of spouse)

**CHRISTOPHER FARMS**

3/4/2019	Markus D. Bellamy	Physical Education Assistant (personal reasons)
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**KINGSTON**

6/30/2019	Marcia E. Leavitt	Security Assistant (relocation)
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**LINKHORN PARK**

2/28/2019	Rhonda L. Jeveron-Jones	Custodian I, 10 month night, (expiration of long term leave)
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**LYNNHAVEN**

3/11/2019	Lynell Powell	Assistant Principal (health)
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**NEW CASTLE**

2/20/2019	Daizhon Griffin-Lane	Custodian I, 10 month, night (personal reasons)
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**OCEAN LAKES**

03/01/2019	Kristene M. Potes	Kindergarten Assistant (career enhancement opportunity)
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**ROSEMONT FOREST**

2/1/2019	Mayling H. Forbes	Cafeteria Assistant, 5 hours (personal reasons)
6/17/2019	Nicole L. Farley	Security Assistant (personal reasons)

**RESIGNATIONS - MIDDLE SCHOOL****CORPORATE LANDING**

3/7/2019	Dean S. Berrier	Cafeteria Assistant, 6 hours (family)
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**LANDSTOWN**

6/20/2019	Ma Teresa P. Dela Cruz	Custodian I, 10 month (personal reasons)
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**OLD DONATION**

2/14/2019	Tyrek L. Boone	Custodian I, 12 month, night (family)
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**PLAZA**

6/17/2019	Ryan J. Case	Special Education Assistant (personal reasons)
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**RESIGNATIONS - HIGH SCHOOL****BAYSIDE**

2/28/2019	Henry J. Johnston	Security Assistant (career enhancement opportunity)
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**KELLAM**

3/8/2019	Elizabeth O. McCallister	Distance Learning Assistant (transfer of spouse)
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**OCEAN LAKES**

2/21/2019	Ryan D. Blaufus	Custodian I, 12 month (career enhancement opportunity)
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**PRINCESS ANNE**

3/8/2019	Steven N. Phillips	Custodian I, 10 month, night (career enhancement opportunity)
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**SALEM**

3/1/2019	Pamela Mentz	Cafeteria Assistant, 5 hours (personal reasons)
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**SCHOOL/DEPARTMENT****POSITION****RESIGNATIONS - MISCELLANEOUS****OFFICE OF STUDENT SUPPORT SERVICES**

4/15/2019	Virginia M. Ramos Matias	Psychologist, 10 month (career enhancement opportunity)
6/20/2019	Jilynn M. Eagen	Psychologist, 10 month (relocation)

**OFFICE OF TRANSPORTATION AND FLEET MANAGEMENT SERVICES**

2/11/2019	Bailey N. Andrews	Bus Driver (family)
2/15/2019	Rose Levy	Bus Assistant (personal reasons)
2/22/2019	Angela R. Estes	Bus Driver (career enhancement opportunity)

**RETIREMENTS - ELEMENTARY SCHOOL****STRAWBRIDGE**

2/28/2019	Kathryn C. Taylor	Special Education Assistant
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**RETIREMENTS - MIDDLE SCHOOL**

**NONE**

**RETIREMENTS - HIGH SCHOOL****LANDSTOWN**

4/30/2019	Kara L. Barco	School Improvement Specialist
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**RETIREMENTS - MISCELLANEOUS****OFFICE OF MAINTENANCE SERVICES**

2/28/2019	Kendra G. Edwards	Electronics Craftsman II
3/15/2019	Susan M. Albert	Financial Assistant, 12 month

**OFFICE OF SCHOOL DIVISION SERVICES**

5/31/2019	Earl R. Harper, Jr.	Senior Construction Inspector
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**OTHER EMPLOYMENT ACTIONS****MIDDLE SCHOOL****LYNNHAVEN**

4/3/2019	Connie Schell	School Administrative Office Associate I (Employee changed resignation date from 3/1/2019 to 4/3/2019.)
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**VIRGINIA BEACH CITY PUBLIC SCHOOLS  
PERSONNEL REPORT MARCH 2019  
ASSIGNED TO THE INSTRUCTIONAL SALARY SCALE  
2018-2019**

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>APPOINTMENTS - ELEMENTARY SCHOOL</u></b>			
<b><u>BIRDNECK</u></b> 2/28/2019	Erin Strait	Grade 4	Hawaii Department of Education, HI
3/1/2019	Aliyah J. Myers	Special Education	
<b><u>KINGSTON</u></b> 2/28/2019	Catherine T. Beirne	Kindergarten, .5	Mercy Hurst College, PA
<b><u>RED MILL</u></b> 2/21/2019	Aubrey L. Bozin	Special Education	Indiana University of Pennsylvania
<b><u>APPOINTMENTS - MIDDLE SCHOOL</u></b>			
<b><u>BRANDON</u></b> 2/27/2019	Kristen A. Zielinski	Grade 7 Science	James Madison University
<b><u>APPOINTMENTS - HIGH SCHOOL</u></b>			
<b><u>KELLAM</u></b> 2/27/2019	Ross A. Benzel	Health and Physical Education, .4	Limestone College, SC
<b><u>RENAISSANCE ACADEMY</u></b> 2/28/2019	Kevin Gomoll	English	University of Nevada, Reno
<b><u>APPOINTMENTS - MISCELLANEOUS</u></b>			
<b>NONE</b>			
<b><u>RESIGNATIONS - ELEMENTARY SCHOOL</u></b>			
<b><u>ARROWHEAD</u></b> 6/14/2019	Samantha L. Blair	Grade 5 (relocation)	
<b><u>BAYSIDE</u></b> 6/17/2019	Kiersten Schiffbauer	Title II Resource (relocation)	
<b><u>COLLEGE PARK</u></b> 6/17/2019	Michelle L. Arnold	Title II Resource (relocation)	
<b><u>JOHN B. DEY</u></b> 3/1/2019	Jessica L. Rukhlov	Reading Specialist (continuing education)	
6/17/2019	Caitlyn J. Keough	Special Education (personal reasons)	
<b><u>ROSEMONT FOREST</u></b> 6/17/2019	Theresa E. Leigh	Special Education (personal reasons)	
<b><u>THALIA</u></b> 2/27/2019	Christy R. Nunnally	Music - Vocal (family)	
<b><u>TRANTWOOD</u></b> 6/17/2019	Catherine E. Bartczak	Special Education (personal reasons)	
		Grade 4 (transfer of spouse)	

