



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

### School Board Services

**Trenace B. Riggs, Chair**  
District 1 – Centerville

**Carolyn D. Weems, Vice Chair**  
District 9

**Beverly M. Anderson**  
At-Large

**Kathleen J. Brown**  
District 10

**Michael R. Callan**  
District 6

**David Culpepper**  
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**Jennifer S. Franklin**  
District 2 – Kempsville

**Victoria C. Manning**  
At-Large

**Staci R. Martin**  
District 4

**Kimberly A. Melnyk**  
District 2

**Jessica L. Owens**  
District 3 – Rose Hall

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

### ***School Board Regular Meeting Proposed Agenda*** **Tuesday, July 25, 2023**

**Holland Road Annex**  
2323 Holland Road  
Virginia Beach, VA 23453  
(757) 263-1000

Public seating is available, and members of the public will also be able to observe the School Board Meeting through livestreaming on [schoolboard.vbschools.com/meetings/live](https://schoolboard.vbschools.com/meetings/live), broadcast on VBT Channel 47, and on Zoom through the link below.

Attendee link: [https://us02web.zoom.us/webinar/register/WN\\_9Dvs3c8dS0OLHx6xEuEKdA](https://us02web.zoom.us/webinar/register/WN_9Dvs3c8dS0OLHx6xEuEKdA) Call-in (301) 715-8592 ID 883 8772 0342

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at [SchoolBoard@VBCPSboard.com](mailto:SchoolBoard@VBCPSboard.com) or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on July 24, 2023.

**Closed Session ..... 1:00 p.m.**

- 1. Administrative, Informal, and Workshop (Holland Road Annex – Einstein Lab (Band/Room 603) ..... 4:00 p.m.**
  - A. School Board Administrative Matters and Reports
  - B. Dual Language Immersion Update
- 2. Closed Session (as needed)**
- 3. School Board Recess ..... 5:30 p.m.**
- 4. Formal Meeting (Holland Road Annex – School Board Room/Auditorium) ..... 6:00 p.m.**
- 5. Call to Order and Roll Call**
- 6. Moment of Silence followed by the Pledge of Allegiance**
- 7. Student, Employee and Public Awards and Recognition**
  - A. Virginia Association for the Gifted Outstanding Teacher of the Year Award – Plaza Middle School
  - B. State Champion in Outdoor and Indoor Track – Tallwood High School
  - C. 2023 Microsoft Specialist U.S. National Champion (Excel), First Place – Princess Anne High School
  - D. Top 20 Under 20 presented by the Hampton Roads Workforce Council
  - E. VHSL Class 5 Boys Soccer State Champions – Princess Anne High School
- 8. Adoption of the Agenda**
- 9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**
- 10. Approval of Meeting Minutes**
  - A. July 10-11, 2023 School Board Retreat / Abridged School Board Meeting **Added 07/24/2023**



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

The School Board will hear public comments at the July 25, 2023, School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on July 25, 2023. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the Holland Road Annex, 2323 Holland Road, Virginia Beach, Virginia 23453 by 5:45 p.m. July 25, 2023. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, [1-47](#) and [1-48](#) requirements for Public Comment and Decorum and Order.

**12. Information**

- A. Bylaw 1-28/Committees, Organizations and Boards – School Board Member Assignments
- B. New Courses:
  - 1. Unmanned Systems (Drones)
  - 2. Nail Technician
  - 3. TV Production I & II
  - 4. Introduction to Landscaping I & II
  - 5. Building Maintenance I & II
  - 6. BUS 240 – Business Law
  - 7. BUS 224 – Business Statistics
  - 8. BUS 274 – Foundations of Entrepreneurship
  - 9. English as a Foreign Language IV
- C. Wellness Days

**13. Return to public comments if needed**

**14. Consent Agenda**

- A. Policy Review Committee (PRC) Recommendations:
  - 1. Policy 2-40/Principals
  - 2. Policy 2-41/Assistant Principals
  - 3. Policy 2-44/Department /Grade Level Chairpersons
  - 4. Policy 2-48/Salaries and Compensation
  - 5. Policy 2-49/Recruitment and Selection
  - 6. Policy 2-52/Probationary Terms and reassignments of Principals, Assistant Principals and Supervisors
  - 7. Policy 2-53/Evaluation of Administrative Staff
  - 8. Policy 2-54/Administrative Compensation
  - 9. Policy 2-58/Professional Development
  - 10. Policy 3-97/Naloxone Administration in Response To A Suspected Opioid Overdose In A School Setting
  - 11. Policy 4-1/Personnel/Definitions
  - 12. Policy 4-37/Retirement Plans/Insurance
  - 13. Policy 6-64/Acceptable Use

**15. Action**

- A. Personnel Report / Administrative Appointments **Updated 07/27/2023**
- B. Bylaw 1-28/Committees, Organizations and Boards – School Board Member Assignments
- C. School Board Committee Assignments FY 2024
- D. Wellness Days

**16. Committee, Organization or Board Reports**

**17. Return to Administrative, Informal, Workshop or Closed Session matters **Updated 07/25/2023****

**18. Adjournment**



**Subject:** Closed Session **Item Number:** PRE-MEETING

**Section:** Closed session **Date:** July 25, 2023

**Senior Staff:** \_\_\_\_\_

**Prepared by:** Kamala H. Lannetti, School Board Attorney

**Presenter(s):** Kamala H. Lannetti, School Board Attorney

**Recommendation:**

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 8, and 29 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.

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

29. Discussion of the award of a public contract involving the expenditure of public funds, including interviews of bidders or offerors, and discussion of the terms or scope of such contract, where discussion in an open session would adversely affect the bargaining position or negotiating strategy of the public body.

Namely to discuss:

A. Superintendent search consulting firm interviews and discussion.

**Background Summary:**

N/A

**Source:**

Code of Virginia §2.2-3711, as amended

**Budget Impact:**

N/A



**Subject:** Dual Language Immersion Update **Item Number:** 1B

**Section:** Administrative, Informal, and Workshop **Date:** July 25, 2023

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

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

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

Kelly Arble, Coordinator of World Languages

**Presenter(s):** Kipp D. Rogers, Ph.D., Chief Academic Officer

**Recommendation:**

That the School Board receive an update on the dual language immersion program implemented in some Virginia Beach City Public Schools.

**Background Summary:**

The Department of Teaching and Learning is supporting select schools with the expansion of the dual language immersion program. Annually data are analyzed and support/resources are provided to support teachers to effectively implement the components of the Teaching and Learning Framework in dual language immersion classrooms.

**Source:**

N/A

**Budget Impact:**

N/A



**Subject:** School Board Recognitions **Item Number:** 7A-E

**Section:** Student, Employee and Public Awards and Recognitions **Date:** July 25, 2023

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

**Prepared by:** David Schleck, Public Relations Coordinator

**Presenter(s):** Carolyn Weems, Vice Chair

**Recommendation:**

That the School Board recognize the outstanding accomplishments of those receiving the July 25, 2023, School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

1. Virginia Association for the Gifted Outstanding Teacher of the Year Award, Plaza Middle School
2. State Champion in Outdoor and Indoor Track, Tallwood High School
3. 2023 Microsoft Specialist US National Champion (Excel) - first place, Princess Anne High School
4. Top 20 Under 20 presented by the Hampton Roads Workforce Council
5. VHSL Class 5 Boys Soccer State Champions, Princess Anne High School

**Background Summary:**

That the School Board allow time during School Board meetings to recognize students and/or staff who have accomplished notable recognitions that fit within the parameters of the School Board recognition criteria.

Recognition Criteria:

1. Achievement of first or second place in national competitions/events.
2. Achievement of national recognition for outstanding achievements, i.e., National Merit Finalists.
3. Achievement of first place in regional (multi-state) competitions/events.
4. Achievement of first place in state competitions/events.
5. Achievements beyond the scope of regular academics/activities and/or job performance.

**Source:**

Utilizing data from submissions made to the Department of Communications and Community Engagement, which have been approved by school principals or department heads recognizing a notable achievement from a student or staff member fitting the Board recognition parameters.

**Budget Impact:**

None.



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

**Section:** Approval of Meeting Minutes **Date:** July 25, 2023

**Senior Staff:** N/A

**Prepared by:** Regina M. Toneatto, School Board Clerk

**Presenter(s):** Regina M. Toneatto, School Board Clerk

**Recommendation:**

That the School Board adopt the following set of minutes as presented:

- A. July 10-11, 2023 School Board Retreat/Abridged School Board Meeting

**Note:** Supporting documentation will be provided to the School Board under separate copy and posted to the School Board website.

**Background Summary:**

N/A

**Source:**

Bylaw 1-40

**Budget Impact:**

N/A



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### **School Board Retreat/Abridged Meeting MINUTES**

**Monday, July 10, and Tuesday, July 11, 2023**

Holland Road Annex  
2323 Holland Road  
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### **MONDAY, JULY 10, 2023**

Chair Riggs convened the School Board Retreat at 9:00 a.m. on the 10<sup>th</sup> day of July 2023 and announced members of the public will be able to observe the School Board Retreat through live streaming on [schoolboard.vbschools.com/meetings/live](https://schoolboard.vbschools.com/meetings/live), broadcast on VBTV Channel 47, and on Zoom; welcomed members of the public both in person and online.

In addition to Superintendent Spence, the following School Board members were present in the Holland Road Annex/Einstein Lab: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Martin, and Ms. Owens. The following School Board members were not present at the meeting: Vice Chair Weems (death in the family); Mr. Culpepper (work); Ms. Manning (family in town); and Ms. Melnyk (medical/arriving later.)

**Compass to 2025 Update:** Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation and Accountability provided the School Board a *Compass to 2025* update; reviewed the presentation outline: revisiting priorities from 2022-2023, strategic direction setting for 2023-2024, planning for the next strategic framework; shared the strategy map; visual time of annual strategic action agenda and noted with the completion of the 2022-2023 school year, more than half-way through the current strategic framework *Compass to 2025*; focus areas for 2022-2023: educational equity, integrated systems of support, future ready students; supporting staff and celebrating success – updates for 2022-2023: provided ongoing professional learning focused on the Science of Hope, worked to increase employee input opportunities, addressed several pain points identified by advisory groups; **Supporting Staff and Celebrating Success:** reviewed relevant survey data from 2022-2023 annual spring survey of staff; noted agreement percentages exceeded 80%; school-based staff reported below 80% regarding how satisfied they were with communication efforts of central support departments and assistance received; next steps – continue to leverage hope as a strategy, provide schools with student survey data related to hope, continue to provide professional learning focused on the Science of Hope.

**Advancing Educational Equity:** highlighted updates for 2022-2023: January 24 - *Compass to 2025* Midyear Update, May 23 - Educational Equity Plan Update, June 12 – Educational Equity Update: Hanover Research Partnership (Future Deliverables); reviewed survey data from 2022-2023 – Goal 1: Educational Excellence - large percentages of students agreed that their teachers use instructional materials that incorporate multiple perspectives and reflect cultural backgrounds, ethnicities, and identities; Goal 2: Student Well-Being – large percentages for students agreed that their school provided them a safe and orderly place to learn and was a welcoming place to learn, students’ sense of belonging at their school – with the exception of English Language Learners, the agreement percentages were below 80%, students’ self-reported participation in extracurricular activities, clubs or athletics – with the exception of English Language Learners more than 50% of each student group reported participation in these types of activities; Goal 3: Student Ownership of Learning – more than 83% of the various student groups agreed that they set goals for their learning and future plans and that they have access to courses they need; Goal 5: Mutually Beneficial Partnerships – seventy-seven percent of all parents indicated they were aware of events, programs, and resources provided by the division to support their child’s education, of parents reporting that they participated in division sponsored events of programs – 88% or more expressed satisfaction; Goal 6: Organizational Effectiveness and Efficiency – overall, 85% of respondents agreed their school has the necessary resources to support students’ needs; next steps – addressing action steps within the Equity Plan

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related to reviewing data at the school-level to identify and address trends, providing professional learning focused on inclusive teaching practices and inclusive classroom discussions, building out the equity data dashboard in partnership with Hanover Research.

Using Integrated Systems of Support: highlighted updates for 2022-2023: continued to leverage literacy and math coaches to strengthen Tier 1 instruction, demonstrated the use of a data decision making tool and Unified Insights at principal league meetings, ongoing professional learning to support the use of Integrated Systems of support, created and shared SEL Developmental Skills Continuum, central office training on Sense of Belonging to support schools with continued focus on SEL integration and data use; shared SEL Competency results – Spring Comparison, little fluctuation from last spring with percentages staying the same or improving slightly, the area of self-management continues to be the area with the lowest agreement percentages; next steps – strengthening Tier I instruction in all areas with emphasis on evidence-based literacy and numeracy practices, continued focus on data-driven decision making to identify students in need of advanced tiered interventions, implementing and monitoring strategies for addressing student attendance, leveraging coordinated behavioral and mental health support programs and resources, ongoing professional learning focused on increasing students’ positive behaviors and fostering self-management, continuing to embed SEL practices and use SEL data.

Creating Future Ready Students: highlighted updates for 2022-2023: continued to support work related to student-curated works of substance, continued to expand signature experiences for high school students – specifically through service learning; reviewed data from high school redesign survey items - that my school provides me with: rigorous learning experiences (81% agreed), learning experiences relevant to my future goals (77% agreed), real-world learning experiences (70% agreed); learning and doing things matched to needs and interests (73% agreed), VBCPS has prepared me for what I plan to do after high school (75% agreed), provided with opportunities to apply learning outside of school (76% agreed); a plan and knows what will do after graduation (e.g. college, work, military, etc.): 89% of grade 12 students agreed and 87% of grade 12 parents agreed; next steps – continued focus on engaging students in deeper learning resulting in works of substance, ensuring all students and staff are invested in the Academic and Career Planning process, increasing access to and success in advanced-level coursework, continuing to scale the signature experience, portfolio creation and exhibitions of learning at the high school level.

Strategic Direction Setting for 2023-2024: *Compass to 2025* Strategic Action Agenda for 2023-2024 – co-created and shared priorities; tackling “evergreen” challenges: increasing student achievement, closing gaps, improving behavior; familiar pathways: leveraging hope, advancing educational equity, using integrated systems of support, creating future ready students; support of the Strategic Action Agenda – *Compass to 2025* resource site (PIA intranet site), 2023 Summer Leadership Conference – theme “Hope in Action: Empowering Leaders to Create Positive Change”, summer professional learning series for administrators, optional sessions for all staff on the Science of Hope, ongoing professional learning and resource sharing through Citywide and League meetings; teacher touchpoints for the strategic action agenda: “back briefing” the strategic cation agenda with teach groups, cultural competency design fellows, Department of Teaching and Learning Summer Conference, essential professional learning (Elementary - Interaction Strategies to Decrease Challenging Behavior, All Levels – De-Escalation Strategies and Positive Redirection Tools, Special Education – Crisis Prevention Institute (CPI): Verbal Intervention Training.

Planning for the Next Strategic Framework: noted Regulation 7-21.7 – Ad Hoc Strategic Plan Committee activated one year prior to the end of the cycle of the plan; reviewed *Compass to 2025* with key strategy leaders; propose a working session with the Planning and Performance Monitoring (PPMC) Committee; reviewed tentative timeline; input activity – “The next strategic planning process should...”; the presentation continued with questions and comments regarding percentage of students taking survey; student demographics; equity dashboard; career planning; informing students and parents; engage with families on academic and career planning; availability of courses; Science of Hope; book about Hope; definition of chronically absent; grades participating in survey data; Hope In Action logo; economic development; workforce needs; evidence based research; gathering input – open communication; open question survey; college enrollment; higher education; and absenteeism.

School Calendar Development Process: Natalie N. Allen, Chief Communications and Community Engagement Officer and Matthew D. Delaney, Chief Schools Officer provided the School Board information on the school calendar development process; reviewed calendar development/adoption timeline: winter - draft calendars created, January - calendar workgroup meeting, teacher assembly, survey to families and staff, early February – School Board meeting (information), late February – School Board meeting (action); guidance for calendar creation: number of instructional days (181 days), observance of holidays, length of breaks, equal spread of days in a quarter/semester, availability of staff days, limiting adjusted dismissal days; pre-Labor Day start – added multiple staff days throughout the school year for staff to use for planning and meeting with parents, added a holiday the Wednesday before Thanksgiving; noted workgroup consists of staff from Department of School Leadership, Department of Human Resources, Department of Communications and Community Engagement, school administrators, teachers, parents,

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community groups, and a student; state's seat hour requirement; transportation issues with adding minutes to the school day; shared example – 15 minutes would equate to approximately 85 buses and bus drivers, 1 area supervisor, and two fleet technicians; calendar of holidays and religious observances available to the public on website (calendar page and rotating calendar on homepage); handout of current school calendar for 2023-2024.

The presentation continued with questions and comments regarding impact of first four days of school and absenteeism; break for Labor Day; planning days in calendar; adding additional minutes to the school day; impact on transportation; Wednesday off before Thanksgiving; calendar options; military families; reviewed staff days in calendar; feedback from teachers about staff days; graduation and the calendar; number of instructional days; seat hours; transportation; start times; day of the week for staff days; contract days and salary; staff days during pandemic; other divisions seat hours; ways to balance staff days to support families in community and staff; calendar workgroup; transition time; labor regulations; scheduling and online learning; budget impact to hire more bus drivers; 4x4 scheduling; working with Parks and Recreation; teacher input on committees – one from each level (elementary, middle, high); elementary school teacher input; calendar feedback from Teacher Assembly; communication regarding calendar; create a one-year calendar instead of two-year calendar.

The School Board took a break from 10:35 a.m. to 11:00 a.m.

**Addressing the Teacher Time Dilemma:** Donald E. Robertson, Ph.D., Chief of Staff provided a presentation on the teacher time dilemma; the following teachers were also present: Ebony Cherry (high school), James Arnett (middle school), Jennifer Watson (elementary school), Anne Flavin (elementary school), and Laura Nuckols (elementary school); reviewed presentation agenda: review state and local policies affecting teacher time, review how the role of a teacher requires additional responsibilities beyond the classroom, group activity, and next steps; state policies and guidelines – number of teaching days (180 days), seat hours (990 seat hours) to meet Standards of Accreditation, requirements by level (ES, MS, HS), planning time requirements, class size, total number of students, participation in IEP and 504 meetings; reviewed local policies and guidelines – number of teaching days, contractual days, work hours (181-day instructional calendar, instructional school day about 6.5 hours, workday 7.33 hours), planning time (individual, PLC), participation in IEP, 504, and SRT, staff and parent meetings, duty assignments, professional learning, other; teachers' roles and responsibilities – lesson (unit, daily) planning, assessment creation and grading, collaboration, student behavior and discipline (classroom management), communication (emails, etc.), other (attend meetings, serve duty, meet with, tutor students); reviewed a typical day schedule in the life of elementary, middle, and high school teacher; group activity (two groups of School Board members and teachers) – what specific areas (ES, MS, HS) could be revised to provide teachers with additional time.

Feedback from groups; tracking additional work; keeping a daily log; larger chunks of time to get tasks done (grading); early release – additional – once a month Friday; four-day school week; consistency about expectations (i.e., grades, meetings); transition minutes; access to remediation activities and extension activities; develop lesson plans for math – small group lesson plans; collaboration time; teachers had Mondays during COVID for planning; half days once a month; encumbered planning time; efficient planning time; teachers get too many surveys; separate out parts of survey; use of comment box on surveys; TalentEd; asynchronous instruction; staff days; teacher conferences; amount of time for lunch; next steps – review input shared and provide additional feedback; provide a summary to School Board; thanks to teachers for their time.

Note: School Board member, Ms. Melnyk arrived at 11:52 a.m.

The School Board recessed for lunch at 12:26 p.m. and reconvened at 1:33 p.m.

**Budget Development Process and Priorities:** Aaron C. Spence, Ed.D., Superintendent reviewed the preliminary draft of the budget calendar for FY2024/25; September – budget calendar developed and presented to the School Board (information and action); October-December – internal process of budget requests from departments, Five-Year Forecast is presented to the School Board and City Council, public hearing held to solicit stakeholder input, State revenue estimates are released by the Virginia Department of Education; January-March – budget requests are reviewed, refined, and summarized by the Office of Budget Development, unbalanced School Operating budget if presented to the superintendent and senior staff, Superintendent's Estimate of Needs for FY2024/25 is presented to the School Board, budget workshops, public hearing held to solicit stakeholder input, School Board adoption of proposed operating budget and capital improvement budget; April-May – FY 2024/25 School Board proposed operation budget and FY 2024/25 – FY 2029-30 capital improvement budget presented to the City Council, budgets approved by City Council.

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The presentation continued with questions and comments regarding the budget cycle; budget procedure; unspent revenue (2%); reversion process; reversion funds; capital improvement; line item comparisons in the budget; budget priorities; compensation and the budget; funding the compensation study; health insurance; deductibles; educational allowances; funding pay scale; custodians and food service workers; special education considerations; funding for support staff; additional subsidies for courses for workforce; help teachers and planning; address elementary behavior; behavior intervention professionals; compensation and pay scales.

**Assessments – Purposes/Types:** Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation, and Accountability and Donald E. Robertson, Ph.D., Chief of Staff presented the School Board information related to assessments; overview of presentation: brief history of National Assessment of Educational Progress (NAEP), potential changes to assessments in Virginia, reflections on rating of educational quality; brief history of the NAEP - Spring of 1969: first NAEP data collection for 17-year olds, 1983-1984: methodology changes – sampling by age and grade, 1988-2000: governance changes – National Assessment Governing Board (NAGB), NAEP State Assessments, introduced achievement levels, 2001: No Child Left Behind – required states to participate in NAEP reading and mathematics for grades 4 and 8 every other year and grade 12 every four years; reviewed purpose of NAEP and SOLs; NAEP – designed to measure content frameworks developed by the NAGB; SOLs designed to measure students' progress toward required knowledge and skills as set and defined by the state's content standards; participation of NAEP and SOLs; NAEP administered January-March during tested years; SOLs administered at the end of a course or end of year; results and uses of NAEP and SOLs; NAEP evaluates trends in student achievement over time by demographic groups for the nation, states, and some urban districts; performance on the SOLs is used as part of the state accreditation system and for the purposes of awarding secondary students with verified credits; overview of NAEP grade 4 and grade 8 reading results; overview of NAEP grade 4 and grade 8 mathematics results; shared a note about NAEP achievement levels; honesty gap – introduced and calculated by external entities not affiliated with NCES or NAGB, a simple calculation comparing the percent of students "proficient" on the NAEP assessment to the percent of students proficient on a state's assessment of content standards; mentioned report from the Virginia Department of Education, recommendations for promoting excellence and higher student achievement in the state; related recommendations – conduct benchmarking study comparing the definition of proficiency across all states, hold the Department of Education accountable for eliminating the "Honesty Gap", third party analysis of state standards for Reading and Mathematics, use the "Future of Assessments" workgroup to consider best practices and innovations in summative assessments of proficiency; mentioned the challenge of state rankings; shared data regarding SAT participation and performance by state; approximately 48 percent of students in the class of 2022 in Virginia took the SAT and the average combined score was 1124; states with a smaller percentage of students taking the SAT have higher scores; measuring what matters: student performance on state standards, reading proficiency, on-time graduation rates, college, career and civic readiness, learning climate; key sources: *Compass to 2025* Navigational Markers, Facts and Figures on VBschools.com, Virginia School Quality Profiles; next steps: creating a data landing page on VBschools.com to increase ease of access to division data – Summer 2023, public reporting of SOL results – Fall 2023, Equity Dashboard – Fall 2023.

The presentation continued with questions and comments regarding using the NAEP; national standards; viewing data objectively; comparing to other school divisions; PSAT testing; participation rate of students taking PSATs; NAEP school selection process; random selection of schools; demographics of schools; number of students selected; relevancy of NAEP; Honesty Gap; recommendations; Standards of Learning; benchmark assessments; planning time; calendar of assessment dates; remediation; school support process; reviewed measuring what matters; reaching out to NAEP; SAT scores; colleges and SAT scores; what are colleges looking for; students course and rigor, dual enrollment, AP courses; getting information to parents; presentation scheduled in the fall for parents; workshops and resources to share with parents.

