

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

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Donald E. Robertson, Ph.D., Acting Superintendent

#### School Board Regular Meeting Proposed Agenda Tuesday, November 14, 2023

School Administration Building #6, Municipal Center

2512 George Mason Drive P.O. Box 6038 Virginia Beach, VA 23456 (757) 263-1000

Public seating will be made available on a first-come, first-served basis. Members of the public will also be able to observe the School Board Meeting through livestreaming on schoolboard.vbschools.com/meetings/live, broadcast on VBTV Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN\_gpWaciztT6KrGXYT6y6aGA Call-in (301) 715-8592 829 2095 2568

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws <u>1-47</u> and <u>1-48</u>. Public comment is always welcome by the School Board through their group e-mail account at <u>SchoolBoard@VBCPSboard.com</u> 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 November 13, 2023.

1. A. School Board Administrative Matters and Reports B. HYA Presentation - Leadership Profile Report Calendar Timeline for 2024-2025 C. D. PPEA Interim Agreement Update 2. **Closed Session** (as needed) 3. 4. 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

- 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. October 24, 2023, Regular School Board Meeting Added 11/13/2023

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

The School Board will hear public comments at the November 14, 2023, School Board Meeting. Citizens may sign up to speak by completing the <u>online</u> 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 November 14, 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 School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 by 5:45 p.m. November 14, 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, <u>1-47</u> and <u>1-48</u> requirements for Public Comment and Decorum and Order.

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

#### School Board Regular Meeting Proposed Agenda (continued) Tuesday, November 14, 2023

#### 12. Information

- A. Strategic Plan Ad Hoc Committee Appointments
- B. Textbook Adoption:
  - 1. Parenting and Early Learning Careers
  - 2. Teen Living (Grades 6, 7 and 8)
- C. Part-time Pay Rates
- D. VSBA Legislative Proposals

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

#### 14. Consent Agenda

- A. Policy Review Committee (PRC) Recommendations:
  - 1. Policy 4-62/Evaluation: Licensed Personnel
  - 2. Policy 5-6/Student/Parent/Guardian Appeals
  - 3. Policy 5-11/Age of Compulsory Attendance/Exemptions
  - 4. Policy 5-12/Legal Withdrawal
  - 5. Policy 5-13/Home Instruction
  - 6. Policy 5-17/Absences/Truancy/ Parental Notification
  - 7. Policy 5-21/Student Suspensions and Expulsions
  - 8. Policy 5-36/Conduct Invoking Punitive Action
  - 9. Policy 7-3/Access to Records
- B. Recommendation of a General Contractor:
  - 1. Diamond Springs Elementary School Chiller/Boiler Replacement Updated 11/14/2023; coversheet under
  - 2. First Colonial High School Roof Top Unit (RTU) Replacements
- C. Canvas: Year-One Implementation Evaluation

#### 15. Action

- A. Personnel Report / Administrative Appointments Updated 11/20/2023
- B. Policy Review Committee (PRC) Recommendations:
  - 1. Bylaw 1-14/Compensation and Expenses
- C. VSBA Legislative Proposals
- **16.** *Committee, Organization or Board Reports*
- 17. Return to Administrative, Informal, Workshop or <u>Closed Session</u> matters
- 18. Adjournment



Subject: Superintendent Search- HYA Leadership Profile Report and Survey Item Number: 1B		
Section: Administrative, Informal, and Workshop	_ Date: <u>November 14, 2023</u>	
Senior Staff: <u>N/A</u>		
Prepared by: Kamala H. Lannetti, School Board Attorney		
Presenter(s): Hazard, Young, Atea & Associates consultants: Dr. Brad Draeger, Dr. Connie Collins, Dr. Ted Blaesing		

**Recommendation:** 

That Hazard Young Atea Associates, the School Board's consultants for the Superintendent Search, present the results of Leadership Profile and discuss with the School Board the next steps in the Superintendent Search process.

#### **Background:**

The contract for Hazard Young Atea Associates (HYA), the School Board's consultants for the Superintendent Search, includes the development of a Leadership Profile through interviews with School Board Members, selected community members, staff, and students. Over 66 interviews were conducted during October 2023. Additionally, HYA conducted an online survey for stakeholders to provide input into the Leadership Profile. Over 4,400 individuals participated in the online survey. From the data received through the interviews and the online survey results, HYA has produced a Leadership Profile Report and VBCPS desired characteristics. HYA will present summaries of survey results along with the Leadership Profile to the School Board to assist the School Board in developing its processes for selecting, interviewing, and choosing candidates for the Superintendent position.

The presentation materials along with the result for survey will be posted on vbschools.com for public review.

Source:

**Budget Impact:** 

N/A



### **VIRGINIA BEACH CITY PUBLIC SCHOOLS**

### Superintendent Search Leadership Profile Report

Virginia Beach, Virginia November 14, 2023

1475 East Woodfield Rd, 14<sup>th</sup> Floor | Schaumburg, IL 60173 | hya@hyasearch.com | 847.724.8465 | www.hyasearch.com

Here is what has happened in the last 44 days!

- ✓ Planned the search and community engagement
- Created and posted national advertising
- ✓ Invitations to participate
- ✓ Post and analyze survey data
- ✓ Interviews and meetings
- ✓ Data compilation and analysis
- ✓ Report preparation and presentation
- Numerous phone call, text messages and emails to potential candidates

+ Invitations sent to individuals and groups identified by Board Members

+ Facilitated invitations and remote sessions

+ Special thanks to; Kami Lannetti, Anna Cleveland, Cielo Watson, Regina Toneatto and the District's technology staff

### Superintendent Profile and State of the District <u>Survey</u>

### Completed by 4423 stakeholders on-line

- 1554 Parents or Guardians
- 749 Students
- 1258 Certified or Licensed Staff Teachers
- 424 Support Staff
- 219 Community Members
- 219 Administrators

Stakeholder Group	Frequency	Percent
Administrators	219	5.0%
<b>Community Members</b>	219	5.0%
Parents	491	35.1%
Students	749	16.9%
Support Staff	424	9.6%
Teachers	1258	28.4%
Total	4423	100.0%

**Overall Respondents to the Online Survey selected the following as <u>strengths</u> of the district:** 

- Technology is integrated into the classroom.
- District technology infrastructure is sufficient to support use of technology in the classroom.
- The District employs effective teachers, administrators and support staff in its schools.
- The District provides a clear, compelling shared vision for the future.
- Facilities are well maintained.

### **Top-rated** <u>**Competencies**</u>

• Foster a positive, professional climate of mutual trust and respect among faculty, staff, and administrators

 Recruit, employ, and retain effective personnel throughout the District and its schools

- Provide transparent communication
- Establish a culture of high expectations for all students and personnel
- Understand and be sensitive to the needs of a diverse student population

# VIRGINIA BEACH CITY PUBLIC SCHOOLS Leadership Profile Report Community Engagement Focus Groups and Individuals

- 1. Strengths, Points of Pride of the District?
- 2. Challenges and Issues Facing the District?
- 3. Desired Characteristics of the Next Superintendent
- 4. Names of Possible Candidates?

Board Interviews All 11 board members

Support Staff

- Administrators Central office, Principals, Superintendent's Leadership Team
- Community Former Board Members, City Officials, Elected Officials from the County, City and State, Higher Education Leaders, District Volunteers and Committee Leaders and many others.
- TeachersTeachers to include Association Leadership
  - Building maintenance and others

### VIRGINIA BEACH CITY PUBLIC SCHOOLS Leadership Profile Report Strengths of the Virginia Beach City Public Schools

- Staff. All staff to include administrators, teachers, support staff.
- Programs, a plethora of program offerings for students.
- Community is supportive and a wonderful place to live.
- Military families and presence.
- Diversity of people and physical geography in the region.
- Reputation of the Division within the area, State and Nation.
- Resources available to staff and students.

## **Challenges confronting the VBCPS**

- School Board divisiveness board governance.
- Politics. Divisive politics creeping into the school district.
- Recruitment and retention of staff.
- Demographics of the community are changing.
- Facilities that need updating, remodeling or replacement.

# SURVEY DATA + LISTENING SESSIONS

**DESIRED CHARACTERISTICS** 

### **Compilation Steps**

- Desirable Strengths, Challenges and Characteristics by Respondent Categories
  - Administrators, Board, Community, Faculty/Staff, Parents, and Students
  - Most Desirable Qualities mentioned by the groups



Desired Characteristics Four major areas

- Communicator Extraordinaire
- Relationship Builder & Politically Astute
- Management and Leadership Skills
- Pedagogical Expertise

After reviewing input from administrators, board members, community members, parents, support staff, students, and teachers via individual and focus group interviews and the online survey, the School Board of the Virginia Beach City Public Schools is seeking an educational leader who possesses the following characteristics, attributes and skills.

### **Communicator Extraordinaire**

- Possess strong communication skills with all parties, both internal and external.
- Establishes and employs a communication flow of critical issues, actions and decision on an ongoing basis.
- Communicate as an effective spokesperson for the School District. Able to clearly articulate the District's vision, successes and challenges across all platforms and audiences.

### **Relationship Builder & Politically Astute**

- Accessible and approachable to students, staff, parents and community members.
- Visible and engaged in schools, classrooms and at student and community events.
- Fosters a culture of trust and respect both internally and externally.
- Politically astute in understanding the community and its social strata while valuing the importance of intergovernmental alliances and partnerships.
- Provide leadership and guidance to foster healthy, productive working relationships with the school board, staff and numerous school and community organizations in an inclusive framework that respects all groups and individuals.
- Skilled in working with the school board to facilitate an effective governing structure. Works collaboratively with the Board with a clear and mutual understanding of their respective roles and responsibilities and with clear lines of communication.
- Experienced in leading boards in governance, policy development and tools to handle challenges and decision-making.

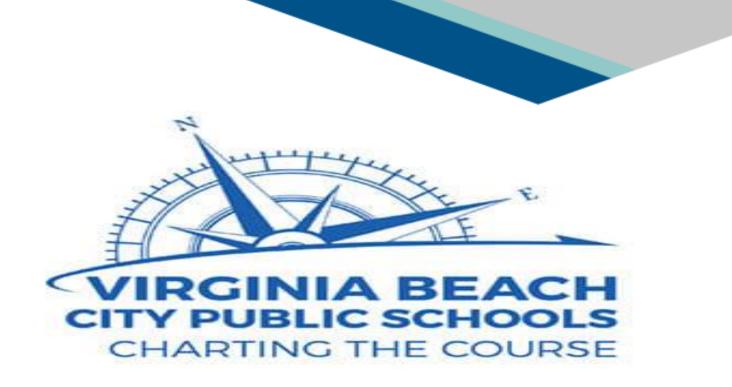
### Management and Leadership Skills

- Creates a strong focus on the recruitment and retention of talent with an emphasis on recruitment of staff that reflects the demographic of the student population.
- Possess fiscal acumen in the management of resources.
- Vision. In concert with others develops a vision and effectively communicates the vision to internal and external audiences.

### **Pedagogical Expertise**

- Leads with a depth of pedagogical knowledge in the many aspects of providing an effective educational experience for all learners. Understands and utilizes the latest research, trends and innovation within curriculum, instruction, assessment and special education.
- Courageous in defending and implementing recommendations that benefit students.
- Self-Confident and decisive; able to make difficult decisions.
- Establishes a culture of high expectations for all students and personnel.

The successful candidate must possess or be immediately eligible for professional credentials and licensure in the State of Virginia as a school superintendent. Additionally, this person will need to be thoroughly familiar with the history, culture, and needs of the Virginia Beach City Public Schools, the City of Virginia Beach and the State of Virginia.



# Leadership Profile Report Additional Issues or concerns?

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# Questions & Answers

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# LEADERSHIP PROFILE REPORT

# VIRGINIA BEACH CITY PUBLIC SCHOOLS November 14, 2023

Hazard, Young, Attea & Associates 909 W. Euclid Ave #926, Arlington Heights, IL 60006 Tel 847.250.7261 | hya@hyasearch.com | hyasearch.com

### **EXECUTIVE SUMMARY**

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in October, 2023 for the new superintendent of the Virginia Beach City Public Schools. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. The stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years. The online survey results were consistent with the input from individuals and focus groups.

### **Participation**

The three search consultants held sixty-six interviews with individuals and groups as previously identified by the school board members over the course of two days on October 3<sup>rd</sup> and 4<sup>th</sup> and in addition interviews were held via telephone and Zoom meetings in the following week. Each school board member was interviewed individually. The "community" group included city officials, higher education officers from local colleges and universities, previous school board members, business owners, elected state officials, district advisory committee members, education partners, judges, and citizens of the community. The online survey was completed by 4,423 stakeholders. In total **nearly 5,000 individuals contributed to this report**.

The community survey report and a draft of the desired characteristics are provided under separate cover and are meant to be stand-alone complementary pieces to the Leadership Profile Report.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

### **STRENGTHS OF THE DISTRICT**

- Staff. All staff to include administrators, teachers, support staff.
- Programs, a plethora of program offerings for students.
- Community is supportive and a wonderful place to live.
- Military families and presence.
- Diversity of people and physical geography in the region.

- Reputation of the Division within the area, State and Nation.
- Resources available to staff and students.

Many strengths were cited by stakeholders that distinguish the school district as an exemplary and valued learning community. The following areas were most frequently mentioned and bubbled to the top of the list as strengths of the school district or points of pride in the Virginia Beach City Public Schools.

**Staff of the Virginia Beach City Public Schools.** Consistently reported were the many outstanding staff members. The community members are aware of the many employees of the school district who care deeply about their responsibility. This praise was noted by all employee groups, administrators, teachers and support staff. The Virginia Beach City Public Schools is a unique school district in today's economic environment with a fully staffed school district of teachers and support staff to include bus drivers.

**Program offerings.** We heard from participants about the wide array of programs and courses offered to all students at all levels across the district academically and in extra-curricular areas. Students benefit from a wide array of program offerings to include the specific academic focused academies, numerous academic courses, and the trade and career paths programs. Activity programs to include clubs, athletics and the performing arts are clearly a strength and students take advantage by participating in these many opportunities beyond the normal school day. The activity buses allow students to participate without the burden of families arranging transportation for their children who participate in the after-school teams, fine arts and clubs. Technology available to staff and students was also noted as a point of pride.

**Community.** Another strength frequently mentioned was the quality of life and many advantages to living, working and raising a family in the area. The beach, the mountains nearby and the military presence were noted as contributing to the area as being a wonderful place to live. Many individuals who were interviewed for this report expressed their love for the area and noted the role the Virginia Beach City Public Schools contribute to the quality of life. For many the school district was a major reason in their choosing to live in Virginia Beach. Residents enjoy the numerous entertainment and fine arts venues and have access to a plethora of higher education institutions within a short driving distance from Virginia Beach.

**Military Presence and Families.** It was reported to the search consultants that nearly 25% of students attending the Virginia Beach City Schools are from military families. While transiency rates and stress from deployments create special challenges, the overwhelming sentiment expressed by contributors to this report was one of pride and thanks for having these families as part of the community. The military families are supportive of the schools and are a major contributor to the fabric that makes up the community.