<u>SCHOOL/DEPARTMENT</u>	<u>SUBJECT</u>	<u>COLLEGE</u>	<u>PREVIOUS SCHOOL DISTRICT</u>
<b><u>RESIGNATIONS - MIDDLE SCHOOL</u></b>			
<b><u>LANDSTOWN</u></b>			
2/15/2019	Kassi N. Gulliford	Band (health)	
<b><u>PLAZA</u></b>			
2/24/2019	Arlemmie M. Thirus Jr.	Special Education (death)	
6/17/2019	Elizabeth D. Stahl	Special Education (relocation)	
<b><u>VIRGINIA BEACH</u></b>			
6/17/2019	Janice McAllister	Special Education (personal reasons)	
<b><u>RESIGNATIONS - HIGH SCHOOL</u></b>			
<b><u>BAYSIDE</u></b>			
2/22/2019	Rachel S. Hunter	Spanish (personal reasons)	
<b><u>GREEN RUN</u></b>			
6/17/2019	James T. Carroll	Math (personal reasons)	
6/17/2019	Stephanie A. Harris	Math (transfer of spouse)	
<b><u>OCEAN LAKES</u></b>			
3/6/2019	Nicole R. Wilcox	Business Education (transfer of spouse)	
<b><u>RENAISSANCE ACADEMY</u></b>			
2/28/2019	Jeanne M. Pearce	School Counselor (personal reasons)	
6/17/2019	Fontashia L. Johnson	Business Education (relocation)	
6/17/2019	Katina M. Woodley	Trade and Industrial (personal reasons)	
<b><u>RESIGNATIONS - MISCELLANEOUS</u></b>			
NONE			
<b><u>RETIREMENTS - ELEMENTARY SCHOOL</u></b>			
NONE			
<b><u>RETIREMENTS - MIDDLE SCHOOL</u></b>			
NONE			
<b><u>RETIREMENTS - HIGH SCHOOL</u></b>			
NONE			
<b><u>RETIREMENTS - MISCELLANEOUS</u></b>			
NONE			
<b><u>OTHER EMPLOYMENT ACTIONS</u></b>			
NONE			

**VIRGINIA BEACH CITY PUBLIC SCHOOLS  
PERSONNEL REPORT MARCH 2019  
ADMINISTRATIVE APPOINTMENTS  
2018-2019**

**SCHOOL/DEPARTMENT**

**POSITION**

**APPOINTMENTS - ELEMENTARY SCHOOL**

NONE

**APPOINTMENTS - MIDDLE SCHOOL**

NONE

**APPOINTMENTS - HIGH SCHOOL**

NONE

**APPOINTMENTS - MISCELLANEOUS**

**LANDSTOWN**

TBD

Rachel S. White

Coordinator, Technology Academy



**Subject:** Plan for Continuous Improvement for Select Schools **Item Number:** 12B

**Section:** Action **Date:** March 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.

Documents detailing Plans for Continuous Improvement (PCI) do not meet ADA requirements and, therefore, are not included in this packet. For information, contact the Department of School Leadership at (757) 263-1088.

**Recommendation:**

That the School Board approve 45 select school's Plans for Continuous Improvement (PCI) as attached inclusive of adjustments made to seven schools plans' SMART goals related to student behavior.

**Background Summary:**

The School Board received a workshop on January 22, 2019, with information on the School Improvement/Support and Plan for Continuous Improvement processes. The School Board also received specific PCI plans for 45 schools at the February 12, 2019, as information. At their February 26, 2019 regular meeting, the School Board recommended modifications to seven school plans in the area of SMART goals related to student behavior.

**Source:**

**Budget Impact:**



**Resolution to Request Remaining Funds**

**Subject:** Needed to Complete Full Day Kindergarten Implementation **Item Number:** 12C

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

**Senior Staff:** N/A

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

**Presenter(s):** School Board Chair Beverly M. Anderson

**Recommendation:**

That the School Board of the City of Virginia Beach approve a resolution requesting City Council consider providing remaining funds needed to advance the completion of implementation of full-day kindergarten (FDK) in the division.

**Background Summary:**

**Sources:**

**Budget Impact:** \$4,859,450

## Resolution to Request Remaining Funds Needed to Complete Full-Day Kindergarten Implementation

**WHEREAS**, the School Board has submitted a Budget Resolution for the FY 2019/20 Operating Budget which reflects a balanced budget based on the projected revenues from Federal, State, and Local Funds which includes Revenue Sharing Formula funding; and

**WHEREAS**, the total funds included in the balanced budget resolution total \$905,946,317 and the School Board desires to send to the City Council a separate budget resolution that reflects the additional funding required to complete the last two years of the full-day kindergarten program expansion.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That pursuant to Section 4 of the City/School Revenue Sharing Policy, the School Board has determined that additional local funding is required beyond the balanced budget; and be it

**FURTHER RESOLVED:** That the School Board requests additional funding in the amount of \$4,859,000; and be it

**FURTHER RESOLVED:** That the purpose for the additional funding is to provide a continuing source of funds to complete a multi-year phased implementation of full-day kindergarten for all eligible students; and be it

**FURTHER RESOLVED:** That the School Board supports an increase in the real estate tax ~~in the amount of 85% of one cent~~ or any other local tax ~~(from the revenue streams within the Revenue Sharing Formula)~~ or any other revenue funds if and only if the City Council determines that such a tax increase is necessary or an increase in the amount of dedicated funding from any of the revenue streams within the Revenue Sharing Formula or from any other revenue funds; and be it