**Closing Thoughts:** Chair Riggs mentioned Day 2 of the retreat will begin at the same time as today; lunch tomorrow – food truck and scratch cooking; close retreat with recap and next steps.

The retreat concluded at 3:22 p.m.



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### ***School Board Retreat/Abridged Meeting MINUTES***

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### **TUESDAY, JULY 11, 2023**

Chair Riggs convened the School Board Retreat at 9:00 a.m. on the 11<sup>th</sup> day of July 2023 and announced members of the public will be able to observe the School Board Retreat through live streaming on [schoolboard.vbschools.com/meetings/live](https://schoolboard.vbschools.com/meetings/live), broadcast on VBT Channel 47, and on Zoom; welcomed members of the public both in person and online.

In addition to Superintendent Spence, the following School Board members were present in the Holland Road Annex/Einstein Lab: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. The following School Board members were not present at the meeting: Vice Chair Weems (death in the family); Mr. Culpepper (work); and Ms. Manning (family in town).

**The Impact of AI on K-12 Education:** David Din, Chief Information Officer and Sharon L. Shewbridge, Ph.D., Director, Instructional Technology presented the School Board information on the impact of AI on K-12 education; reviewed topics of presentation – what is artificial intelligence, strategic plan, classroom impacts, what's next; additional resources provided to the School Board: VDOE – AI and the Future of Teaching and Learning, White House Office of Science and Technology Policy – Blueprint for an AI Bill of Rights, Gartner Research – The Future of AI, Reshaping Society, VBCPS – DRAFT Initial Guiding Principles for Generative AI Exploration; noted the VBCPS leadership team is *cautiously optimistic* about opportunities possible as a result of AI technology; reviewed working definition of artificial intelligence for the presentation – a collection of technologies, software and data that make it appear that a computing device is intelligent, it appears to give a machine the ability to perform the cognitive functions we associate with human minds, such as perceiving, reasoning, and learning; Generative AI models use neural networks to identify the patterns and structures with existing data to generate new and original content (nVidia); showed samples of AI generated pictures; mentioned AI capabilities and uses – examples: written content, create music, health care, exams, cooking; shared video clips of AI reports; Google Bard – Google AI Assistant; Chat GPT – natural language processing tool driven by AI technology that allows human-like conversations and much more with chatbot, the language model can answer questions and assist with tasks – such as composing emails, essays, and code; shared video clip about Microsoft CoPilot; Microsoft CoPilot - AI assistant built-in to suite of Microsoft Office applications, emphasizes human\AI balance with the human in control, allows greater utilization of Microsoft Office application's capabilities; artificial intelligence concerns: data privacy and security, equitable access, algorithmic bias, human/AI balance, unintended consequences, irresponsible use; AI regulation – governmental regulations from the state and federal levels lag behind technological innovation; impact of VBCPS staff – AI technologies will automate many tasks, we don't expect wholesale replacement of roles, do expect the automation of repetitive tasks will create opportunities for more meaningful work as individuals use AI to create efficiencies; important to raise awareness and train staff on how to leverage AI technologies.

The presentation continued with questions and comments regarding teachers and AI; web filtering technology; access to new feature in Microsoft; plagiarism; fact checking; focus on literacy; AI in the workforce; remediation and extension; examples of using AI.

Dr. Shewbridge continued the presentation; AI exploration in VBCPS – banning AI will lead to inequities, a loss of potential efficiencies and will leave students ill-equipped for the future, best approach to AI is to be open-minded and willing to

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experiment/explore; key actions to date: senior staff discussions and three work groups, senior staff mini-retreat, hopes and fears of AI in VBCPS, Guiding Principles, stakeholder analysis and activation plan, AI discussed as part of Citywide remarks, drafting School Board regulation to address the use of “new technologies” like generative AI; reviewed guiding principles; high school students having access only; Put Students First – look for ways to create more engaging learning opportunities for students, once high school students have division-granted access to AI tools, clearly articulate what tools they may use and focus on helping students identify appropriate tools for learning and class expectations, work to ensure student groups have equitable access and tools are being used in an inclusive manner; Seek Growth – pursue opportunities to learn more about AI and share your learning, recognize the limitations of AI; Be Open to Change – leverage AI as a tool to support human efforts, be open-minded and open-handed in using AI and recognize there will be issues to work through together; Do Great Work Together – recommend a great resource or tool for consideration, work with tools approved by the VBCPS Department of Technology to ensure the safety and security of our students and staff; Value Differences – place a priority on capturing and reflecting multiple perspectives when using AI tools; review a timeline of various technologies (Chatbot, Roomba, Siri, Watson, Photomath, ChatGPT); shared examples of how ChatGPT is being used to help teachers develop and create curriculum resources; using AI and ChatGPT – plan lessons, create assignments and rubrics; cautionary considerations – accuracy/reliability of information, privacy, bias, borrowing information/giving credit, alignment to goals; shared the explore board; summary – VBCPS leadership team is cautiously optimistic about AI, AI brings significant new capabilities that will impact many roles and processes, must keep an eye on human\AI balance, must prepare students and staff – training on AI tools is important to provide equitable advantages, guiding principles were created, AI output should be checked and for “algorithmic bias”; next steps – School Board input, develop policies to support uses of innovative technologies, raise awareness of AI capabilities, provide training and a space for the exploration of resources, administrator and teacher training available during summer conferences, determine best practices. The presentation continued with questions and comments regarding students excelling academically; helping teachers utilize time better; creative thinking; being on top of AI; thinking about policy; security and AI; teacher access verses student access; being aware of bias; appreciated the presentation and information shared.

The School Board took a break from 10:47 a.m. to 10:58 a.m.

**School Board Member School Visit Protocols:** Donald E. Robertson, Ph.D., Chief of Staff, provided a review of current protocols for School Board members visits to school sites; reviewed the presentation agenda – Bylaw 1-26, memo – School Board visitations, Board discussion on protocols with administrative response, next steps; handout of Bylaw 1-26 for review and discussion; mention two key components – purposes of school visits, authority of School Board member; handout of memo – School Board Visitations for review and discussion; three main components – make an appointment to meet with the principal, attend special events at the school where you can interact with stakeholders, participate in Learning Walks with the principal; divided into groups for Board discussion – what revisions should be considered for Bylaw 1-26 and the annual administration memo.

After the group activity, feedback was shared regarding visiting schools; Group 1: no changes to Bylaw 1-26, should be protocols, making appointments to visit and not just dropping in to visit a school, people need to be prepared, giving teachers a chance to meet with School Board member; Group 2: observe a PLC meeting - suggest to add to memo, School Board needs to feel free to ask questions, staff feeling guarded when School Board member visits, create a less guarded/tense environment, scheduling appointments, hearing from stakeholders, being an observer at a meeting (PLC) but not overstepping; next steps – any suggested Bylaw change to go to the PRC (Policy Review Committee), changes to the memo not related to the Bylaw can be made by administration, guidance from the Chair on selection process of School Board members and schools.

**Scheduling Opportunities:** Robert B. Jamison, Executive Director, Student Support Services, Sara L. Lockett, Ed.D., Director, Office of Technical and Career Education, and Aaron Arnold, Work-Based Learning Specialist, Office of Technical and Career Education provided the School Board an update on the work related to developing future-ready students; mentioned flexible schedule – provide increased opportunities for students to take advanced courses, electives and work-based learning opportunities; credit-recovery options during the school year to assist with on-time graduation; noted 246 students graduated after the first semester of the current school year compared to 74 students in the first semester of 2021-2022 school year, under the A/B block schedule; monthly meetings with high school master schedulers, resulted in the following changes for 2023-2024: more consistency in hour courses are offered, one division-wide set of course codes for special education courses, common recruitment efforts for advanced academic courses and programs, more common planning time for teachers; mentioned policy and regulations to consider – Policy 5-26 and Regulation 5-26.1.

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CTE Dual Enrollment opportunities – increase in students enrolled in DE CTE electives (657), tuition waived in 2022-23, Sun Tribe and Pathfinders Scholarships 2023-24 to cover fees; examples of CTE Dual Enrollment models: traditional Dual Enrollment model – DE Virginia Teachers for Tomorrow, CTE Center Model – CISCO, Cybersecurity, Welding, Early Childhood Education, TCC College Experience Model – EBA Degree, EMT, Hospitality, Veterinary Science; VBCPS industry credential earned 2022-23: 125 different assessments, as of June 15: 16,464 assessments administered, 13,520 industry credentials earned; noted pass rate increased 82.1% across all 125 tests; questions to think about regarding the pathway to expanding CTE Dual Enrollment; brief questions and comments regarding Dual Enrollment issues; fees; grant to cover fees; college credit courses; high school elective credit for other college courses.

The presentation continued with reintroduction to FIELD-X program for work-based learning and service learning; two driving factors: College, Career, and Civic Readiness Index (CCCRI) – work-based learning, service learning, *Compass to 2025* – emphasis on equity; work-based learning – externship, internship, cooperative education (COOP), school-based enterprise (SBE), entrepreneurship, mentorship; service learning – student-driven, project-based; year one – goals: begin integration of existing WBL into FIELD-X, offer one new core strategy to meet CCCRI; achievements as of June 26: 1000+ participants, \$400,000+ economic impact (wage-hour equivalency), 150+ partner organizations, 400+ experiences, 700+ students participating in Service Learning; shared highlights from the field; how to achieve goal to drive broader participation in field experiences – concept: seat time = field time, highlight – Service Learning at scale, next level – Service Learning English 10 integration, pilot – Life Science Virginia x LifeNet Health x Landstown High School, possibilities – scale School-Based Enterprise, seminars; defined Service Learning – an empathy force-multiplier, entrepreneurial, equitable, mutually-beneficial, co-curricular; shared example of student-driven WBL (ASL for Everyone); next level of Service Learning – English 10 curriculum redesign; turnkey, cross-discipline Service Learning framework; benefits – equitable access to experiential learning, seat time = Service Learning time, early CCCRI capture.

The presentation continued with questions and comments regarding workforce development; internships; other options for students; how to embrace Service Learning; resource kits; virtual internships; and transportation challenges.

The School Board recessed for lunch at 12:19 p.m.

**Scratch Cooking Updates from VBFOODS:** during lunch, Viorica “Vicka” Harrison, Director, Office of Food Services presented the School Board an update on scratch cooking; Goal 2: Student Well-Being – the Scratch Cooking Initiative focuses on Strategy 7, which aims to address physical health through nutrition and fitness programs; provided a cafeterias fund overview – FY2022-2023 annual budget approximately \$38 million, budgeted positions for 628 employees, total of 43 schools with upgraded Scratch Cooking equipment, total of 32 school gardens in progress or completed; vision expanding the scratch culture in VBCPS – district support via Teaching and Learning, Food Services and Facilities, scratch cooking, sustainability initiatives, curriculum integration; reviewed curriculum connections through Scratch Cooking and gardens; learning about culture through food; growing skills through school gardens; engaging students in cooking clubs; junior chef mentor program; shared the 2023 Virginia ProStart Invitational featuring Kempsville High School students; reviewed examples of scratch recipe development; shared examples of SY 2023-2024 scratch menu items (French toast sticks, fresh taco salad, chicken alfredo pasta, etc.); noted a total of 63.73% of the permanent menu includes Scratch/Chef items; culturally diverse menu items – a total of 20% of the permanent menu includes Culturally Inclusive items; local farm to school initiatives; workforce development and retention: 14 cohorts advanced through Fundamentals of Culinary Arts, VDOE Team Nutrition Readiness and Retention Training – nearly 50 eligible staff participated in the K-12 culinary hands-on training; offer six unique culinary skill enhancement tracks; continuing the VBCPS-TCC partnership, career studies certificates (classical cooking, catering, kitchen management), Associate Degree in Culinary Arts; shared TCC partnership success: four cohorts have completed three courses and had the option of testing for credit at TCC, nine employees had the option but two employees tested out of 15 credit hours, 34 VBCPS employees were promoted this year; Food Truck grand opening at Green Run High School; reviewed awarded equipment grants; Scratch Cooking initiative – vending and SchoolCafe TV expansion, vending machine expansion from Landstown High School to Tallwood and Kempsville High Schools, SchoolCafe TV expansion from Linkhorn Elementary School to Seatack, Glenwood, and Trantwood Elementary Schools. The presentation continued with questions and comments regarding recruitment and retention of food services staff; compensation rate; Human Resources had information tables set up at graduations; milk slide and health alternatives (almond milk, cow milk); introduction of Food Services staff members.

The School Board reconvened at 1:25 p.m.

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**End-of-Year Student Discipline Data and Response and Mental Health Update:** Matthew D. Delaney, Chief Schools Officer, Robert B. Jamison, Executive Director, Student Support Services, and Paul R. Evans, Educational Data Specialist, Office of Research and Evaluation provided the School Board discipline data and mental health update; shared handout with School Board members; VBCPS Safety and Messaging Map – VBCPS takes a proactive approach to addressing student behavior in partnership with parents, VBCPS is committed to obtaining additional resources to provide the necessary support of higher-need students; VBCPS strives to create environments conducive to learning through the consistent application of discipline guidelines governed by local, state, and federal guidelines; reviewed some key takeaways – discipline referrals: small percentage of division’s students (2%) accounted for 40% of referrals in 2022-2023, suspensions: percent of referred students suspended increased at elementary and middle schools in 2022-2023 but decreased in high schools, higher percentage of division referrals resulted in OSS in 2022-2023 than ISS, disciplinary hearings nearly doubled since 2017-2018; reviewed Student Behavior and Administrative Response (SBAR); SBAR three-pronged approach: behavioral intervention, instructional support, administrative response; data overview – purpose: provide end-of-year data for 2022-2023, data types – discipline referrals, suspension, perception data; 2022-2023 snapshot: referrals: 18% students referred, 33,875 referrals, average referrals per day: 188.2, 50% repeat offenders, 6,374 students who were referred received more than one referral; suspensions: 11% students suspended, 16,420 suspensions, average suspensions per day: 91.2, suspension rate – percent of referrals that resulted in a suspension: 48%; discipline referrals – 2022-2023 referral data overview: total percent of students referred at least one time: 18%; total percent of students referred only one time: 9%; total percent of students referred more than one time (repeat offenders): 9%; most frequent behaviors resulting in a referral by school level: elementary school – shoving, pushing, striking, biting another student with no visible injury, middle and high school – refusal to comply with request of staff in a way that interferes with the operation of school; total percent of referred students with at least one fighting/aggression offense: 38%, reminder for data – discipline guidelines changed and offense categories and offenses changed.

Suspensions – total percent of enrolled students who are suspended at least once: 11%; total percent of referred students who are suspended at least once: 60%; percent of referrals resulting in suspension by suspension type - 2022-2023 total ISS percentage: 23.0%; 2022-2023 total OSS percentage: 25.45%; disciplinary hearings almost doubled since 17-18 (765 hearings) to 22-23 (1505 hearings); perception data overview – perceptions of school being a safe and orderly place to learn or work, perceptions related to behavioral expectations; perceptions of school being a safe and orderly place to learn, 2022-2023 total: students: 90%, parents: 91%, school based staff: 91%; 2022-2023 perceptions of behavioral expectations: expectations for student behavior (percent agreement) – staff: 86%, student: 93%; students taught expectations (percent agreement) – staff: 79%, student: 88%; parent agreement regarding awareness of student behavior expectations at their child’s school ranged from 96% to 98% across school levels; summary of perception data: high agreement among students, families, and staff that school is a safe and orderly place to learn or work, pattern of declines in agreement in 2022-2023.

Strategic Action Agenda 2023-2024: focus on student behaviors – review multiple sources of data to identify and address trends, leveraging coordinated behavioral and mental health support programs and resources across the division, ongoing professional learning focused on increasing positive behaviors, continuing to embed SEL practices into the daily life of schools and using SEL data to inform decision making; multiple sources of data to address trends, school specific trends – referral/suspensions, location of behaviors, time of day, teacher data, comparable schools; behavioral and mental health support resources: student response team, parental resources, targeted staffing, professional learning opportunities, partnerships with external agencies; reviewed additional resources to provide support; expansion of the BASE Program, Behavior Intervention Support Team (BIST), responsive classroom, MTSS Implementation, PBIS for 9<sup>th</sup> grade, partnerships.

**Mental Health Update:** overview of presentation – suicide risk assessment data, new programs implemented for 2022-2023, plans for 2023-2024; mentioned the Task Force members (including School Board members Ms. Weems and Ms. Owens) and community partners; reviewed Mental Health Task force recommendations under categories: access, identification, awareness, and stigma; suicide risk assessment data: 1 in 5 Virginia youth experienced a major depressive episode in the past year, seven percent of youth in Virginia have a substance use disorder, suicide continues to be a leading cause of death in youth aged 9-18; VBCPS - suicide risk assessment totals: 1,378; unique students: 1,037; found to be At Risk: 578; new programs and initiatives: Child and Youth Behavioral Health Rapid Response Program for elementary students and families, CHKD Bridge Program for secondary students and families; restructuring the response protocol for mental health-related Securly alerts after hours, coordinated effort to share BeWell and EAP resources with staff groups, Family and Community Engagement workshop series; Family & Student Wellness Expo; Care Solace data - total cases: 101, total communications: 4,997, total appointments: 47, total anonymous searches: 26, time saved: 122.5 hours; key performance indicators: total inbound interactions: 479, total warm handoffs: 88; Care Solace – mental health: anxiety, depression, disruptive; reviewed Care Solace top 10 providers and resources – noted Family Insight; 2023-2024 plans and next steps: Wellness Up Camps, VDOE Traumatic Brain Injury Summer Institute,

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outpatient services through Child and Youth Behavioral Health, explore the possibility of a VBCPS Counseling Clinic, Youth Mental Health First Aid training, Grief Sensitive Schools Initiative, restructuring of the Mental Health Task Force work teams and priorities.

The presentation continued with questions and comments regarding intervention supports; resources regarding suicide – signs to look for; data point – spending 70% less time with friends; occurrences on buses; classroom management; bus driver training on responsive classroom practices; impacts on 504 meetings and teacher time; Medicaid support for mental health, funds available, message to state legislature; student population; elementary school behavior; BASE Program; transportation; impact of counselor time; suicide risk assessment; professional learning; discipline data; cell phone policy; sharing information with community/schools; additional data information; academic achievement; fully accredited; and graduation rates and dropout rates.

**The Future of Wellness Days:** Cheryl R. Woodhouse, Chief Human Resources Officer, provide the School Board information on Wellness Days; brief overview of key points of presentation; reviewed what is wellness leave – communicates to the employee that we want them to take care of their personal well-being, does not require the employee to justify their absence, time devoted to recharging; benefits for employee: flexibility, reduced burnout; benefits for employers: improved productivity, enhanced employee engagement, reduced absenteeism; wellness leave day parameters: benefit-eligible employees received two (2) Wellness Leave days, used at the employee's discretion, taken consecutively or at a minimum of 1-hour increments, days could not be used during the first and the last ten (10) workdays of the school term or the day before or after a holiday, days could not be carried forward to the next school year, unused leave not eligible for payout, was not issued after May 31; usage data as of June 16, 2023 – out of the 10,212 employees eligible for two (2) Wellness Leave days: 71.68% of employees used both days, 19.67% of employees used at least one day but less than two days, 8.65% of employees used less than one day; from employee input process, Wellness Leave received the highest rating; 2023-2024 SY Wellness Leave days recommendations for consideration: provide 1 or 2 days of Wellness Leave to current eligible employees (projected cost for 1 day: \$1,270,638; projected cost for 2 days: \$2,541,276), make Wellness Leave permanent and include it in current leave regulations, maintain parameters on the usage of Wellness Leave, prorate the issuance of Wellness Leave for new employees up to May 31; next steps if approved: develop a Wellness Leave regulation, communicate to current eligible employees, market to new employees. The presentation continued with questions and comments regarding other divisions doing Wellness Leave; employee productivity; funding available for 2023-2024 to continue Wellness Leave; impact of Wellness Leave on Sick Leave; work-life balance; add topic as information item for School Board; regulations and policy regarding leave; parameters of Wellness Leave; input/approval from School Board.

**Retreat Summary and Next Steps – Closing:** Aaron C. Spence, Ed.D., provided a recap of the School Board retreat; Day 1: *Compass to 2025* – getting ready to start the process again for strategic planning, landing places for community input; Calendar – work one year at a time, work on communication process, opportunity for input; Teacher Time – follow-up on opportunities presented, look at State code, summary provided to School Board about any potential next steps; Budget and Priorities – list of items discussed; Assessment – process of developing a landing page for all of our division data in one place, NAEP representative invite for future conversation with the School Board; Day 2: AI – how to address, many comments about subject, how to appropriately use AI, AI in the classroom; School Visits – general agreement Bylaw didn't need revision, scheduling opportunities, feedback good, how to advertise the benefits of our workforce efforts; Scratch Cooking – great job with presentation and food for retreat; Student Behavior – appreciate conversation about behavioral challenges and the division response, continue to work on addressing behavioral and mental health issues, ways to communicate information; Wellness Days – next steps. Thanks to staff for retreat and presentations over the past two days; thanks to staff for all the hard work and thanks to the School Board for their engagement; important and robust conversations; input and direction.

Chair Riggs thanked everyone for the work done for the retreat and amount of work administration does daily. The retreat concluded at 3:51 p.m. The School Board recessed until the start of the Abridged School Board meeting.

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**Abridged School Board Meeting MINUTES**  
**Tuesday, July 11, 2023**  
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- 1. Call to Order and Attendance:** Chair Riggs convened the Abridged School Board meeting at 4:30 p.m. on the 11<sup>th</sup> day of July 2023 and announced the purpose of the Abridged meeting is for the School Board to address limited matters that cannot be put off until the next regular School Board meeting. School Board retreats and abridged meetings are not regular meetings and follow the agenda set forth for the meeting or as otherwise adopted by the School Board at the retreat or abridged meeting. Members of the public will be able to observe the School Board Meeting through livestreaming on [schoolboard.vbschools.com/meetings/live](https://schoolboard.vbschools.com/meetings/live), broadcast on VBT Channel 47, and on Zoom. Thank you to those that have joined us in person and online.

In addition to Superintendent Spence, the following School Board members were present in the Holland Road Annex/Einstein Lab: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. The following School Board members were not present at the meeting: Vice Chair Weems (death in the family); Mr. Culpepper (work); and Ms. Manning (family in town).

- 2. Moment of Silence followed by the Pledge of Allegiance**

- 3. Adoption of the Abridged Meeting Agenda:** Before adopting the abridged meeting agenda, School Board members shared issues with items not on the agenda, namely Committee Assignments and Bylaw 1-28; cannot amend the abridged agenda; items should have been handled at next meeting. Chair Riggs called for a motion to approve the abridged agenda as presented. Ms. Anderson made the motion, seconded by Ms. Melnyk. The discussion continued regarding items that should have been on the agenda; accountability; School Board members being present at meetings; as elected officials make a commitment. Without further discussion, Chair Riggs called for a vote to approve the abridged agenda as presented. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve the abridged agenda: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion passed, 8-0-0.

- 4. Approval of Minutes**

- A. June 27, 2023, Regular Meeting: Chair Riggs called for any modifications to the June 27, 2023 regular meeting minutes as presented; the School Board Clerk mention a typographical error on page 11 of the minutes regarding the time; the time was listed as 1:07 p.m. and it should have been 1:07 a.m. Without any further modifications, Chair Riggs called for a motion to approve the June 27, 2023 regular meeting minutes as presented and modified. Ms. Martin made the motion, seconded by Ms. Brown. Without discussion, Chair Riggs called for a vote to approve the June 27, 2023 meeting minutes as presented and modified. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve the June 27, 2023 meeting minutes: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion passed, 8-0-0.

- 5. Information**

- A. Forecast of Regular School Board Meeting Agenda Topics FY 24 – First Quarter: July, August, September: Superintendent Spence reviewed upcoming agenda topics for July, August, and September; reminder that the document is living document and subject to change; upcoming topics: July – Dual Immersion Update; August – Food Services Student Accounts, Return to School Administration Building, Summer Learning Program, Recovery School; September – Staffing Update, Your Voice – Employee Input Process, Green Schools National Network Partnership, School Division Services Summer Work and School Opening Update, PPEA Interim Agreement Update, 2<sup>nd</sup> Quarter Forecast; Ms. Martin requested to add Legislative Update to the September 12 School Board Meeting.