**Diversity.** The ethnic and economic diversity within the area continues to grow. This diversity was noted as a strength of the area. Several staff noted the children of school age are much more diverse than the adult population of the area and see this as both a strength and a challenge. In addition, the Virginia Beach area offers geographic diversity. Clearly being a beach side community is a strength, however many participants noted the diversity of the geographic area with not only beaches but a short drive to enjoy mountain scenery and leisure pursuits.

**Reputation.** Praise was bestowed on the school division as having an excellent reputation not just within the area but within the State of Virginia. A university president stated, "This school district is one of, if not the premier school district in the State of Virginia." Obviously, the work of many school district employees over the course of decades has resulted in the reputation. A number of individuals praised the work of previous leaders of the school district. The reputation of the school district also contributes to the economic development of the Virginia Beach area helping to attract employers and families.

**Resources.** Staff members noted the abundance of resources for students and staff. Specific examples cited were the technology available to include one to one student Chrome books. Also noted were the number of professional growth opportunities for teachers, the teacher resource center, and supplies available for use in the schools.

### CHALLENGES AND ISSUES FACING THE DISTRICT

- School Board divisiveness board governance.
- Politics. Divisive politics creeping into the school district.
- Recruitment and retention of staff.
- Demographics of the community are changing.
- Facilities that need updating, remodeling or replacement.

The good news about the list of challenges is that it is shorter than the strengths and points of pride. While an exceptional district, the Virginia Beach City Public Schools face short and long-term challenges to ensure its success. The following categories best exemplify these challenges.

**School Board divisiveness – board governance.** Associated with the challenge of politics entering the schools (see below) is the issue of divisiveness within the school board. Focus groups and individuals repeatedly expressed concern about the growing fractured and divided school board interaction. These negative board to board member behaviors, the confrontational interaction from board members to staff at board meetings, and the resulting feeling of mistrust causes organizational chaos. Some Board members were described as only pursuing a higher office or advancing political agendas that create rancor and dissent rather than focusing on student achievement and instructional issues. The dysfunction noted by the

individuals and focus groups reflects a genuine concern that board members need to have a clearer understanding of their governance roles and responsibilities. Many respondents also stated their hope that the Board's behavior will not limit the pool of candidates. Greater clarity in understanding a superintendent's role is also imperative. Systems, processes, and procedures must be addressed and put into practice in order for the healthy progress of the district to flourish. Respectful collaboration between the Board and the Superintendent, as well as among board members, is essential.

While constructive discourse is necessary in public work, people can and should learn to disagree in a professional and respectful manner. These skills of boardsmanship need to be nurtured. High functioning teams hold each other accountable in the best interest of moving an organization forward. The board's behavior serves as a model for students, staff, and the community. Exhibiting respect, collaboration and fostering a climate of mutual trust will be the first order of business for the new superintendent in collaboration with the school board members. The board has an equal responsibility to that goal.

**Politics**. There exists a perceived political and ideological division within the community that is now spilling over into the school board. The community was described as purple rather than blue or red. Participants spoke of what they perceived as divisions among the Board and factions within the community. Many participants in the development of this Leadership Profile Report noted that school board meetings have drifted off into political discussions with agendas and meetings spinning out of control, providing a venue for community members to express their political opinions. The "culture wars" exhibited by national politics has spilled over into the governance of the school district and board meetings have become a focal point for political activists to espouse their opinions. The overwhelming majority of respondents also said that issues that really matter—students and support of staff—have been severely lacking since the influx of "current political hot topics."

**Recruitment and retention of staff.** Identifying, recruiting and retaining staff of the highest quality is seen as a challenge. Virginia Beach is not alone in this challenge as other school districts and organizations scramble to fill position openings. It should be noted that enrollment in colleges of education has shrunk precipitously over these past few years which will lead to a staffing challenge for teachers in all fields and at all grade levels. The recruitment and retention of a *diverse* staff also adds to the challenge. Compensation levels were often cited as a barrier to recruitment and retention of teachers and staff.

**Demographics of the community are changing.** Diversity was noted as a problem but more frequently noted as a wonderful strength of the District. People shared with us that there are

divisions in the community and the school district as to how the issue of the community makeup is actually perceived. Some related that some segments of the community might not be aware of the changing demographics of the community and school district. This increasing diversity is the result of a change, we were told, in the increasing number of people who are in the district who reflect different races, languages, cultures and socio-economic status. This diversity is particularly reflected in younger people rather than in the adults of Virginia Beach. The reality is there are an increasing number of individuals and families who are in the district who reflect different races, languages, cultures, customs, and socio-economic status. Identifying, recruiting, and retaining a staff of the highest quality that more closely reflects the racial composition of the student body is seen as a challenge. Staff and parents reported schools with none or one staff person of color.

**Facilities.** It was noted by many participants who contributed to this report that the Virginia Beach City Public Schools have a number of infrastructure needs. Aging and outdated facilities with a need for remodeling or replacement was frequently mentioned as a challenge for the district to meet over these next several years. Several respondents expressed concern that square footage of renovations and new facilities was expanding even as student enrollment was decreasing. As with all Virginia schools, the district is financially dependent and addressing the replacement and updating of buildings will be a significant investment. Balancing these financial needs with other taxes will be a balancing act for the district and community.

HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to meet the needs of the district. The search team will seek a new superintendent who can collaborate with the Virginia Beach City Public Schools Board to provide the leadership needed to continue to raise academic standards and student performance, while meeting the unique needs of each of its schools and communities.

The search team would like to thank all the participants who individual interviews, focus groups meetings or completed the online survey and the Virginia Beach staff members who assisted with our meetings, particularly Kami Lannetti, Anna Cleveland, Cielo Watson, Regina Toneatto and the Districts technology staff who organized and assisted with logistical details of the search team's time in the district.

### SUMMARY OF COMMENTS FROM FOCUS GROUP MEETINGS

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Participants were asked to respond to the following questions.

- What do stakeholders value regarding the schools? What strengths do they desire to retain and build upon?
- What are the issues this District currently faces, and, will face in the next three to five years?
- What personal and professional characteristics are expected in a new Superintendent?

### Please note: All comments are arranged in alphabetical order.

### **Administrators**

#### Strengths:

- Accreditation. All of our schools are accredited.
- Administrative staff was responsive to principal needs to support at risk students.
- Aspiring principals group.
- Careers. Many opportunities for career exploration.
- Central office does heavy lifting to make the work easy for teachers and schools.
- Central office. Visibility in schools to identify what's going well and where improvement needed.
- Children first.
- City. Low income and multimillionaires in the same city.
- Closing gaps, we do a great job of closing gaps for our kids.
- Collective efficacy amount the staff.
- Communication. Solid communication throughout organization.
- Community. Engaged community.
- Community. Great place to live.
- Continuity with strategic planning and continuity of leadership.
- Curriculum. Strong ES curriculum.
- Developing our own leaders. Growing our own. We grow and develop our own talent in all jobs; custodians, teacher assistants.
- Diverse opinions.
- Diversity. The community has become more diverse.
- Educational programming.
- Expectations are very high.
- Facilities.
- Finances. Strong financially.
- Fiscally responsible.

- Focus and strategic plan leads to alignment of focus. Each school then develops a plan for continuous improvement.
- Focus. Very clear strategic direction—ahead of the pack of US education.
- Good people. Great opportunity.
- Graduation rate around 96% and dropout rate around 3%.
- Innovation. We are a very innovative school division.
- Instruction. Differentiated instructions is effective.
- Leaders in our buildings are very professional and high quality. Teachers like working with the leaders in their buildings.
- Leadership. District and building level Leadership teams.
- Leadership. Strong leadership.
- Military community is fantastic.
- Opportunities are out of this world.
- Opportunities for our students. Eight academies, environmental studies, career and technical center, gifted school, I.B., duel enrollment, etc.
- Partnerships with military, Amazon, etc.
- People. Focus on academics.
- Political dysfunction has not trickled into our schools.
- Pride great pride in the school district.
- Principal mentors for new principals.
- Principals have autonomy to make decisions at the school level.
- Proactive not reactive.
- Professional development.
- Relaxed atmosphere.
- Reputation. Destination district in many ways!
- Reputation. Graduate profile and many other example. The work of VPCPS is heralded as innovative and transformative.
- Reputation. Great reputation. Known for excellence.
- Reputation. Premier school division in this region.
- Reputation. Nationwide reputation for safety and academic excellence.
- Reputation. Very positive and very progressive school system.
- Resources abound
- Resources are available and well documented.
- Resources for all of our employees is second to none and is very intentional.
- Resources. Very resource rich.
- Resources. Many resources, especially higher education.
- Size. Fifth largest district in Virginia.
- Staff and institutional knowledge are deep and a tremendous strength.
- Staff rises to the level of excellence.
- Strategic planning is excellent and drives the work that is done and engages stakeholders across the city.
- Student centered education. Students are first.
- Student outcomes.
- Students are outstanding. Many students come back to VBCPS to work.
- Team spirit, bonding, feeling like we are all in this together in our school district.
- Vision is very clear what we are about. Our strategic agenda is so clear.

#### Challenges/Concerns/Issues:

- Academic excellence. SP goal 1.
- Administration. Past superintendent and acting superintendent are laser focused on children but the Board dysfunction is hampering that focus on students.
- Balancing professional development with teaching.
- Citizens. Loud minority, many with no students in school system, many just promoting political issues that don't pertain to high academic standards.
- Demographics of the city are shifting and will continue to shift. More minorities, economically poorer.
- Discipline, social, emotional needs of younger elementary.
- Diversity. Tale of haves and have nots—socio economic disparity—many different needs.
- Equity and diversity issues. Resources are not always placed in areas with greatest need but greatest voice.
- Finances and specifically compensation.
- Future. The direction that public education is going in the country.
- Future. Will public education of the future be just the four walls or could it by hubs or some other non-traditional manner.
- Learning loss as a result of pandemic.
- Learning loss post Covid.
- Military is a strength but also has the challenge of transiency.
- Pandemic challenges that are lingering. Behaviors of learners.
- Party alliances and allegiances and no acceptance of middle ground.
- Plan to address shortages- SP goal 6.
- Political uncertainty that exist.
- Politics.
- Politics. Emotionally charged political realm.
- Politics. Local political situation is very fraught.
- Politics. Patience when dealing with politically charged situations.
- Recruitment and retention of staff.
- Recruitment and retention.
- Recruitment, retention, CIP, and funding will be challenging.
- Relationship builder.
- Resources plentiful—but will it be maintained.
- Resources are not always allocated to the best settings for students.
- Salaries. Competitive salaries/benefits for teachers.
- School board bi-partisan politics will stall the work of the district.
- School Board is 6:5 on all items.
- School board is unable to make decision leave alone consensus.
- School board that is divided.
- School Board. Fractured school board.
- School Board. Divided on many hot topics, but also beliefs in how we educate our students.
- Social emotional needs of students and adults.
- Social unrest in society.
- Societal issues are spilling over into the schools.
- Special Education is a critical shortage for teachers.
- Staff. Qualified staff—hold to the high standard despite applicant shortages.
- Staffing shortage.

- Staffing will be an issue.
- Staffing, especially at Title 1.
- Staffing. Bus Driver, custodians, many positions are vacant.
- Staffing. Competing with surrounding district salaries.
- Staffing. More women than men in the field.
- State mandates.
- Student Landscape is changing.
- Support. Will VBCPS still be supportive of principals in all the different ideologies that compete?
- Trust. Lack of trust in our public institutions.
- Virginia Beach is becoming more urban.

#### **Desired Characteristics:**

- Analytical mindset.
- Appreciation for the history of the school division.
- Balanced. Where and when to push and when to back off.
- Big picture/vision leader—but also linear and have ability to do the details.
- Bilingual—bias towards Spanish, but anyone with intercultural experience.
- Celebrating and marketing success—Dr. Spence was an expert.
- Collaborative leader.
- Collaborative leadership style.
- Commitment to the community and school division.
- Committed to the community.
- Communication skills with both internal and external audiences.
- Communication.
- Communicator. Effective communicator.
- Compassion needed—iron fist approach will not work in VBCPS.
- Complaints follow a chain of command—principals want that to continue.
- Core values and holds steady to their core values given the turbulence they will encounter.
- Cutting edge needed.
- Demonstrated understanding of education and teaching.
- Division experience. Leader in this Division and understands the Division.
- Empathy.
- Empowers others to lead.
- Engaging. Superintendent must engage principals, listen and respond and have administrative staff responsive to principal needs.
- Experienced Leader in instruction and curriculum -3 years or more.
- Experienced superintendent.
- Firm in convictions.
- Focus. Do what's best for kids, not a politician.
- Good communicator, start conversations with many types of families.
- Heart and mind leader. A balance.
- High expectations.
- Home Grown.
- Humble, hardworking, collaborative, committed, personable
- Humor. Sense of humor.
- Inclusive.

- Inclusive.
- Innovative.
- Innovative. Forward thinking innovator.
- Innovative. Supportive of innovation.
- Intelligent, logical, visionary.
- Intelligent. Highly intelligent.
- Knowledgeable. Elementary schools and secondary are two different arenas, they need to understand both arenas.
- Knows the culture of Virginia Beach.
- Learn, listen and recognize the wealth of human resources, the structure and the excellence of Virginia Beach City Public Schools.
- Level headed.
- Leverage voices of all stakeholders.
- Listener. Must have "ear to the street".
- Loyalty to the community "I'm all in with Virginia Beach!"
- Mentors others.
- Outward optics piece. Meeting and greeting the public.
- Pedagogy. Deep understanding of how children learn and best practice.
- Pedagogy. Knowledge of curriculum and instruction.
- Pedagogy. Understands the latest trends in education.
- People skills.
- Polished.
- Politically astute.
- Politically astute. VBCPS is purple—hard to navigate right now.
- Recognition of the talent here to move us forward.
- Relationship builder.
- Respectful of all, students, staff, parents.
- Sensitivity to the needs of teachers.
- Servant leader.
- Style. Sees strengths in others.
- Support of senior staff.
- Team oriented.
- Thinker. Able to think outside the box.
- Transparency with the team.
- Trust Builder.
- Trust.
- Understands the history and culture of the city and schools.
- Values excellent education for all students.
- Vision of building the road before we need it.
- Visionary is necessary.
- Visionary.

### **Community Members – Business Members**

### Strengths:

- Academically challenging.
- Academics. Great college preparation.
- Academies are shining examples of success.
- Academies offer so many opportunities.
- Academies set us apart.
- Academies.
- Academy program—many options for students.
- Academy system in Virginia Beach.
- Accredited schools. Long history of accreditation.
- All-encompassing to meet the needs of all children.
- Alternative education.
- Amazon building two facilities.
- Amazon is coming.
- Area. Retirement location.
- Arts. Active arts community.
- Athletics are very strong.
- Athletics. Excellent sports teams.
- Attraction of VBCPS is an economic engine for the city.
- AVID program.
- Beach town.
- Beach!
- Beach.
- Budgeting. Superintendent submits budget and approved.
- Business community. 130 board members of Virginia Beach vision.
- Career and technical education. Working to expand career and tech education.
- Chief of Staff. Current Chief of Staff.
- Children first here in Virginia Beach.
- Citizens. VB citizens are committed to education—especially the staff.
- City Council is supportive and invests in the schools.
- City in great financial shape.
- City is well off.
- City values education.
- City. Great city and great people.
- Collaboration.
- Collaboration. School threats—collaboration with police and courts has been successful.
- Colleges.
- Collegiate prep.
- Communication with the public.
- Communication with VBCPS—parent involvement is encouraged by the courts for truancy with cooperation from the school district—docket is grouped for success with school officials.
- Community connections. Officials are very connected with the community.
- Community support. Involved community that wants the school system to succeed.
- Community supports the schools at many different levels.
- Community values collaboration.