**FURTHER RESOLVED:** That there are three elementary schools where full-day kindergarten cannot be implemented next year due to ongoing construction projects affecting those schools and consequently the School Board will use any unspent funds related to this additional funding (estimated to be \$600K) solely for identified needs such as Capital Improvement Program (CIP) projects, replacement school buses, replacement furniture/equipment, and technology related items, ~~and field lighting~~; and be it

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

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

SEAL

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Beverly M. Anderson, School Board Chair

Attest:

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Dianne P. Alexander, Clerk of the Board



**Subject:** Building Utilization Committee Report **Item Number:** 13A

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

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

**Prepared by:** Melisa A. Ingram, Demographer / GIS Manager

**Presenter(s):** Melisa A. Ingram, Demographer / GIS Manager

**Recommendation:**

That the School Board receive information from the 2018-19 Building Utilization Committee (BUC); summarizing their annual assessment of school attendance zones, student membership, housing trends, student membership projections, and building utilization. The BUC has no current recommendations for redistricting or school attendance zone adjustments for the upcoming school year, 2019-20.

**Background Summary:**

School Board Policy 5-14, School Attendance Zones: *The School Board recognizes that only through effective long-range planning for enrollment can the School Division be adequately prepared to meet the needs of its current and future student population. In order to assure such planning, the School Board establishes procedures which require annual review and recommendations from the Building Utilization Committee regarding enrollment trends and their impact on School Division facilities and which will assure adequate opportunity for community reaction prior to any redistricting decision by the School Board.*

The BUC met on November 27, 2018 to conduct its annual review of school attendance areas, building utilization, historical and projected student membership, new residential housing, and other factors impacting student enrollment. Following this review, the committee reached consensus to make no recommendations for changes to school attendance zones. The attached memo provides information pertaining to the Committee's annual review for SY 18/19.

**Source:**

School Board Policy 5-14, Student Attendance Areas

**Budget Impact:**

None



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
CHARTING THE COURSE

*Department of School Division Services  
Office of Facilities Services  
Demographics & Planning*

**MEMORANDUM**

TO: School Board Members

THROUGH: Aaron C. Spence, Ed.D., Superintendent

FROM: Jack Freeman, Chief Operations Officer  
Anthony L. Arnold, P.E., Executive Director  
Melisa A. Ingram, Demographer / GIS Manager

**SUBJECT: 2018-2019 Building Utilization Committee Report**

DATE: March 12, 2019

The 2018-2019 Building Utilization Committee held its first meeting on November 27, 2018. During this meeting the committee reviewed and discussed 2018-2019 building utilization data and related items that impact student membership, attendance zones, and building utilization as required by School Board Policy 5-14, School Attendance Areas. The committee reached a consensus at the conclusion of this meeting to recommend no adjustments to school attendance areas.

Division-wide, building utilization stands at 10.6% under capacity. At the individual school level, all schools are either within an acceptable utilization range of  $\pm 10\%$  of capacity or under capacity. The second phase of full day kindergarten implementation at 12 additional schools across the division was able to be accommodated without adverse effects to capacity.

2018/19 September 30<sup>th</sup> student membership is 66,820, with 30,363 students at the elementary school level in grades K-5, 15,848 students at the middle school level in grades 6-8, and 20,609 students at the high school level in grades 9-12. Total division-wide student membership has decreased 334 students (0.50%) from the previous year. A slow decline in student membership is projected to continue division-wide over the upcoming five-year projection window. Among other factors, one of the main contributors is a continued slow decline in the Virginia Beach live birth rate. While student membership has declined division-wide, there remain some schools within the school division that have seen an increase in student membership and/or are projected to see an increase in student membership.

New residential housing continues to develop at a slow pace, with the total number of housing developments and associated units being lower than they have been in years past. Concentration of housing developments and the diversity of housing types continue to have an impact on student generation rates, along with other housing trends such as shared housing & homelessness among school age children.

Academy programs and other educational programs offered at particular school locations impact building utilization and student membership at individual school levels, with both the receiving school in which they are offered and the home school from which they draw being impacted.

Staff will continue to monitor regional, community, and school-based factors that impact building utilization and fluctuations in student membership. The Building Utilization Committee's review and input of these factors are integral to ensuring the efficiency of our school facilities and serving attendance zones.

The 2018-2019 Building Utilization Committee Members:

- Carolyn Rye, School Board District 5 - Lynnhaven, BUC Chair
- Joel McDonald, School Board District 3 - Rose Hall
- Ashley McLeod, School Board At-Large (Jan. 2018-Dec. 2018)
- Laura Hughes, School Board At-Large (Jan. 2019-Dec. 2019)
- Alice Catherman, President Virginia Beach Council of PTAs
- Mary McFadden, Virginia Beach Council of Civic Organizations
- Melisa Ingram, Demographer, VBCPS
- Dr. Donald Robertson, Chief Schools Officer, VBCPS



Subject: Policy Review Committee Recommendations Item Number: 13B1-6

Section: Information Date: March 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 approve Policy Review Committee recommendations regarding review, amendment, and repeal of certain policies as reviewed by the committee at their February 14, 2019 meeting and presented as Information to the School Board March 12, 2019.

**Background Summary:**

Policy 4-2 / Employee Conduct

*Reintroduced to introduce language into the policy that is reflective of the state code. Discussions regarding other aspects of the language used in the policy on a broad range of acceptable professional behaviors in the work place.*

Policy 5-14 / School Attendance Zones

*Reintroduced to take into consideration new state guidelines regarding military housing and applications for out of zone. Additional updates made to formulation of redistricting recommendations. Language added to community input section of the policy to address preliminary presentation to the School Board. Title change to section C and section D.*

Policy 5-48 / Student Activities Sponsored by School Division

*Policy updated to require school-sponsored activities held off school grounds to require approval from the principal and Department of School Leadership.*

Policy 5-50 / Class Gifts/Exchanging Gifts

*Policy updated to deal with school personnel will be responsible for complying with all applicable conflict of interest laws regarding gifts from parents or students.*

Policy 5-51 / Student Vehicles

*Policy updated to reflect current practice related to student parking procedures and parking permits and fees. Format change.*

Policy 5-53 / Activities: Access to School Facilities (Students)

*Policy legal reference updated.*

**Source:**

Code of Virginia, 1950, as amended, §22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of December 13, 2018

**Budget Impact:**

None.