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## 6. Action

- A. Personnel Report/Administrative Appointments: Chair Riggs called for a motion to approve the July 11, 2023 personnel report and administrative appointments. Ms. Franklin made the motion, seconded by Ms. Melnyk that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the July 11, 2023 personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Chair Riggs called for a vote to approve the July 11, 2023 personnel report and administrative appointments. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve the July 11, 2023 personnel report and administrative appointments: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms., Owens. The motion passed, 8-0-0.
- Superintendent Spence mentioned the following: Amanda L. Fredrickson, Assistant Principal, Virginia Beach Middle School as Principal, Salem Middle School; Darcel C. Johnson, Administrative Assistant, Princess Anne High School as Assistant Principal, Princess Anne High School; shared the Green Run Collegiate (GRC) Governing Board voted in favor of Erin M. Vickrey, School Improvement Specialist, First Colonial High School as Academic Dean, Green Run Collegiate. Superintendent Spence introduced Danielle E. Colucci, Senior Executive Director of Elementary Schools, Department of School Leadership as Chief Academic Officer, Department of Teaching and Learning.
- Superintendent Spence recognized the following: Jodi C. Benson, Administrative Assistant, Birdneck Elementary School as Assistant Principal, Birdneck Elementary School. It was noted, Ms. Benson appointment was voted on and approved at the June 12, 2023 School Board Meeting. The following administrative recognitions were voted on and approved at the June 27, 2023 School Board meeting: Elizabeth C. Bianchi, retired principal as Principal, Pembroke Elementary School; Brianna L. Coburn, School Improvement Specialist, Salem Middle School as Assistant Principal, Larkspur Middle School; and Emily A. Hitzemann, Administrative Assistant, Kempsville Middle School as Assistant Principal, Corporate Landing Middle School.

## 7. Conclusion of Abridged Meeting: The Abridged Meeting concluded at 4:53 p.m.

## 8. Closed Session: At 4:53 p.m., Ms. Anderson read the following, that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 2, 7, 8, and 29 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

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29. Discussion of the award of a public contract involving the expenditure of public funds, including interviews of bidders or offerors, and discussion of the terms or scope of such contract, where discussion in an open session would adversely affect the bargaining position or negotiating strategy of the public body.

Namely to discuss:

- A. Superintendent search consulting firm interviews/schedule, Superintendent contract terms and Acting Superintendent contract.
- B. Status of pending litigation or administrative cases.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Ms. Franklin made the motion, seconded by Ms. Brown to recess into Closed Session. Chair Riggs called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion to recess into Closed Session: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion passed, 8-0-0.

The School Board recessed into Closed Session at 4:57 p.m.

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

- A. Superintendent search consulting firm interviews/schedule, Superintendent contract terms and Acting Superintendent contract: School Board members: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Regina M. Toneatto, Clerk of the Board.

Ms. Franklin left the Closed Session at 5:37 p.m. and returned at 5:39 p.m.

- B. Status of pending litigation or administrative cases
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters  
School Board members: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 6:17 p.m.

Certification of Closed Session: Ms. Anderson read the Certification of Closed Session:

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

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

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

Ms. Melnyk made the motion, seconded by Ms. Martin. Chair Riggs called for a vote on the Certification of Closed Session. The School Board Clerk announced there were seven (7) ayes in favor of the motion for Certification of Closed Session: Chair Riggs, Ms. Anderson, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. There was one (1) nay opposed to the Certification of Closed Session: Ms. Brown. The motion passed, 7-1-0.

School Board of the City of Virginia Beach  
Holland Road Annex  
2323 Holland Road  
Virginia Beach, VA 23453

Monday, July 10, and Tuesday, July 11, 2023  
School Board Retreat and Abridged Meeting  
Page 13 of 13

9. **Adjournment:** Chair Riggs adjourned the meeting at 6:18 p.m.

Respectfully submitted:

\_\_\_\_\_  
Regina M. Toneatto, Clerk of the School Board

Approved:

\_\_\_\_\_  
Trenace B. Riggs, School Board Chair



**Subject:** Amendment to Bylaw 1-28 Regarding Policy Review Committee **Item Number:** 12A

**Section:** Information **Date:** July 25, 2023

**Senior Staff:** \_\_\_\_\_

**Prepared by:** Kamala H. Lannetti, School Board Attorney

**Presenter(s):** Kamala H. Lannetti, School Board Attorney

**Recommendation:**

That the School Board amend Bylaw 1-28 Committees, Organizations and Boards – School Board Member assignments to have five School Board Members appointed to the Policy Review Committee.

**Background Summary:**

Bylaw 1-28 C 2 Policy Review Committee states that the School Board Policy Review Committee (PRC) will consist of three School Board Members. Each year more than three School Board Members request to be appointed to the Policy Review Committee. After due consideration, the Chair and the Vice Chair are recommending that the School Board amend Bylaw 1-28 C 2 to change the amount of School Board Members appointed to the Policy Review Committee from three to five School Board Members.

Bylaw 1-30 Adoption, Amendment, Repeal or Suspension of Bylaws states that proposed amendment of a Bylaw should first be presented to all Members of the School Board in written form on the Information Agenda. Amendment of a Bylaw requires an affirmative vote of seven of eleven of the School Board Members if all School Board Members are present. If less than all the School Board Members are present, then amendment will require an affirmative vote of one half plus one of the School Board Members present.

**Source:**

Bylaw 1-28 Committees, Organizations and Boards – School Board Member assignments  
Bylaw 1-30 Adoption, Amendment, Repeal or Suspension of Bylaws

**Budget Impact:**

N/A

## **SCHOOL BOARD BYLAWS**

### **Committees, Organizations and Boards – School Board Member Assignments**

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

#### **A. General matters**

##### **1. Creation**

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

##### **2. Authority**

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

##### **3. Assignments**

Unless otherwise specified, the School Board Chair in consultation with the Vice Chair will recommend to the School Board School Board Members and others to be assigned to Committees. The School Board by majority vote will appoint School Board Committee Members by July 1st of each year. Assignments may be reviewed in January of each year or when otherwise necessary. Each School Board Member should be assigned to at least one (1) Committee. Appointment to a Committee should take into consideration, but not be limited to, the following (the order of considerations does not indicate priority of considerations) equitable distribution of Committee assignments among School Board Members; expressed interests of School Board Members; experience of School Board Member; a School Board Member's training, education and/or experience with the purpose of the committee; continuity of

service and historical knowledge; availability for meetings; the need for diversity; the needs of the School Board; and other good and just cause.

Should one or more representatives of the School Board be needed to attend a Committee meeting prior to the School Board's adoption of Committee assignments, the Chair is authorized to temporarily appoint School Board Members to that Committee. Assignments to a Committee are effective until June 30th of each year or until such time as the School Board appoints new Committee Members, whichever is later.

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

#### 4. Individual Authority

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

#### 5. Reports

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

#### 6. Committee Chair

The Committee Chair will be chosen by the Members of the Committee unless otherwise specified. For the purposes of electing a Committee Chair, the most senior School Board Member attending the first meeting of the fiscal year (starting July 1st) (or the most senior assigned staff member attending the meeting if a School Board Member is not present at the first meeting) shall conduct the election of the Committee Chair. Until such time as a new Committee Chair is elected, the current Committee Chair may continue to serve as the Committee Chair so long as the Committee Chair remains appointed to that Committee. If the Committee Chair is no longer on the School Board, the most senior School Board Member on the Committee will serve as the Chair until a new chair is elected. All School Board created Committees shall be chaired by an assigned School Board Member unless the Committee structure specifically requires that another person be the Committee Chair. When choosing a Committee Chair, the following shall be considered: a) continuity of membership; b) expressed interest of assigned School Board Members; c) diversity of membership; and d) needs of the School Board Committee.

#### 7. Roles and Responsibilities of the Committee Chair

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

committee members; h) should try to maintain the agreed upon scheduled for Committee meetings and give consideration to the availability of Committee Members before changing the meeting date, time or location.

8. School Board Standing Committees will follow the School Board Standing Committee Procedures set forth in School Board Bylaw Appendix C.

## **B. Committee Meetings**

### **1. Notices of Meetings by Committee Chair**

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

### **2. Public Access**

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

### **3. Rules of Order**

School Board Committees may, but are not required to, follow the Standing Rules and the Special Rules of Order.

## **C. School Board Standing Committees**

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

### **1. Internal Audit Committee**

The Internal Audit Committee consists of three to four Members, including two or three Members of the School Board and one or more citizens of the City of Virginia Beach to serve as the third and/or fourth Member.

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

### **2. Policy Review Committee**

The School Board Policy Review Committee (PRC) will consist of ~~three~~ five School Board Members. The School Board, at its discretion, may appoint a citizen to serve as a voting member. The School Board

Attorney, the Chief of Staff and other staff members appointed by the Superintendent will serve as liaisons to the PRC but will not be voting members.

The responsibilities of the PRC will be to consider input from the public, students, staff, the school administration, or other stakeholders and advise the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations.

### 3. Planning and Performance Monitoring Committee

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

- a. Planning responsibilities will include, but not be limited to:
  1. updating the strategic and operational planning/budgeting process and calendars;
  2. establishing annual operating priorities and targets/goals to guide budget development;
  3. identifying operational issues deserving special attention in the next year's budget (e.g., unmet needs, transportation, compensation, building safety);
  4. identifying and prioritizing opportunities for significant innovation in particular areas;
- b. Performance Monitoring responsibilities will include, but not be limited to:
  1. recommending key planning "products" to the full School Board for review and approval (e.g., updates to the vision/mission statement, new strategic plan, the annual budget);
  2. working with the School Administration in updating the content and format of performance reports being sent to the School Board (e.g., student testing, program evaluation calendar and reporting, strategic plan/navigational marker reporting);
  3. reviewing performance reports, identifying issues and opportunities; and
  4. assisting with presentation of performance reports at regular School Board Meetings.

### 4. Governance Committee

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

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

m. such other duties assigned to the Governance Committee by the School Board.

5. Legislative Committee

The Legislative Committee will consist of three School Board Members, School Board Attorney, the School Board's Legislative Consultant and those staff members appointed by the Superintendent who will serve as liaisons to the Committee but will not be voting members. The Legislative Committee is responsible for the development of the School Board's proposed annual legislative package. The legislative package, priorities and positions shall be based upon input from the School Board and the Superintendent. The Legislative Committee is also responsible for developing the School Board's regional legislative position and for acting as the School Board's liaison to the Virginia General Assembly as well as other publicly elected bodies.

6. Building Utilization Committee

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

7. Student Discipline Committees

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

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

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

1. CIP/Modernization Review Committee

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

#### **E. School Board Ad Hoc Committees**

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

1. Ad Hoc School Site Selection Committee

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

2. Other Ad Hoc Committees as needed.

#### **F. School Division Standing Committees with School Board Member Liaisons**

If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members of School Division Standing Committees. Voting rights of School Board Members serving as liaisons are determined by the Committee. The Superintendent shall provide a list of all such Liaison positions to the School Board by June 1st of each year.

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

- a. Equity Council

The Equity Council addresses issues related to diverse populations and how the organizational climate contributes to fostering: greater student achievement; effective communication across all levels and with the greater community; honoring and listening to all voices; providing focused opportunities discussion, feedback, input and support to the implementation of Compass to 2025 and future School Board goals; reporting on all aspects of diversity and equity with a special focus on students of color; resources and support to further the work educational equity within the School Division. The Superintendent will designate a staff member to serve as the Chair of the Equity Council. No more than two (2) School Board Members will be assigned as liaisons to the Equity Council.

- b. 403 b Plan Oversight Committee

- c. Mental Health Taskforce

No more than two School Board Members will be assigned as liaisons to the Mental Health Taskforce.

#### **G. Outside Committees, Organizations or Boards**

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

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

1. Green Run Collegiate Charter Board
2. Governor's School for the Arts;
- ~~3. Mayor's Committee for Persons with Disabilities;~~
- ~~4-3.~~ SECEP - Southeastern Cooperative Educational Program;
- ~~5-4.~~ VSBA - Virginia School Board Association Delegate Assembly;
- ~~6-5.~~ Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee;
- ~~7-6.~~ Sister Cities Association of Virginia Beach;
- ~~8-7.~~ Deferred Compensation Board;
- ~~9-8.~~ Access College Foundation; and
- ~~10-9.~~ Virginia Beach Human Rights Commission

#### **Related Links**

School Board Bylaws [Appendix A](#)

School Board Bylaws [Appendix C](#)

School Board [Policy 3-96](#)

School Board [Internal Audit Charter](#), as amended.

Adopted by School Board: July 21, 1992

Amended by School Board: April 19, 1994

Amended by School Board: January 3, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: August 7, 2001

Amended by School Board: August 21, 2001

Amended by School Board: May 28, 2002

Amended by School Board: August 6, 2002

Amended by School Board: July 15, 2008

Amended by School Board: December 2, 2008

Amended by School Board: December 15, 2015

Amended by School Board: August 2, 2016

Amended by School Board: June 11, 2018

Amended by School Board: February 12, 2019

Amended by School Board: November 12, 2019

Amended by School Board: January 28, 2020

Amended by School Board: June 23, 2020

Amended by School Board: February 23, 2021

Amended by School Board: September 28, 2021

Amended by School Board: December 13, 2022

Amended by School Board: April 4, 2023

Amended by School Board: 2023



Subject: New Course: Unmanned Systems (Drones) Item Number: 12B1

Section: Information Date: July 25, 2023

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

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

Presenter(s): Sara L. Lockett, Ed.D., Director of Technical and Career Education

### Recommendation:

That the School Board receive information regarding the proposed course, *Unmanned Systems*, and corresponding course objectives for implementation in the 2023-2024 school year.

### Background Summary:

Unmanned Aircraft Systems prepares students to fly drones under the Federal Aviation Administration's (FAA) Part 107 guidelines. Students get an overview of the national airspace system, FAA regulations, and the design and operation of small drones. Students monitor weather, address loading and performance of drones, and coordinate flight operation logistics. They perform administrative tasks, train to fly, and, finally, fly small, unmanned aircraft systems (sUAS). Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### Source:

[Unmanned Aircraft Systems | CTE Resource](#) (2023)

### Course Descriptions:

- Year long, 4x4, or double blocked 4x4
- 1 Credit
- Open to Grades 10-12

### Budget Impact:

The estimated cost to open the program is \$13,500. This amount includes lab equipment, reference books, electronic resources, and staff development. This funding will come from the existing Carl D. Perkins federal grant.

### Staffing:

The course will utilize existing staff. There is no request for additional staffing. Teachers from a wide range of endorsement areas are considered highly qualified to teach Unmanned Systems and training for staff to obtain the FAA Part 107 Remote Pilot Certificate is included in the estimate to launch the course. In order to teach the Unmanned Systems course and supervise student flying experiences, the teacher must have the FAA Part 107 Remote Pilot Certificate.

## **Content Competencies for Unmanned Systems:**

### **Introducing Unmanned Aircraft Systems**

- Describe applications of Unmanned aircraft systems (UAS).
- Define a UAS, according to the Federal Aviation Administration (FAA).
- Explain the design of UAS.
- Identify elements of UAS.
- Research careers related to UAS.
- Identify the training needed for UAS operation.
- Identify the constraints of UAS.
- Identify milestones in the history of UAS.
- Describe the four forces of flight.
- Describe the relationship among the forces.
- Identify the three axes of flight.

### **Defining the National Airspace System**

- Describe the National Airspace System (NAS).
- Use Low Altitude Authorization and Notification Capability (LAANC) to identify controlled airspace.
- Describe waivers.

### **Exploring Regulations**

- Explain the role of the FAA.
- Explain the requirements and process for registering sUAS vehicles with the FAA.
- Identify penalties for failure to adhere to Part 107 regulations.
- Explain the legend of a sectional chart.
- Follow regulations for sUAS.
- Identify requirements for earning an FAA Part 107 sUAS pilot license.
- Distinguish between controlled and uncontrolled airspace.
- Identify the three classifications of UAS operations.
- Research flight regulations.
- Research regulations that apply to flying recreational and commercial UAS.

### **Understanding the Importance of Monitoring Weather**

- Check advisory information.
- Read weather reports, forecasts, and charts.
- Explain the weather's effect on performance.

### **Examining Loading and Performance Concerns**

- Select an sUAS to meet objectives.
- Define aircraft configuration.
- Determine airworthiness.

### **Performing Operations**

- Assign sUAS personnel.
- Rehearse flight operation.
- Assemble the aircraft's supporting equipment.
- Create a preflight checklist.
- Troubleshoot electrical systems.
- Troubleshoot mechanical systems.
- Troubleshoot airframe.
- Perform scheduled maintenance on a fuel system.
- Troubleshoot propulsion/powerplant.
- Troubleshoot software.
- Update software.
- Inspect the sUAS for maintenance issues.
- Inspect the aircraft for airworthiness.
- Integrate payloads.
- Implement configuration changes to hardware and software.
- Document configuration changes.
- Keep maintenance logs.

- Establish operation communications plan.
- Conduct maintenance test flight.
- Assess operational risk.
- Determine fuel or battery requirements.
- Address personnel needs in the field.
- Secure mission supplies.
- Appraise UAS batteries.
- Plan to secure area of operations area.
- Perform mission planning taking emergency procedures into consideration.

### **Flying the sUAS**

- Define operation objective.
- Assess area of operations.
- Set up flight control area.
- Upload flight plan to aircraft.
- Conduct safety briefing.
- Conduct mission briefing.
- Check for foreign objects and debris (FOD).
- Verify use of personal protective equipment (PPE).
- Communicate with crew and Air Traffic Control (ATC).
- Secure launch and recovery area.
- Launch aircraft.
- Fly the sUAS.
- Maintain visual contact with aircraft.
- Monitor site communications.
- Recover aircraft.
- Conduct a post-flight inspection.
- Conduct a post-flight debrief.
- Pack sUAS for transport.

### **Coordinating Flight Operations Logistics**

- Develop a schedule for the day of the flight.
- Communicate the flight schedule.
- Coordinate mission-dependent resources.
- Schedule mission personnel.

### **Maintaining Proficiency in Professional Knowledge and Skills**

- Practice flying the sUAS.
- Train on a flight simulator.

### **Performing Administrative Tasks**

- Create proposals and presentations.
- File flight reports.
- Explain the role and purpose of a flight log and an equipment log.
- Demonstrate the upkeep of a flight log and an equipment log.



**Subject:** New Course: Nail Technician **Item Number:** 12B2

**Section:** Information **Date:** July 25, 2023

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

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

**Presenter(s):** Sara L. Lockett, Ed.D., Director of Technical and Career Education

### **Recommendation:**

That the School Board receive information regarding the proposed course, *Nail Technician*, and corresponding course objectives for implementation in the 2025-2026 school year.

### **Background Summary:**

Students learn to manicure, pedicure, install and maintain artificial nails, and apply concepts associated with bacteriology, sanitation, nail disorders, anatomy and physiology, and safety. Completion prepares students for the Virginia Board for Barbers and Cosmetology Nail Technician licensing examination. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Nail Technician students must satisfy a minimum of 150 hours of instruction to be eligible to take the Board for Barbers and Cosmetology licensing examination. The additional 10 hours of instruction will be obtained through HQWBL. Upon successful completion of the program, students may earn the Virginia Board for Barbers and Cosmetology license and be recognized as a nail technician.

### **Source:**

[Nail Technician I | CTE Resource](#) (2023)

### **Course Descriptions:**

- Year long, 4x4, or double blocked 4x4
- 1 Credit
- Open to Grades 10-12

### **Budget Impact:**

The estimated cost to open the program is \$16,000. This amount includes lab equipment, reference books, electronic resources, and staff development. This funding will come from the existing Carl D. Perkins federal grant. An additional part-time or full-time faculty member will also be required.

### **Staffing:**

The course will require the addition of qualified teaching faculty with endorsement in Cosmetology or Nail Technician.

## **Content Competencies for Nail Technician:**

### **Demonstrating Personal Qualities and Abilities**

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

### **Demonstrating Interpersonal Skills**

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

### **Demonstrating Professional Competencies**

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

### **Examining All Aspects of an Industry**

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

### **Addressing Elements of Student Life**

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

### **Exploring Work-Based Learning**

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

### **Demonstrating Safety, Sanitation, and Disease Control**

- Identify emergency first aid procedures.
- Comply with Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) guidelines.
- Identify the causes, symptoms, and means of prevention of occupational health risks.
- Demonstrate ability to locate and interpret safety data sheets (SDS).
- Follow safety precautions in the use and maintenance of tools, equipment, and supplies.

### **Exhibiting Professionalism and Workplace Ethics**

- Demonstrate a professional image.
- Demonstrate correct posture and physical poise.
- Follow practices and procedures related to workplace ethics.

### **Cleaning and Sanitizing Implements, Equipment, and Facilities**

- Clean implements with hospital-grade and tuberculocidal EPA-registered disinfectants.
- Disinfect countertops, workstations, and equipment with hospital-grade and tuberculocidal EPA-registered disinfectants.
- Sanitize towels.
- Apply antiseptic to skin of client and technician.

### **Understanding the Health and Science Concerns of Nail Technology**

- Explain the importance of bacteriology in the nail technology profession.
- Describe the main categories of microorganisms.
- Describe the importance of anatomy and physiology as they pertain to nail technology procedures and client safety.
- Identify the parts and composition of the skin.
- Identify nail and skin disorders and diseases commonly encountered by nail technicians.
- Identify nail disorders and how they can be serviced by a nail technician.
- Describe the differences between pseudomonas aeruginosa (commonly known as mold) and fungus.
- Identify the structure and growth of the nail unit.

### **Managing the Use of Chemicals**

- Demonstrate chemical product knowledge.
- Use lacquers.
- Use solvents.
- Use adhesives.
- Use primers.
- Use catalysts.
- Identify problems that could arise from chemical reactions and methods to prevent them.
- Identify signs and treatment of chemical overexposure.
- Dispose of chemicals according to SDS.
- Comply with federal, state, and local regulations regarding chemical supplies.

### **Providing Nail Salon Services**

- Perform pre-service tasks.
- Perform basic manicures.
- Perform basic pedicures.
- Demonstrate polishing techniques.
- Ensure service consistency.
- Apply nail tips.
- Apply nail wraps.
- Apply acrylic sculptured nails.
- Apply acrylic overlay nails.
- Remove acrylic nails.
- Perform post-service tasks.

### **Performing Daily Salon Operations**

- Answer the telephone.
- Make appointments.
- Consult with clients.



**Subject:** New Course: TV Production I & II **Item Number:** 12B3

**Section:** Information **Date:** July 25, 2023

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

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

**Presenter(s):** Sara L. Lockett, Ed.D., Director of Technical and Career Education

**Recommendation:**

That the School Board receive information regarding the proposed course, *TV Production I & II* and corresponding course objectives for implementation in the 2023-2024 school year.

**Background Summary:**

In this course, students will engage in hands-on digital media production while using industry-standard equipment and software. They will learn how to work as media producers and explore careers in the dynamic industry of digital media production. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

TV Production is currently taught for three (3) credits per year at the Virginia Beach Technical and Career Education Center and at Renaissance Academy. This new course request is to create a one (1) credit version of the courses for the Renaissance Academy that can be taught in a shorter format.

**Source:**

[Television and Media Production I | CTE Resource](#) (2023)  
[Television and Media Production II | CTE Resource](#) (2023)

**Course Descriptions:**

- Year long, 4x4, or double blocked 4x4
- 1 Credit
- Open to Grades 9-12

**Budget Impact:**

The budget impact of this request is zero dollars. The infrastructure for this course is in place and this request only changes the seat time and credits. Any funding needs that arises will come from the existing Carl D. Perkins federal grant.

**Staffing:**

The course will utilize existing staff.

## **Shared Competencies for TV Production I & II:**

### **Demonstrating Personal Qualities and Abilities**

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

### **Demonstrating Interpersonal Skills**

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

### **Demonstrating Professional Competencies**

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

### **Examining All Aspects of an Industry**

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

### **Addressing Elements of Student Life**

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

### **Exploring Work-Based Learning**

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

### **Practicing Safety on the Set and on Location**

- Adhere to safety requirements.
- Maintain a clean, safe, and orderly work area.
- Demonstrate professional conduct.