- Community values education.
- Community. Amazing community which feels like community.
- Community. Beautiful place for a family.
- Community. Engaged Community which is interested and supportive.
- Community. Great place to call home.
- Community. Well informed community.
- Connected community.
- Cost of living.
- Couple of hours from mountains.
- Culture. Welcoming culture of respect and inclusion.
- Cultures. Melting pot of cultures—all are active and involved.
- Decreased Barriers to opportunities for all.
- Destination district. I want my children in the VBCPS schools.
- Diverse.
- Diversity of the community to include geographic diversity within a 30 minute drive.
- Diversity which enriches experience of students.
- Diversity. A number of countries represented so students have a world view.
- Diversity. Large area and very diverse
- Diversity. Model school system for diversity.
- Diversity. Very diverse and all cultures are involved.
- Economic Development. First question people have, "how good our schools?"
- Education is valued.
- Employees are kind and want to do well for each child.
- Equal opportunity.
- Excellence. Level of excellence that comes out of Virginia Beach.
- Faith based out-of-school suspension program that takes in children (Day Watch).
- Family involvement.
- Farmland to the south.
- Finances. Revenue sharing formula is a plus.
- Finances. Strong district finances.
- Finances. Well-funded organization.
- Finances. Well-funded.
- Financial support of schools.
- Focus. The VBPS are focused on the right things.
- Gifted programs.
- Gifted school and academies are good.
- Good schools and something for everyone.
- Good. This is a really good school district.
- Inclusive for all kids. Previous superintendent did a lot to increase inclusiveness.
- Individualized learning for children of all levels.
- Infrastructure support.
- Investment in students first.
- Invests in programs.
- Judges. Six Juvenile judges—many with students and/or spouses in schools.
- Law enforcement cooperation with VBCPS is very strong.
- Leader in education for many years.
- Leadership of VBCPS has been very good—high quality leaders that listen to Special Education.
- Location, location, location.

- Location—magical area to live.
- Military brings character to Virginia Beach.
- Military community and unique aspects for military families.
- Military community.
- Military families. Military families are a strength of the community. Families that are serving.
- Military is an asset.
- Military presence.
- Military. Good cooperation with military.
- Military. Working and productive relationship with military.
- Mobilized around different advocacy groups in a positive way.
- Multiple pathways.
- NASA. Greater NASA presence in VA Beach.
- Norfolk airport.
- Opportunities exist which must be taken advantage of.
- Options. Many choice options for all students—academies, magnets very strong, Achievable Dream Academy.
- Parents and teachers work together.
- Parents. Many parents are involved.
- Partnerships.
- Passion and dedication.
- People come back to give to the community.
- People. Caring and engaged people.
- Population and economics.
- Previous superintendent was treated unfairly.
- Pride in our schools is very high in the community.
- Principals are the pulse of the community.
- Programs are very robust.
- Programs. Specialized programs that connect with the gifts and needs of a variety of different types of students.
- Protection of students.
- Quality of life.
- Rankings. This is a top tier school system.
- Region. Known as Silicon Valley of next millennium.
- Region. Up and coming area, most income from tourism, military, and agriculture.
- Reinvent Hampton Roads regional collaboration.
- Relationships. Good relationship between school board and the council.
- Reputation as the best school district in the region and some say best in the State of Virginia.
- Reputation attracts families to the community.
- Reputation of high standards.
- Reputation of the district attracts people.
- Reputation of top school divisions within the Commonwealth of Virginia and the country.
- Reputation. "What we have in Venice Beach isn't broke".
- Reputation. Best school system in the area.
- Reputation. Education brings residents to the area.
- Reputation. Excellent reputation.
- Reputation. Quality schools attract businesses.
- Reputation. Rare top 40 cities where you don't have to attend private schools. Every school is a great school.

- Reputation. VBCPS has phenomenal reputation.
- Restaurants, beach are close.
- Safe Schools.
- Safe.
- Safest large city over 300,000.
- Safety. Low crime rate, very safe.
- Safety. Overall safety and security of students is in good shape.
- School Board is elected, not appointed and responsive to the community.
- School choice.
- School district. One school division and no county.
- Schools and community. Ties between schools and community.
- Schools are exceptional.
- Schools are THE benefit of Virginia Beach.
- Special needs programs.
- Staff goes above and beyond for the students.
- Staff who are not only qualified by very competent.
- Staff!
- State statistics are very good.
- State wide leader in education.
- Students. Concerned about students.
- Success. Highly successful.
- Superintendent leadership and senior leadership has been outstanding.
- Superintendent. Dr. Spence, former superintendent was the best he had ever worked with.
- Support between the two bodies.
- Talent. Abundant area talent.
- Teacher support.
- Teachers are incredible. Love and care is very visible from teachers for their students.
- Teachers are our heroes.
- Teachers, support staff do an extraordinaire job.
- Technology.
- Test scores. High test scores.
- Top public school divisions in the region.
- Tourism.
- Traffic isn't bad.
- Transplants.
- Unemployment. Low unemployment.
- Values student voice.
- Vision. Great vision on moving forward.
- Walk into something that's pretty much built.
- We love this place.
- Weather. Fantastic weather.
- Weather. Good weather, 4 seasons.
- Whole child is recognized.
- Wind generated energy coming.
- Workforce is valued.

### Challenges/Concerns/Issues:

- "My district" mentality at the council.
- Academic issue, reported statistics are better than actuality.
- Academic performance of all students.
- Academics. Students graduating without skills.
- Academies rob best kids from community schools—is this the correct approach.
- Acceptance of all students from diverse backgrounds.
- American Public Ed is in evolution.
- Balancing life skill needs versus academic needs of students.
- Basics. Getting back to basics.
- Behavior both student and parent behavior. This is different than in the past.
- Bloated administration too many.
- Book bans.
- Budget is \$1 billion challenging to spend it properly.
- Buildings are aging, more funding needed for the capital program.
- Buildings. School construction and modernization is going to need focus in the future.
- Change in teaching methods has not gone well.
- Child Care. Quality Child care for parents.
- Children. Every child needs an IEP, every student is different.
- Coastal resilience and adjustments to be made.
- Collective bargaining.
- Communication and collaboration between school board, teachers, parents.
- Communication and how to get out the message.
- Communication to parents to inform them that their child is behind.
- Communication. Build up communication in the community.
- Communication. Passive Communications.
- Community Engagement.
- Community Expectations about what's being taught.
- Community Roundtable in recently started, new Sup needs to ensure it continues.
- Community. Working with a polarized community.
- Compensation and support for teachers and staff.
- Compensation for staff.
- Construction schedule is behind. Schools will be nearly 100 years old before they are replaced.
- Cost of living has increased.
- Council takes heat for taxes and schools get credit for what they do with it.
- Covid and AARPA funds are about to disappear—fight for dollars could become an issue.
- Covid put us where we are.
- Cronyism.
- CRT.
- Cultural issues are creating a school board that is non-functional.
- Culturally responsiveness will be a challenge.
- Department of Education policies. Implementation of policies from the Department of Ed will be challenging.
- Devaluing of the need for education in the world today.
- Discipline issues, "repeat offenders" is a term that should not be used by School Board.
- Disgruntled teachers with pay. Where is the lottery money going?
- Diversification of staff.

- Diversity (biracial student).
- Diversity of qualified staff needs to be improved.
- Diversity of school enrollment. Socio economic and cultural differences are getting equal resources, may need a different assessment for allocation of resources.
- Diversity of staff needs to be addressed.
- Diversity. Protection of diverse students; SES, cultural, gender identities.
- Diversity, staff is not diverse enough.
- Drugs. Possible drug use in schools.
- Enrollment is declining.
- Facilities are starting to get tired.
- Facilities. School modernization.
- Facilities. Schools came to prime in mid-80's and need to be refreshed.
- Filipino population.
- Finances. Expensive school maintenance.
- Finances. Maintaining revenue sharing formula.
- Finances. Plan for cost increases of infrastructure.
- Focus. Put children and academics first.
- Follow-up disparity study needed after previous study done 5 years ago.
- Funding is not at the top in the area.
- Future economic issues. Are students returning to the retail employment environment of Virginia Beach? Maybe another look at the economics of Virginia Beach.
- Gun violence.
- Homeless population. 500 students are homeless.
- Housing.
- Increase parent involvement.
- Individualization professional development, 20 hours of on-line video is a waste and insult to our time.
- Infrastructure issues. City Council approval for school modernization. Some of the buildings are 70 years old.
- Infrastructure. Aging infrastructure.
- Internship opportunities need to increase.
- Lack of school and teacher funding.
- Land. Lack of land.
- Land. Running out of land.
- Leadership not directly tied to Special Education is not always inclusive of all students.
- Listening. No one hears us.
- Mental health, increasing numbers of young children with depression, suicidal, etc.
- Money.
- Morale. Lift morale of students and staff.
- Neptune Festival and similar activities need superintendent presence.
- Opportunity to be a leader in inclusion.
- Pain.
- Parents of students are creating a firestorm of controversy with cultural issues.
- Partnerships needed.
- People run for office on certain aspects of education.
- Polarization of school board, families.
- Policy of site based management, good for principals but led to wide inequities amongst schools for special education students.

- Political discussions around social issues at school board meetings.
- Political shift from blue to purple.
- Politically motivated decisions rather than what is in the best interest of the school district.
- Politics taking precedent over the concerns of the students. Political divide in the country should not be impacting the school board.
- Politics! Very concerning here in Virginia Beach.
- Politics. Florida politics are drifting to Virginia.
- Politics. Huge political disparity.
- Politics. Maintain relationships in spite of politics.
- Politics. Responsive to the political force.
- Population growth has slowed.
- Population. Shrinking population.
- Protective orders are increasing. Courts are asked for protective orders for school settings by parents not satisfied with school response.
- Public confidence in the schools is being threatened by the divisiveness of political discussions and social issues.
- Race issues are still present, segregation is increasing.
- Racism and inequity in some schools (better but not eliminated).
- Reading changes have not gone as expected.
- Recruit and retain quality staff.
- Recruitment and retention of staff.
- Recruitment of staff. Not able to attract best and brightest because of money.
- Reputation. Make VBCPS attractive for parents, students and staff which is critical to the success of Virginia Beach.
- Resetting ourselves as a culture and a nation. Schools have moved away from education, components of social engineering have entered many school systems.
- Resources are deep and not limiting.
- Resources are tight.
- Respect. Lack of respect for teachers.
- Safety.
- School apprentice and trade preparation demands.
- School Board and city council are dysfunctional.
- School board and parental rights.
- School Board is 6 to 5, tension about swing vote, next election could be key.
- School Board is a dumpster fire.
- School board is a mess.
- School Board is focused on issues that are not of importance to many parents and community members.
- School board is too political.
- School board meetings. Vocal parents/students at school board meetings.
- School Board members and board candidates who have a political agenda.
- School Board needs to be more functional than dysfunctional.
- School board rarely talks about academics.
- School board. Divisive school board, hidden agendas.
- School Board. Dysfunctional school board.
- School board. Garbage going on in the board is showing up in the media and damaging the reputation of the schools.
- School Board. Tension on board is a mirror for tension in the community.

- School board. Weak board is getting stronger.
- School Boards are highly politicized.
- School threats are increasing, younger students are getting involved, new strategies needed.
- Schools as social policy incubators.
- Scripted education delivery. Lack of flexibility for the teacher.
- Site based management. Inequalities between schools. Sometimes toxic.
- Size. Great challenge for a new superintendent, large size.
- Space. Running out of buildable land.
- Special Education delays in IEP re-evaluation.
- Staff feel lack of support from central administration, occasionally school administrators.
- Staff need more support, many grades seem not real and maybe changed for social promotion students need consequences for failure.
- Staffing challenges. Lots of folks leaving education. We knew there were not enough students in education programs.
- Staffing decline to enrollment decline -has come from the instructional staff—not at the administrative level.
- Staffing, recruitment and retention are a challenge and will need innovation.
- Staffing. Difficulty finding school staff.
- Staffing. Shortage of bus drivers, teachers.
- Standards are a joke.
- Stress of teaching staff. Not just the labor of teaching but the bureaucracy of teaching.
- Student needs. Addressing Student mental, emotional needs.
- Student preparation for real world.
- Student questioning is declining in higher order/critical thinking.
- Student retention is a huge deficit for the area.
- Students are prepared for the future.
- Students are run through the system. Bring back the "F", failure helps students, too much social promotion.
- Tax burden for citizens to update facilities needs to be balanced.
- Taxpayers. Must keep affordable for taxpayers.
- Teacher compensation. Teachers are driving Uber to make ends meet.
- Teacher pipeline is drying up.
- Teacher shortage.
- Teacher shortage.
- Teachers announce sexual orientations at Board meetings, fighting for transsexual student, seems unprofessional.
- Teachers are being asked to do more than ever before, they need support and resources from the superintendent.
- Teachers feel like they are not heard.
- Teachers need to adjust to today's students. Students are more diverse in their needs than ever.
- Teachers want to be inclusive but they need training and resources.
- Third grade reading under control.
- Too much focus on skin color, it should be home environment focus.
- Transparency at school level and central administration.
- Transparency needs to increase, especially to parents.
- Trans-students' rights.
- Truancy continues to be an issue.

- Trust. Erosion of trust and confidence.
- VBCPS is playoff team. They want and should be in the Super bowl.
- Vocational programs. Need to explore vocational opportunities for students.
- Workforce development.

#### **Desired Characteristics:**

- Ability to communicate with everyone in the community.
- Ability to move district to a higher level.
- Action more than words.
- Adapt. Ability to adapt to this environment.
- All schools on the same page.
- Apolitical.
- Appeals to the majority of the board.
- Approachable by all, open door or no door at all.
- Aspirational leader.
- Assertive but not aggressive, conversation with students & families from various economic areas.
- Backbone, ability to say no. Can't favor one side or the other.
- Background. Not necessarily an educator first.
- Balanced. Broadly balanced in understanding and providing needs of students.
- Battle tested tough.
- Believes that a thriving education system leads to a thriving community.
- Budgeting experience.
- Budgeting expertise. Being able to provide the level of support needed for teachers.
- Builds trust.
- Capable to lead district.
- Capacity to entertain wildly different points of view.
- Challenge to lead is great for a superintendent.
- Champion for vocations and technical in addition to college.
- Change maker. However, they need to move slowly in making change.
- Clear mission.
- Coach.
- Collaboration with community and legal system.
- Collaborative, open relationships with all groups.
- Collaborative.
- Collaborative.
- Communication skills. Excellent speaker!
- Communication.
- Communication. Transparent communication.
- Communication. Vibrant communications beyond the website.
- Communication. When to interject and when to stay quiet.
- Communicator to all audiences.
- Communicator with students, teachers, parents.
- Communicator.
- Communicator. Effective communication skills for both internal and external audience.
- Communicator. Good communication skills.