## PERSONNEL

### **Employee Conduct**

#### **1. Employee Conduct**

The School Board is committed to establishing a workforce dedicated to the education of the City's youth and creating an environment conducive to productivity for the benefit of both staff and students. Inappropriate conduct both in and outside of the workplace can interfere with instruction and operations, can discredit the organization, can be offensive to others, and is nonproductive. It is the policy of the School Board to recruit and employ highly professional employees who demonstrate the highest ethical behavior on the job and outside the workplace.

#### **2. A. Standards of Employee Conduct and Discipline Philosophy**

~~All employees are expected to maintain a standard of dress, personal appearance, general decorum, and behavior that reflects positively on their status as employees of the School Board and as role models for students. Employees' use of School Board facilities, equipment, communication systems, computer systems, and resources should also reflect the same expectation. The School Board expects that staff will set examples for students that will serve students well in their own conduct and behavior and which will contribute toward an appropriate instructional atmosphere. Therefore, as a condition of employment, all employees are to perform their duties and comply with School Board Policy, School Administration Regulations, and state and federal law and regulations. Employees shall demonstrate the necessary skills, maturity, ability in dealing with others, and understanding of their job functions. Safety, courtesy and respect for diversity are expected of all employees. At no time should any employee's conduct jeopardize a student's right to be educated or an employee's right to perform job functions. To reinforce these expectations, the School Board supports continuous training and professional growth of all of its employees to develop and maintain their skills. School Board policies require a school and work environment that is respectful of the rights of all individuals in the school community and maintained in a manner adequate to meet the vision and goals of the School Board.~~

~~Employees will support the mission of the School Board by fulfilling their duties and complying with School Board policies and regulations. Inappropriate conduct both in and outside of the workplace can interfere with instruction and operations, can discredit the organization, can be offensive to others, and is nonproductive.~~ The Superintendent will promulgate core values and standards of conduct to guide employees in meeting the School Board's expectations and will establish and promulgate to all employees disciplinary procedures and regulations necessary to implement the School Board policy. Therefore, all employees are to:

1. Serve as role models for the students in the School Division. All employees must recognize that as a condition of their employment, they must model legal, moral and professional behaviors, both inside and outside the workplace;
2. Demonstrate respect toward coworkers, supervisors, subordinates, students, parents, and the public;

3. Comply with all School Board policies, School Division regulations, and state and federal laws and regulations;
4. Demonstrate the necessary skills, maturity, ability in dealing with others, and understanding of their job functions;
5. Be committed to the achievement of VBCPS Strategic Plan goals and objectives;
6. Comply with the School Division's requirement that an alcohol, tobacco, ecigarette, vaping, weapons, and drug free work environment be maintained;
7. Report to work as scheduled and seek approval from their administrator in advance for any changes to the established work schedule, including the use of leave and late or early arrivals and departures;
8. Perform assigned duties and responsibilities in a manner that invokes the highest degree of public trust and devote full effort to job responsibilities during work hours;
9. Use School Board resources, including School Division funds, time, property, and technology for authorized purposes only;
10. Maintain the qualifications, certification, licensure, and/or training requirements identified for their positions;
11. Work in a collegial and collaborative manner with peers, school personnel or agents, and the community to promote and support student learning;
12. Exhibit respect for all manner of diversity among students, staff, and the community, and adhere to all School Board policies and regulations prohibiting discrimination or harassment on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, childbirth or related conditions, age, marital status, veteran status, disability, genetic information or any other basis prohibited by law;
13. Dress in a professional manner that is neat, clean, appropriate, and safe in the work place, at school-sponsored activities, and when representing the School Division;
14. Maintain all confidential information consistent with School Board policies, regulations, as well as state and federal laws, regulations and guidance;
15. Comply with the Virginia State and Local Government Conflict of Interests Act;
16. Use leave and related employee benefits in the manner for which they were intended and consistent with law, policy and regulation;
17. Resolve work-related issues and disputes in a professional manner and through established processes;
18. Meet or exceed established job performance expectations;

19. Report circumstances or concerns that may affect satisfactory work performance to administration, including any inappropriate activities of other employees; and
20. Obtain approval from the appropriate administrator prior to working overtime, if non-exempt from the Fair Labor Standards Act (FLSA).

Note, the preceding list is not intended to be all-inclusive; rather, it is to illustrate the minimum expectations for acceptable conduct and performance

~~Disciplinary action shall be consistently and fairly applied and shall be taken only for good reason, for the primary purpose of correcting unsatisfactory performance or conduct, and as a secondary purpose of exacting disciplinary measures. The severity of the disciplinary actions shall be determined by the severity of the misconduct. When appropriate, verbal warnings or counseling will first be used to correct employee conduct. Verbal warnings or counseling are not grievable. In general, formal disciplinary actions shall be progressive in nature, ranging from a written reprimand for an initial infraction to stronger actions that may include recommendations for dismissal when corrective behavior fails to occur. However, progressive discipline is not always appropriate, and supervisors and program managers may recommend a more or less stringent action based on the severity of the violation, including dismissal, for the first offense.~~