## **Content Competencies for TV Production I:**

### **Preproduction: Planning Effective Media**

- Brainstorm program ideas and production methods.
- Research a production topic.
- Draft a treatment, proposal, and script.
- Revise a treatment, proposal, and script.
- Define tasks/roles of personnel.
- Scout potential locations (e.g., planning for camera placement, power sources, lighting, and sound issues).
- Create a storyboard and/or a two-story script.
- Identify procedures for obtaining licenses, permits, and releases pertaining to locations, talent, and pre-existing media.
- Schedule equipment (i.e., production personnel, camera, audio, lights, and computer), crew, and program participants.

### **Production: Managing Equipment**

- Maintain various cable types.
- Maintain audio and video equipment.
- Check out/in equipment.
- Maintain proper battery handling and disposal procedures.
- Troubleshoot technical problems.
- Report problems and broken equipment.
- Label media.

### **Production: Acquiring Visual Media**

- Gather pre-existing images/video sources to be included in a program.
- Check equipment readiness (i.e., camera, audio, lights, and computer), using equipment checklist.
- Position and level a camera on a tripod.
- Shoot for editing with pre-roll and post-roll.
- Compose static shots, using the *Rule of Thirds*.
- Compose motion shots, using the *Rule of Thirds*.
- Shoot B-roll/cover footage (e.g., cutaways, variety of focal lengths, and angles).
- Control picture and audio quality, using camera settings.

### **Production: Introducing Studio Equipment**

- Set up a camera for studio operation, using a tripod and dolly.
- Shoot basic shots with a studio camera.
- Reposition the camera.
- Communicate through the intercom system, observing appropriate intercom etiquette.

### **Production: Introducing Control-Room Equipment**

- Produce digital content.
- Prepare electronic titles for shows.
- Control audio sources, using an audio mixing board.
- Check video and audio sources and program output.
- Mix video sources.
- Present scripts to talent.

### **Production: Performing as Talent**

- Perform in front of a camera (e.g., deliver a news story, perform a stand-up, intro/outro, live shot, or act in a television drama).
- Read teleprompter, cue cards, or handheld scripts.
- Perform audio narration/voice-over.

### **Production: Introducing Studio Positions**

- Communicate between control room and crew.
- Communicate cues to talent, using hand signals or signs.

### **Production: Introducing Lighting**

- Identify safety techniques used when handling lighting equipment.
- Demonstrate basic lighting techniques.

### **Production: Obtaining and Recording Audio**

- Create original music or sound effects for use in a program.
- Record live audio, including narration, using appropriate microphones.

- Control audio levels.
- Obtain pre-recorded music and sound effects.

### **Postproduction: Editing Digital Media**

- Manage data.
- Prepare graphics for production.
- Interpret Society of Motion Picture and Television Engineers (SMPTE) time code.
- Combine elements into a program, using non-linear editing systems.
- Control audio mix and effects.
- Edit a shot sequence or story for continuity.

### **Distribution: Delivering Digital Media to the Audience**

- Export a completed project for distribution.
- Explain the copyright implications associated with various means of media distribution.
- Transfer data between removable media and a hard drive.
- Label data, using prescribed format(s).

### **Understanding Media Literacy and Criticism**

- Research careers related to the television and media industry.
- Articulate a personal response to the effects of a specific production technique, using a rubric.
- Analyze the effectiveness of audio/video techniques as they pertain to the message.
- Solicit program feedback from professionals and incorporate it into future drafts or productions.

## **Content Competencies for TV Production II:**

### **Preproduction: Writing Script**

- Write a treatment or proposal and script to be delivered as a pitch.
- Write a script for informational purposes.
- Write a script for persuasive purposes.
- Write a script to entertain.
- Write a script to instruct.

### **Preproduction: Managing Preproduction Activities**

- Compose a production schedule.
- Manage time constraints when working under deadlines.
- Obtain necessary permits, permissions, and release forms.
- Delegate tasks/roles of personnel.
- Conduct research for a program.
- Prepare the set.

### **Production: Managing Equipment**

- Create troubleshooting trees to solve technical problems.
- Demonstrate basic computer and software maintenance.
- Demonstrate basic equipment maintenance.

### **Production: Practicing the Talent Role**

- Conduct an interview.
- Perform audio production.
- Apply makeup.
- Perform a reporter stand-up on location.
- Rehearse with all talent and crew for production.

### **Production: Shooting Field/Location Video**

- Shoot location interview.
- Shoot according to a storyboard, two-story script, or shot list.
- Maintain a field log.

### **Production: Mastering Control Room Equipment**

- Change background.
- Call up titles for shows, using character generator (CG) in a live or "as-live" production.
- Operate video playback device in a live or "as-live" production.
- Control audio sources, using audio mixing board in a live or "as-live" production.
- Mix video sources, using production switcher in a live or "as-live" production.

- Shoot a sequence that maintains screen direction and continuity.

### **Production: Performing Studio Positions**

- Direct live or "as-live" studio production.
- Direct the studio floor environment.
- Direct a location video shoot.
- Supervise narration recording.

### **Production: Practicing Lighting Techniques**

- Assign lights to power sources and dimmers.
- Explain how to change lamps in lighting instruments.
- Demonstrate how to light a subject, using 3-point lighting.
- Light subjects and sets, using various lighting instruments and accessories.
- Identify light levels and qualities (i.e., shape, intensity, and color).
- Light for chroma key.

### **Production: Managing Audio**

- Add audio effects, using audio processing devices and/or software.
- Record on location or in the studio, using microphones and audio accessories.
- Add audio sources, using appropriate technology.

### **Distribution: Delivering Digital Content to the Demographic**

- Export media files to multiple devices, formats, and compression levels.
- Maintain an archive of digital media.

### **Postproduction: Designing Graphics and Animation**

- Prepare a computer-generated background or graphic.
- Create motion graphics.
- Key a graphic or a title-over video.

### **Postproduction: Editing Digital Content**

- Log footage using camera shot acronyms, keywords, and jargon.
- Select the best source material (e.g., interview, sound bite, B-roll, associated press [AP] newswire story) to achieve program goals.
- Prepare an edit log.
- Identify the elements in a master for broadcast.
- Add virtual sets to live or pre-recorded action, using chroma key software.

### **Practicing Media Literacy and Criticism**

- Research careers related to the television and media industry.
- Articulate a personal response to the effects of a specific production technique, using a rubric.
- Analyze the effectiveness of audio/video techniques as they pertain to the message.
- Solicit program feedback from professionals to incorporate into future drafts or productions.

### **Researching New Technologies**

- Evaluate various capture devices for production.
- Evaluate trends that affect equipment purchase.
- Evaluate post-production platforms.
- Evaluate distribution formats and techniques.
- Evaluate new technologies in a studio production facility.



**Subject:** New Course: Introduction to Landscaping I & II

**Item Number:** 12B4

**Section:** Information

**Date:** July 25, 2023

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

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

**Presenter(s):** Sara L. Lockett, Ed.D., Director of Technical and Career Education

### **Recommendation:**

That the School Board receive information regarding the proposed course, *Introduction to Landscaping I & II*, and corresponding course objectives for implementation in the 2024-2025 school year.

### **Background Summary:**

Introduction to Landscaping I & II offer students satisfying career opportunities in varying work environments. The expanding and ever-evolving green industry requires skilled workers for high-demand occupations that offer educational and leadership opportunities. This course focuses on preparing students for entry-level employment in the landscaping industry through hands-on experiences, to include landscape design, installation, and maintenance, incorporating technology, plant and soil science, and utilizing landscaping tools, equipment, and machinery. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

### **Source:**

[Landscaping I | CTE Resource](#) (2023)

[Landscaping II | CTE Resource](#) (2023)

### **Course Descriptions:**

- Year long, 4x4, or double blocked 4x4
- 1 Credit
- Open to Grades 10-12

The current budget impact of this request is zero dollars. This course will be first offered in the 2024-25 school year. Future budget impact will be minimal and is estimated at less than \$20,000 for equipment, curriculum support, and teacher professional development. Any future funding needs that arise will come from the existing Carl D. Perkins federal grant.

### **Staffing:**

The course will utilize existing staffing allocations in place with the Renaissance Academy.

## **Shared Competencies for Introduction to Landscaping I & II:**

### **Demonstrating Personal Qualities and Abilities**

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

### **Demonstrating Interpersonal Skills**

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

### **Demonstrating Professional Competencies**

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

### **Examining All Aspects of an Industry**

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

### **Addressing Elements of Student Life**

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

### **Exploring Work-Based Learning**

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.
- Identify the role of supervised agricultural experiences (SAEs) in agricultural education.
- Participate in an SAE.

### **Exploring Leadership Opportunities through FFA**

- Identify the benefits and responsibilities of FFA membership.
- Describe leadership characteristics and opportunities as they relate to agriculture and FFA.
- Apply for an FFA degree and/or an agricultural proficiency award.
- Gaining an Overview of the Landscaping Industry.

- Describe the importance of the landscaping and green industry to the Virginia and U.S. economies.
- Research career opportunities related to landscaping.
- Identify opportunities in continuing education, training, licensure, and certification.
- Analyze trends in the landscape industry.
- Identify professional organizations for the landscaping industry.

## **Competencies for Introduction to Landscaping I**

### **Designing the Landscape**

- Research the historical development of landscape design.
- Describe the landscape design process.
- Relate the principles of art to landscape design.
- Establish a client's landscaping requirements, using a residential inventory survey.
- Analyze the landscape site.
- Create a landscape plan for a residential or commercial property based on industry standards and recommended practices.
- Design the site for function and aesthetics.
- Interpret the landscape plan.
- Explain the benefits of a landscape irrigation system.
- Explain the benefits of a landscape lighting system.
- Draw a landscape design, using industry graphics and standards.
- Present the landscape plan.
- Develop a landscaping portfolio.

### **Gaining an Overview of the Importance of Soil and Plant Science in the Landscaping Industry**

- Analyze a soil sample.
- Examine best management practices for improving soil health.
- Develop soil amendment recommendations for nursery and landscape plants.
- Identify nursery and landscape plants.
- Select plants for the landscape.

### **Constructing the Landscape**

- Demonstrate the use of landscape tools and related equipment.
- Describe the guidelines for personal protective equipment (PPE) in the landscaping industry.
- Identify common injuries in the landscaping industry.
- Explain pertinent information from a container label and/or safety data sheet (SDS) according to the Environmental Protection Agency (EPA), Worker Protection Standard (WPS), and Occupational Safety and Health Administration (OSHA) regulations.
- Describe emergency procedures in the landscaping workplace.
- Identify landscaping tools and equipment.
- Manage equipment and machinery to minimize energy consumption, maximize function, and protect water and other natural resources.
- Adhere to safe operation procedures for hand tools, power tools, and landscaping or horticultural equipment and machinery.
- Demonstrate the safe operation and use of landscape tools and related equipment.
- Amend the soil based on a soil analysis and recommendations for the types of plants (i.e., annuals, biennials, perennials, bulbs, evergreens, coniferous, deciduous, vines, groundcovers, aquatics, shrubs, grasses, rushes, sedges, cacti, succulents, and tropicals).
- Prepare the site for planting.
- Purchase plants.
- Install plant materials.

### **Maintaining the Landscape**

- Identify cultural practices used in the landscaping industry.
- Water landscapes.
- Fertilize landscape plantings.
- Describe mulching of landscape plantings.
- Edge plant beds.
- Prune landscape plants.

- Maintain lawns.
- Identify symptoms of nutritional deficiencies and toxicities of plants.
- Manage pests, using Integrated Pest Management (IPM) strategies.
- Apply best management practices in the landscape industry.
- Explain how to store, handle, transport, and dispose of pesticides in a manner consistent with labeling, regulation and compliance, and adhering to all user safety guidelines.
- Demonstrate procedures for calibrating a fertilizer spreader or injector using mathematical concepts.

## **Competencies for Introduction to Landscaping II**

### **Gaining an Overview of the Landscaping Industry**

- Develop a presentation to highlight a career opportunity in the landscaping industry.
- Analyze opportunities in continuing education, training, licensure, and certification.
- Follow safety procedures for personal protection in the landscaping industry.
- Adhere to safe operation procedures for hand tools, power tools, and landscaping equipment and machinery.
- Maintain tools and equipment.

### **Designing the Landscape**

- Research specialty garden styles.
- Analyze elements of the xerophytic garden.
- Apply principles of the landscape design process.
- Draw a landscape design, using computer-aided design (CAD).
- Establish requirements of the commercial inventory survey.
- Design a water feature in the landscape.
- Design a landscape irrigation system.
- Design a landscape lighting system.
- Select plant materials for landscape installation.
- Design interior platescapes.
- Develop a landscaping course portfolio.

### **Installing Landscaping Features**

- Install plant materials.
- Outline turf installation methods and procedures.
- Install a landscape irrigation system.
- Install a landscape lighting system.
- Install a water feature in the landscape.
- Install hardscape options in the landscape.

### **Maintaining the Landscape**

- Maintain the landscape using sustainable practices.
- Maintain landscape plant materials.
- Research cultural practices to ensure the health of landscape plants.
- Demonstrate maintenance activities for turf.
- Conduct winterization of the landscape.

### **Managing a Landscape Enterprise**

- Describe the landscape contract process (i.e., bidding).
- Calculate estimated materials needed for a landscaping job using a commercial and/or residential plan.
- Price a landscape maintenance contract.
- Create a business plan for an entrepreneurial landscaping enterprise.
- Research the role of human resources in the landscape industry.
- Describe the role of professional and trade organizations in the landscaping industry.
- Describe the legal and ethical responsibilities of managing a landscaping business.
- Incorporate technology into the landscaping industry.



**Subject:** New Course: Building Maintenance I & II **Item Number:** 12B5

**Section:** Information **Date:** July 25, 2023

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

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

**Presenter(s):** Sara L. Lockett, Ed.D., Director of Technical and Career Education

### **Recommendation:**

That the School Board receive information regarding the proposed course, *Building Maintenance I & II*, and corresponding course objectives for implementation at the Renaissance Academy in the 2024-2025 school year.

### **Background Summary:**

Students obtain the knowledge and skills to perform the upkeep of commercial and public buildings and grounds through hands-on training in cleaning operations, building repairs, electrical work, plumbing, and grounds maintenance. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) provides experiential learning opportunities related to students' career goals and/or interests, integrated with instruction and performed in partnership with local businesses and organizations.

Building Maintenance was previously taught at the Renaissance Academy for three (3) credits per year with a focus on custodial occupations. This new course request is to reactivate the sequence with a one (1) credit version of the courses that shift the focus to the role of a building manager and highlights basic trades skills.

### **Source:**

[Building Management I | CTE Resource](#) (2023)  
[Building Management II | CTE Resource](#)

### **Course Descriptions:**

- Year long, 4x4, or double blocked 4x4
- 1 Credit
- Open to Grades 10-12

### **Budget Impact:**

The current budget impact of this request is zero dollars. This course will be first offered in the 2024-25 school year. Future budget impact will be minimal and is estimated at less than \$20,000 for equipment, curriculum support, and teacher professional development. Any future funding needs that arise will come from the existing Carl D. Perkins federal grant.

### **Staffing:**

The course will utilize existing staffing allocations in place with the Renaissance Academy.

## **Shared Competencies for Building Maintenance I & II:**

### **Demonstrating Personal Qualities and Abilities**

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

### **Demonstrating Interpersonal Skills**

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

### **Demonstrating Professional Competencies**

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

### **Examining All Aspects of an Industry**

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

### **Addressing Elements of Student Life**

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

### **Exploring Work-Based Learning**

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

### **Applying Basic Construction Safety Standards (Core Safety)**

- Comply with federal, state, and local safety legal requirements, including Occupational Safety and Health Administration (OSHA), Virginia Occupational Safety and Health Administration (VOSHA), and United States Environmental Protection Agency (EPA).
- Maintain a safe working environment.
- Explain safe working practices around electrical hazards.
- Identify emergency first-aid procedures and locate any automated external defibrillator (AED) devices.

- Identify the types of fires and the methods used to extinguish them.
- Identify personal protective equipment (PPE) requirements.
- Inspect course-specific hand and power tools to visually identify defects.
- Demonstrate lifting and carrying techniques.
- Demonstrate safe laddering techniques.
- Demonstrate safe scaffolding techniques.
- Report injuries.
- Report personal, environmental, and equipment safety violations to the appropriate authority.
- Identify the location of building alarms and the security system.
- Earn the OSHA 10 card.
- Pass the safety exam.

## **Competencies for Building Maintenance I**

### **Measuring and Mixing Chemicals**

- Demonstrate safety practices in the measuring and mixing of chemicals.
- Demonstrate procedures to measure and mix chemicals.
- Define chemical terminology related to building management.
- Ventilate harmful vapors from a confined area.

### **Performing Cleaning Operations**

- Identify the types of surfaces.
- Demonstrate the procedures used to clean office spaces.
- Demonstrate the procedures used to clean classrooms.
- Demonstrate the procedures used to clean restrooms.
- Demonstrate the procedures used to maintain common flooring types.
- Demonstrate the procedures used to care for carpets.
- Clean furniture and fixtures.
- Dispose of trash.
- Clean windows.
- Clean blinds, shades, and shutters.
- Surface-clean upholstery.

### **Performing Disinfection and Sanitation**

- Define terminology used in sanitation and disinfection processes.
- Distinguish between disinfection and sanitation.
- Describe surfaces that are high-touch areas.
- Demonstrate disinfection and sanitation procedures.

### **Performing General Building Maintenance**

- Locate wall studs.
- Make a caulking joint.
- Caulk doors and windows.
- Install a door lock set.
- Replace acoustical tile.
- Fill nail holes.
- Prepare new wood for painting.
- Light the pilot on gas-fed equipment.
- Paint exposed pipes.
- Describe the weatherization procedures.

### **Demonstrating Electrical Maintenance of Buildings**

- Attach a separable plug to an appliance.
- Reset the circuit overload.
- Replace a blown fuse.
- Reset the timing devices.

### **Performing Plumbing Maintenance**

- Tighten the fittings on a chrome pipe.
- Drain the water from plumbing.

- Repair a compression faucet.
- Replace a flush valve.
- Replace a toilet seat.
- Replace a wax ring gasket on a commode.
- Demonstrate the opening of clogged sewer drains, using a biodegradable drain cleaner.
- Demonstrate the opening of clogged drains, using a vacuum plunger.
- Evaluate hot water temperature.

#### **Maintaining Building Interiors and Exteriors**

- Remove paint, using a scraper.
- Clean the condenser on a refrigeration unit.
- Clean an electric motor.
- Clean the intake filter on a window unit.
- Replace filters for heating and cooling units.

#### **Maintaining Grounds**

- Demonstrate small-engine operation.
- Maintain residential grounds.
- Loosen packed soil.
- Identify mowing, trimming, and grounds-care equipment and operating procedures.

### **Competencies for Building Maintenance II**

#### **Measuring and Mixing Chemicals**

- Demonstrate safety practices in the measuring and mixing of chemicals, including volatile chemicals.
- Demonstrate procedures to measure and mix chemicals, including volatile chemicals.
- Define chemical terminology related to building management.
- Describe the use of a chemical-mixing station.

#### **Performing Cleaning Operations**

- Clean metal surfaces.
- Identify the procedures for the maintenance of various surfaces.
- Demonstrate procedures used to clean and disinfect locker rooms, including showers.
- Demonstrate procedures used to maintain specialty floors.
- Demonstrate advanced procedures used to care for carpets.
- Separate materials for recycling.
- Clean the walls.
- Deep clean upholstery.

#### **Performing General Building Maintenance**

- Sharpen tools.
- Cut sheet metal.
- Cut molding, using a power miter box.
- Remove a broken bolt.
- Shorten a bolt.
- Replace a butt hinge.
- Realign a door.
- Refinish an exterior door.
- Refinish an interior door.
- Replace the screen in a door.
- Replace the section of quarter-round or shoe molding.
- Replace a section of cove molding.
- Install VCT floor covering.
- Replace ceramic tile.
- Remove vinyl tile, using heat.
- Describe procedures for installing floor coverings.
- Demonstrate painting procedures.

### **Maintaining Walls**

- Describe how to cut a hole in a masonry wall.
- Spackle holes or cracks in the plaster.
- Remove loose plaster.
- Repair structural cracks in the plaster.
- Describe the procedures for storing bagged cement and plaster.
- Replace a section of drywall.

### **Maintaining Windows**

- Replace broken glass.
- Glaze a window.
- Describe the procedures for hanging drapes.

### **Demonstrating Electrical Maintenance of Buildings**

- Lubricate an electrical motor.
- Replace a defective electrical wall receptacle.
- Replace a defective light socket.
- Replace a defective light switch.
- Replace the starter switch in fluorescent lights.

### **Performing Plumbing Maintenance**

- Cut the metal tubing.
- Cut the plastic tubing.
- Sweat solder copper tubing.
- Test the soldering tank for a gas leak.
- Describe the procedures for testing for a gas leak, using a soap solution.
- Describe procedures for installing a commode.
- Describe procedures for installing a urinal.
- Describe procedures for installing a lavatory.
- Describe the procedures for installing a shower.
- Install pipe-repair coupling.
- Install a sink trap connection (P-trap).
- Install a sink trap connection (S-trap).
- Join the copper tubing, using the compression method.
- Join copper tubing, using the flare method.
- Form a pipe joint.
- Describe the procedures for repairing cross-linked polyethylene (PEX) water lines.

### **Maintaining Building Interiors and Exteriors**

- Remove paint, using paint remover.
- Install a window unit.
- Clean the condensate line and trap on an air conditioner.

### **Maintaining Grounds**

- Demonstrate small-engine maintenance.
- Maintain commercial grounds.
- Plant shrubs and/or gardens.
- Describe lawn mower blade-sharpening techniques.
- Describe grass hook-sharpening techniques.
- Operate mowing, trimming, and grounds-care equipment.



**Subject:** New Course: BUS 240 – Business Law

**Item Number:** 12B6

**Section:** Information

**Date:** July 25, 2023

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

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

**Presenter(s):** Sara L. Lockett, Ed.D., Director of Technical and Career Education

**Recommendation:**

That the School Board receive information regarding changes to Tidewater Community College's (TCC) associate's degree program in Business Administration offered for dual enrollment at the Entrepreneurship and Business Academy (EBA) at Kempsville High School and approve all courses necessary to conform to this and future updates to previously approved degree and certificate programs from TCC. The course outlined in this request is, *BUS 240 Business Law*. This change is for implementation in the 2023-2024 school year.

**Background Summary:**

Through a partnership with Tidewater Community College, students enrolled in the Entrepreneurship and Business Academy at Kempsville High School have the opportunity to pursue an associate's degree in Business Administration from Tidewater Community College while in high school. When TCC updates the courses required for any degree or certificate program, Virginia Beach Schools must also update dual enrollment offerings that are part of the program. TCC is phasing out BUS 117- Leadership Development, BUS 216 - Prob & Stat for Business, and Bus 116 – Entrepreneurship.

The newly added, three-hour BUS 240 - Introduction to Business Law course provides an introduction to the American legal system and the use of law to achieve economic and social goals. Highlights ethical principles and legal reasoning underlying the rights and obligations of business relationships and their effect on business decision-making. Emphasizes fundamental principles of government regulation, the court system, constitutional law, torts, criminal law, contracts, agency, employment, and property law.

**Source:**

[Business Administration Degree Program | Tidewater Community College \(tcc.edu\)](#) (2023)  
[Business Law | CTE Resource](#) (2023)

**Course Descriptions:**

- Dual Enrollment
- .5 Credit
- Open to Grades 9-12

**Budget Impact:**

None.

**Staffing:**

No staffing is required to implement this new course.



**Subject:** New Course: BUS 224 – Business Statistics **Item Number:** 12B7

**Section:** Information **Date:** July 25, 2023

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

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

**Presenter(s):** Sara L. Lockett, Ed.D., Director of Technical and Career Education

### **Recommendation:**

That the School Board receive information regarding changes to Tidewater Community College's (TCC) associate's degree program in Business Administration offered for dual enrollment at the Entrepreneurship and Business Academy (EBA) at Kempsville High School and approve all courses necessary to conform to this and future updates to previously approved degree and certificate programs from TCC. The course outlined in this request is, *BUS 224 Business statistics*. This change is for implementation in the 2023-2024 school year.