- Communicator. Great communicator.
- Communicator. Push information out.
- Communicator. Polished communicator.
- Community and State. Knows commonwealth of Virginia.
- Community relationships.
- Community. Knows History of community.
- Confident but not cocky.
- Consensus builder.
- Continuous improvement.
- Courageous leadership.
- Critical Race Theory.
- Differences? Do they know the difference between a boy and a girl?
- Diplomacy.
- Diplomat.
- Diplomatic expertise.
- Discipline oriented.
- Diverse background.
- Diversity. Commitment to diversity.
- Diversity. Record of success with cultural diversity.
- Don't change the captain of the ship in stormy seas.
- Education importance. The more you educate the less you incarcerate.
- Embrace history as it actually happened.
- Emotional intelligence and maturity.
- Engage all stakeholders.
- Engagement. Ability to motivate at the school level for parents to become engaged.
- Equity focus. Not just a talking point but navigating the subtle issues.
- Equity. Successful History of work in the area of equity.
- Expand skills- based learning.
- Experience. Deep experience—large and diverse experience—comparable size might be an advantage.
- Experienced in a similar community in terms of size, skill, etc.
- Experienced superintendent.
- Experienced.
- Experienced.
- Experienced. Boots on the ground public classroom experience.
- Experienced. Superintendent experience—at least five years.
- Financial planner. Such a big budget.
- Focus on education and workforce readiness.
- Focus on entry points for gifted education.
- Focus on the basics.
- Focus. Continue to advance the school system.
- Focus. Supporter of books which tell the truth of history.
- Full understanding of all divisions.
- Genuine interest in the entire community.
- Growth mindset.
- Hands on but not buried in technical stuff. Business background would be good.
- High functioning.
- Home grown.

- Honesty.
- Hope. Ability to instill hope.
- Humor. Sense of humor.
- Identify Best schools practices.
- Imagination the world is changing fast.
- Implement law in fair way.
- Incredible People skills.
- Innovative.
- Innovative.
- Instructional leadership.
- Integration of ART into STEM.
- Integrity.
- Integrity.
- Intellect.
- Interacts with kids inside/outside of school.
- Invested in VB and commits to build the community. Vested interest in the City.
- Lead by example.
- Lead out of ignorance into enlightenment.
- Liked by teachers, parents, staff.
- Linkage with all community aspects.
- Listener.
- Listener.
- Listener.
- Listening.
- Local background.
- Local connection. Not someone from out of the area.
- Local understanding of the community, its history and the many wonderful things about our community.
- Magician. "Able to dodge raindrops".
- Management skills.
- Manager of staff so that all schools are on the same page.
- Military. Understand impact of military.
- Morale. Build morale.
- Morals. What informs their moral guidance and decisions?
- Navigates personalities.
- Open mind.
- Open to feedback.
- Outgoing.
- Outsider. Someone outside of education.
- Outsider. Superintendent not from Virginia Beach.
- Parents and schools work together as a team.
- Partner with all.
- Partner with the community. Invite others in to be partners.
- Partnership with business community.
- Pattern of community outreach.
- Pedagogy. Understanding of curriculum.
- People focus. Able to deal with personal issues of people.
- People skills. Incredible people skills.

- Personable.
- Perspective of teacher and student.
- Philosophy on school choice, charter schools, school equity, Al.
- Political astute. Set example of political neutrality and focus on academics.
- Politically astute. Unbiased and does not place politics first.
- Politically savvy.
- Politically savvy. Navigate political landscape.
- Positive role model.
- Preparing students k-12 for postsecondary.
- Proactive for vulnerable students.
- Problem solving.
- Provide kids with best opportunities.
- Public face of the division.
- Quality. Understands the Standard of Quality.
- Recruitment. Ability to select outstanding staff at all levels.
- Region understanding. Appreciates the landscape of the region.
- Relationship builder with City Council and community.
- Relationship builder. Bridge builder with constituents.
- Relationships. Ability to work with support staff, they are critical to the student experience.
- Relationships. Easy to get along with.
- Relationships. Get to know mayor, parent groups.
- Relationships. Someone who brings people together.
- Relationships. Work with the community.
- Relationships. Works well with all voices and members.
- Respect for educators and learn the culture of the community as fast as possible.
- Respect role of school board.
- Risk-taker.
- Safety for students and staff.
- School board relationship builder. Assure that the board feels heard.
- School board relationship. Maintain independence of the school board, they need to be able to challenge the school board when they have a belief that fosters children.
- School Board relationships. Able to handle a divided board.
- Servant leadership, Chick Fil A approach.
- Smart, diplomatic, caring, experienced.
- Solution oriented and willing to try new things.
- Strategic planning skills.
- Strategies to handle school violence.
- Student first mentality.
- Student focus. Must like children, drown out the noise and keep children at the forefront.
- Student focused. Hyper focused on the student.
- Students. Support and retention of qualified students.
- Studies. Takes time to understand the programs offered within and outside of the district.
- Style. Foster welcoming and inclusive school and workplace environment.
- Style. Others first.
- Support teachers in teaching history of Virginia.
- Supporter of the arts.
- Supportive of school board professional development and board committees.
- Talent recognition. Recognize and select talent.

- Teacher experience.
- Teacher focus. Awareness of quality of teachers.
- Teacher retention.
- Teamwork.
- Teflon needed. So many personal attacks.
- Thick skin.
- Thick skinned.
- Track record of success.
- Transformational leader. Builds a realization of staff building the next generation of leader. Servant leader.
- Transparency.
- Transparent.
- Transparent.
- Trust and relationships. Develop trust and relationships.
- Understand issues of capacity for community groups.
- Understanding background.
- Understanding of working for the school board and the school board works for the public.
- Understanding the history of the city and area.
- Utilize cabinet members outside of schools.
- Value and use students.
- Values. Understands value of students having options.
- Virginia Beach is more suburban than urban.
- Visible.
- Visible.
- Visible. Meet with community groups.
- Visible. Needs to be out from behind the desk, engaged with City, State.
- Vision, passion and compassion.
- Vision. Continue vision.
- Visionary and can see where the district needs to be 20 years down the road.
- Visionary leader.
- Welcome community partners in to assist.
- Work hard, play hard.
- Yes person, not a no person. Can't be timid, must be bold to support teachers.
- You have to Maslow before you Bloom.

### **Parent - Guardian**

### Strengths:

- Academic achievement as reflected in the test scores.
- Academies.
- Special education services and programs.
- Sports.

### Challenges/Concerns/Issues:

- Expectations. Low expectations for students.
- Parental involvement is going backwards.
- Reading scores are going down.
- Site based management is an issue, no continuity from school building to school building.
- Students with disabilities being pushed to the back burner.
- Trailers behind schools become the rooms for special needs students.
- Transparency with parents about student achievement.

### **Desired Characteristics:**

- Acknowledges students with disabilities. Leads the conversation about inclusion includes special needs students.
- Embraces diversity.
- Inclusive. Values inclusion as a practice not just as a philosophy.
- Knowledgeable of special education best practice's.
- Listener. Active listener.
- Open minded, innovative, inclusive.
- Special education background.

### **Support Staff**

#### **Strengths:**

- Academies at the high school level and the career and technical education are both wonderful.
- Accredited schools. All of our schools are fully accredited.
- City partnership with the City. All of our grounds are shared with parks and recreation of the City.
- City. The safety of the city.
- Great schools system, great students, great staff.
- Military families.
- Support staff are supported and heard by the administration.

### Challenges/Concerns/Issues:

- Can't make everybody happy.
- Career and technology education will be more important going forward.
- Communication. Be able to communicate frequently with support staff.
- Technology access going forward will need to be addressed.

### **Desired Characteristics:**

- Bridge builder.
- Collaborative.
- Integrity
- Operational financial background.

### **Teacher – Certified Staff**

### Strengths:

- Academic scores.
- Academies within the high schools.
- Academy bus schedule for kids regardless of where they live in the district.
- Administrators who are wonderful.
- Air show for all 5<sup>th</sup> graders.
- Alignment and structure of strategic plan to drive the Division.
- Arts program is fantastic.
- Beach.
- Bus service.
- Community is tight knit.
- Community that is supportive.
- Compensation over the past two years for staff has improved.
- Destination district. People move here because of the school district.
- Diverse community.
- Education leaders.
- Extracurricular activities and activities buses make it available to all families.
- Families. Hard working middle class families. Kids grow up in solid homes.
- Family and community.
- Forward thinking.
- Forward. Ahead of the curve.
- Future ready.
- Gifted education program.
- High expectations.
- Innovative.
- Innovative. We are constantly moving forward.
- Listening. The schools listened to the parents and the students. Many inputs from them were adopted during the pandemic.
- Military counselors to meet with children in transition.

- Military volunteers.
- Military. Large military community.
- One to one Chrome books in our schools.
- Opportunities for students
- Opportunities for students are numerous.
- Pandemic planning. We were way ahead of other school divisions when the pandemic hit.
- Professional growth hours are readily available.
- Programs for all types of learners and interests of students.
- Programs. Diversity of education programs.
- Reputation of the district is outstanding.
- Reputation. Strong reputation for excellence.
- Resources and supplies for teaching is excellent.
- Special needs programs at different schools.
- Student council input to the superintendent needs to be maintained.
- Teacher resource center.
- Teachers for Tomorrow program is positive experience for students.
- Teachers who are dedicated.
- Teachers who are highly skilled.
- Technology.
- Transportation to and from the different academies.
- Vocational tech programs are wonderful. With certification for students to go into the work force and internships.

### Challenges/Concerns/Issues:

- Accountability is lacking for parents. For example parents don't keep track of Chrome Books.
- Changing is ongoing.
- Class sizes didn't really change after the new schedule at the high school, we still have a large class load.
- Culture of fear of retaliation within the teaching ranks.
- Culture of fear to report things to administration by teachers.
- Discipline for students.
- Discipline of students at middle schools. Parents are not being held accountable.
- Discipline. Addressing discipline for students who are wait listed rather than at the alternative school. What to do with elementary students who are violent and need a different environment.
- Discipline. Student discipline is an issue. Too many kids are expelled.
- Distance learning. Not all students have access.
- Diversity is strength and challenge.
- Diversity to include a wide range of ethnic, urban, rural, low income, high income, students deployed parents, etc.
- Diversity. Student diversity. Influx of English Language learners.
- Divisiveness. Division is divided on many goals, new superintendent needs to work to bring people together.
- Facilities.
- Focus on wellbeing of students and not on the wellbeing of teachers.
- Gifted program is under fire right now.

- Implementation of new programs is not always done in a logical fashion.
- Inconsistency of leadership qualities within the principal ranks leads to inconsistency in resources at the elementary level.
- Inequity in gifted education program.
- Large district.
- Learning loss.
- Load placed on teachers lead to burnout.
- Mental health.
- Mental health. Students need more resources needs are not being me and hence they end up in Renaissance Academy.
- Micromanagement by some administrators creating toxic environments.
- Morale of teachers is very low leading to teachers leaving.
- Non-instructional staff growth.
- Parent accountability and need for increased involvement.
- Political environment for education and it seems like it won't get any better.
- Political environment is stratified.
- Politics.
- Politics. Personal attacks from School Board members and from the general public.
- Principals with different expectations and focus creates stress on teachers.
- Program growth. Addition of more programs added to plate.
- Programs being shifted and changed too quickly and failure to implement completely.
- Programs over people decisions. Programs implemented without the staff.
- Race. Disparate treatment based upon race. Minorities get a bigger break.
- Racial profiling.
- Recruitment of teachers.
- Retention. Teacher retention.
- Safety. Keep schools safe.
- Salaries and expectations to work beyond contract hours.
- Scheduling at high school was switched to a 4X4 and hard to follow-up with students who are
- School board is way too much divided.
- School board. Divided school board.
- School Equity.
- Site decisions are inconsistent between buildings.
- Size. Large division. It is an hour drive from one end to the other
- Socio economic kids all perform poorly.
- Special education.
- Staff attrition.
- Staff who are not in the classroom creating curriculum.
- Student behavior. Need for more hands on deck to handle behaviors.
- Students need to be prepared in multiple pathways for post-graduation.
- Students. Lower income students without a parent.
- Students. Ratio of IEP and 504 students.
- Teacher compensation. Retaining teachers. Salaries and benefits.
- Teacher needs. Emphasis on making the teachers feel supported.
- Teacher retention is huge.
- Teacher support. Need support from the superintendent.
- Technology resources for our students.

- Technology software is ever changing and lost productivity.
- Testing of students required by State of Virginia who transition. Standards of Learning.
- Time in the building is not enough to do what they are asking us to do.
- Transient population. Students moving in and out stresses class sizes.

### **Desired Characteristics:**

- Approachable like Dr. Spence.
- Approachable.
- Audit oriented.
- Balanced.
- Budget savvy. Understands the revenue sharing with the City Council.
- Community minded.
- Creative, innovative, resourceful.
- Creative. Look at current processes site based versus division decision resource allocation.
- Dr. Spence clone.
- Education focus.
- Educator. Pro education and pro teacher.
- Empathetic.
- Experience not for a rookie.
- Experience as a former teacher.
- Experienced as a superintendent.
- Experienced in a large school division.
- Experienced.
- Fireside chats.
- Fiscal acumen.
- Honest.
- Listener. Listens to teachers.
- Listening like Dr. Spence
- People focus first and not a business only focus.
- Personable.
- Politically astute.
- Realistic.
- Relationship builder. Work with the VBEA. Someone who can work with the VBEA.
- Resilient.
- Solid. Not wishy wash. The Virginia Beach area will eat you up.
- Special Education experience.
- Staff first.
- Stay here. Not someone looking for their next gig.
- Strong. Stand up and support teachers, need to be assertive about keeping students and teachers at the forefront in Board meetings.
- Tackles the hard issues that are coming.
- Teacher advocate.
- Teacher experience. Robust teaching career.
- Teacher focus. Willing to have a seat at the table for teachers with the leader.
- Teacher retention focus.

- Transparent, communicator, fidelity, truthful, empathetic, authentic, creative, resourceful, progressive, respectful, equitable, innovative.
- Transparent, unbiased, successful, empathetic, open-minded, lazar focused, accountable, experienced, collaborative, goal oriented,
- Transparent.
- Transparent. Admit when things aren't working and being willing to stop programs not succeeding.
- Visible in the schools.
- Visible throughout city and school event. Be present.
- Visionary and can communicate their vision. A clear vision.
- Women on the list to be a superintendent. Most of the teachers are women.

### **School Board**

### Strengths:

- Academic and extra-curricular choices. The breadth of the curriculum and offerings, "from here you can go anywhere".
- Academics across the board are above those in other localities.
- Academies are a strength.
- Academies are held in high regard.
- Academies. Great academies.
- Academy programs in the high schools. Nine different academies.
- Academy programs.
- Academy. Environmental academy.
- Accreditation. 100%.
- Accredited schools.
- Activities. After school activities are robust.
- Administration. Department leadership in the central office is excellent, just amazing.
- Administrators are great.
- Administrators. Past superintendent was very teacher oriented—strong rapport with entire staff and community.
- Adult education programs are great.
- Alternative school is wonderful. Middle school thru high school.
- Amazing work is going on here.
- Career and Technical Centers serve many different types of students.
- Career and technical education center
- Clubs for students.
- Communication with parents is good.
- Community. Fairly prosperous area through tax base.
- Community. Great place to raise a family.
- Community. Strong tight knit community.
- Dropout rate is very low.
- Employees are very dedicated.
- Employees.
- End product is kids' education.
- Environment and culture of support for teachers and staff.
- Gifted schools.