## **B. Employee-Student Relations**

1. At no time shall an employee's conduct or relationship with a student impede or negatively affect the student's education or participation in educational programs or services.
2. Employees must recognize and establish appropriate boundaries between themselves and students, and must not engage in any behaviors or interactions with students, in person or through any communication media, which is or could be perceived as inappropriate, intimate, unduly familiar, grooming, sexual, or harassing in nature. Accordingly, the following standards apply to all interactions between employees and students:
  - a. Employees may use electronic communications with students for legitimate purposes connected to school programs or services, including participation in athletics and extracurricular activities. Any employee initiated communications must be directly related to a school program or activity;
  - b. Employees should communicate with students only for official purposes and refrain from communication of a personal nature. Employees should not provide students with access or invitations to their own personal social media sites; nor should employees access the personal social media sites of students;
  - c. Employees shall not cause any student to miss instructional time or school sponsored activities for non-educational purposes;
  - d. Employees shall not assist or encourage a student's use of controlled substance or unauthorized substance, including but not limited to, tobacco, electronic cigarettes, vaping products, alcohol, and drugs, and should not —attend any function where students are in possession of, or are using such substances;

- e. Employees shall not purposefully meet with minor students outside school or school activities, without the knowledge and consent of the minor student's parent/guardian;
- f. Employees shall not solicit, discuss, propose participate in nor arrange any intimate, romantic, or sexual relationship with a student while the student is a current VBCPS student, even if the proposed relationship does not occur or would not occur until after the student is an adult and graduates or leaves VBCPS;
- g. Employees who have reason to believe, or are advised by other staff or supervisors, that their interactions with a student(s) may be viewed as inappropriate, unduly familiar, intimate, grooming, or sexual in nature, shall take all reasonable measures to immediately correct the behavior, including termination of any electronic or other non-school related communications. Actions taken to address such concerns will not preclude the employee from being disciplined for such behavior; and
- 10. Any employee who has reason to know of a possible violation of these standards by another employee shall report the behavior to his or her principal or department head or to the Office of Employee Relations.

### C. Disciplinary action

The purpose of this Policy is to set forth guidelines for expected conduct and to assist employees in understanding their responsibilities and roles as School Board employees. Failure to comply with expected conduct, conditions of employment and job responsibilities may result in guidance and discipline, up to and including dismissal and recommendation of license revocation (where applicable), and referral to appropriate authorities.

- 1. Disciplinary action shall be consistently and fairly applied and shall be taken only for good reason;
- 2. The severity of the disciplinary actions shall be determined by the severity of the misconduct;
- 3. When appropriate, verbal counseling will first be used to correct employee conduct. Such actions are not grievable;
- 4. In general, formal disciplinary actions shall be progressive in nature, ranging from a written reprimand to a recommendations for dismissal when corrective behavior fails to occur.
- 5. Progressive discipline is not always appropriate, and administrators may recommend a more or less stringent action based on the severity of the violation, including dismissal and other appropriate action, for the first offense.

### **3. D. Conduct Outside of the Workplace**

The School Board recognizes that employees retain the right to keep their personal lives separate from their positions as School Board employees. Yet, due to the unique position that School Board employees serve in the community as role models, leaders and caretakers for the School Division's students, certain conduct is inconsistent with employment with the School Board.

Applicants who have convictions for felonies, offenses involving sexual molestation, physical or sexual abuse or rape of a child, convictions for crimes of moral turpitude<sup>1</sup>, or founded cases of child abuse or neglect will not be eligible for employment by the School Board. Current employees who are convicted of any of the above noted crimes or have founded cases of child abuse or neglect shall be recommended for termination, and may be terminated from employment by the School Board.<sup>2</sup>

Other conduct that jeopardizes the School Board's or the community's trust in the employee's ability to perform his duties may be the basis for disciplinary action. Examples of such conduct include, but are not limited to: drug or alcohol abuse that becomes open and notorious; plea bargains to lesser crimes after being charged with crimes that would disqualify an employee from employment; misuse of School Board property; intentional conflicts of interests; interference of personal matters with performance of duties; and inappropriate social networking activities on Internet sites or other public mediums. In such cases the School Board reserves the right to take disciplinary action that promotes the integrity and safety of the staff and students.

### **4. E. Employee Handbook**

~~Beginning July 1, 2000, each~~ All employees have access to the Employee Handbook ~~shall be provided an employee handbook~~ that summarizes the School Board policies and School Division regulations applicable to all employees. ~~The handbook shall also be provided to new hires at the time of orientation.~~ Updates to the Employee Handbook will be made available via the School Division's Intranet site. The Employee Handbook shall also be provided to new hires at the time of onboarding.

The purpose of the Employee Handbook and updates is to inform employees about the terms and conditions of their employment. Neither the Employee Handbook nor the updates constitutes a contract or is otherwise binding on the School Board or School Division.

### **5. F. School Board Bylaws, Policies and School Division Regulations**

The School Board's bBylaws, pPolicies and School Division rRegulations are available to employees in the following locations: The School Division Intranet at [www.vbcps.com](http://www.vbcps.com) and School Division Internet website at [www.vbschools.com](http://www.vbschools.com). Copies of individual School Board bBylaws, pPolicies and School Division rRegulations may be requested by contacting the Superintendent's Office.

*Editor's Note:*

See School Board Policy 5-45 - Use of Drugs, Alcohol and Tobacco Products.

See School Board Regulation 5-45.1 - Possession/Use/Sale of Alcohol, Drugs or Drug

Paraphernalia.

See ~~Virginia Beach~~ School Division Website at [www.vbschools.com](http://www.vbschools.com).

### **Legal References:**

[Code of Virginia § 2.2-3100, et seq., as amended. Virginia State and Local Government Conflict of Interests Act.](#)

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

Code of Virginia § 22.1-296.1, as amended. Data on convictions for certain crimes and child abuse and neglect required; penalty.

Code of Virginia §22.1-296.4, as amended. Child abuse and neglect data required.

Code of Virginia §22.1-307, as amended. Dismissal of teacher; grounds.

Code of Virginia §22.1-315, as amended. Grounds and procedure for suspension.

Code of Virginia §22.1-253.13:7, as amended. Standard 7. School board policies.