### **Background Summary:**

Through a partnership with Tidewater Community College, students enrolled in the Entrepreneurship and Business Academy at Kempsville High School have the opportunity to pursue an associate's degree in Business Administration from Tidewater Community College while in high school. When TCC updates the courses required for any degree or certificate program, Virginia Beach Schools must also update dual enrollment offerings that are part of the program. TCC is phasing out BUS 117- Leadership Development, BUS 216 - Prob & Stat for Business, and Bus 116 – Entrepreneurship.

The newly added, three-hour BUS 224 - Introduction to Business Law course introduces methods of probability assessment and statistical inference. Includes data presentation; descriptive statistics; basic probability concepts; discrete and continuous probability distributions; decision theory; estimation and sampling distributions; Central Limit Theorem; simple linear regression and hypothesis testing for a single sample or population. Emphasizes business and economic applications. Utilizes computer software as a tool for problem-solving.

### **Source:**

[Business Administration Degree Program | Tidewater Community College \(tcc.edu\)](#) (2023)

### **Course Descriptions:**

- Dual Enrollment
- .5 Credit
- Open to Grades 9-12

### **Budget Impact:**

None.

### **Staffing:**

No staffing is required to implement this new course.



**Subject:** New Course: BUS 274 – Foundations of Entrepreneurship **Item Number:** 12B8

**Section:** Information **Date:** July 25, 2023

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

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

**Presenter(s):** Sara L. Lockett, Ed.D., Director of Technical and Career Education

### **Recommendation:**

That the School Board receive information regarding changes to Tidewater Community College's (TCC) associate's degree program in Business Administration offered for dual enrollment at the Entrepreneurship and Business Academy (EBA) at Kempsville High School and approve all courses necessary to conform to this and future updates to previously approved degree and certificate programs from TCC. The course outlined in this request is, *BUS 274 Foundations of Entrepreneurship*. This change is for implementation in the 2023-2024 school year.

### **Background Summary:**

Through a partnership with Tidewater Community College, students enrolled in the Entrepreneurship and Business Academy at Kempsville High School have the opportunity to pursue an associate's degree in Business Administration from Tidewater Community College while in high school. When TCC updates the courses required for any degree or certificate program, Virginia Beach Schools must also update dual enrollment offerings that are part of the program. TCC is phasing out BUS 117- Leadership Development, BUS 216 - Prob & Stat for Business, and Bus 116 – Entrepreneurship.

The newly added, three-hour BUS 274 – Foundations of Entrepreneurship Presents the various steps considered necessary when going into business. This study includes areas such as product-service analysis, market research evaluation, setting up books, ways to finance startup, operations of the business, development of business plans, buyouts versus starting from scratch, and franchising. The course uses problems and cases to demonstrate implementation of entrepreneurial techniques.

### **Source:**

[Business Administration Degree Program | Tidewater Community College \(tcc.edu\)](https://www.tcc.edu/academics/degree-programs/business-administration/) (2023)

### **Course Descriptions:**

- Dual Enrollment
- .5 Credit
- Open to Grades 9-12

### **Budget Impact:**

None.

### **Staffing:**

No staffing is required to implement this new course.



**Subject:** New Course: English as a Foreign Language (EFL) IV **Item Number:** 12B9

**Section:** Information **Date:** July 25, 2023

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

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

Kathleen Cahoon-Newchok, Coordinator of English Language Learners

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

**Recommendation:**

That the School Board receive information regarding the proposed English as a Foreign Language (EFL) IV course for high schools in the 2023-2024 school year.

**Background Summary:**

High school English learners (ELs) currently have the opportunity to earn sequential World Languages credits through English as a Foreign Language (EFL) I, II, and III courses. These year-long courses are taught by English as a Second Language (ESL) teachers and are aligned to the ESL I, II, and III School Courses for Exchange of Data codes; therefore, these courses meet the requirements from the Virginia Department of Education regarding direct English language development (ELD) instruction for ELs. The addition of EFL IV will allow high school ELs to continue ELD instruction that will help them meet graduation requirements and become college and career ready. EFL IV will not only offer ELs the opportunity to advance their English proficiency but will also provide those students who may have entered high school in EFL II or III an additional pathway to earn sequential World Languages credit.

**Budget Impact:**

There is no budget impact for the addition of these courses.

**Course Description:** The purpose of this course is to enable ELs to acquire the communication skills and academic language necessary to meet graduation requirements and to help ELs prepare to become college and career ready. The instruction will enable ELs to develop the advanced academic language necessary to demonstrate complex thinking and learning in the four domains of reading, writing, speaking, and listening.

**Prerequisites:**

Successful completion of EFL III and/or an English proficiency level of 4.0 – 4.3

**Expected Learning Outcomes:**

EFL IV aims to enable students to:

- solidify study skills, including note-taking, test-taking, organizational, and time management skills, that will enable them to succeed in high school and beyond
- build the academic language necessary to succeed in courses and assessments required for graduation, including the subjects of Economics and Personal Finance, U.S. History, U.S. Government, and Biology
- develop college and career readiness skills, such as writing college/job/housing/loan applications; writing essays, cover letters, and resumes; and practicing interview skills.



# **New Course Proposals Course Proposal**

**The Department of Teaching and Learning  
Tuesday, July 25, 2023**

# New Career Pathways for Renaissance Academy

Launch 2023

Unmanned  
Systems

Television  
Production I & II

2024

Introduction to  
Landscaping I & II

Building  
Maintenance I & II

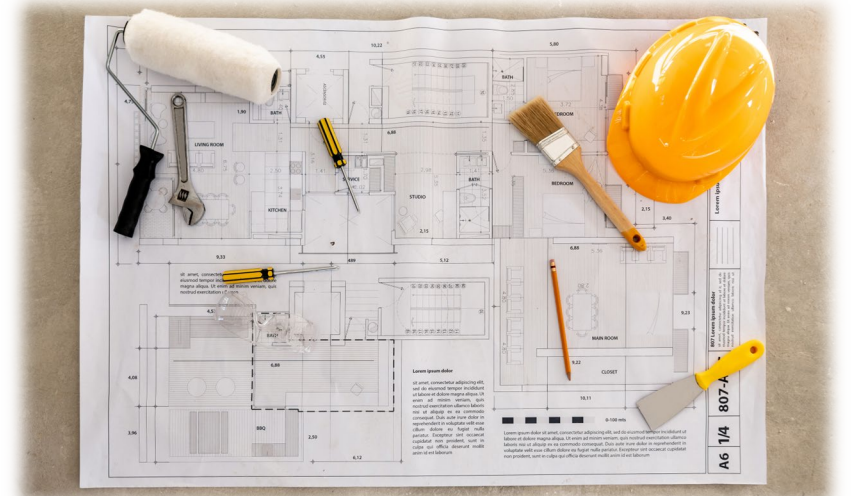
2025

Nail Technician



# Proposed Course Details

- One Credit
- Completer and Sequential Elective
- Complete in as few as nine weeks
  - 4x4 and/or Double Blocked
- Tied to Work Based Learning

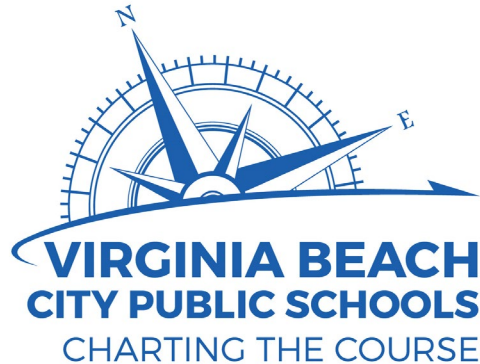


# CTE Elective Budget Implications

Year	Equipment	Management and Instructional Materials	Professional Learning	Total
2023-2024	\$7,000	\$5,000	\$1,500	\$13,500
2024-2025	\$30,000	\$5,000	\$3,000	\$38,000
2025-2026	\$10,000	\$5,000	\$1,000	\$16,000
Three Year Total (Carl D. Perkins Grant)				\$67,500

# EBA Dual Enrollment Degree Changes

- BUS 240 – Business Law
- BUS 224 – Business Statistics
- BUS 274 – Foundations of Entrepreneurship



**TIDEWATER  
COMMUNITY COLLEGE**  
From here, go anywhere.™

# English as a Foreign Language (EFL) IV

- ESL courses are designed to advance an English learner's ability to use and understand academic language as it increases in complexity, variety, and specificity connects to all content areas.
- Year-long, World Languages credit
- Additional opportunity for sequential World Languages credit





# **New Course Proposals Course Proposal**

**The Department of Teaching and Learning  
Tuesday, July 25, 2023**



**Subject:** Wellness Days **Item Number:** 12C

**Section:** Information **Date:** July 25, 2023

**Senior Staff:** Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

**Prepared by:** Cheryl R. Woodhouse, Chief Human Resources Officer

**Presenter(s):** Cheryl R. Woodhouse, Chief Human Resources Officer

**Recommendation:**

That the School Board receive an update on the previous utilization and future plans regarding wellness days.

**Background Summary:**

In the 2022-2023 academic year, all qualifying staff members in a designated allocated benefited position were granted two days of wellness leave. During the employee input meetings conducted throughout the school year, wellness leave emerged as the most widely supported and favored option.

**Source:** TBD

**Budget Impact:**

Projected cost for one day: \$1,270,638

Projected cost for two days: \$2,541,276



## THE FUTURE OF WELLNESS LEAVE DAYS

Presented by:

The Department of Human Resources

Cheryl R. Woodhouse, Chief Human Resources Officer

July 11, 2023

# 2022 – 2023 SY

## What is Wellness Leave?

- It communicates to the employee that we want them to take care of their personal well-being.
- Wellness leave does not require the employee to justify their absence.
- Time devoted to recharging and doing whatever the employee wants to do!

*Wellness Days  
All About  
YOU!*



# 2022 – 2023 SY

## Benefits of Wellness Leave

### Employees

- Time for Recharging
- Flexibility
- Reduced Burnout

### Employer

- Improved Productivity
- Enhanced Employee Engagement
- Reduced Absenteeism

*Wellness Days  
All About  
YOU!*





# 2022 – 2023 SY

## Wellness Leave Day Parameters

- Benefit-eligible employees received two (2) Wellness Leave days.
- Leave was used at the employee's discretion
- Leave was taken consecutively or at a minimum of 1-hour increments.
- Days could not be used during the first and the last ten (10) workdays of the school term, or the day before or after a holiday.
- Days could not be carried forward to the next school year.
- Unused leave was not eligible for payout.
- Wellness leave was not issued after May 31

# 2022 – 2023 SY Wellness Leave Day Usage Data

As of July 13, 2023:

- **10,288** employees were eligible for two (2) Wellness Leave Days.
- **75.71** percent of employees used both days.
- **16.48** percent of employees used at least one day but less than two days.
- **7.81** percent of employees used less than one day.

*Health  
&  
Wellness*



# 2022 – 2023 SY Employee Input Feedback Obtained “Glow”



## Items with the highest agreement:

- Wellness Leave (64)
- Reduced Insurance Premiums (50)
- Bonuses, Incentives, and Work towards Raising Salaries (50)
- Number and Placement of Staff Days (22)
- Providing Winter Break for 12-month employees this year (17)
- Virgin Pulse/Wellness Program (15)

*Health  
&  
Wellness*



# 2023 – 2024 SY Wellness Leave Days Recommendations for Consideration

- Continue Wellness Leave or Discontinue
- If continued, provide 1 or 2 days of Wellness Leave to current eligible employees.

Projected cost for 1 day: **\$1,270,638**

Projected cost for 2 days: **\$2,541,276**

- Make Wellness Leave permanent OR consider Wellness Leave annually
- Maintain established parameters on the usage of Wellness Leave.
- Prorate the issuance of Wellness Leave for new employees up to May 31.



# 2023 – 2024 SY Wellness Leave Days

## Next Steps if Approved

Develop

A Wellness Leave  
Regulation

Communicate

To Current  
Eligible  
Employees

Market

To New  
Employees

Health  
&  
Wellness

# TAKE  
CARE OF  
YOURSELF

# School Board Discussion & Next Steps

FOR INFORMATIONAL  
PURPOSES ONLY





**Subject:** Policy Review Committee Recommendations **Item Number:** 14A1-13

**Section:** Consent **Date:** July 25, 2023

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

**Prepared by:** Victoria Manning, PRC Chair; Kamala Lannetti, School Board Attorney

**Presenter(s):** Kamala Lannetti, School Board Attorney

**Recommendation:**

That the School Board approve Policy Review Committee (PRC) recommendations regarding amendments or reviews of certain policies from its June 8, 2023 meeting.

**Background Summary**

1. **Policy 2-40 - Principals** - the PRC recommends amending the Policy to remove the Editor's Notes which provides links also located in the Related Links section.
2. **Policy 2-41 - Assistant Principals** – the PRC has no recommended changes to this Policy.
3. **Policy 2-44 - Department /Grade Level Chairpersons** – the PRC has no recommended changes to this Policy.
4. **Policy 2-48 - Salaries and Compensation** - the PRC recommends amending the Policy to remove the Editor's Notes which provides links also located in the Related Links section.
5. **Policy 2-49 - Recruitment and Selection** – the PRC recommends amending the Policy to remove the Editor's Notes which provides links also located in the Related Links section.
6. **Policy 2-52 - Probationary Terms and reassignments of Principals, Assistant Principals and Supervisors** - the PRC recommends amending the Policy to remove the Editor's Notes which provides links also located in the Related Links section.
7. **Policy 2-53 - Evaluation of Administrative Staff** – the PRC has no recommended changes to this Policy.
8. **Policy 2-54 - Administrative Compensation** -the PRC has no recommended changes to this Policy.
9. **Policy 2-58 - Professional Development** - the PRC recommends amending the Policy to remove the Editor's Notes which provides links also located in the Related Links section.
10. **Policy 3-97 - Naloxone Administration in Response To A Suspected Opioid Overdose In A School Setting** – the PRC recommends adopting the proposed Policy drafted by the Office of Health Services in response to the February 10, 2023 Virginia Department of Health Standing Order permitting School Board employees who have completed training to administer Naloxone.
11. **Policy 4-1 - Personnel/Definitions** – the PRC recommends amending the Policy to incorporate changes proposed by Human Resources to update the definition of a full-time employee. These changes will allow VRS retirees to work more hours with the School Division and without having any effect on their current VRS benefits.
12. **Policy 4-37 - Retirement Plans/Insurance** – the PRC recommends amending the Policy to incorporate changes proposed by Human Resources in order for employees to more easily locate information on the benefits they are entitled to. These changes were made by working closely with VDOE and VRS to make sure that current employee's benefits are not affected.
13. **Policy 6-64 - Acceptable Use** – the PRC recommends amending the Policy to incorporate changes proposed by the Department of Technology which are needed to align with changes recently made to Regulation 6-64.1 in order to match COPPA and continue receiving federal funding.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of June 8, 2023

## **ADMINISTRATION**

### **Principals**

#### **A. Primary Function**

A principal is responsible for the administration and supervision of school operations and its educational programs.

#### **B. Evaluation**

The School Board shall adopt for use by the Superintendent clearly defined written criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance standards set forth in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents as provided in Virginia Code § 22.1-253.13:5, as amended, and that include, among other things: an assessment of such administrators' skills and knowledge; student academic progress and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. Principals and assistant principals who have achieved continuing contract status shall be formally evaluated at least once every three years and evaluated informally at least once each year that they are not formally evaluated. Probationary principals and assistant principals shall be evaluated each school year. The Superintendent shall consider such evaluations , among other things, in making employment recommendations to the School Board pursuant to Virginia Code § 22.1-293, as amended.

## C. Duties and Responsibilities

The principal shall be responsible to the Superintendent and shall represent the Superintendent in matters concerning the operation of the school. Only at the direction of the Superintendent or the School Board will central office staff have line authority over decisions or practices at the school site.

The principal shall set the standards and establish the ideals of the school within the framework as established by the Code of Virginia, Virginia Department of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10 *et seq.*, and School Board Policies and Division Regulations. The principal is responsible to the Superintendent and the School Board to operate the school in compliance with School Board Policies and Division Regulations, Virginia Department of Education Regulations and local, state and federal law.

Principals are designated as attendance officers for the School Division and shall act in accordance with the law as set forth in the legal reference below. The principal may designate other staff members to act as attendance officers at his or her school.

### **Editor's Note**

~~See School Board Policy 2-42 and implementing regulations for the School Improvement Process.~~

~~See School Board Policy 2-49 and any implementing regulations for recruitment and selection of principals.~~

~~See School Board Regulation 2-53.1 for the evaluation of administrative personnel.~~

~~See School Board Policy 4-62 for procedures used to evaluate employees in which principals must be trained.~~

~~See School Board Policy 5-17 and any implementing regulations regarding Absences/Tuancy/Parental Notification.~~

## **Legal Reference**

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

~~Virginia Department of Education Regulations Establishing Standards for Accrediting Public Schools in Virginia,~~ 8 VAC 20-131-110, *et seq.*, as amended, Standard and verified units of credit.

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

Code of Virginia § 22.1-253.13:5, as amended. Standard 5. Quality of classroom instruction and educational leadership.

Virginia Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents.

Code of Virginia § 22.1-260, as amended. Reports of children enrolled and not enrolled; nonattendance; ~~social security numbers required.~~

Code of Virginia § 22.1-261, as amended. Attendance officer to make list of children not enrolled; duties of attendance officer.

Code of Virginia § 22.1-262, as amended. Complaint to court when parent fails to comply with law.

## **Related Links**

School Board [Policy 2-42](#)

School Board [Policy 2-49](#)

School Board [Regulation 2-53.1](#)

School Board [Policy 4-62](#)

School Board [Policy 5-17](#)

Adopted by School Board: October 20, 1992  
Amended by School Board: January 19, 1999  
Amended by School Board: March 7, 2000  
Amended by School Board: May 9, 2006  
Amended by School Board: December 3, 2013

Amended by School Board: 2023

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lennetti

## **ADMINISTRATION**

### **Assistant Principals**

#### **A. Primary Function**

An assistant principal is responsible for assisting the school principal in the coordination, supervision, and management of the school program and operation.

#### **B. Evaluation**

The School Board shall adopt for use by the Superintendent clearly defined written criteria for a performance evaluation process for principals, assistant principals, and supervisors that are consistent with the performance standards set forth in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents as provided in Virginia Code § 22.1-253.13:5, as amended, and that includes, among other things: an assessment of such administrators' skills and knowledge; student academic progress and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. Principals and assistant principals who have achieved continuing contract status shall be formally evaluated at least once every three years and evaluated informally at least once each year that they are not formally evaluated. Probationary principals and assistant principals shall be evaluated each school year.

The Superintendent shall consider such evaluations, among other things, in making employment recommendations to the

School Board pursuant to Virginia Code § 22.1-293, as amended.

### **C. Duties and Responsibilities**

The School Division's job description for the position of assistant principal further describes the essential tasks of and work performed by assistant principals. School principals shall assign duties and responsibilities for the assistant principal(s) in their respective schools.

### **D. Authority in Absence of Principal**

Assistant principals shall, in the absence of the principal, act as the executive officer of the school, assume responsibility for the operation of the school, and make any necessary emergency decisions involving students, teachers, or other personnel. When there is more than one assistant principal in a school the principal shall designate the one who shall act as the executive officer in his or her absence.

### **Legal Reference**

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

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

Code of Virginia § 22.1-253.13:5, as amended. Standard 5. Quality of classroom instruction and educational leadership.

Adopted by School Board: October 20, 1992

Amended by School Board: December 3, 2013

Reviewed by School Board: 2023

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Kanakis

## **ADMINISTRATION**

### **Department/Grade Level Chairpersons**

#### **A. Appointment**

School principals are authorized to appoint members of the teaching staff to act as department or grade level chairpersons.

#### **B. Duties and Responsibilities**

The principal shall establish duties and responsibilities for these positions.

#### **C. Remuneration**

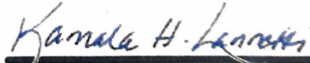
Remuneration for department and grade level chairpersons shall be in salary supplements based upon the number of members in each department or grade level as determined annually by the School Board in the School Division's Compensation Plan.

Adopted by School Board: October 20, 1992

Amended by School Board: December 3, 2013

Reviewed by School Board: 2023

APPROVED AS TO  
LEGAL SUFFICIENCY

  
\_\_\_\_\_

## ADMINISTRATION

### **Salaries and Compensation**

Salary and compensation will be determined by the School Board in the Compensation Plan or as otherwise determined by the School Board. Regulations governing salaries will be promulgated by the Superintendent. No base compensation/salary rate will be paid unless contained in the Compensation Plan (except as outlined below) developed annually by the Superintendent in accordance with the current operating budget, School Board directives, or written regulations promulgated by the Superintendent; or, such compensation is separately submitted to and approved by the School Board.

The Superintendent or his/her designee is authorized to provide a salary and/or benefit options which addresses compression, equity and competition for individuals with critical knowledge, skills, and expertise; provided the given base salary is within the approved Compensation Plan developed annually, and is in accordance with the current operating budget.

Appropriate written notification of such actions where the base salary is beyond the pay range shall be made by the Superintendent or his/her designee to the School Board.

#### ***Editor's Note***


*See School Board Regulation 2-48.1, Salary Adjustments for Promotions/Demotions.*

### **Related Links**

School Board [\*\*Regulation 2-48.1\*\*](#)

Adopted by School Board: October 20, 1992  
Amended by School Board: September 15, 1998  
Amended by School Board: March 21, 2000  
Amended by School Board: June 11, 2002  
Amended by School Board: May 9, 2006  
Amended by School Board: November 9, 2010  
Amended by School Board: December 3, 2013  
Amended by School Board: December 4, 2017  
Amended by School Board: 2023

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## **ADMINISTRATION**

### **Recruitment and Selection**

#### **A. Recruitment**

1. When an administrative or supervisory vacancy occurs the Superintendent is authorized to issue a notice of vacancy.
2. Employees who desire consideration for vacancies may submit a letter of application to the Chief Human Resources Officer.
3. Advertisements outside the School Division shall be at the discretion of the Superintendent.

#### **B. Selection**

1. Central Office Personnel
  - a. The department head or administrative designee shall review the pool of applications. In those instances where an applicant will report directly to an administrator other than the department head that administrator will also review the applications.
  - b. The department head or administrative designee, in cooperation with another administrator if necessary, shall select a minimum of three candidates who have

the required qualifications to fill the vacancy.

- c. Interviews shall be conducted by a team approved by the department head. Additional interviews may be conducted at the discretion of the Superintendent.
- d. The Superintendent will submit a nominee to the School Board as provided in School Board Policy 2-50.
- e. When a vacancy occurs at the deputy superintendent level and/or department head level, the search for candidates shall be the Superintendent's responsibility.

## 2. Principals

- a. When an administrative vacancy occurs at the school principal level, the search for candidates shall be the responsibility of the Department of School Leadership, in consultation with the Superintendent.
- b. The Superintendent will submit a nominee to the School Board as provided in School Board Policy 2-50.

### **Related Links**

School Board [Policy 2-50](#)

Adopted by School Board: October 20, 1992

Amended by School Board: May 9, 2006

Amended by School Board: December 3, 2013

Reviewed by School Board:

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Kamala H. Lenzetti

## ADMINISTRATION

### **Probationary Terms and Reassignment of Principals, Assistant Principals, and Supervisors**

Probationary terms of service for principals, assistant principals or supervisors and their reassignment to teaching positions shall be as mandated by law.

#### **Editor's Note**

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

### **Legal Reference**

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

### **Related Links**

School Board [Policy 2-40](#)

Adopted by School Board: October 20, 1992

Amended by School Board: April 4, 2000

Scrivener's Amendments: December 3, 2013

Amended by School Board: 2023

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Kamala H. Lennetti

## **ADMINISTRATION**

### **Evaluation of Administrative Staff**

#### **A. Generally**

The evaluation of the administrative staff is the responsibility of the Superintendent or his/her designee. Implementing the evaluations shall be done under the following guidelines:

1. Performance responsibilities shall be stated in a job description.
2. The accomplishment of both short and long range performance responsibilities shall be evaluated.
3. The judgment of the administrator's immediate supervisor shall be considered during the evaluation process.

