



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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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 Retreat/Abridged Meeting MINUTES

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

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

MONDAY, JULY 10, 2023

Chair Riggs convened the School Board Retreat at 9:00 a.m. on the 10th 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, 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

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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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

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.

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 9th 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.

Abridged School Board Meeting MINUTES
Tuesday, July 11, 2023
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(757) 263-1000

1. **Call to Order and Attendance:** Chair Riggs convened the Abridged School Board meeting at 4:30 p.m. on the 11th 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, broadcast on VBTv 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, 2nd Quarter Forecast; Ms. Martin requested to add Legislative Update to the September 12 School Board Meeting.

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.

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.

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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