[Fair Labor Standards Act of 1938 29 U.S.C. §208, et seq. as amended.](#)

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

Amended by School Board: October 21, 2003

Amended by School Board: August 16, 2005

Amended by School Board: December 7, 2010

Scrivener's Amendments: October 6, 2014

Amended by School Board: October 18, 2016

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

<sup>1</sup>Moral turpitude is defined as, but not necessarily limited to, lying, cheating, stealing, giving false statements, petit larceny, and contributing to the delinquency of a minor.

<sup>2</sup>Teachers may further be subject to dismissal or probation for incompetency, immorality, non compliance with school laws and regulations, disability as shown by competent medical evidence when in compliance with federal law, conviction of a felony or a crime of moral turpitude or other good and just cause. (Code of Virginia § 22.1-307, as amended. Dismissal; grounds.)

## STUDENTS

### School Attendance Zones

#### A. Generally

Upon the recommendation of the Superintendent, the School Board shall designate school attendance zones.

The School Board recognizes that only through effective long-range planning for enrollment can the School Division be adequately prepared to meet the needs of its current and future student population. In order to assure such planning, the School Board establishes procedures which require annual review and recommendations from the Building Utilization Committee regarding enrollment trends and their impact on School Division facilities and which will assure adequate opportunity for community reaction prior to any redistricting decision by the School Board.

#### B. Projections

The School Division Demographer, under the supervision of the Superintendent, shall:

1. Produce by December 1 of each year, annual updates on the 5-year enrollment projections for the School Division which take into consideration the following:
  - a. School registration figures;
  - b. Review of forthcoming changes in planning and zoning;
  - c. Review of current and planned community land development and housing projects; and
  - d. Latest available birth data.
2. Coordinate enrollment data, facilities planning, transportation impact and formation of recommendations for review by the Superintendent and the School Board.

2.

#### C. Process = Building Utilization Committee Action

1. Building Utilization Committee

~~The Superintendent shall create a~~ The Building Utilization Committee, (hereinafter "BUC"), ~~as a standing committee of the School Board, with no more shall consist of three representatives of the School Board. than seven (7) members. The School Division Demographer shall chair the BUC. In addition to the Demographer the BUC shall include a representative from School Leadership, and two or consist of three representatives of the School Board, and appropriate staff members as assigned by the Superintendent.~~ The Council of Civic Organizations and the PTA Council shall also be invited to name one

member each to serve as members of the BUC. Appropriate staff members will be assigned by the Superintendent.

## 2. Review of Projections

Between ~~December~~November 1 and March 15 of each year, the BUC shall analyze the updated 5-year enrollment projections to determine the impact, if any, of changes in enrollment projections on optimal building utilization and report to the School Board any recommendations. The BUC shall consider a plan for redistricting when building utilization at any school building differs from the optimum building utilization level by exceeding the level by ten (10) percent or by falling below the level by ten (10) percent.

## 3. Formulation of Redistricting Recommendations

The BUC ~~may will~~ receive, at the onset of its discussions, a proposed redistricting plan developed by the ~~Superintendent or designee~~Demographer, which may include a recommendation for no action, to provide a basis from which to move forward in making recommendations. ~~The BUC shall consider~~ Any such plan that involves redrawing boundaries may be considered by the BUC ~~the proposed plan~~ in light of the factors set forth below. While each of the factors must be considered and discussed, it may be impractical to reconcile each factor in the recommendations which will ultimately be presented to the School Board.

- a. Optimal utilization of space;
- b. The desire to keep areas commonly known as subdivisions or neighborhoods together;
- c. The need to develop long term solutions that support limiting redistricting of individual students to one time at each level (i.e. once at elementary, once at middle and once at high school), except in cases of student change in residence;
- d. Construction considerations (documented new subdivision construction and scheduled school renovation/construction projects);
- e. The desire to reduce or eliminate the number of middle and high schools with divided feeder patterns if at all possible;
- f. Transportation considerations (non-transportation zones, hazards, redirection of the number of students riding a bus and reducing the length of bus rides);
- g. The costs associated with the various options considered;
- h. The impact of enrollment changes upon course offerings/subject offerings, equipment needs, building modifications, etc.; and
- i. The desire is to redistrict as few schools and students as possible.

i.

## 4. ~~The BUC's recommendations will be incorporated into the final redistricting plan prepared by the School Division Demographer.~~ Reporting

### A. No redistricting recommendations

The BUC shall prepare a final report no later than March 15 of each year. The report will be presented by the BUC Chair or designee to the School Board for information at a meeting no later than the second School Board meeting in March.

## B. Redistricting recommendations

If the BUC recommends redistricting, the preliminary presentation to the School Board will take place no later than the first meeting in January.

## C

### 4.5. Community Input

~~Before the BUC's proposed redistricting plan is presented to the School Board for information~~In years when redistricting adjustments are recommended, the School Division Demographer shall present the proposed plan shall be presented to the community after a preliminary presentation to the School Board. Site locations for community meetings should include~~at one or more community meetings in each~~ area(s) affected by the proposed plan (e.g. a possible single boundary change affecting three schools could be handled by one meeting). At such meetings, where, members of the community will have an opportunity to review the plan, to comment on its merit and make suggestions for its improvement.

The BUC shall consider public comment prior to presentation of the proposed redistricting plan to the School Board. The final report shall include the advantages and disadvantages of the plan.

## D. Process - School Board Action

~~The BUC shall prepare a final report no later than March 15 of each year. The report will be presented by the BUC Chair or designee to the School Board for information at a meeting no later than the second School Board meeting in March.~~

~~Should The the final report will include a recommendation the redistricting that has been plan developed by the BUC, the report shall include outlining the advantages and disadvantages of the plan. The report will be presented by the chair, or designee, of the BUC to the School Board for information at a meeting no later than the second School Board meeting in March.~~

Prior to taking action on the BUC's proposed redistricting plan, the School Board must hold a public hearing not less than ten days after reasonable notice to the public in a newspaper of general circulation if the redistricting of school boundaries affects fifteen percent or more of the pupils in the average daily membership in the affected school.