These evaluations shall be the basis for the Superintendent's recommendations as to the continued employment and compensation of the individuals concerned.

#### **Legal Reference**

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

Adopted by School Board: March 18, 1975

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: May 9, 2006  
scrivener's Amendments: December 3, 2013

Amended by School Board: 2023

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## **ADMINISTRATION**

### **Administrative Compensation**

#### **A. Generally**

The School Board shall adopt and annually review a system of compensation for administrative employees. Compensation should be based upon the responsibilities required in the job description for the position and the employee's experience and training.

The School Board shall adopt a salary range for each administrative position. The employee's advancement within the salary range for his/her position shall be determined annually by the School Board upon the recommendation of the Superintendent. The recommendation for advancement shall be based upon the evaluation of the employee's performance in meeting the requirements in the job description, experience, training and other considerations defined by the Superintendent.

#### **B. Employees New in a Position**

Newly-appointed administrative employees will be placed on the appropriate pay grade commensurate with their experience and training, upon approval of the Superintendent.

#### **Editor's Note**

*See the School Division's Compensation Plan for current fiscal year.*

Adopted by School Board: June 16, 1970  
Amended by School Board: July 1, 1978  
Amended by School Board: August 21, 1990  
Amended by School Board: July 16, 1991  
Amended by School Board: October 20, 1992  
Scrivener's Amendments: December 3, 2013

Reviewed by School Board: 2023

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Kamala H. Lemos

## **ADMINISTRATION**

### **Professional Development**

The Superintendent shall provide an organized program of professional development designed to assist administrators in acquiring the skills needed to work with all students, including but not limited to, gifted students, special needs students, and students who are at risk of academic failure and to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based upon student academic progress and the skills and knowledge of such instructional or administrative personnel.

The Superintendent shall allocate such time of administrative employees as may be necessary for the program.

The Superintendent is authorized to employ non-school persons to assist or conduct professional development programs to the extent that funds have been approved by the School Board in the annual budget.

For the purpose of professional development, administrators may attend conferences, meetings and institutes to the extent that funds have been approved by the School Board in the annual budget and after obtaining approval of the Superintendent or designee. The Superintendent may attend conferences or meetings which may prove beneficial to the School Division. Reimbursement of reasonable expenses will be made on the basis of submission of a request listing costs incurred.

#### **Editor's Note**

*~~See School Board Policy 4-62 for training of principals in evaluation of employee performance.~~*

## **Legal Reference**

Code of Virginia § 22.1-253.13:5, as amended. Standard 5. Quality of classroom instruction and educational leadership.

8 VAC 20-450 et seq., as amended. Regulations Governing Professional Development.

## **Related Links**

School Board [Policy 4-62](#)

Adopted by School Board: October 20, 1992

Amended by School Board: April 4, 2000

Amended by School Board: May 9, 2006

Amended by School Board: December 3, 2013

[Amended by School Board: 2023](#)

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BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

NALOXONE ADMINISTRATION IN RESPONSE TO A SUSPECTED OPIOID OVERDOSE  
IN A SCHOOL SETTING

**A. Purpose**

Opioid overdoses and deaths are an epidemic nationally and in the Commonwealth of Virginia. Recent changes in the law have made access to and administration of opioid reversing medications more practical for staff in school settings to obtain and administer. The purpose of this Policy is to establish procedures, training and access to supplies for providing emergency medical care to an individual experiencing symptom of, or reasonably believed to be suffering from, a possible opioid overdose, including the administration of opioid-reversal medications.

**B. Definitions**

1. *Opioids*- are substances that contain opium or opium derivatives that are legally prescribed for paid relief or treatment of an opioid use disorder. They may come in a variety of forms and may also be manufactured and sold illegally for non-prescription use.
2. *Opioid overdose*- means an occurrence when a toxic amount of an opioid, including when mixed with other substances, overwhelms the body's ability to process it. Opioid overdose can result in life-threatening symptoms, including respiratory depression.
3. *Opioid reversal medications (e.g., naloxone, or similar medication)*- work temporarily to counteract the toxic effects of opioid overdose. Naloxone is considered safe to administer even in symptoms are not due to an opioid overdose, or it an individual in unconscious. Naloxone is most often administered via a single-use intranasal spray but can also be administered via injectable routes. This Policy anticipates that other opioid reversal medications or treatments may developed and approved in the future and the term opioid reversal medication should be interpreted to include approved developments.

4. School setting- will include all middle and high school facilities, buildings and grounds, vehicles owned, leased, or operated by the School Board and the School Division while on middle and high school grounds, those locations when and where the School Board or the School Division are conducting school sponsored events. When school facilities, buildings, grounds or vehicles are rented or lent to outside groups or when school or business are not in session, this Policy is not in affect.

### **C. Authorization to stock and training to administer opioid reversing medications**

All middle and high schools in the School Division are authorized to stock and maintain a minimum of four (4) doses of Naloxone or other opioid reversing medication. Only authorized school staff or contractors are authorized to have or administer Naloxone or other opioid reversing medication in the school setting. The Department of School Leadership, Office of Health Services will be responsible for developing the procedures and/or protocols to implement this Policy.

The school nurse and clinic assistant will be trained as well as building administrators (principals, assistant principals, or designees as determined by the principal or building administrator) on

1. obtaining, storage, and replacement of opioid reversing medications
2. identification of individuals who are experiencing actual or suspected opioid overdoses in the school setting
3. administering of opioid reversing medications and other aid to such individuals
4. procedures for obtaining emergency and/health services for such individual
5. the procedure for notifying the emergency contact for an adult student or the parent/legal guardian/emergency contact for a minor student who has been administered an opioid reversing medication
6. the procedure for notifying the emergency contact or other individual for a staff member or authorized contractor or volunteer
7. the identification of at least three staff members at each school site who are trained to administer opioid reversing medications and the scheduling of at least one of those individuals to provide coverage at the school setting during school, business or school sponsored event hours take place in the school setting
8. Other training and procedures determined necessary

### **D. Intent of provision of opioid reversing medication or assistance and conditions**

The School Board does not condone the use of unauthorized opioids or the misuse of authorized opioids in the school setting. The authorization to stock and administer opioid reversing medication is solely provided for the purpose of addressing life threatening opioid overdose until such time as emergency and/or medical assistance can be obtained.

Nothing in this Policy or its supporting procedures/protocols should be interpreted to guarantee that the administration of opioid reversing medication or assistance will be effective or will not cause further harm to the individual receiving the medication/assistance. Nothing in this Policy guarantees that the School Division will have sufficient supplies and trained individuals to meet all incidents of opioid overdose in the school setting.

The following conditions will also apply:

1. No person who has been administered opioid reversing medication or assistance in the school setting will be allowed to return to the school setting until authorized to do so by the principal or designee.
2. Discipline may be imposed for violations of the Code of Student Conduct or related to the opioid overdose or suspected overdose.
3. Law enforcement may be contacted and provided with necessary information to address the health or safety concerns.
4. Costs related to the obtaining of emergency and/or medical treatment due to the overdose or the administration of opioid reversing medication/assistance will be the responsibility of the adult or the parent/legal guardian of the minor individual who received such services.
5. No person other than authorized school staff, authorized School Division contractors or law enforcement/emergency services personnel may possess or administer opioid medication in the school setting.
6. All opioid overdoses or suspected overdoses as well as the administration of opioid reversing medications/assistance in the school setting will be reported to principal/designee as soon as possible for the purposes of ensuring the health and safety of the school setting.
7. Authorized school staff or School Division contractors who administer opioid medication or assistance reasonably in accordance with this Policy and/or its supporting procedures/protocols will be defended by the School Board in accordance with its risk management programs and as required by law.

### **Related Links**

### **Legal References:**

Code of Virginia §8.01-225, as amended. Professional use by practitioners.

Code of Virginia §54.1-3408, as amended. Persons rendering emergency care, obstetrical services exempt from liability

VBCPS Health Services Manual- as amended

Virginia Department of Education School Health Guidelines: Best Practices on Naloxone Possession and Administration in Response to a Suspected Opioid Overdose in the School Setting, as amended.

Virginia Department of Education Naloxene Administrative Procedures, as amended

Adopted by School Board: 2023

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LEGAL SUFFICIENCY

Kamala H. Larrick

## PERSONNEL

### **Definitions**

For the purpose of differentiating between various employees of the School Board the following definitions shall apply:

#### **A. Employees of the Board**

All employees are "Employees of the School Board:" and whenever reference is made to employees without distinction, such statement shall refer to all employees with the exception of the School Division Superintendent.

##### **1. Full-time**

With the exception of Bus Drivers/Bus Assistants, ~~and Food Service employees~~ and other position classifications as defined in School Board Regulation 4-37.3, a full-time employee is defined as a School Board employee ~~who is scheduled to routinely work thirty five (35) hours (0.875 FTE) or more per consecutive workweek and~~ who fills one hundred ~~(100)~~ percent (100%) of a budgeted full-time equivalency position. Such employee's hours and workday shall be specified by the Superintendent/designee. ~~All newly hired Bus Drivers/Bus Assistants and Food Service employees who actually work twenty five (25) hours (0.625 FTE) or more per consecutive work week shall be considered to be full time employees. Bus Drivers/Bus Assistants and Food Service employees hired prior to September 5, 2007, will be grandfathered in at the original rate of twenty (20) hours per week for Bus Drivers/Bus Assistants and fifteen (15) hours per week for Food Service Employees. Position classifications defined in School Board Regulation 4-37.3 are considered fFull-time employees.~~ Full-

time employees shall be entitled to ~~the full range of~~ benefits provided by the School Board. Refer to School Board Policy 4-37, as amended, ~~and School Board Regulation 4-37.3.~~

## 2. Part-time

With the exception of Bus Drivers/Bus Assistants, ~~and Food Service~~ employees, and other position classifications as defined in School Board Regulation 4-37.3, ~~employees defined in Section A.1.,~~ a part-time employee is ~~defined as~~ an employee ~~who is scheduled to work less than thirty-five (35) hours per week (0.875 FTE) and~~ who fills less than ~~one hundred 100~~ percent ~~(100%)~~ of a budgeted full-time equivalency position. ~~Refer to School Board Policy 4-37, as amended, regarding benefits provided to part-time employees, and School Regulation 4-37.3 regarding benefits eligibility. Part-time employees may be entitled to School Board provided leave benefits on a pro-rated basis; however, an employee must fill fifty percent (50%) or more of an allocated position in order to be eligible for pro-rated leave benefits and other employee benefits. Part-time employees are eligible for certain retirement plans and employee benefit plans. Refer to School Board Policy 4-37, as amended.~~

## **B. Licensed Personnel**

Licensed personnel shall include those employees who are required to have teaching licenses or other licensure from the Virginia Board of Education to perform the job to which they are currently assigned. For the purpose of this Policy, school psychologists, school social workers, and school counselors are included in this category.

## **C. Classified Personnel**

Classified personnel shall include those employees designated in the Compensation Plan as approved by the School Board. Classified

personnel are employees who perform clerical, instructional assistance, labor, and other support functions for the School Division.

#### **D. Administrative Personnel**

Administrative personnel shall be those employees designated in the Compensation Plan as approved by the School Board which include, but are not limited to, non--school-based instructional and non-instructional administrators, principals, assistant principals, and instructional supervisors as that term is defined by the Virginia Board of Education Regulations.

#### **E. Professional Personnel**

Professional personnel shall be those employees designated in the Compensation Plan as approved by the School Board. This category includes but is not limited to, occupational therapists, physical therapists, psychologists, nurses, computer programming and systems analysts, and accountants.

#### **F. Temporary Employee**

A temporary employee is one who is employed for a specified purpose over a limited period of time and does not fill a budgeted full-time equivalency position, including those persons employed pursuant to a temporary employment agreement. All categories of substitutes are temporary employees. ~~A written contract shall be required for a substitute teacher who fills a teacher vacancy for longer than ninety (90) days in one school year. No license shall be required for substitute teachers employed to substitute for a contracted teacher, for a period of less than twenty (20) consecutive days. A temporarily employed teacher means: (a) one who is employed to substitute for a contracted teacher for a temporary period of time during the contracted teacher's absence: or (b) one who is employed to fill a teacher vacancy for a period of time, but for no longer than ninety (90) teaching days in such vacancy<sup>1</sup>, unless otherwise approved by the Virginia Department of Education~~

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<sup>1</sup> During the 2023-2024 and 2024-2025 school years, the School Board may employ a temporarily employed teacher to fill such a vacancy for a period of time not to exceed 180 days during one school year.

(VDOE) on a case-by-case basis, during one school year. A temporarily employed teacher is not required to be licensed by VDOE, nor will a written contract be issued for a temporarily employed teacher.

~~Long-term substitute teachers, defined as those substitutes teaching for more than twenty (20) consecutive days in the same position, shall hold or be eligible for a Virginia license.~~ Employees who are regular full-time contracted personnel may also be employed in a temporary status, e.g., full-time contracted teachers may be temporarily employed as summer schoolteachers or for one school year only. Temporary employees are not eligible for most benefits arising out of their service in this capacity unless such benefits are specifically designated in the temporary employment agreement or as outlined in School Board Policy 4-37, as amended ~~as certain retirement plans and employee benefit plans are available to Temporary employees.~~ Temporary employees shall not have the right to access the grievance procedure in any matter regarding dismissal, ~~probation~~probation, or other disciplinary action.

#### **G. Probationary Employees**

All employees, other than those subject to §§ 22.1-303 and 22.1-294 of the Code of Virginia (as amended), during the initial eighteen (18) months from the first day of employment or re-employment in a full-time position with the School Board are considered to be in a probationary status and shall have no right to access the grievance procedure in any matter regarding dismissal, ~~probation~~probation, or other disciplinary matter.

#### **Legal Reference**

Code of Virginia § 22.1-79, as amended. Powers and duties.

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

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Code of Virginia § 22.1-302, as amended. Written contracts required; execution of contracts; qualifications of temporarily employed teachers; rules and requirements.

Code of Virginia § 22.1-303, as amended. Probationary terms of service for teachers.

### **Related Links**

School Board ~~[Policy 4-37](#)~~[Policy 4-37](#)

School Board ~~[Policy 4-56](#)~~[Policy 4-56](#)

School Board ~~[Policy 4-75](#)~~[Policy 4-754-10](#)

School Board ~~[Regulation 4-90.1](#)~~[Regulation 4-90.1](#)

School Board ~~[Policy 4-92](#)~~[Policy 4-92](#)

~~[School Board Regulation 4-37.31](#)~~

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

Amended by School Board: September 7, 1999

Amended by School Board: September 5, 2007

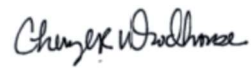
Amended by School Board: November 9, 2010

Scrivener's Amendments: August 16, 2013

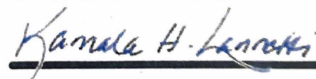
Amended by School Board: November 8, 2017

Amended by School Board: September 14, 2021

~~[Amended by School Board: 2023](#)~~

  
Cheryl W. Williams

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Kamela H. Lencetti

## PERSONNEL

### Employee Benefits/Retirement Plans/Benefits/Insurance

The School Board designates the Superintendent or designee to procure, administer, and make all final decisions pertaining to any employee benefit ~~or and~~ retirement plans.

#### A. Eligibility

The following categories will apply:

##### 1. Full-Time Employees

\_\_\_\_ Full-Time Employees as defined by School Board Policy 4-1 are eligible for all plans outlined ~~in Regulation 4-37~~ herein, as amended, ~~(except as defined by an employee's Virginia Retirement System (VRS) plan)~~ and any other employee benefit plan that the School Division may contract with now or in the future and as communicated by the Office of Consolidated Benefits.

##### 2. Part-Time Employees

~~2. \_\_\_\_\_~~

~~a. Leave Benefits: Part-Time Employees, as defined by School Board Policy 4-1, who fill 50% of an allocated position are eligible for the same benefits as Full-Time Employees. fifty percent (50%) (0.5 FTE) or more of an allocated position may be eligible entitled to for School Board provided:~~

~~1) Leave benefits on a pro-rated basis:~~

~~2) Health Care and other employee benefit plans or programs plans outlined in section B herein, as amended, except for~~

benefit plans under the Virginia Retirement System (VRS benefits include: VRS defined benefit, VRS defined contribution, VLDP, VRS Cash Match, VRS Health Credit, Basic Life Insurance, and Optional Life Insurance); and

- 3) (except for benefit plans under the Virginia Retirement System (VRS)) and Any other employee benefit that the School Division may contract with now or in the future and as communicated by the Office of Consolidated Benefits. (except for benefit plans under the Virginia Retirement System (VRS)).

Benefit plans under the Virginia Retirement System (VRS) may be available for employees as defined in School Board Regulation 4-37.3. Health Care Benefits: Part-time employees are eligible for health insurance coverage if deemed eligible as defined by the Employer Mandate of the Patient Protection and Affordable Care Act., and any other limited benefits as may be communicated by the Office of Consolidated Benefits.

a. —

- b. Other Benefits: Part-Time Employees, as defined by School Board Policy 4-1, as defined by School Board Policy 4-1 who fill less than 50% of an allocation who fill less than fifty percent (50%) (0.5 FTE) of an allocated position may be eligible forentitled to School Board Provided:

- 1) Health Care Benefits if deemed eligible as defined by the Employer Mandate of the Patient Protection and Affordable Care Act, and
- 2) are eligible for the Employee Assistance/Work Life Program, 403(b) Retirement Savings Plan, and 457 Deferred Compensation Plan; and any other limited benefits as may be communicated by the Office of Consolidated Benefits. health coverage if deemed

~~eligible as defined the Employer Mandate of the Patient Protection and Affordable Care Act, and any other limited benefits as may be communicated by the Office of Consolidated Benefits.~~

~~b.---~~

### 3. Temporary Employees

Temporary Employees as defined by Policy 4-1 may be entitled to School Board Provided:~~are eligible for the Employee Assistance/Work Life Program, 403(b) Retirement Savings Plan, 457 Deferred Compensation Plan, health coverage if deemed eligible as defined by the Employer Mandate of the Patient Protection and Affordable Care Act, and any other limited benefits as may be communicated by the Consolidated Benefits Office.~~

a. Health Care Benefits if deemed eligible as defined by the Employer Mandate of the Patient Protection and Affordable Care Act; and

b. Employee Assistance/Work Life Program, 403(b) Retirement Savings Plan, 457 Deferred Compensation Plan and any other limited benefits as may be communicated by the Office of Consolidated Benefits.

## **B. Employee Benefit Plans/Programs**

The following plans, programs, and services will be offered by the School Board to eligible employees:

### 1. Health Coverage

A plan, or plans, to provide medical, behavioral health, vision, and pharmacy benefits. The School Board shall contribute an

employer contribution, determined annually, towards health coverage for eligible employees and as defined by leave policies.

2. Health Savings Account

A tax-advantaged savings account owned by an employee that can be used to pay for qualified medical expenses. The employee must be enrolled in a qualified high deductible health plan to be eligible for the plan. An employer contribution may be provided by the School Board, as determined annually.

3. Flexible Spending Account (Health Care)

A pre-tax benefit account that can be used to pay for qualified medical expenses.

4. Flexible Spending Account (Dependent Care)

A pre-tax benefit account used to pay for qualified dependent care services while at work.

5. Dental Coverage

A plan to provide dental cleanings and services.

6. Legal Services

A plan to provide legal services and courtroom representation.

7. Identity Theft Protection

A plan to provide assistance in restoring credit and cover costs related to identity theft.

8. Life Insurance

A group term life policy to provide compensation in the event of death.

- a. **Basic Group Life** – The Basic Group Life plan provides life insurance coverage through the Virginia Retirement System.

The School Board shall pay the total premium to be determined annually by the Virginia Retirement System.

- b. **Optional Group Life** – An Optional Group Life plan provides additional life insurance for employees that desire coverage beyond the Basic Group Life plan. Must be covered by Basic Group Life to be eligible for Optional Group Life.

9. Long-Term Disability

A plan that provides income protection to an employee from loss of income if unable to work due to illness, injury, or accident for a long period of time. Note: VRS Hybrid employees are not eligible for this plan and should refer to the Virginia Local Disability Plan.

10. Virginia Local Disability Plan (Hybrid Employees Only)

A plan that provides benefits for Hybrid employees under the Virginia Retirement System if the employee cannot work because of a non-work-related or work-related illness or injury.

- a. **Short-Term Disability** - A plan providing income protection for an illness, injury or other condition that prevents employee from performing the full duties of their job for a short period of time.
- b. **Long-Term Disability** - A plan providing income protection for a condition that prevents employee from performing the full duties of their job for an extended period of time.
- c. **Long-Term Care** – A plan providing benefits if you need help with everyday life tasks because of a prolonged health problem or following a major illness or injury.

11. 403(b) Retirement Savings Account

A tax-advantaged plan providing an opportunity to invest in a portfolio of funds to build retirement income.

12. 457 Deferred Compensation Plan

A tax-advantaged plan providing an opportunity to invest in a portfolio of funds to build retirement income. Note: VRS Hybrid employees should first maximize their 4% contribution with an employer match before participating in this plan.

13. Wellness Program

A wellness program to provide plans, programs, and services and/or incentives for healthy behaviors to maintain or improve employee health and ~~well-being;~~well-being, disease and condition management, cancer screenings, health screenings, flu vaccines, nutrition and weight management, tobacco cessation, health education, activity and fitness, and other programs and support services.

14. Employee Assistance/Work-Life Program

A program to provide counseling and support services to help employees handle challenges and life situations.

15. Other Coverage and Services

Other plans, programs, and services, as deemed appropriate.

**C. Retirement Plans**

1. Pension Plan

~~Eligibility—~~A retirement pension plan ~~is~~ provided through the Virginia Retirement System (VRS). ~~for all full-time employees, and part-time employees filling 50% of an allocated position.~~ A VRS Optional Retirement Plan is available to the Superintendent. The School Board shall pay a percentage of creditable compensation for employees as determined by the Virginia General Assembly and a contribution of five percent (5%) of creditable compensation is required by employees (or as otherwise required by law or regulation).

~~Part-time employees are not eligible for VRS benefits unless in a classification in the Compensation Plan specifically identified to be eligible.~~

- a. **Defined Benefit Plan** – Employees under VRS Plan 1 and Plan 2 participate in a Defined Benefit retirement plan whereby guaranteed retirement benefits are paid in retirement based on a set formula and where the employer and 5% employee contributions are made. Employees under the VRS Hybrid plan maintain the majority of their participation in the Defined Benefit Plan where 4% of their employee contribution is made, but also participate in the Defined Contribution.
- b. **Defined Contribution** – Employees under the VRS Hybrid plan also participate in a Defined Contribution plan where the benefit is based upon contributions and investment returns.
  - 1) ~~1)~~ Hybrid 401(a) Cash Match Plan – The School Board contributes 1% of the employee's creditable compensation and the employee contributes 1%.
  - 2) ~~2)~~ Hybrid 457 Deferred Compensation – Employee may contribute up to 4% of creditable compensation and will receive a School Board match of up to 2.5%.

## 2. Health Insurance Credit –

~~2.~~ -The School Board contributes a percentage of creditable compensation as determined by the Virginia General Assembly to provide a credit towards the cost of health coverage in retirement for certain employees as defined by the Code of Virginia.

## **D. Insurance**

- 1. Workers' Compensation – Eligible to all employees of the School Board

Injuries to employees from accidents in the line of duty are compensable under the State Workers' Compensation Act. Refer to School Board Regulation 4-~~44.537.1~~ for Workers' Compensation. The Superintendent shall develop regulations for the required reports to protect the employee's rights as well as those of the School Board.

2. Liability Insurance – Eligible to all employees of the School Board

The School Board carries a blanket general and legal liability policy for all employees. Premiums are paid by the School Board.

**Legal Reference**

Code of Virginia § 2.2-2104, as amended. Health insurance program for employees of local governments, local officers, teachers; etc.; definitions.

Code of Virginia § 2.2-1207, as amended. Long-term care insurance program for employees of local governments, local officers, and teachers.

Code of Virginia § 51.1-502, as amended. Eligible employees and officers.