- Graduation rate is really good.
- Graduation rate is very high.
- Innovative. We are a model for the rest of the State.
- Leadership within the central office is outstanding.
- New superintendent could really leave a legacy.
- Outshine Norfolk and Portsmouth.
- Program options for high school.
- Programs. Specialty programs are outstanding.
- Reputation. Premier educational system, best in Hampton Roads area.
- Resources. Academies, remediation, specialized programs.
- School Board has quality members.
- Schools are a major reason our home prices are up.
- Schools. Community elementary schools, small schools.
- Spanish Immersion program is outstanding.
- Spence initiated the Brock Center, and many other cutting edge developments for VBCPS.
- Sports programs. Coaching staff.
- Staff are remarkable. Administration, teachers, coaching, etc.
- Staff. Fantastic teachers, great administrators.
- Staff. Many volunteer to help with activities.
- Staff. Not just teachers but all staff are excellent.
- Staffing. Fully staffed transportation department.
- Strong on paper.
- Teachers and principals are great.
- Teachers are fantastic.
- Teachers are really great.
- Teachers. Highly qualified teachers.
- Teachers. More than half have their Master's degree.
- Technical and career programs are excellent.

#### Challenges/Concerns/Issues:

- Accountability.
- Budget.
- Budget. Misspent and wasted Budget.
- Building costs. New schools are coming in with very high costs. 10,000 student loss, but VBCPS capital improvement continues to expand square footage.
- Capital improvement is woefully behind.
- Career and Technical Centers, more offerings and more capacity needed.
- Challenging environment. The other challenges are what every division is facing.
- City is stuck in 1962 and afraid of the word equity.
- Collective bargaining in the future.
- Communication department leadership needs to be filled.
- Communication with external audiences is a little lacking.
- Compensation of staff needs to be moved up to close the national average.
- Compensation. Underpaid Teachers and overpaid administrators.
- Control. Superintendent and staff need to let board decide and wait for the will of the board before authoring significant policy, regulations and guiding documents.

- Demographics. The City is a shifting demographic of residents with more diversity of race, income, homeless, and ethnicity.
- Discipline at all three levels.
- Discipline in schools.
- Discipline problems. Student discipline issues are rapidly growing and we don't have good guidance on how to intervene with students.
- Discipline.
- Diversity is growing in the community and not recognized by many.
- Enrollment. Regression of students attending public schools. Enrollment. Home school and private schools as a choice for students.
- Equity & diversity. Backlash against equity and diversity efforts.
- Facilities. Increase in building square footage—capital improvement—despite enrollment decline.
- Fiscal responsibility.
- Food truck example, sounds good, looks good, but it is a good example of questionable budget issues.
- Integration of economic development and education systems.
- Literacy program needs to be refocused.
- Measure longitudinal VBCPS graduate success and career.
- Mental health needs of families and staff.
- P.R. Folks only hear what we do wrong and not what we do right.
- Pandemic effect and carryover.
- Political part of this.
- Political. Far right has huge voice pandemic started the inroad, masks, and reduced test scores.
- Politics are cut throat.
- Politics. Purple city politically.
- Principals are changing teacher's grades. Social promotion, all grade changes need superintendent supervision and approval.
- Reading programs. Our reading scores are trending lower particularly for students of color.
- Retention of senior level administrators.
- Retention of teachers.
- Right to work state, collective bargaining is an issue for the future.
- Rigor.
- Schedule. High school schedule. Would love to see more internships, concurrent enrollment at the college.
- School Board has polar opposites. Political strife.
- School Board is crazy right now.
- School Board is split five to five with one swing vote.
- School Board meetings that are way too long.
- School Board members that are growing tired.
- School Board politics that are ugly. Lack of consensus on almost everything.
- School Board salaries are low for the region \$12,000.
- School Board.
- School Board. Board of education lacks focus on academic achievement, reading, math scores and moving the lowest students up.
- School Board. Change of school board members.
- School Board. Need board members to be more professional.
- School Board. School board that wants to micro manage.

- School Board. Very divided Board.
- School Board. New superintendent must be concise, make sure you CYA, the more you write/say the more you'll be challenged.
- Social promotion has been a huge problem in our district. Principals who change the grade.
- Special education needs and keeping up with meeting the demands of special education.
- Staffing of schools. Teachers and administrators in particular are retiring.
- Staffing. Recruitment and retention of teachers. Women have more opportunities besides teaching and nursing which was the case many years ago.
- State control of content. Increasing State control.
- Student work ethic.
- Take us from Dr. Spence and move us forward even further.
- Teacher burnout.
- Teachers. Recruitment and retention of teachers.
- Trust. Large segment of people of just don't trust the superintendent anymore.
- Wokeness.
- Workforce development is entering a climate of decline.
- Workforce. Expansion of workforce credentials in high school.

### **Desired Characteristics:**

- Academic background. High academic standing—doctorate and superintendent experience.
- Academic excellence.
- Academic focus on the basics of education like writing for example. Not social emotional emphasis alone.
- Academic focus. Proven record of student achievement with multiple metrics.
- Accountability.
- Alternative education. Supports alternative paths outside of college.
- Apolitical.
- Balanced approach to education.
- Big picture, full picture ability.
- Board savvy. Able to lead and manage the board.
- Budget knowledge is critical, especially transparency and very diligent about only serving needs, not all wants.
- Budget.
- C.E.O. characteristics.
- Captain of the ship, but you can't always be right.
- Caring.
- Collaborative.
- Communication must be open especially with teachers and students.
- Communication savvy.
- Communication skill to include keeping the board members fully informed.
- Communication skills both written and verbal and understand non-verbal cues.
- Community collaborator, information needs to flow to parents especially in diverse parent communities.
- Confidence. Winning over the confidence of people.
- Discipline plan.
- Discipline.

- Diversity and Inclusion competent.
- Diversity recognition within the community.
- Economic development background.
- Emergency management awareness and skills. Coastal experience with natural disasters.
- Equal or better than past superintendent.
- Experienced superintendent.
- Fair. Someone who works WITH staff.
- Fiscally astute.
- Flexibility. Able to look at all sides of an issue or problem.
- Flexible and willing to accept new ways to doing things are setting new directions.
- Focus on core education.
- Focus. Don't use student programs to leverage social change.
- Focus. High academic standards.
- Focused.
- Foresight.
- Home grown. Knows the culture of our city. Their heart is here.
- Humble. Humility if very important in this position.
- Humility.
- Integrity.
- Leader and not a micro-manager.
- Learner. Continues to learn of newest trends in education.
- Listener.
- Listening skills.
- Marketing. Good in sales and marketing.
- Military experience. Knowledge of our military family situations.
- Partnership with Board members especially with invitations to Board members for participation in events.
- Passionate about education.
- Pedagogy. Deep curriculum knowledge.
- Pedagogy. Strong understanding of the best pedagogical practice.
- Planner.
- Public School fighter and advocate.
- Purpose focused. Classical education focus beyond just preparing for the workforce.
- Reader and understands the latest educational knowledge and research.
- Relationship builder with board. Specialty in working with a divided Board and withstand the election changes of the Board.
- Relationship builder with the city council.
- Relationship builder.
- Relationship with school board. Acknowledge 11 bosses.
- Sensitive to the many views of people in the audience/community.
- Servant leadership. Puts others before themselves.
- Social engineering is not the job (DEI-not to give one person a leg up over another).
- Strong in letting the board know that they need to run this business.
- Strong. Assertive in dealing with school board.
- Style. Oversight but not over management.
- Teaching background.
- Top shelf.
- Tough.

- Transparent, honest, straight forward.
- Trust. Establish trust with staff and community.
- Visionary.
- Visionary.
- Vocational education background.
- Workforce development and pathway.





### LEADERSHIP PROFILE REPORT

### VIRGINIA BEACH CITY PUBLIC SCHOOLS November 14, 2023

Hazard, Young, Attea & Associates 909 W. Euclid Ave #926, Arlington Heights, IL 60006 Tel 847.250.7261 | hya@hyasearch.com | hyasearch.com

### **EXECUTIVE SUMMARY**

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in October, 2023 for the new superintendent of the Virginia Beach City Public Schools. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. The stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years. The online survey results were consistent with the input from individuals and focus groups.

### **Participation**

The three search consultants held sixty-six interviews with individuals and groups as previously identified by the school board members over the course of two days on October 3<sup>rd</sup> and 4<sup>th</sup> and in addition interviews were held via telephone and Zoom meetings in the following week. Each school board member was interviewed individually. The "community" group included city officials, higher education officers from local colleges and universities, previous school board members, business owners, elected state officials, district advisory committee members, education partners, judges, and citizens of the community. The online survey was completed by 4,423 stakeholders. In total **nearly 5,000 individuals contributed to this report**.

The community survey report and a draft of the desired characteristics are provided under separate cover and are meant to be stand-alone complementary pieces to the Leadership Profile Report.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

### **STRENGTHS OF THE DISTRICT**

- Staff. All staff to include administrators, teachers, support staff.
- Programs, a plethora of program offerings for students.
- Community is supportive and a wonderful place to live.
- Military families and presence.
- Diversity of people and physical geography in the region.

- Reputation of the Division within the area, State and Nation.
- Resources available to staff and students.

Many strengths were cited by stakeholders that distinguish the school district as an exemplary and valued learning community. The following areas were most frequently mentioned and bubbled to the top of the list as strengths of the school district or points of pride in the Virginia Beach City Public Schools.

**Staff of the Virginia Beach City Public Schools.** Consistently reported were the many outstanding staff members. The community members are aware of the many employees of the school district who care deeply about their responsibility. This praise was noted by all employee groups, administrators, teachers and support staff. The Virginia Beach City Public Schools is a unique school district in today's economic environment with a fully staffed school district of teachers and support staff to include bus drivers.

**Program offerings.** We heard from participants about the wide array of programs and courses offered to all students at all levels across the district academically and in extra-curricular areas. Students benefit from a wide array of program offerings to include the specific academic focused academies, numerous academic courses, and the trade and career paths programs. Activity programs to include clubs, athletics and the performing arts are clearly a strength and students take advantage by participating in these many opportunities beyond the normal school day. The activity buses allow students to participate without the burden of families arranging transportation for their children who participate in the after-school teams, fine arts and clubs. Technology available to staff and students was also noted as a point of pride.

**Community.** Another strength frequently mentioned was the quality of life and many advantages to living, working and raising a family in the area. The beach, the mountains nearby and the military presence were noted as contributing to the area as being a wonderful place to live. Many individuals who were interviewed for this report expressed their love for the area and noted the role the Virginia Beach City Public Schools contribute to the quality of life. For many the school district was a major reason in their choosing to live in Virginia Beach. Residents enjoy the numerous entertainment and fine arts venues and have access to a plethora of higher education institutions within a short driving distance from Virginia Beach.

**Military Presence and Families.** It was reported to the search consultants that nearly 25% of students attending the Virginia Beach City Schools are from military families. While transiency rates and stress from deployments create special challenges, the overwhelming sentiment expressed by contributors to this report was one of pride and thanks for having these families as part of the community. The military families are supportive of the schools and are a major contributor to the fabric that makes up the community.

**Diversity.** The ethnic and economic diversity within the area continues to grow. This diversity was noted as a strength of the area. Several staff noted the children of school age are much more diverse than the adult population of the area and see this as both a strength and a challenge. In addition, the Virginia Beach area offers geographic diversity. Clearly being a beach side community is a strength, however many participants noted the diversity of the geographic area with not only beaches but a short drive to enjoy mountain scenery and leisure pursuits.

**Reputation.** Praise was bestowed on the school division as having an excellent reputation not just within the area but within the State of Virginia. A university president stated, "This school district is one of, if not the premier school district in the State of Virginia." Obviously, the work of many school district employees over the course of decades has resulted in the reputation. A number of individuals praised the work of previous leaders of the school district. The reputation of the school district also contributes to the economic development of the Virginia Beach area helping to attract employers and families.

**Resources.** Staff members noted the abundance of resources for students and staff. Specific examples cited were the technology available to include one to one student Chrome books. Also noted were the number of professional growth opportunities for teachers, the teacher resource center, and supplies available for use in the schools.

### CHALLENGES AND ISSUES FACING THE DISTRICT

- School Board divisiveness board governance.
- Politics. Divisive politics creeping into the school district.
- Recruitment and retention of staff.
- Demographics of the community are changing.
- Facilities that need updating, remodeling or replacement.

The good news about the list of challenges is that it is shorter than the strengths and points of pride. While an exceptional district, the Virginia Beach City Public Schools face short and long-term challenges to ensure its success. The following categories best exemplify these challenges.

**School Board divisiveness – board governance.** Associated with the challenge of politics entering the schools (see below) is the issue of divisiveness within the school board. Focus groups and individuals repeatedly expressed concern about the growing fractured and divided school board interaction. These negative board to board member behaviors, the confrontational interaction from board members to staff at board meetings, and the resulting feeling of mistrust causes organizational chaos. Some Board members were described as only pursuing a higher office or advancing political agendas that create rancor and dissent rather than focusing on student achievement and instructional issues. The dysfunction noted by the

individuals and focus groups reflects a genuine concern that board members need to have a clearer understanding of their governance roles and responsibilities. Many respondents also stated their hope that the Board's behavior will not limit the pool of candidates. Greater clarity in understanding a superintendent's role is also imperative. Systems, processes, and procedures must be addressed and put into practice in order for the healthy progress of the district to flourish. Respectful collaboration between the Board and the Superintendent, as well as among board members, is essential.

While constructive discourse is necessary in public work, people can and should learn to disagree in a professional and respectful manner. These skills of boardsmanship need to be nurtured. High functioning teams hold each other accountable in the best interest of moving an organization forward. The board's behavior serves as a model for students, staff, and the community. Exhibiting respect, collaboration and fostering a climate of mutual trust will be the first order of business for the new superintendent in collaboration with the school board members. The board has an equal responsibility to that goal.

**Politics**. There exists a perceived political and ideological division within the community that is now spilling over into the school board. The community was described as purple rather than blue or red. Participants spoke of what they perceived as divisions among the Board and factions within the community. Many participants in the development of this Leadership Profile Report noted that school board meetings have drifted off into political discussions with agendas and meetings spinning out of control, providing a venue for community members to express their political opinions. The "culture wars" exhibited by national politics has spilled over into the governance of the school district and board meetings have become a focal point for political activists to espouse their opinions. The overwhelming majority of respondents also said that issues that really matter—students and support of staff—have been severely lacking since the influx of "current political hot topics."

**Recruitment and retention of staff.** Identifying, recruiting and retaining staff of the highest quality is seen as a challenge. Virginia Beach is not alone in this challenge as other school districts and organizations scramble to fill position openings. It should be noted that enrollment in colleges of education has shrunk precipitously over these past few years which will lead to a staffing challenge for teachers in all fields and at all grade levels. The recruitment and retention of a *diverse* staff also adds to the challenge. Compensation levels were often cited as a barrier to recruitment and retention of teachers and staff.