Such public hearing may be held on the same day as the School Board meeting at which action on the plan is taken as long as the hearing is held before action is taken.

## E. Definitions

1. Optimum Building Utilization: the division-wide building utilization, considering optimum capacity, for the average two-year historical growth or decline in membership from September 30 to March 31.

2. Building Utilization: the actual percentage use of optimum program capacity, factoring in the number of first seats by grade level.
3. Optimum Capacity: 90% of the program capacity of the school building reported, used for planning purposes due to fluctuations in class sizes throughout the school year.
4. Program Capacity: the maximum capacity of the school building for a particular school year and particular student population, taking into account the number of first seats in the building (without counting portables currently on site) updated annually.
5. First seat: an instructional space within a school building in which students receive core and primary instruction. Self-contained special education classrooms are also considered to be first seats.

#### F. Attendance Zone Criteria

The Superintendent shall ensure that students attend the schools that serve the attendance zone of their home residence as established by the School Board. The Superintendent shall develop procedures to verify that students attend their assigned attendance zones. A student needing an exception to attendance zones in order to attend a school may request an out-of-zone transfer. Criteria for out-zone transfers may be found under [School Board Regulation 5-14.1. Students meeting the following criteria will be allowed to attend out-of-zone.](#)

1. An individual student may apply for an out-of-zone transfer in the instance where;~~a)~~ redistricting decisions affect an individual student more than one time at a school level (i.e. at the elementary school level at the middle school level or at the high school level);  
~~or b) a student change in residence.;~~

2. Upon the establishment of new attendance zones by the School Board, rising fifth, eighth and twelfth graders shall be permitted to continue in their previously assigned schools if they provide their own transportation to that school, and such enrollment will be exempt from the school's Optimum Building Utilization requirement by ten (10) percent or more.

1. ~~3. A student may be transferred out of zone when the student's presence in the school poses a significant disruption to the educational environment or to the safety of students or staff at the school. Upon recommendation of the Director of Student Leadership, the Department of School Leadership may review the student's placement and make a decision to transfer the student to another school or an alternative educational setting. Transportation to the designated out of zone school may be provided. The adult student or the minor student's parent/legal guardians may appeal the Department of School Leadership's decision to the Superintendent within five (5) calendar days of notification. The Superintendent or designee will review the matter and make a final, written, unappealable decision. Any such placement will be for the current school year. Such transfers are exempt from the optimum building utilization level as stated in section F-1 of this Policy.~~

4.3. Children of ~~s~~School ~~based Board~~ employees will be allowed to attend the school to which such parent or guardian reports or is their primary assignment, or is within the

~~feeder pattern of such assignment, -pending the approval of the source-School Principal as outlined in the associated regulation~~~~school principal~~ and such enrollment will be exempt from the school's optimum building utilization by ten (10) percent or more requirement. Employees who live out~~side~~ of the City of Virginia Beach will be required to pay tuition according to the provisions set forth in School Board Regulation 5-10.1~~School Board Regulation 5-10.1~~.

~~2.—A student may be transferred out of zone when the student's presence in the school poses a significant disruption to the educational environment or to the safety of students or staff at the school. Upon recommendation of the Director of Student Leadership, the Department of School Leadership may review the student's placement and make a decision to transfer the student to another school or an alternative educational setting. Transportation to the designated out of zone school may be provided. The adult student or the minor student's parent/legal guardians may appeal the Department of School Leadership's decision to the Superintendent within five (5) calendar days of notification. The Superintendent or designee will review the matter and make a final, written, unappealable decision. Any such placement will be for the current school year. Such transfers are exempt from the optimum building utilization level as stated in section F-1 of this Policy.~~

#### ~~G.—Last Year Options~~

~~Upon the establishment of new attendance zones by the School Board, rising fifth, eighth and twelfth graders shall be permitted to continue in their previously assigned schools if they provide their own transportation to that school, and such enrollment will be exempt from the school's Optimum Building Utilization requirement by ten (10) percent or more.~~

#### *Editor's Note*

For established regulations see School Board Regulation 5-14.1~~School Board Regulation 5-14.1~~:  
~~Criteria for~~ Out-of-Zone/School Attendance Areas and  
School Board Regulation 5-10.1~~School Board Regulation 5-10.1~~: Admission Requirements: General  
(See Virginia Beach City Public Schools website at [www.vbschools.com](http://www.vbschools.com))

#### **Legal Reference:**

Code of Virginia, §22.1-79, as a~~A~~Amended. Powers and Duties.

Code of Virginia, §22.1-3.3, as a~~A~~Amended. Transfer of students under certain circumstances.

Adopted by School Board: October 21, 1969

Amended by School Board: October 15, 1974

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: October 20, 1998

Amended by School Board: August 17, 1999

Amended by School Board: June 5, 2001

Amended by School Board: August 6, 2002

Amended by School Board: November 19, 2002

Amended by School Board: September 16, 2003  
Amended by School Board: September 21, 2010  
Scrivener's Amendments: November 7, 2012  
Scrivener's Amendments: January 24, 2014  
Amended by School Board: May 16, 2017

Amended by School Board: 2019

## STUDENTS

### Student Social Activities sponsored by School Division

#### A. Generally

All school-sponsored dances, parties and social activities must be limited to students of the school and invited guests approved by the school principal. All social activities sponsored by the school must be approved by the principal and faculty sponsors. These functions must be chaperoned by school personnel or authorized volunteers designated by the principal. ~~and parents should be encouraged to attend.~~

#### B. Off-Campus school sponsored student s Social aActivities

School-sponsored student social activities to be held off of school property must have the prior approval of school principal and the Department of School Leadership. ~~the appropriate assistant superintendent.~~ Such ~~These~~ activities shall not be permitted in areas where: supervision of students is impractical or impaired; where reasonable safety precautions can be implemented; or students and staff will have access to ~~alcoholic beverages are being served, tobacco or tobacco products; drugs; vaping products; electronic cigarettes eigs etc or products; weapons or unauthorized materials.~~ or where supervision of the students is impractical or impaired. The Code of Student Conduct and all applicable policies, regulations and laws will be enforced during such activities.