Code of Virginia § 51.1-126.6, as amended. Certain Employees of Public School divisions.

**Related Links**

School Board ~~Policy 4-1~~**Policy 4-1**

School Board ~~Regulation 4-37.3~~

School Board ~~Regulation 4-37.1~~**Regulation 4-37.144.5**

School Board ~~Regulation 4-49.1~~**Regulation 4-49.1**

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

Amended by School Board: October 6, 1998

Amended by School Board: June 20, 2006

Amended by School Board: October 10, 2017

Amended by School Board: June 23, 2021

**Amended by School Board: 2023**

Chengxi Wu

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Larrick

## INSTRUCTION

### **Acceptable Use Policy**

The School Board provides computer systems (as defined in School Board Policy 6-62) to promote educational excellence, resource sharing, innovative instruction, and communication and to prepare students to live, collaborate and work in the 21st century. Computer systems include, but are not limited to, all computers, electronic tablets, electronic readers, servers, network devices, telecommunication devices, multifunction devices, printers, scanners, peripheral equipment, local and wide area networks, Internet access, software, apps, application systems, web resources, data, and digital content. Misuse of computer systems may result in disciplinary and/or legal action. The computer systems shall not be used to conduct illegal activities, or to send, receive, view, or download illegal materials. The School Division computer systems will not be used to violate School Board policy, regulation or procedures/protocols.

Use of the School Division computer systems during school and professional hours must be:

1. in support of education and/or research; or
2. for school business; and
3. in support of the mission of the Virginia Beach City Public Schools; and
4. in accordance with all School Board policies and regulations.

Access to the School Division computer systems is granted as a privilege, not a right. The Superintendent or designee shall establish regulations and/or procedures containing the appropriate uses of, ethics and protocol for computer systems. These regulations shall include some measure for preventing students from accessing information that the School Division determines to be harmful or inappropriate to students. All computer systems users, School Board employees, non-employees, and students must comply with the requirements defined in School Board Regulation 6-64.1 Acceptable Use of Computer Systems.

Any School Board employee, non-employee, or student who fails to comply with the terms of this Policy or the regulations developed by the School Division superintendent may lose computer systems privileges. Employees may also be disciplined by the School Division superintendent up to and including termination depending upon the nature of the violation of this Policy or the implementing regulations, and students may be disciplined in accordance with the Code of Student Conduct or other School Board policies and regulations governing student discipline. Employees, non-employees, and students may also be the subject of appropriate legal action for violation of this Policy or implementing regulations.

Use of the School Division computer systems must be in accordance with the parameters stated in this Policy and the implementing regulation. Therefore, school officials reserve the right to review computer

systems use at any time to determine if such use meets the criteria set forth in School Board policies and regulations. Accordingly, employees, non-employees, and students have no right of privacy and should have no expectation of privacy in materials sent, received or stored in School Division computers systems. The Superintendent or designee shall notify employees, non-employees, and students of the terms of this Policy and any regulations promulgated hereunder.

The School Board shall not be responsible for any information that may be lost, damaged, or unavailable when using the School Division computer systems or for any information retrieved from the Internet. Further, the School Board is not responsible for any unauthorized charge or fee resulting from the use of the computer systems.

### **Editor's Note**

*For additional information see Bring Your Own Device (BYOD), Student/Parent Guidelines for use of a Privately Owned Electronic Device.*

### **Legal Reference**

Code of Virginia § 22.1-70.2, as amended. Acceptable Internet use policies for public and private schools.

Children's Online Privacy Protection Act, 15 U.S.C. § 6501-6505, as amended.

Children's Internet Protection Act, 47 U.S.C. §254, et seq., as amended.

~~Every Student Succeeds Act of 2015, as amended.~~

### **Related Links**

School Board [Policy 6-62](#)

School Board [Regulation 6-64.1](#)

Adopted by School Board: July 18, 1995

Amended by School Board: November 16, 1999

Amended by School Board: August 5, 2003

Amended by School Board: June 6, 2006

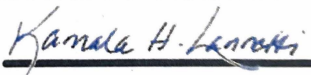
Amended by School Board: June 18, 2013

Amended by School Board: March 21, 2017

Amended by School Board: June 25, 2019

Amended by School Board: 2023

APPROVED AS TO  
LEGAL SUFFICIENCY

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

**Section:** Action **Date:** July 25, 2023

**Senior Staff:** Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

**Prepared by:** Cheryl R. Woodhouse

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

**Recommendation:**

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the July 25, 2023, personnel report.

**Background Summary:**

List of appointments, resignations, and retirements for all personnel.

**Source:**

School Board Policy #4-11, Appointment

**Budget Impact:**

Appropriate funding and allocations

Personnel Report  
Virginia Beach City Public Schools  
July 25, 2023  
2023-2024

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective Date</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	8/22/23	Valentina B Jacques	Physical Education Assistant	Liberty University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	6/28/23	Masceo M Boykins	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	8/22/23	Kathryn M Walters	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	8/22/23	Zainab A Erzuoki	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	8/22/23	India A Thomas	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	8/22/23	Amra N Pollard	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	8/22/23	Jennifer L Palmer	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	8/22/23	Ted Peterson	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	7/1/23	Sharon L Boyd	Baker/Cook	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	7/1/23	Pamela D Jones	Baker/Cook	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	6/23/23	Shanel D Washington	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	8/22/23	Norah G Jock	Special Education Assistant	Monroe Community College, NY	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	8/22/23	Sarah C Palmer	Special Education Assistant	Christopher Newport University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	7/6/23	Aarion Mickles	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	7/1/23	Gloria L Massengill	Baker/Cook	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	8/22/23	Jennifer L Torres	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	8/22/23	Mathew C Lemm	Physical Education Assistant	Old Dominion University, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	8/22/23	Ashlynn M Jackson	Kindergarten Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	8/15/23	Barbara Donecuff	Cafeteria Manager I	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	8/22/23	Emily W Crawford	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Three Oaks	8/22/23	Kyleigh Baumher	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	7/1/23	Nese Tompkins	Baker/Cook	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	8/21/23	Marc Gonzalez	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/21/23	Ann Marie Workman	School Nurse, .600	Not Applicable	Sentara Health, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/22/23	Arielle N McGlone	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	8/21/23	John P Daly	Security Assistant	Not Applicable	City of Boulder, CO
Assigned to Unified Salary Scale	Appointments - High School	Green Run	7/1/23	Brandon Ainsworth	Cafeteria Manager III	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	8/22/23	Justin Baird	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	7/12/23	Janet Lull	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	7/15/23	Kirishva K Jones	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	7/31/23	Crystal L Wright	School Office Associate II	Not Applicable	VBPCS, VA
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	8/22/23	Lisa D Arici	Special Education Assistant	Not Applicable	VBPCS, VA
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	8/22/23	Henry Gray	Special Education Assistant	Not Applicable	VBPCS, VA
Assigned to Unified Salary Scale	Appointments - High School	Salem	7/3/23	Arlene A Manuel	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	7/3/23	Winnie C Pineda	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	8/22/23	Latoya P Worsley	ISS Coordinator	Tidewater Community College, VA	Ft Story Child Development Ctr, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Human Resources	7/3/23	Amy B Nelson	Human Resources Associate	Southern Utah University, UT	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Gifted Education & Academy Programs	7/25/23	Leah C Donohue	Instructional Specialist	University of Granada, ES	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Gifted Education & Academy Programs	7/25/23	Leigh C Drake	Instructional Specialist	Virginia Tech, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	7/7/23	Ryan S Donoghue	Refrigeration Craftsman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	7/12/23	Brock J Allen	Plumbing Craftsman II	Not Applicable	VBPCS, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	7/12/23	Blake E Reil	Electrical Craftsman I	Not Applicable	Four C Construction, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/21/23	Caitlin Young	Occupational Therapy Asst	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/22/23	Ebony M Williams	Special Education Assistant	Not Applicable	VBPCS, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Purchasing Services	7/10/23	Cheryl M Levasseur	Procurement Systems Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	7/3/23	Mariah Davis	Psychologist	Temple University, PA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	7/31/23	Angela Neseth G Malpaya	Administrative Office Associate I	Not Applicable	VBPCS, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/15/23	Courtney Connor	Behavior Intervention Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of the Superintendent	7/17/23	Diana K McAndrews	Administrative Office Associate II	Not Applicable	Norfolk Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	6/26/23	Nancy M Pilley	Transportation Area Supervisor	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	7/1/23	Michael T Zellmer	Fleet Foreman	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	7/3/23	Derreck T Fisher	Transportation Area Supervisor	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	7/6/23	Oliver R Orne	Fleet Technician I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	7/14/23	Joseph P Delfino	Fleet Technician III	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/23/23	Charlene Whately	Auxiliary Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	6/30/23	Eduardo Garcia	General Assistant (regular contract to temporary)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	7/7/23	Dwayne M Connor	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Christopher Farms	8/28/23	Derius A Jackson	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Fairfield	6/30/23	Miranda C Lamb	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/23	David Hall	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	7/5/23	Keith L Madric	Custodian I (Job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	7/5/23	Christopher M White	Custodian I (Job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	6/30/23	Dorine Spellman	Cafeteria Assistant, 5.5 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Cox	7/27/23	Teesha A Sanders	Assistant Principal (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Green Run	7/5/23	Larry D Laureta	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Office of Programs for Exceptional Children	7/30/23	Stephanie Klotz	Audiologist (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	8/4/23	Kipp D Rogers	Chief Academic Officer Teaching and Learning (moved to public school system)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Consolidated Benefits	7/20/23	Kimberly M Goodwin	Benefits Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	7/25/23	Curtis Earling	Bus Driver - Special Ed, 6.5 Hours (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Creeds	10/31/23	Aimee S Slaabough	Assistant Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Linkhorn Park	9/30/23	George L Johnson	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Human Resources	8/31/23	Scott H Zellner	Human Resources Systems Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/23	Karen A Thomas	Bus Assistant Plan Bee, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/21/23	Victoria Alcantara Villar	First Grade Teacher	College of William and Mary, VA	Prince William County Public, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Arrowhead	8/21/23	Kayla D Bennett	Fifth Grade Teacher	Radford University, VA	Hampton Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Arrowhead	8/21/23	Maria C Vallejo Orozco	First Grade Teacher	Christopher Newport University, VA	Hampton City Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/21/23	Alexandra N Cassidy	Special Education Teacher	Longwood University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/21/23	Vanessa L Kelly	Fourth Grade Teacher	Montclair State University, NJ	Liveston Park ES, NJ
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/21/23	Karen J Merlos	Second Grade Teacher	University Arkansas Monticello, AR	Rogers School District, AR
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/21/23	Keisha A Rawls	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/21/23	Mary R Deskins	Special Education Teacher	Eastern Mennonite University, VA	Fairfax County Public Schools, VA

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Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/21/23	Nicole A Rathbone	Second Grade Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/21/23	Caleb A Repass	Second Grade Teacher	Ferrum College, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Brookwood	8/21/23	Ina M Leiderman	Music/Vocal Teacher, .200	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Brookwood	8/21/23	Stacy L Ritchard	Fourth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	8/21/23	Rachel E Garratt	Special Education Teacher	Messiah College, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Corporate Landing	8/21/23	Angelia Higgs	Special Education Teacher	Geneva College, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Creeds	8/21/23	Ashley R Peterson	Third Grade Teacher	College of William and Mary, VA	Currituck County Public School, NC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Fairfield	8/21/23	Rosemarie A Witt	Fifth Grade Teacher	Old Dominion University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Glenwood	8/21/23	Kathleen L Baltazar	Third Grade Teacher	Old Dominion University, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/21/23	Janell A DeFreitas	Special Education Teacher	Virginia Tech, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/21/23	Alexis P Pankey	Fifth Grade Teacher	Georgia Other, GA	Santa Rosa County, FL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/21/23	Breanna S Allred	Second Grade Teacher	Old Dominion University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/21/23	Cecelia Grove	Third Grade Teacher	Benedictine College, KS	Basehor-Linwood USD 458, KS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	8/21/23	Angelique E Langford	Special Education Teacher	Radford University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	8/21/23	Lindsay M Lane	First Grade Teacher	George Mason University, VA	Courthouse Christian, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	8/21/23	Anna C McQuitty	Second Grade Teacher	University of Virginia, VA	Albemarle County Public School, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	8/21/23	Lauren O'Brien	Art Teacher, .400	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/21/23	Kierra D Carver	Fourth Grade Teacher	Western Governors University, UT	Winchester Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	King's Grant	8/21/23	Hannah J Baker	First Grade Teacher	Ohio University, OH	West Holmes Local School, OH
Assigned to Instructional Salary Scale	Appointments - Elementary School	King's Grant	8/21/23	Mherian V Sagasay	Special Education Teacher	St. Dominic Savio College, PH	Cecilio Apostol Elementary School, PH
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	8/21/23	Melissa D Mezzouiso	Special Education Teacher	Univ North Carolina Greensboro, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	8/21/23	Alysha L Rayner	Fifth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Linhorn Park	8/21/23	Katie E Kirkpatrick	Third Grade Teacher	Virginia Tech, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Luxford	8/21/23	Jillian Y Tate	Fifth Grade Teacher	Liberty University, VA	Fairfax County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Lynnhaven	8/21/23	Katherine F Scott	Pre-Kindergarten Teacher	East Carolina University, NC	Loudoun County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Malibu	8/21/23	Lori A Salas	Third Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	New Castle	8/21/23	Margaret R Martin	School Counselor, .200	Virginia Commonwealth Univ, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	New Castle	8/21/23	Shariyb B Rollins	First Grade Teacher	University of Richmond, VA	Chesterfield County PS, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Ocean Lakes	8/21/23	Erin N Charles	First Grade Teacher	Pikeville University, WV	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Ocean Lakes	8/21/23	Katie A Rybolt	Third Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Ocean Lakes	8/21/23	Holly M Thurber	Fifth Grade Teacher	East Carolina University, NC	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/21/23	Emily K Best	Special Education Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/21/23	Megan L Meredith	Fourth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/21/23	Madison Pierce	Fourth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/21/23	Idaliz L Lawrence	Third Grade Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Princess Anne	8/21/23	Jessica M Miller	First Grade Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/21/23	Megan P Murphy	Third Grade Teacher	Emerson College, MA	Virginia Beach Friends School, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	8/21/23	Lisa G Payne	Kindergarten Teacher	Virginia Commonwealth Univ, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	8/21/23	Ethan B Voight	Kindergarten Teacher	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Strawbridge	8/21/23	Kacie R Salomonsky	Special Education Teacher	University of Virginia, VA	Roanoke Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Strawbridge	8/21/23	Jessica A Horton	School Counselor, .400	College of William and Mary, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/21/23	Victoria L Ponessa	Fourth Grade Teacher	Sierra Nevada College, NV	Hanford Elementary SD, CA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tailwood	8/21/23	Emily H Shubert	Art Teacher, .400	University of Virginia, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	8/21/23	Abigail F Tobin	Special Education Teacher	Univ of Massachusettes Amherst, MA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	8/21/23	Kimberly M Elswick	Special Education Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	8/21/23	Stephanie M Piron	Kindergarten Teacher	SUNY College Potsdam, NY	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	8/21/23	Brianna A Hawkins	Third Grade Teacher	Univ of Maryland College Park, MD	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/21/23	Yen T Lambert	Kindergarten Teacher	Virginia Tech, VA	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/21/23	Savannah C McInerney	Second Grade Teacher	Pikeville College, KY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/21/23	Chelsea N Rice	Third Grade Teacher	Univ North Carolina Greensboro, NC	Currituck County Public School, NC
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/21/23	Sharae M Scott	Kindergarten Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Woods	8/21/23	Taylor Casey	School Counselor	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/21/23	Kyle Deaton	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/21/23	Stephanie R Elcewicz	Fifth Grade Teacher	Hawaii Pacific University, HI	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/21/23	Laura H Harrison	Literacy Teacher	College of William and Mary, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/21/23	Heidemarie Klein	Eighth Grade Teacher	University of Phoenix, AZ	Neighborhood Charter School, NY
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/21/23	Madalyn E Lee	Health & Physical Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/21/23	Jordyn Mack	Seventh Grade Teacher	Hampton University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside Sixth Grade Campus	8/21/23	Sincerea L Strange	Health & Physical Education Teacher, .400	Old Dominion University, VA	Charlotte County PS, NC
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	8/21/23	Jerome Arrington	Eighth Grade Teacher	Liberty University, VA	Norfolk Christian Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	8/21/23	Jessica R Rice	Eighth Grade Teacher	Ohio Dominican University, OH	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	8/21/23	Kara L Williams	Special Education Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/21/23	Andrew S Clements	Seventh Grade Teacher	Cal State Univ Sacramento, CA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/21/23	Alexandra G Stahler	Seventh Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/21/23	Toby Via	Technology Education Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/21/23	Kendra Rentz	Seventh Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/21/23	Koby G Stern	Special Education Teacher	Rockford College, IL	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/21/23	Corey H Wiles	Special Education Teacher	Virginia Wesleyan University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/21/23	Traci L Worthingley	Teen Living Teacher	Averett University, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/21/23	Younica Wallace	Sixth Grade Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/9/23	Ana J Koufopoulos	School Counselor	Florida International Univ, FL	Doral Academy, FL
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/21/23	Lauren E Cashwell	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/21/23	Katherine E Corder	Art Teacher	University of Cincinnati, OH	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/21/23	Kate R Smith	Special Education Teacher	Appalachian State University, NC	Ashe County Schools, NC
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/21/23	Megan E Brennan Smith	Seventh Grade Teacher	Old Dominion University, VA	Norfolk Christian Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/21/23	Janeai A Carter	Seventh Grade Teacher	Hampton University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/21/23	Sophie E Durham	Seventh Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/21/23	Lisa B Hughes	Literacy Teacher	Nova Southeastern Univ, FL	Saginaw Township Comm Schls, MI
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/21/23	Clara G Bilka	Third Grade Teacher	Old Dominion University, VA	Chesapeake PS, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/21/23	Marissa E Nihill	Health & Physical Education Teacher	Texas State Univ San Marcos, TX	VBPCS
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/21/23	Samuel A Peterson	Sixth Grade Teacher	James Madison University, VA	Not Applicable

Personnel Report  
Virginia Beach City Public Schools  
July 25, 2023  
2023-2024

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective Date</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/21/23	Steven E Berry	Seventh Grade Teacher	Virginia Tech, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/21/23	Laura Hicks	Seventh Grade Teacher	Univ of Maryland College Park, MD	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/21/23	Gaby Keppler	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	8/21/23	Xiomy L Hudgins	Spanish Teacher	Regent University, VA	Portsmouth PS, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/21/23	Reagan E Keel	Sixth Grade Teacher	Virginia Tech, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/21/23	Brynn E Vandegriff	Seventh Grade Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/21/23	David Burnett	Social Studies Teacher	New Mexico State University, NM	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/21/23	Allen J Frisa	Science Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/21/23	Veronica Monte	Science Teacher	Bradley University, IL	U.S. Army
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/21/23	Samantha E Wilson	Science Teacher	Mary Baldwin College, VA	Clovie Unified School District, CA
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/2/23	Sharon M Ruffin	School Counselor	Walden University, MN	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/2/23	Carly H Wampler	School Counselor	Regent University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/21/23	Jennifer Burch	Social Studies Teacher	Radford University, VA	Lakeland HS, VA
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/21/23	John A Shield	Technology Education Teacher	Cal State Univ San Bernardino, CA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/21/23	Jessica N Baker	Music/Instrumental Teacher	Virginia Commonwealth Univ, VA	VBPCS, VA
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/21/23	Adrienne Bracy	Graduation Coach	Averett University, VA	Newport News Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/21/23	Fetulaiina A Iosefa	Health & Physical Education Teacher, .600	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	8/21/23	Emma G Batton	English Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/21/23	Victoria R Argabright	English Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/21/23	Jesse Boyd	German Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/21/23	Haleigh S Settle	Special Education Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/4/23	Mariela Valverde	English Second Language	American College of Education, IN	Stafford County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/21/23	Victoria Bethley	Science Teacher	Grand Canyon University, AZ	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	8/2/23	Danetia M Wilkins	School Counselor	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/1/23	Joseph R Lynn	Naval Science Instructor	Not Applicable	United States Navy
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/2/23	Keisha T Mercer	School Counselor	Norfolk State University, VA	Prince William County Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/21/23	Brandi Butler	Science Teacher	Western Governors University, UT	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/21/23	Jenna K Moore	Art Teacher, .600	Indiana Univ of Pennsylvania, PA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/21/23	Joseph S Surwila	Special Education Teacher	Virginia Wesleyan University, VA	SECCP, VA
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/21/23	Harold D Warner	Health & Physical Education Teacher	Eastern Michigan University, MI	St. Catherine's School, VA
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	8/21/23	Sherrie I Roberts	Special Education Teacher	St Leo College, FL	VBPCS, VA
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	8/21/23	Chester C Urbanske Donnelly	Health & Physical Education Teacher	Old Dominion University, VA	US Navy
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/4/23	Sarah E Stratman	Marketing Education Teacher	Boston University, MA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	8/2/23	Christopher Ralph	School Counselor	Canisius College, NY	Volusia County Schools, FL
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	8/21/23	Ryan K Peck	Latin Teacher	Christopher Newport University, VA	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Technical And Career Education Center	8/4/23	Blair R Cannon	Trade & Industrial Teacher	Johnson & Wales Univ, RI	Forsyth County Club, NC
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/21/23	Sara N Humphries	Hearing Impairment Teacher	Radford University, VA	Courthouse Christian Preschool, VA
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/23	Jennifer Brearley	Fifth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Parkway	6/30/23	Rebecca C Toohey	Second Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont Forest	6/30/23	Geniece J Hyman	Math Coach (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Corporate Landing	6/30/23	Brooke E Boutwell	English Second Language (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Technical And Career Education Center	6/30/23	Kelli C Rodgers	Nursing Instructor (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Point O'View	8/31/23	Elizabeth L Silva	Fifth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Landstown	9/30/23	James P Keegan	Literacy Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Middle School	Brandon	7/31/23	Taylor D Lovejoy	Assistant Principal	Old Dominion University, VA	VBPCS
Administrative	Appointments - Middle School	Landstown	TBD	Chelsea L Bax	Assistant Principal	Arkansas State University, AR	VBPCS
Administrative	Appointments - High School	Cox	7/31/23	Carrie E Gantt	Assistant Principal	Regent University, VA	VBPCS
Administrative	Appointments - High School	Green Run	7/26/23	Kelly J Foster	Assistant Principal	Old Dominion University, VA	VBPCS
Administrative	Appointments - Miscellaneous	Department of School Leadership	TBD	Melanie J Hamblin	Senior Executive Director, Elementary Schools	Wingate University, NC	VBPCS
Administrative	Appointments - Miscellaneous	Office of Gifted Education & Academy Programs	TBD	Crystal L Lewis-Wilkerson	Director K-12 & Gifted Programs	Virginia Tech, VA	VBPCS



**Subject:** Amendment to Bylaw 1-28 Regarding Policy Review Committee **Item Number:** 15B

**Section:** Action **Date:** July 25, 2023

**Senior Staff:** \_\_\_\_\_

**Prepared by:** Kamala H. Lannetti, School Board Attorney

**Presenter(s):** Kamala H. Lannetti, School Board Attorney

**Recommendation:**

That the School Board amend Bylaw 1-28 Committees, Organizations and Boards – School Board Member assignments to have five School Board Members appointed to the Policy Review Committee.

**Background Summary:**

Bylaw 1-28 C 2 Policy Review Committee states that the School Board Policy Review Committee (PRC) will consist of three School Board Members. Each year more than three School Board Members request to be appointed to the Policy Review Committee. After due consideration, the Chair and the Vice Chair are recommending that the School Board amend Bylaw 1-28 C 2 to change the amount of School Board Members appointed to the Policy Review Committee from three to five School Board Members.

Bylaw 1-30 Adoption, Amendment, Repeal or Suspension of Bylaws states that proposed amendment of a Bylaw should first be presented to all Members of the School Board in written form on the Information Agenda. Amendment of a Bylaw requires an affirmative vote of seven of eleven of the School Board Members if all School Board Members are present. If less than all the School Board Members are present, then amendment will require an affirmative vote of one half plus one of the School Board Members present.