**Demographics of the community are changing.** Diversity was noted as a problem but more frequently noted as a wonderful strength of the District. People shared with us that there are

divisions in the community and the school district as to how the issue of the community makeup is actually perceived. Some related that some segments of the community might not be aware of the changing demographics of the community and school district. This increasing diversity is the result of a change, we were told, in the increasing number of people who are in the district who reflect different races, languages, cultures and socio-economic status. This diversity is particularly reflected in younger people rather than in the adults of Virginia Beach. The reality is there are an increasing number of individuals and families who are in the district who reflect different races, languages, cultures, customs, and socio-economic status. Identifying, recruiting, and retaining a staff of the highest quality that more closely reflects the racial composition of the student body is seen as a challenge. Staff and parents reported schools with none or one staff person of color.

**Facilities.** It was noted by many participants who contributed to this report that the Virginia Beach City Public Schools have a number of infrastructure needs. Aging and outdated facilities with a need for remodeling or replacement was frequently mentioned as a challenge for the district to meet over these next several years. Several respondents expressed concern that square footage of renovations and new facilities was expanding even as student enrollment was decreasing. As with all Virginia schools, the district is financially dependent and addressing the replacement and updating of buildings will be a significant investment. Balancing these financial needs with other taxes will be a balancing act for the district and community.

HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to meet the needs of the district. The search team will seek a new superintendent who can collaborate with the Virginia Beach City Public Schools Board to provide the leadership needed to continue to raise academic standards and student performance, while meeting the unique needs of each of its schools and communities.

The search team would like to thank all the participants who individual interviews, focus groups meetings or completed the online survey and the Virginia Beach staff members who assisted with our meetings, particularly Kami Lannetti, Anna Cleveland, Cielo Watson, Regina Toneatto and the Districts technology staff who organized and assisted with logistical details of the search team's time in the district.

### HYA HAZARD YOUNG ATTEA ASSOCIATE

### Desired Characteristics for the next Superintendent of Schools of the Virginia Beach City Public Schools

After reviewing input from administrators, board members, community members, parents, support staff, students, and teachers via individual and focus group interviews and the online survey, the School Board of the Virginia Beach City Public Schools is seeking an educational leader who possesses the following characteristics, attributes and skills.

### **Communicator Extraordinaire**

- Possess strong communication skills with all parties, both internal and external.
- Establishes and employs a communication flow of critical issues, actions and decision on an ongoing basis.
- Communicate as an effective spokesperson for the School District. Able to clearly articulate the District's vision, successes and challenges across all platforms and audiences.

### **Relationship Builder & Politically Astute**

- Accessible and approachable to students, staff, parents and community members.
- Visible and engaged in schools, classrooms and at student and community events.
- Fosters a culture of trust and respect both internally and externally.
- Politically astute in understanding the community and its social strata while valuing the importance of intergovernmental alliances and partnerships.
- Provide leadership and guidance to foster healthy, productive working relationships with the school board, staff and numerous school and community organizations in an inclusive framework that respects all groups and individuals.
- Skilled in working with the school board to facilitate an effective governing structure. Works collaboratively with the Board with a clear and mutual understanding of their respective roles and responsibilities and with clear lines of communication.
- Experienced in leading boards in governance, policy development and tools to handle challenges and decision-making.

### **Management and Leadership Skills**

- Creates a strong focus on the recruitment and retention of talent with an emphasis on recruitment of staff that reflects the demographic of the student population.
- Possess fiscal acumen in the management of resources.
- Vision. In concert with others develops a vision and effectively communicates the vision to internal and external audiences.

### **Pedagogical Expertise**

- Leads with a depth of pedagogical knowledge in the many aspects of providing an effective educational experience for all learners. Understands and utilizes the latest research, trends and innovation within curriculum, instruction, assessment and special education.
- Courageous in defending and implementing recommendations that benefit students.
- Self-Confident and decisive; able to make difficult decisions.
- Establishes a culture of high expectations for all students and personnel.

The successful candidate must possess or be immediately eligible for professional credentials and licensure in the State of Virginia as a school superintendent. Additionally, this person will need to be thoroughly familiar with the history, culture, and needs of the Virginia Beach City Public Schools, the City of Virginia Beach and the State of Virginia.

### **SELECTION PROCESS**

The Board of Education has retained Dr. Brad Draeger, Dr. Connie Collins and Dr. Ted Blaesing of Hazard, Young & Attea to recruit qualified candidates. The consultants will screen applications beginning immediately, concluding in early December. Selected candidates will be recommended to the Board for interviews and further consideration. Apply online at <u>www.HYAsearch.com</u>. Any questions regarding the application process and/or selection process should be directed to the consultants:

Dr. Brad Draeger	201-452-2099
Dr. Connie Collins	847-533-0209
Dr. Ted Blaesing	651-470-8579

braddraeger@hyasearch.com constancecollins@hyasearch.com tedblaesing@hyasearch.com



### School Board Agenda Item

Subject: <u>Calendar Timeline for 2024-2025</u>	Item Number: <u>1C</u>
Section: Administrative, Informal, and Workshop	Date: November 14, 2023
Senior Staff: <u>Matthew D. Delaney, Chief Schools Officer</u>	
Prepared by: <u>Matthew D. Delaney, Chief Schools Officer</u>	
Presenter(s): <u>Matthew D. Delaney, Chief Schools Officer;</u>	

### Admon Alexander, Ed.D., Director of Family and Community Engagement

### **Recommendation:**

That the School Board receive an update on the 24-25 school calendar process.

### **Background Summary:**

The School Board received a brief on the calendar timeline during the July 2023 School Board Retreat. The presentation will include an update on the process, feedback received regarding a Pre-Labor Day start, and a review of the factors that must be considered when developing a calendar.

Source:

N/A

**Budget Impact:** 

N/A

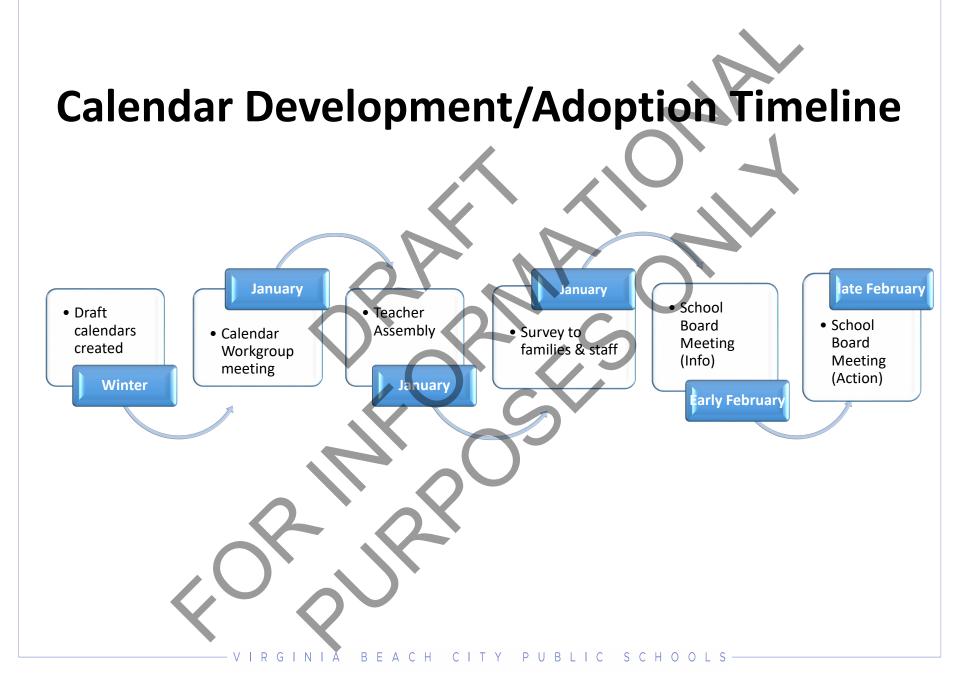


# **Calendar Development**

Process

School Board Workshop November 14, 2023

Departments of School Leadership and Communications and Community Engagement



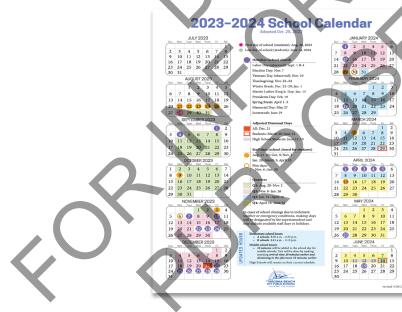
## **Guidance for Calendar Creation**

- Number of instructional days (181 days)
- Teacher staff, in-service days (193 days)
- Required seat hours
- Equal distribution of days in a quarter/semester



# **Guidance for Calendar Creation**

- Observance of holidays
- Length of Thanksgiving, Holiday and Spring Break
- Limiting adjusted dismissal days



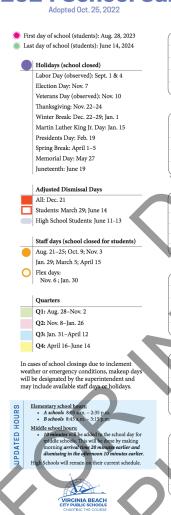
# **Continuing with a Pre-Labor Day start**

#### 2023-2024 School Calendar

 17
 18
 19
 20
 21
 22
 23

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 30

31





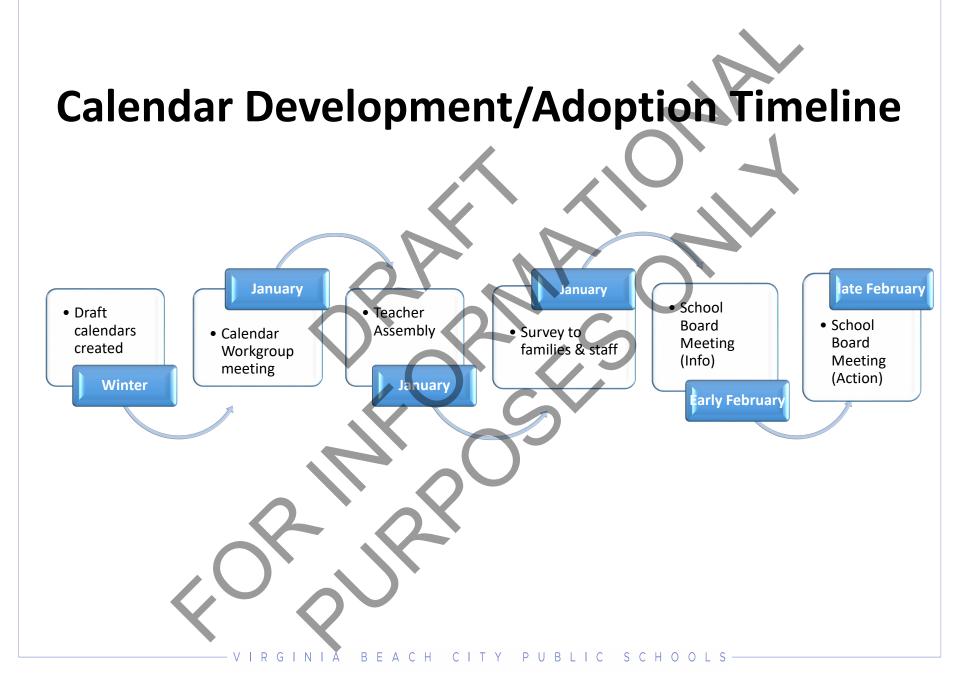
- Added multiple staff days throughout the school year.
- Added in a holiday the Wednesday before Thanksgiving.
- Reduced the number of adjusted dismissal days.

# Feedback from administrators and central support staff

#### **PLUS**

- Two four-day work weeks
- Students transitioned easily
- Appreciate the additional staff days during the year

- 5 in-service days
- Less time for professional learning
- Condensed summer planning
- Less central support preparation time







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

Subject: <u>PPEA Interim Agreement Briefing</u>	Item Number: <u>1D</u>	
Section: Administrative, Informal, and Workshop	Date: November 14, 2023	
Senior Staff: Jack Freeman, Chief Operations Officer, Department of School Division Services		
Prepared by: <u>Melisa A. Ingram, Executive Director, Facilities</u>	Services	
Presenter(s): Melisa A. Ingram, Executive Director, Facilities S	Services	

#### **Recommendation:**

That the School Board receive update as staff continues to work with the design team from S.B. Ballard Construction Company (SBBCC) regarding the Public-Private Education Facilities and Infrastructure Act (PPEA) Interim Agreement. This update to the School Board is related to the 30% design development step in the design process for the replacement of three schools, Princess Anne High School, Williams Elementary School/ Bayside 6<sup>th</sup> Grade Campus, and Bayside High School.

#### **Background Summary:**

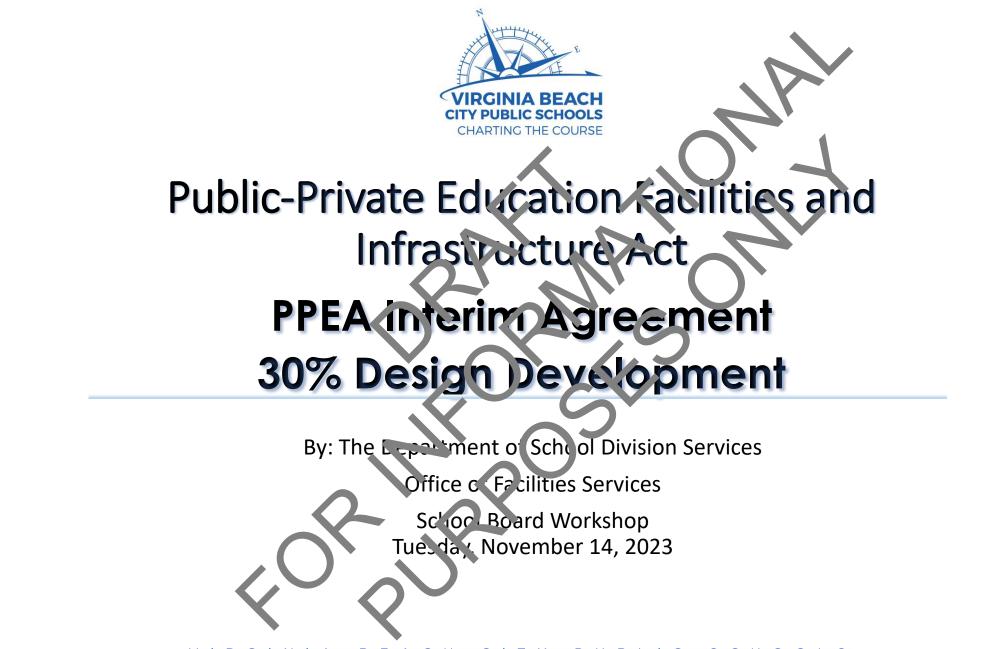
After receiving responses to Public-Private Education Facilities and Infrastructure Act (PPEA) Request for Proposals (RFP) #5083 and selecting an offeror, S.B. Ballard Construction Company (SBBCC), the School Board approved the PPEA Interim Agreement on February 28, 2023, and City Council approved the PPEA Interim Agreement on March 7, 2023.