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: July 3, 2001

Amended by School Board: March 2019

## STUDENTS

### **Class Gifts/Exchanging Gifts**

#### **A. Class Gifts**

The School Board approves ~~school~~ school sponsored organizations making gifts to the school or schools if the gift is in good taste and adds materially to the educational program. The Superintendent or designee may reject a class gift. Any gifts accepted will be done so ~~will be accepted~~ with the understanding that the gift ~~y~~ becomes the property of the School Board and will be under the control of the Superintendent or designee. The principal of the school should be advised of the gifts under consideration so that appropriateness may be determined.

#### **B. Funds for Gifts**

Funds of a school sponsored student organization may be used to purchase a gift for the school, for scholarships, for contributions to or for the establishment of loan funds for students continuing their education after graduation or for other gifts to organizations approved by the principal or designee. No student funds shall be used to purchase gifts for an individual other than nominal gifts (under \$30) of recognition or sympathy.

#### **C. Exchanging Gifts**

The exchange of gifts between individual students and teachers or other school personnel is discouraged. Discretion on the part of school personnel must be used to avoid embarrassment of the student. School personnel will be responsible for complying with applicable law, policy and regulation concerning accepting gifts. The School Board does encourage students and ~~parents-families~~ to show their appreciation for the efforts of school personnel through the use of letters, cards and conferences.

#### **Legal reference:**

Code of Virginia §2.2-3100, et seq., as amended. Virginia State and Local Government Conflict of Interests Act.

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: March 2019

## STUDENTS

### Student Vehicles

Students with valid driver's license may drive to and park at their assigned school in accordance with applicable regulation. The Superintendent or designee is authorized to develop regulations regarding student vehicles. Such regulations will include, but are not limited to: procedures regarding obtaining parking passes to park student vehicles on school grounds; providing prior student and vehicle owner written consent authorizing search vehicle upon reasonable articulable suspicion that a violation of policy, regulation or law have been violated or the health and safety concerns (such prior consent will be a condition of parking vehicles on school property or at locations where school sponsored events are taking place); access to student vehicles while on school grounds or at school sponsored activities; removal of unauthorized or inoperable vehicles from school grounds; and notice to students and vehicle owners that the School Board will not be liable for damage to vehicles, activities in the vehicle, items stored in or near the vehicle, maintenance or repair of the vehicle; driver and passenger conduct in the vehicles; and the reservation of the School Division's right to enforce the Code of Student Conduct and applicable policies, laws and regulations with regard to student vehicles. Parking fees will annually be approved by the School Board.

### Reformat to bullets

~~Driving to school is one of the privileges of a high school student, and as a privilege it can be removed.~~

~~Under the following guidelines high school administrators shall establish regulations to control student vehicular traffic:~~

- ~~1. All passengers—including the student driver—"must present a signed statement from a parent granting permission to let them ride to and from school.~~
- ~~2. Students are expected to observe all laws when driving a car to and from school.~~
- ~~3. Students shall not be allowed in cars during school hours unless they have permission from the principal or a designee.~~
- ~~4. On grounds owned or controlled by the board, school bus traffic shall have priority of movement over student vehicles.~~

~~Parking permit fees may be established by individual school principals subject to school board review upon request of the superintendent.~~

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: March 2019

## **STUDENTS**

### **Activities: Access to School Facilities**

#### **A. Generally**

The Equal Access Act states that it shall be unlawful for any public secondary school which receives Federal financial assistance and which has a limited open forum to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Boy Scouts and other youth groups listed as patriotic organizations by federal law must be allowed the same access.

The School Board hereby expresses its willingness to abide by federal law and regulation and enacts this ~~P~~policy to do so.

#### **B. Applicability**

This ~~P~~policy is applicable only to the secondary schools.

#### **C. Implementation**

The School Board authorizes the Superintendent ~~or designee~~ to prepare administrative regulations ~~or procedures~~ to create a limited open forum in accordance with ~~applicable related board~~ School Board policy ~~and regulatoin~~.

#### **Editor's Notes:**

~~See Virginia Beach City Public Schools School Board Ppolicy 7-48: Community Use of School Facilities/Generally~~

~~See Virginia Beach City Public Schools School Board Ppolicy 7-49: Organizations Eligible to Use School Facilities~~

~~See Virginia Beach City Public Schools School Board Ppolicy 7-55: Fees for Use of School Facilities~~

~~See Virginia Beach City Public Schools School Board Rregulation 7-55.1: Fees for Use of School Facilities~~

#### **Legal Reference:**

Boy Scouts of America Equal Access Act § 95275 of the Elementary and Secondary Education Act 1965 ~~as amended by (§ 901 No Child Left Behind Act), 20 U.S.C. §7905, as amended.~~

~~Title 36 U.nited S.tates C.ode Chapter 201 et seq., as amended. Patriotic and National Observances, ceremonies and organizations. -(Patriotic Society)~~

~~20 U.S.C. §4071, as amended. Title VIII of Public Law 98-377 ("The Equal Access Act of 1984") Effective: August 11, 1984.~~

~~Virginia Beach City Public Schools Policies and Regulations  
Website: [www.vbschools.com](http://www.vbschools.com).~~

#### **~~Editor's Notes:~~**

~~See Virginia Beach City Public Schools School Board policy 7-48: Community Use of School Facilities/Generally~~

~~See Virginia Beach City Public Schools School Board policy 7-49: Organizations Eligible to Use School Facilities~~

~~See Virginia Beach City Public Schools School Board policy 7-55: Fees for Use of School Facilities~~

~~See Virginia Beach City Public Schools School Board regulation 7-55.1: Fees for Use of School Facilities~~

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: September 2, 2003

Amended by School Board: April 4, 2006

Amended by School Board: March 2019