**Source:**

Bylaw 1-28 Committees, Organizations and Boards – School Board Member assignments  
Bylaw 1-30 Adoption, Amendment, Repeal or Suspension of Bylaws

**Budget Impact:**

N/A

## **SCHOOL BOARD BYLAWS**

### **Committees, Organizations and Boards – School Board Member Assignments**

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

#### **A. General matters**

##### **1. Creation**

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

##### **2. Authority**

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

##### **3. Assignments**

Unless otherwise specified, the School Board Chair in consultation with the Vice Chair will recommend to the School Board School Board Members and others to be assigned to Committees. The School Board by majority vote will appoint School Board Committee Members by July 1st of each year. Assignments may be reviewed in January of each year or when otherwise necessary. Each School Board Member should be assigned to at least one (1) Committee. Appointment to a Committee should take into consideration, but not be limited to, the following (the order of considerations does not indicate priority of considerations) equitable distribution of Committee assignments among School Board Members; expressed interests of School Board Members; experience of School Board Member; a School Board Member's training, education and/or experience with the purpose of the committee; continuity of

service and historical knowledge; availability for meetings; the need for diversity; the needs of the School Board; and other good and just cause.

Should one or more representatives of the School Board be needed to attend a Committee meeting prior to the School Board's adoption of Committee assignments, the Chair is authorized to temporarily appoint School Board Members to that Committee. Assignments to a Committee are effective until June 30th of each year or until such time as the School Board appoints new Committee Members, whichever is later.

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

#### 4. Individual Authority

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

#### 5. Reports

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

#### 6. Committee Chair

The Committee Chair will be chosen by the Members of the Committee unless otherwise specified. For the purposes of electing a Committee Chair, the most senior School Board Member attending the first meeting of the fiscal year (starting July 1st) (or the most senior assigned staff member attending the meeting if a School Board Member is not present at the first meeting) shall conduct the election of the Committee Chair. Until such time as a new Committee Chair is elected, the current Committee Chair may continue to serve as the Committee Chair so long as the Committee Chair remains appointed to that Committee. If the Committee Chair is no longer on the School Board, the most senior School Board Member on the Committee will serve as the Chair until a new chair is elected. All School Board created Committees shall be chaired by an assigned School Board Member unless the Committee structure specifically requires that another person be the Committee Chair. When choosing a Committee Chair, the following shall be considered: a) continuity of membership; b) expressed interest of assigned School Board Members; c) diversity of membership; and d) needs of the School Board Committee.

#### 7. Roles and Responsibilities of the Committee Chair

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

committee members; h) should try to maintain the agreed upon scheduled for Committee meetings and give consideration to the availability of Committee Members before changing the meeting date, time or location.

8. School Board Standing Committees will follow the School Board Standing Committee Procedures set forth in School Board Bylaw Appendix C.

## **B. Committee Meetings**

### **1. Notices of Meetings by Committee Chair**

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

### **2. Public Access**

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

### **3. Rules of Order**

School Board Committees may, but are not required to, follow the Standing Rules and the Special Rules of Order.

## **C. School Board Standing Committees**

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

### **1. Internal Audit Committee**

The Internal Audit Committee consists of three to four Members, including two or three Members of the School Board and one or more citizens of the City of Virginia Beach to serve as the third and/or fourth Member.

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

### **2. Policy Review Committee**

The School Board Policy Review Committee (PRC) will consist of ~~three~~ five School Board Members. The School Board, at its discretion, may appoint a citizen to serve as a voting member. The School Board

Attorney, the Chief of Staff and other staff members appointed by the Superintendent will serve as liaisons to the PRC but will not be voting members.

The responsibilities of the PRC will be to consider input from the public, students, staff, the school administration, or other stakeholders and advise the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations.

### 3. Planning and Performance Monitoring Committee

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

- a. Planning responsibilities will include, but not be limited to:
  1. updating the strategic and operational planning/budgeting process and calendars;
  2. establishing annual operating priorities and targets/goals to guide budget development;
  3. identifying operational issues deserving special attention in the next year's budget (e.g., unmet needs, transportation, compensation, building safety);
  4. identifying and prioritizing opportunities for significant innovation in particular areas;
- b. Performance Monitoring responsibilities will include, but not be limited to:
  1. recommending key planning "products" to the full School Board for review and approval (e.g., updates to the vision/mission statement, new strategic plan, the annual budget);
  2. working with the School Administration in updating the content and format of performance reports being sent to the School Board (e.g., student testing, program evaluation calendar and reporting, strategic plan/navigational marker reporting);
  3. reviewing performance reports, identifying issues and opportunities; and
  4. assisting with presentation of performance reports at regular School Board Meetings.

### 4. Governance Committee

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

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

m. such other duties assigned to the Governance Committee by the School Board.

5. Legislative Committee

The Legislative Committee will consist of three School Board Members, School Board Attorney, the School Board's Legislative Consultant and those staff members appointed by the Superintendent who will serve as liaisons to the Committee but will not be voting members. The Legislative Committee is responsible for the development of the School Board's proposed annual legislative package. The legislative package, priorities and positions shall be based upon input from the School Board and the Superintendent. The Legislative Committee is also responsible for developing the School Board's regional legislative position and for acting as the School Board's liaison to the Virginia General Assembly as well as other publicly elected bodies.

6. Building Utilization Committee

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

7. Student Discipline Committees

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

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

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

1. CIP/Modernization Review Committee

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

#### **E. School Board Ad Hoc Committees**

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

1. Ad Hoc School Site Selection Committee

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

2. Other Ad Hoc Committees as needed.

#### **F. School Division Standing Committees with School Board Member Liaisons**

If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members of School Division Standing Committees. Voting rights of School Board Members serving as liaisons are determined by the Committee. The Superintendent shall provide a list of all such Liaison positions to the School Board by June 1st of each year.

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

- a. Equity Council

The Equity Council addresses issues related to diverse populations and how the organizational climate contributes to fostering: greater student achievement; effective communication across all levels and with the greater community; honoring and listening to all voices; providing focused opportunities discussion, feedback, input and support to the implementation of Compass to 2025 and future School Board goals; reporting on all aspects of diversity and equity with a special focus on students of color; resources and support to further the work educational equity within the School Division. The Superintendent will designate a staff member to serve as the Chair of the Equity Council. No more than two (2) School Board Members will be assigned as liaisons to the Equity Council.

- b. 403 b Plan Oversight Committee

- c. Mental Health Taskforce

No more than two School Board Members will be assigned as liaisons to the Mental Health Taskforce.

#### **G. Outside Committees, Organizations or Boards**

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

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

1. Green Run Collegiate Charter Board
2. Governor's School for the Arts;
- ~~3. Mayor's Committee for Persons with Disabilities;~~
- ~~4.3.~~ SECEP - Southeastern Cooperative Educational Program;
- ~~5.4.~~ VSBA - Virginia School Board Association Delegate Assembly;
- ~~6.5.~~ Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee;
- ~~7.6.~~ Sister Cities Association of Virginia Beach;
- ~~8.7.~~ Deferred Compensation Board;
- ~~9.8.~~ Access College Foundation; and
- ~~10.9.~~ Virginia Beach Human Rights Commission

#### **Related Links**

School Board Bylaws [Appendix A](#)

School Board Bylaws [Appendix C](#)

School Board [Policy 3-96](#)

School Board [Internal Audit Charter](#), as amended.

Adopted by School Board: July 21, 1992

Amended by School Board: April 19, 1994

Amended by School Board: January 3, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: August 7, 2001

Amended by School Board: August 21, 2001

Amended by School Board: May 28, 2002

Amended by School Board: August 6, 2002

Amended by School Board: July 15, 2008

Amended by School Board: December 2, 2008

Amended by School Board: December 15, 2015

Amended by School Board: August 2, 2016

Amended by School Board: June 11, 2018

Amended by School Board: February 12, 2019

Amended by School Board: November 12, 2019

Amended by School Board: January 28, 2020

Amended by School Board: June 23, 2020

Amended by School Board: February 23, 2021

Amended by School Board: September 28, 2021

Amended by School Board: December 13, 2022

Amended by School Board: April 4, 2023

Amended by School Board: 2023



**Subject:** School Board Committee Assignments FY 2024 **Item Number:** 15C

**Section:** Action **Date:** July 25 2023

**Senior Staff:** N/A

**Prepared by:** Trenace B. Riggs, School Board Chair

**Presenter(s):** Trenace B. Riggs, School Board Chair

**Recommendation:**

That the School Board approve the School Board Member assignments to School Board Committees, Organizations and Boards for FY24. These assignments will be in effect until June 30, 2024 or until such time as the School Board appoints new Committee Members.

**Background Summary:**

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

In accordance with Bylaw 1-28, unless otherwise specified, the School Board Chair in consultation with the Vice Chair will recommend to the School Board School Board Members and others to be assigned to Committees. The School Board by majority vote will appoint School Board Committee Members by July 1st of each year. Assignments may be reviewed in January of each year or when otherwise necessary. Each School Board Member should be assigned to at least one (1) Committee.

Until such time as a new Committee Chair is elected, the current Committee Chair may continue to serve as the Committee Chair so long as the Committee Chair remains appointed to that Committee. If the Committee Chair is no longer on the School Board, the most senior School Board Member on the Committee will serve as the Chair until a new chair is elected.

**Source:**

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

**Budget Impact:**

N/A

			<b>FY2024 Recommendation</b>
<b>C.</b>	<b>BYLAW 1-28: SCHOOL BOARD MEMBER STANDING COMMITTEES ASSIGNMENTS</b>		
C1.	<b>Internal Audit:</b> The Internal Audit Committee consists of a minimum of three Members, including at least two Members of the School Board and a third Member from the business community. The Internal Audit Committee assists the full School Board in considering internal and external audit matters, including the timely reporting to the School Board of material actions or inactions of school employees that could lead to charges of malfeasance in office by School Board Members or School Division employees or agents. The Internal Audit Committee has established the Office of Internal Audit, which reports directly to the Internal Audit Committee, and through the Internal Audit Committee, to the full School Board, as more particularly set forth in <a href="#">Policy 3-96</a> and the Internal Audit Charter. <i>[Generally, will meet quarterly; subject to change]</i>		Jennifer Franklin Kimberly Melnyk* Jessica Owens Larry Davenport (citizen member)
C2.	<b>Policy Review (PRC):</b> The School Board Policy Review Committee will consist of three School Board Members. The School Board, at its discretion, may appoint a citizen to serve as a voting member. School Board Legal Counsel and the Chief of Staff or designee will serve as liaisons to the Committee but will not be voting members. The Chief of Staff may assign other staff members to serve on the Policy Review Committee for designated periods of time for the purpose of assisting the Policy Review Committee. The Policy Review Committee will be responsible for advising the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations. <i>[Generally, will meet Thursday following the 1<sup>st</sup> regular School Board meeting of the month; subject to change]</i>		Beverly Anderson Kathleen Brown Victoria Manning* Staci Martin (tentative upon approval of Bylaw) Jessica Owens (tentative upon approval of Bylaw)
C3.	<b>Planning and Performance Monitoring Committee (PPM):</b> Consists of three School Board members. The Supt. and other staff members assigned by the Supt. will serve as liaisons to the committee but will not be voting members. The purpose of the committee is to provide transparent oversight of school division resources and processes to ensure effective and efficient operations to in support of the division's vision, mission and strategic goals as well as coordinate School Board member engagement in strategic and operational planning including budget development. Responsibilities are outlined in Bylaw 1-28, C3 <i>[Generally, will meet the second Monday of the month; subject to change]</i>		Beverly Anderson* Jennifer Franklin Staci Martin
C4.	<b>Governance:</b> Consists of the School Board Chair and the Chairs of the Internal Audit Committee, the Policy Review Committee, and the Planning and Performance Monitoring Committee. Additionally, one other School Board Member will be recommended by the School Board Chair and approved by the School Board to also serve on the Committee. The Superintendent will serve as a liaison to the Committee but will not be a voting member. Responsibilities are outlined in Bylaw 1-28, C4 <i>[Generally, will meet the first Wednesday of every month; subject to change]</i>		School Board Chair* Audit Chair PPM Chair PRC Chair Jessica Owens
C5.	<b>Legislative:</b> The Legislative Committee will consist of three School Board Members, School Board Legal Counsel, the School Board's Legislative Consultant and those staff members appointed by the Superintendent. The Legislative Committee is responsible for the development of the School Board's proposed annual legislative package. The legislative package, priorities and positions shall be based upon input from the School Board and the Superintendent. The Legislative Committee is also responsible for developing the School Board's regional legislative position and for acting as the School Board's liaison to the Virginia General Assembly as well as other publicly elected bodies.		David Culpeper Staci Martin* Kimberly Melnyk
C6.	<b>Building Utilization:</b> The Building Utilization Committee (BUC) annually reviews enrollment projections and impact on optimal building utilization. Three School Board Members shall be assigned to the BUC. The Superintendent may assign appropriate staff members to assist the BUC in its review. At its discretion, the BUC may invite input from PTAs or other community groups directly impacted by any recommendation from the BUC. (ref. SB Pol 5-14, Sec C)		Michael Callan David Culpeper* Carolyn Weems
C7.	<b>Student Discipline:</b> The Chairman shall recommend and the School Board shall approve three Committees of the School Board to hear student discipline cases as needed. Each Committee shall consist of three (3) voting School Board Members and one (1) nonvoting school counselor. Each Member of a Committee, excluding the school counselor, has authority to make motions and vote on that Committee. Each Committee shall meet to determine cases dealing with expulsions and long-term suspensions as set forth in School Board policy or regulation. A unanimous decision of a Committee consisting of three School	Committee I (2 <sup>nd</sup> & 4 <sup>th</sup> Mon) 3:00 PM	David Culpeper Jennifer Franklin* Kimberly Melnyk
		Committee II (1 <sup>st</sup> & 2 <sup>nd</sup> Thurs) 3:00 PM	Michael Callan Victoria Manning Jessica Owens*

			FY2024 Recommendation
	Board Members regarding long-term suspensions and expulsions is final. If a Committee's decision is not unanimous, or if the decision is made by a Committee of less than three (3) School Board Members, the decision of the Committee may be appealed to the full School Board.	Committee III (1 <sup>st</sup> & 3 <sup>rd</sup> Wed) 3:00 PM	Beverly Anderson* Kathleen Brown Staci Martin
D. JOINT SCHOOL BOARD AND CITY COUNCIL COMMITTEES			
D1.	<b>CIP/Modernization Review Committee:</b> Joint City Council/School Board Committee which meets annually to review status of ongoing school modernization program. The School Board Chair will recommend and the School Board will approve two School Board members and one alternate to serve on the Committee. The School Board Chair will appoint the Committee Chair.		Victoria Manning* Kathleen Brown Beverly Anderson (alt.)
E. SCHOOL BOARD AD HOC COMMITTEES			
E1.	<b>School Site Selection:</b> The School Site Selection Committee is an Ad Hoc School Board Committee that is appointed as needed to assist the School Board in considering proposals for new school sites.		As needed
E2.	<b>Workforce Development:</b> The purpose of the Ad Hoc Workforce Development Committee is to prepare a report to the School Board and the City Council regarding the needs of the City of Virginia Beach for current and future workforce development.		Staci Martin Carolyn Weems
E3.	<b>Jericho Road:</b> The Ad Hoc Committee to Study Open Space Uses for School Property on Jericho Road as approved at the June 27, 2023 School Board meeting.		Staci Martin Carolyn Weems*
F. SCHOOL DIVISION STANDING COMMITTEES WITH SCHOOL BOARD MEMBERS AND/OR LIAISONS			
If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members and/or Liaisons of School Division Standing Committees. The Committees will determine the voting rights of the Liaisons.			
F1a	<b>Equity Council:</b> The Equity Council addresses issues related to diverse populations and how the organizational climate contributes to fostering: greater student achievement; effective communication across all levels and with the greater community; honoring and listening to all voices; providing focused opportunities discussion, feedback, input and support to the implementation of Compass to 2025 and future School Board goals; reporting on all aspects of diversity and equity with a special focus on students of color; resources and support to further the work educational equity within the School Division. The Superintendent will designate a staff member to serve as the Chair of the Equity Council. No more than two (2) School Board Members will be assigned as liaisons to the Equity Council.		Jessica Owens Kimberly Melnyk Kathleen Brown (alt.)
F1b	<b>403b Plan Oversight Committee:</b> Established by Charter approved by the School Board February 25, 2020 to delegate to a 403(b) Plan Oversight Committee (consisting of at least 3 but no more than 9 voting members to include one School Board member with the CFO serving as the Chair of the committee), general responsibility and discretionary authority for the administration, interpretation and operation, and investment of plan assets of the School Board of the City of Virginia Beach Section 403(b) Retirement Savings Plan.		Michael Callan
F1c	<b>Mental Health Task Force:</b>		Jessica Owens Carolyn Weems
OUTSIDE ORGANIZATIONS			

<b>G. The School Board Chair will recommend and the School Board will approve School Board Members to represent the School Board on Outside Organizations. In those instances, School Board Members have authority to bind the School Board for the limited purpose for which the Outside Committee allows.</b>		
G1.	<b>Green Run Collegiate Charter Board</b>	Kimberly Melnyk Jennifer Franklin (alt.)
G2.	<b>Governor’s School for the Arts:</b> Programs in dance, vocal and instrumental music, performing arts, theatre, and visual arts for talented and motivated students who want to develop their potential in the arts to a high degree [Same mbr assignment as SECEP since committees meet back to back at same location]	Kimberly Melnyk Beverly Anderson (alt.)
G3.	<b>Mayor’s Committee for Persons with Disabilities:</b> On behalf of all people with disabilities, and in an advisory capacity to the Mayor, our mission is to raise the awareness of the Mayor, City Council, City Administration and the community at-large of the needs of persons with disabilities. We assist in formulating solutions to meet those needs and provide advice on issues involving compliance with state and national legislation addressing their needs.	Kathleen Brown Carolyn Weems (alt.)
G4.	<b>Southeastern Cooperative Educational Programs (SECEP):</b> Provides a formal structure through which eight local school systems can plan and operate programs for alternative education and children with special needs [Same mbr assignment as GSA since committees meet back to back at same location]	Kimberly Melnyk Beverly Anderson (alt.)
G5.	<b>Virginia School Boards Association (VSBA) Voting Delegate at Annual Convention held in November in Williamsburg, VA:</b> NOTE: Any Board member who serves on the VSBA Board of Directors cannot be a voting delegate.	Trenace Riggs (alt.)
G6.	<b>Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee (EAC):</b> The EAC is the decision-making body on matters related to the policy, planning and operation of WHRO public education related activities	Michael Callan Jennifer Franklin (alt.)
G7.	<b>Sister Cities Association of Virginia Beach:</b> The mission of the Virginia Beach City Association (VBSCA) is to foster international understanding, friendship, and cooperation by promoting people-to-people exchanges and continuing relationships between our city and citizens	Trenace Riggs Beverly Anderson (alt.)
G8.	<b>457 Deferred Compensation Board:</b> The city council has authorized the adoption of the Commonwealth of Virginia 457 Deferred Compensation Plan (COV457). The City’s/Schools 457 Deferred Compensation Plan (COV457) is managed by the Virginia Retirement System (VRS) which administers the investment policy and prudent fiduciary standards. The 457 Deferred Compensation Plan is subject to the periodic oversight and input to (VRS) of the local 457 deferred compensation board. The appointee also requires City Council approval.	Michael Callan
G9.	<b>Virginia Beach Human Rights Commission:</b> Assignment initiated Feb. 2016 by invitation from the VB Human Rights Commission for a School Board liaison to serve on the committee	Kimberly Melnyk Jennifer Franklin (alt.)
G10.	<b>Access College Foundation:</b> ACCESS College Foundation was founded in 1988 to eliminate barriers to postsecondary education and increase college attainment for underrepresented and low-income students. Access College Foundation mission - provide educational pathways leading to certification or college degree attainment and career opportunities for students, particularly those who may not otherwise have access.	Trenace Riggs

<b>POLICY 7-21 Citizens’ Advisory Committees</b>		<b>FY2023 Members Assignments</b>
<b>SCHOOL BOARD LIAISONS TO CITIZENS' ADVISORY COMMITTEES</b> With the exception of the Strategic Plan Committee, the School Board may designate one School Board Member and one School Board Member alternate to serve as the School Board Liaison to a Citizens’ Advisory Committee. Such liaison will not have voting rights on the committee and will not have the authority to bind the School Board regarding any matter related to the committee.		
B1.	<b>Special Education Advisory Committee</b>	Victoria Manning Jennifer Franklin (alt.)
B2.	<b>General Advisory Council for Technical and Career Education</b>	Carolyn Weems

POLICY 7-21 Citizens' Advisory Committees		FY2023 Members Assignments
		Jennifer Franklin (alt.)
B3.	<b>Community Advisory Committee for Gifted Education</b>	Jennifer Franklin Michael Callan (alt.)
B4.	<b>Interagency Adult Basic Education Advisory Committee</b>	Michael Callan Staci Martin (alt.)
B5.	<b>School Health Advisory Committee</b>	Victoria Manning Staci Martin (alt.)
B6.	<b>Strategic Plan Committee:</b> Citizen members shall be appointed by the School Board upon recommendation of the Superintendent. In addition, the School Board Chair will recommend and the School Board will approve two (2) School Board Members to serve.	Every five years

OTHER		
	<b>Virginia Beach Education Foundation (VBEF):</b> The mission of the Education Foundation is to raise private sector support to fund innovative learning programs and other teacher initiatives that support the students of Virginia Beach City Public Schools.	School Board Chair



**Subject:** Wellness Days **Item Number:** 15D

**Section:** Action **Date:** July 25, 2023

**Senior Staff:** Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

**Prepared by:** Cheryl R. Woodhouse, Chief Human Resources Officer

**Presenter(s):** Cheryl R. Woodhouse, Chief Human Resources Officer

**Recommendation:**

The School Board was presented with recommendations for consideration on the Future of Wellness Leave.

The recommendations for consideration include:

- Keep Wellness Leave or Discontinue
- Provide 1 or 2 days of Wellness Leave to current eligible employees.
- Make Wellness Leave permanent OR consider approving Wellness Leave annually
- Maintain establish parameters on the usage of Wellness Leave.
- Prorate the issuance of Wellness Leave for new employees up to May 31.

**Background Summary:**

In the 2022-2023 academic year, all qualifying staff members in a designated allocated benefited position were granted two days of wellness leave.

Also, as shared during a previous school board workshop, data gathered regarding the “GLOWS” positive aspects emphasized that Wellness Leave received the highest rating compared to other factors to keep.

**Source:** TBD

**Budget Impact:**

Projected cost for one day: \$1,270,638

Projected cost for two days: \$2,541,276



Subject: Closed Session Item Number: 17

Section: Closed session Date: July 25, 2023

Senior Staff: \_\_\_\_\_

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

**Recommendation:**

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 2, 7, 8, and 29 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
29. Discussion of the award of a public contract involving the expenditure of public funds, including interviews of bidders or offerors, and discussion of the terms or scope of such contract, where discussion in an open session would adversely affect the bargaining position or negotiating strategy of the public body.

Namely to discuss:

- A. Superintendent search consulting firm interview and discussion and Acting Superintendent contract.
- B. Old Donation School – request by parents for meeting.
- C. Status of pending litigation or administrative cases.
- D. Consultation with legal counsel regarding probable litigation and pending litigation matters.
- E. Consultation with legal counsel concerning compliance with VDOE Model Policies effective July 19, 2023 and School Board's Resolution Affirmation of Commitment to Nondiscrimination and Anti-harassment of LGBTQ+ Youth and Adults in the VBCPS Educational Environment.

**Background Summary:**

N/A

**Source:**

Code of Virginia §2.2-3711, as amended

**Budget Impact:**

N/A

## **Decorum and Order-School Board Meetings 1-48**

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

### **SCHOOL BOARD BYLAWS**

#### **Decorum and Order-School Board Meetings**

##### **A. Purpose of decorum and order during meetings**

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

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

##### **B. Limitations on addressing the School Board**

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

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

##### **C. Other expressive activities during meetings**

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

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The

School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

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

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

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

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

**D. Other methods of communicating with the School Board**

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

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out

items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

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

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.
- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- G.** No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.