#### Source:

N/A

#### **Budget Impact:**

N/A

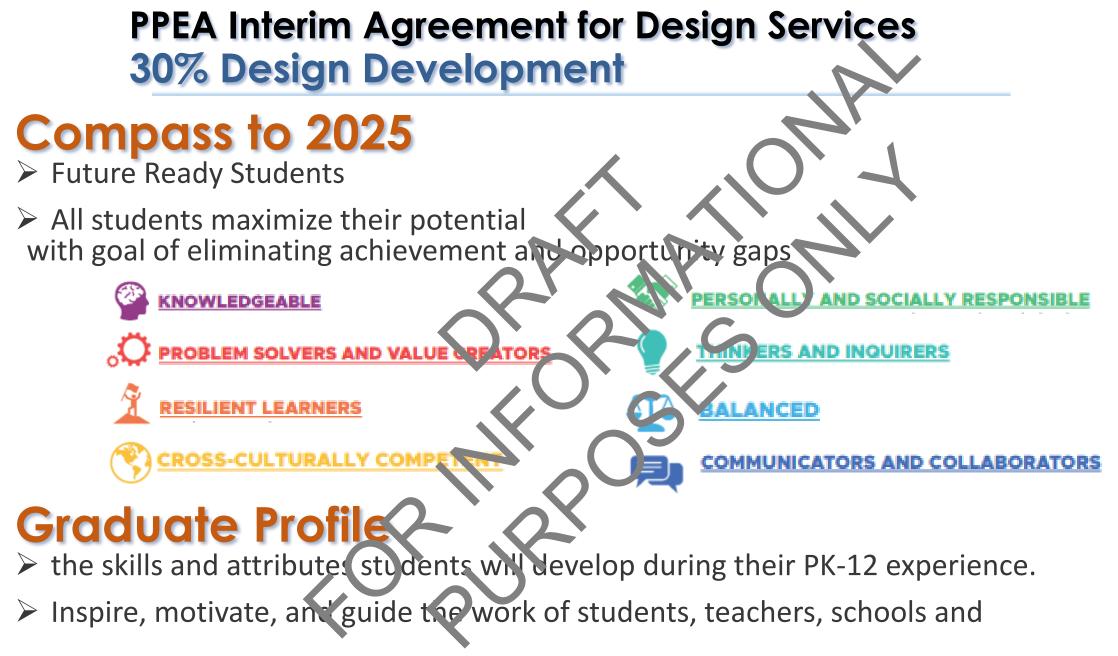


# Our Journey to 30%...

### FOCUS ON THE EDUCATIONAL PROGRAM

- Gathering information and insights into programs
- Compass to 2025, VDOE, & other guidelines
- Review & compare with existing facilities
- Understand special programs
- Explore future needs (C.E., etc.)
- Design & explore space-saving strategies

The goal of VBCPS is the successful preparation of every student to master the skills necessary to be college, career, and life ready when they graduate from VBCPS.



# Meeting Compass to 2025

#### Goal 1: Educational Excellence

 Challenge and support ALL STUDENTS to excel in foundational literacies, core knowledge, & life skills

#### Goal 2: Student Well-Being

- Support the physical and mental health of ALL STUDENTS and strengthen the social-emotional skills

#### Goa' 3: Student Ownership of Learning

 ALL STUDENTS make decisions throughout the learning process to help them find their passions and design their future and strategic goals

RUSINESS / NON-PROF

#### Goal (: An Exemplary, Diversified Workforce

- The best place to work where the best people want to work

#### **Goal 5: Mutually Supportive Partnerships**

- Make and build connections to support all students before and after graduation

#### Goal 6: Organizational Effectiveness and Efficiency

Effective and efficient use of resources to support the division's vision, mission, and strategic goals

# Meeting Compass to 2025

#### **Division-wide Special Needs program**

 Located at PAHS, this program serves 100-150 students who require additional supports including space and staff.

#### **Academy-based Programs**

 Health Sciences Academy and International Baccalau, ate program, beth of which space needs exceed typical classrooms. Similar acao mies are expected to be incorporated in high schools throughout the school division.

#### Individual and Personalized Learning

 Addressing unique learner needs often requires new vp2s of spaces such as small group rooms and pull-out areas.

#### **Career & Technical Education (CTE)**

VBCPS is committed to offering students real-world experiences to help them prepare for their futures. These programs often require
more square-footage for labs and shop spaces, tools are materials areas, and clearances for safety.

Knowledgeable

& Socially

**Problem Solvers** 

& Value Creators

Communicator:

& Collaborators

#### **Community Partnerships**

New programs and services for social and mental health support require counseling and support spaces. Work-based learning
experience programs require coordination and administration of multiple activities.

# Our Journey to 30%...

#### Initial Stakeholder Input

Review and discussion of guidelines including Compass to 2025, state guidelines related to regular education & special education, city codes & ordinances, state building & energy codes, building structure and layout, and federal guidelines such as the American with Disabilities Act (ADA).

#### Educational Specification Meeting

Verified needed programs; Gained understanding of needed) djacencies; Goal of meeting educational programs

#### > 15% Schematics/Conceptual Design Meetings

Explored efficiencies; including reducing redund increas a finding joint use spaces. Throughout the process a continued refining ways of meeting educational programs.

#### School Leadership Meeting

Verified efficiencies and explored additional officiencies that could be accommodated without negatively impacting educational program. Discussions to understand what could be changed & further combined.

#### > 30% Design Development Meetings

Additional efficiencies verties or round through design. Designing spaces conducive to learning, explorable with building
and site codes and safety considerations. Understanding how to most efficiently utilize all spaces.

# Learning Communities - Access to a variety of coursework

- Accommodate rigorous courses of study
- Space for creating and designing solutions to problems
- Support strong critical thinking skills
- Create opportunities to work collaboratively in groups
- Support investigation into real word problems chrough an inquiry-based and hands-on approach that is solution driven
- Provide opportunities to work with community members, professionals, and peers
- Circulation space avoidance

## PPEA Interim Agreement for Design Services 30% Design Development : Core Academic & Supports Efficiencies & Design Consideration

#### A.0 CORE ACADEMICS & SUPPORTS

- A.01 Core Learning A.02 Student Community Commons A.03 Teacher & Staff Supports X # of Learning Communities
- A.04 Special Needs AAF Cluster

#### Learning Communities

- Variety and flexibility of space sizes; future ready
- Reduced number of learning communities to 4
- Reduced number of classrooms
  - share spaces
  - attention to enrollment numbers

### > Teacher & Staff Supports/Teacher Planning

- Allow sharing of classrooms
- Increase room utilization through cheduling to 90%

### Special Needs/Career Technical Education

Inclusionary approach with access and peer collaboration increased



# **Efficiencies & Design Considerations**

#### 3.00 CAMPUS CORE

3.01 Library / Media Center3.02 Auditorium3.03 MPR / Dining Commons3.04 Food Services / Kitchen

#### > Schola

Smaller collaborative gathering spaces

#### > Media Center

- Collaborative Spaces Throughout Puilding, Smalle Media Center
- Centralized with Support Flex Spaces

### Food Services/Dining-Commons

- Co-locate in circulation areas at high schools
- Opportunities for sate ite serving at high schools
- In 4, 5, 6 grade program; ability 6 combine space & create large gathering space

### PPEA Interim Agreement for Design Services 30% Design Development: Office and Support

# **Efficiencies & Design Considerations**

#### 4.00 OFFICES & SUPPORT

- 4.01 School Administration
- 4.02 Counseling/SpEd/Student Services
- 4.03 Centralized Faculty Support
- 4.04 Nurse / School Clinic
- 4.05 Community Engagement Center

### School Administration

- Shared administration spaces
- Administration spaces also co-located in learning community
- Inviting & Safe Space for Students

### Counseling

Support for students decentralized in learning communities

### School Clinic

- Safety with visual access
- Co-locating regular education & special education needs

### Community Engagement Center

- Bridge gap between community and school with support for students and parents centrally located
- Ability to be used for other uses such as collaboration or conference space
  - IRGINIA BEACH CITY PUBLIC SCHOOLS

### PPEA Interim Agreement for Design Services 30% Design Development: Building / Fasility

# **Efficiencies & Design Considerations**

#### 5.00 BUILDING / FACILITY

5.01 Building Services 5.02 MEP (Gross Areas TBD)

### Custodial/Building Services

- Receiving, storage, and maintenance areas
- Control systems for a variety of infrastructure

### > (MEP) Mechanical / Electrical / Plumbing

- Assets inside for weatherization and maintenance needs
- Life-cycle cost

### PPEA Interim Agreement for Design Services 30% Design Development: Programs / Enhercements

# **Efficiencies & Design Considerations**

F.0 VBCPS Programs / Enhancements

F.01 VBCPS SpEd Center (@ PAHS) F.02 NJROTC F.03 Fieldhouse / Stadium Supports

### Division-wide Special Education Center (PAHS)

- ADA Accessibility and Code Requirements
- Proximity to other school functional areas
- Shared Clinic, Kitchen, and other supports

### > NJROTC

Serves Princess Anne HS & Bayside HS, while operating out of

### Field House

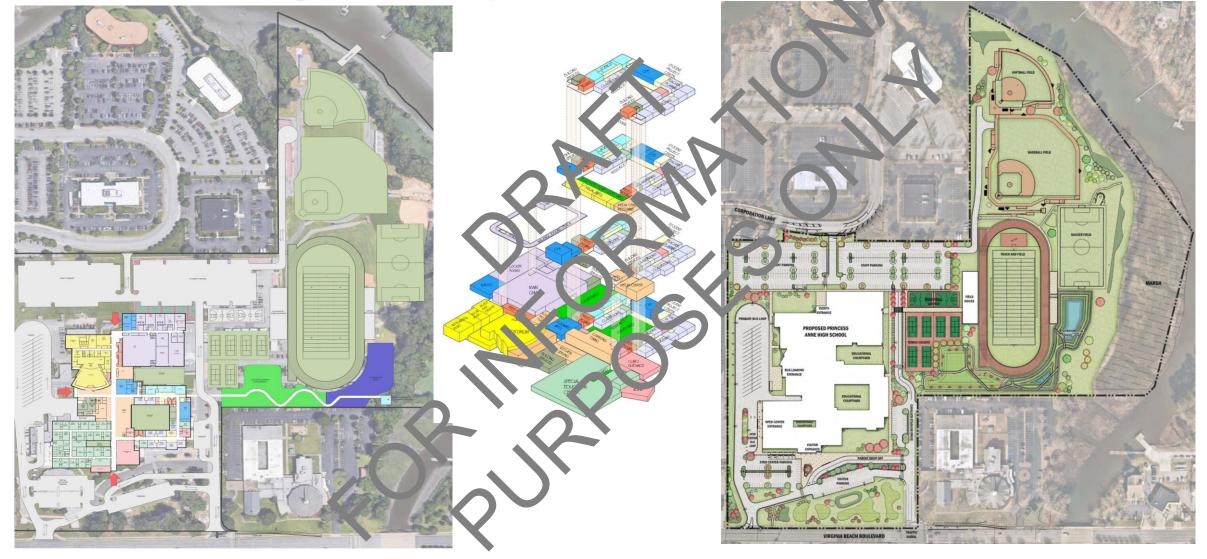
- A field house with reduce 1 size results in increases shared use
- Maintain home & visitor sides, concessions, & restrooms with adequate access to all fields in a central location

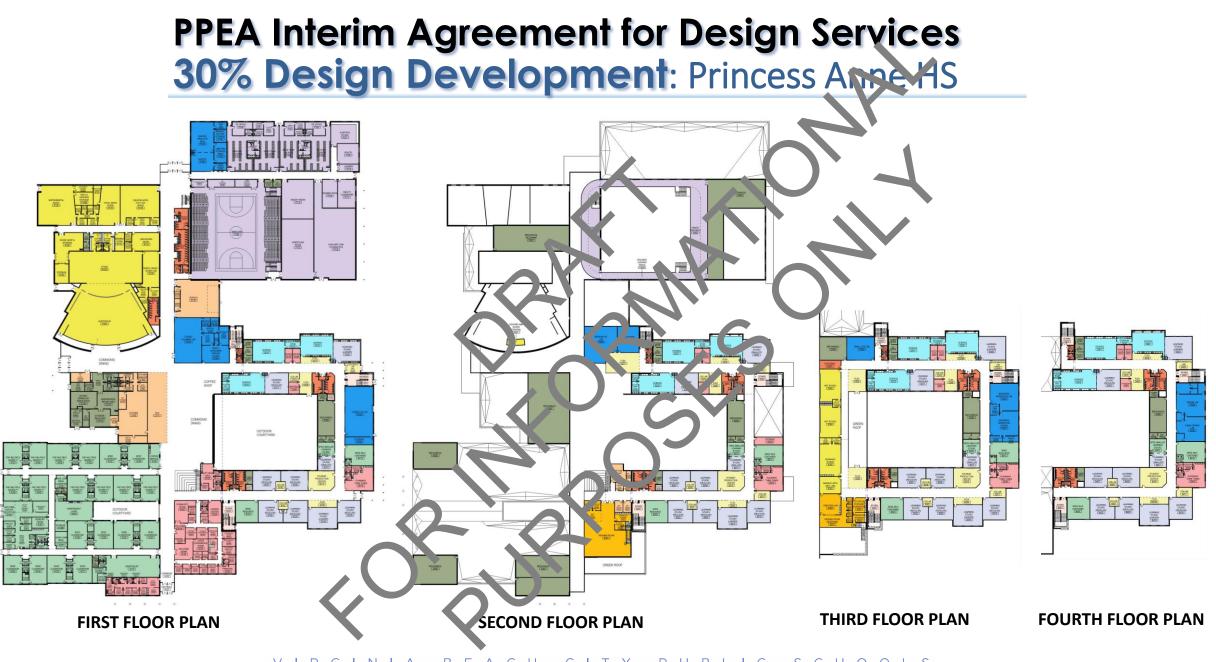
### PPEA Interim Agreement for Design Services 30% Design Development: Princess Appe 4S



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### PPEA Interim Agreement for Design Services 30% Design Development from 15%: Princess Anne HS





VIRGINIA BEACH CITY PUBLIC SCHOOLS

### **PPEA Interim Agreement for Design Services 30% Design Development**: Williams ES / Bayside 6<sup>th</sup>

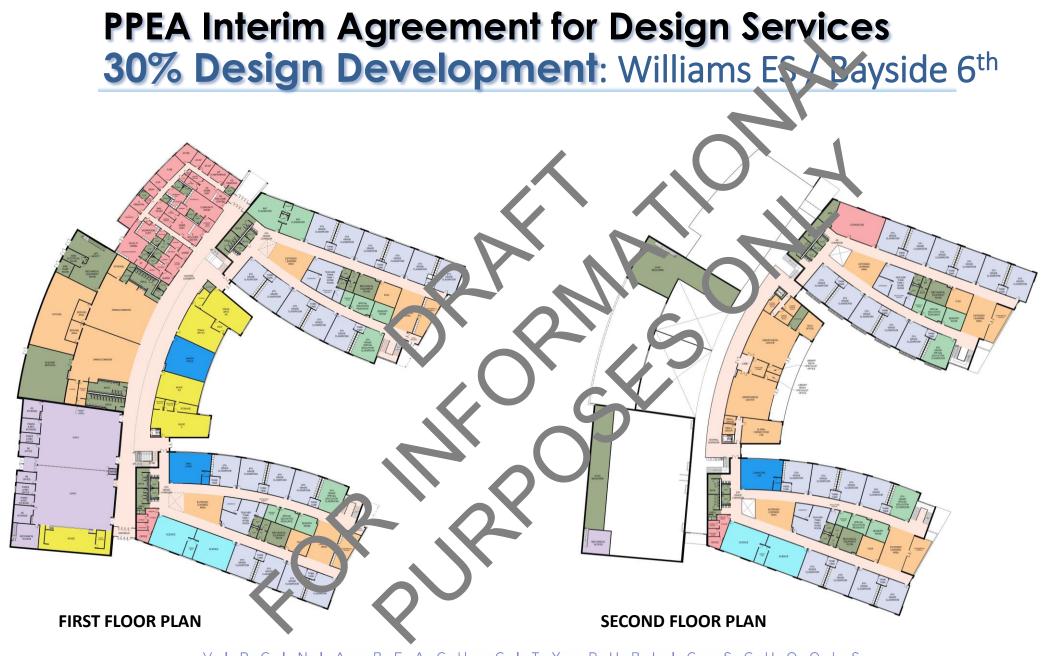


#### -VIRGINIA BEACH CITY PUBLIC SCHOOLS

### PPEA Interim Agreement for Design Services 30% Design Development from 15%: Williams ES / Bayside 6<sup>th</sup>



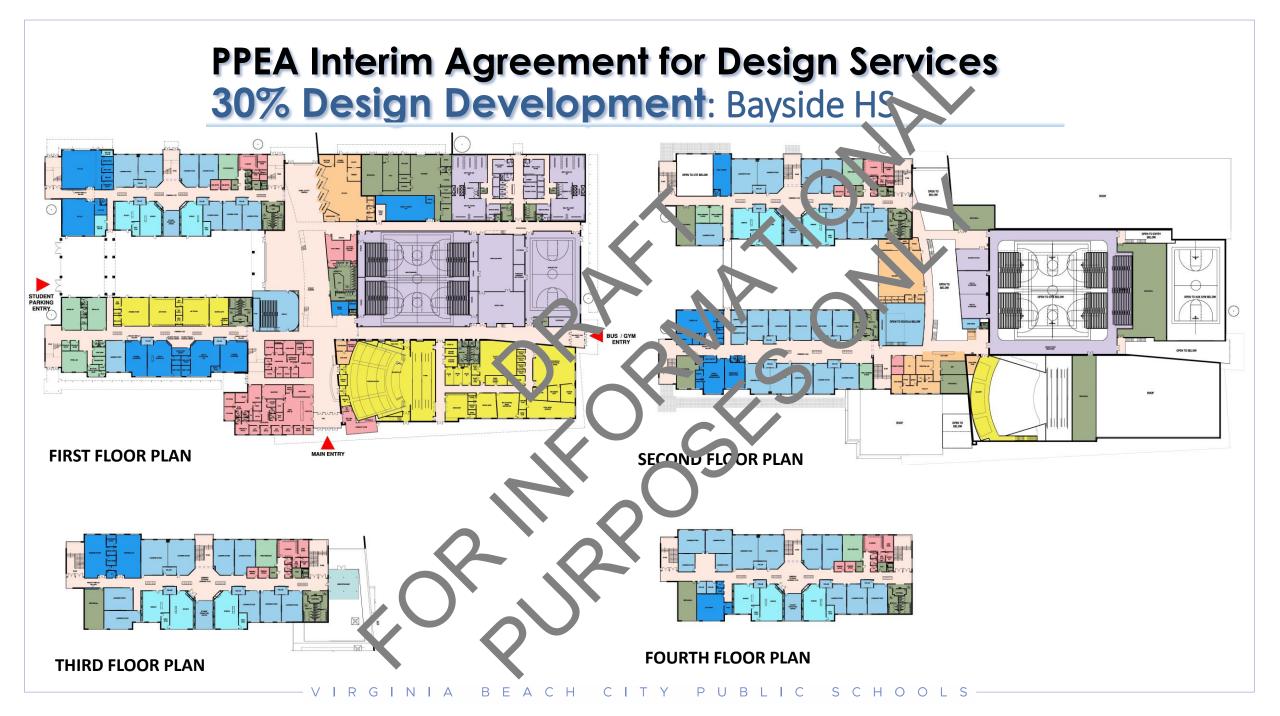
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#### VIRGINIA BEACH CITY PUBLIC SCHOOLS





### PPEA Interim Agreement for Design Services Educational Programming & Space Needs

### □ 21<sup>st</sup> Century Learning Spaces

- Critical Thinking Skills
- Future Workforce Development
- Flexible and Adaptable

### Cost Savings

- Earlier Completion
- Contractor and A&E Team
- Guaranteed Maximum Price (GMP)

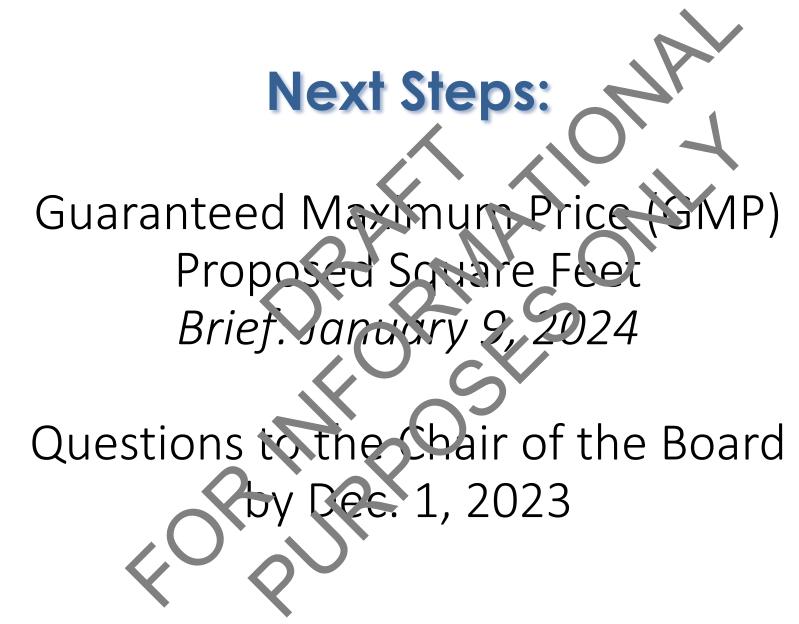
### Prototype High School Plan

Bayside High School plan can be used for
 First Colonial, Kempsville and Green Run High Schools

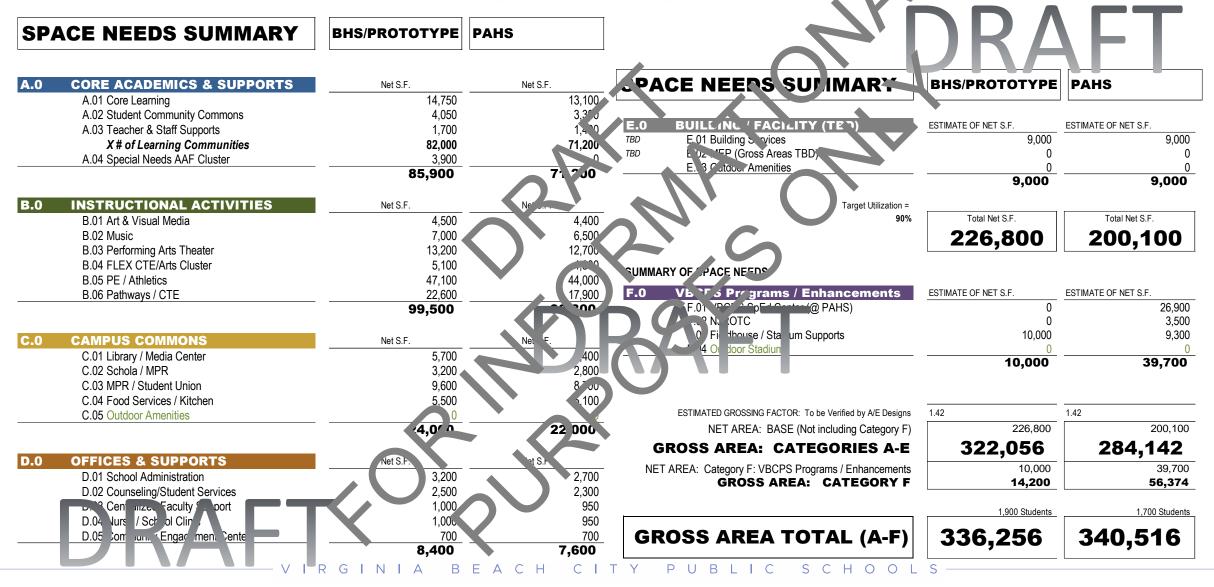
### Financial

- GMP vs Low-Bid
- Collaboration with Budgeting

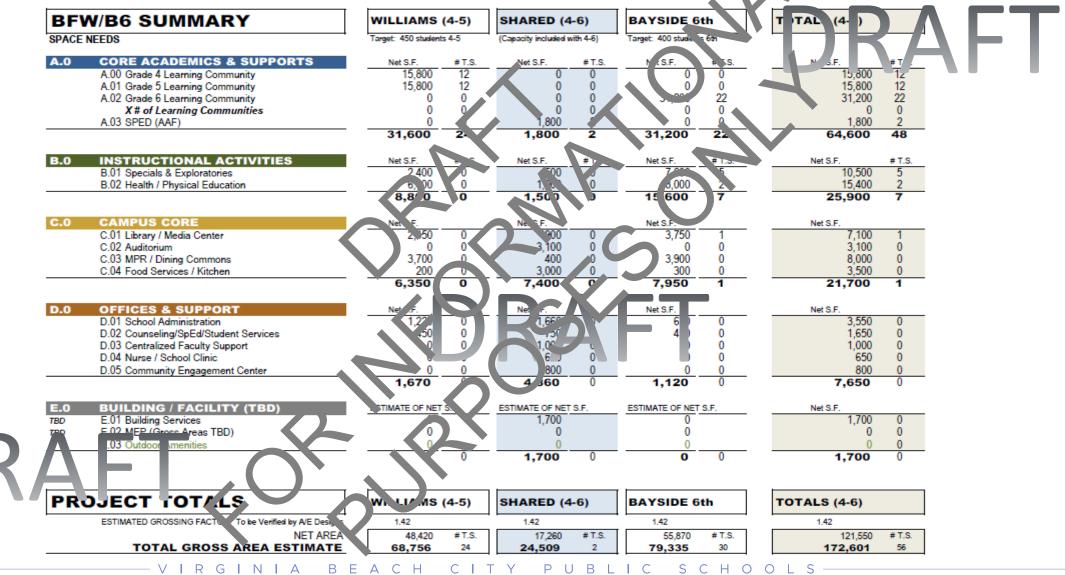




### PPEA Interim Agreement for Design Services Educational Programming & Space Needs

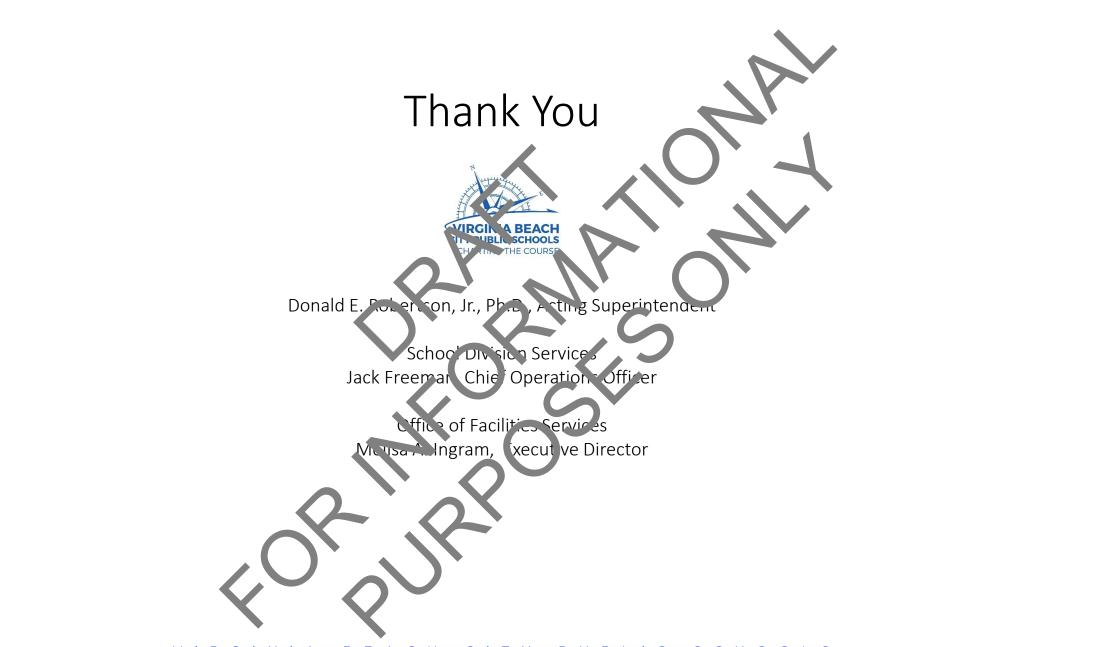


### PPEA Interim Agreement for Design Services Educational Programming & Space Needs



### PPEA Interim Agreement for Design Services Public Input Meeting Milestones:

Timeframe	Public Input Meetings
March – April:	Focus Group Interviews
April – May:	Educational Specification Meetings
May:	School Board Workshop - Educational Specifications
July / Nov - Feb:	Project Financing Plan – Bulget Leadership
May – June:	Design Workshops
Sept – Oct:	Design Works' ops – Conceptua' Design
Sept – Oct:	School Board Workshop – 15% Conceptual Design City Council Informal Session – 15% Conceptual Design
Oct - Nov:	Final Schematic Design
Oct - Nov:	School Board Workshop - 30% Design Development City Council Informal Consion – 30% Design Development
July / Nov - Feb:	Project Financin <sub>e</sub> , Plan – Budget Leadership
Jan:	School Paard Workshop – an P quaranteed Maximum Price City Council Informal Session – CMP Guaranteed Maximum Price
Nov - Feb:	Guaran eed Maximum Price (GMP) & Proposed Comprehensive Agreement for Construction Services
Feb - March:	School Board Action – GMP & Comprehensive Agreement City Council Action – GMP & Comprehensive Agreement





Subject: <u>Approval of Minutes</u>	Item Number: <u>10A</u>
Section: <u>Approval of Meeting Minutes</u>	Date: <u>November 14, 2023</u>
Senior Staff: <u>N/A</u>	
Prepared by: <u>Regina M. Toneatto, School Board Clerk</u>	
Presenter(s): <u>Regina M. Toneatto, School Board Clerk</u>	

#### **Recommendation:**

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

A. October 24, 2023 Regular School Board Meeting

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

#### **Background Summary:**

N/A

#### Source:

Bylaw 1-40

#### **Budget Impact:**

N/A



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

#### **School Board Services**

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

Beverly M. Anderson At-Large

David Culpepper District 8

**Staci R. Martin** District 4

#### Kathleen J. Brown District 10

Jennifer S. Franklin District 2 – Kempsville

**Kimberly A. Melnyk** 

District 2

District 6 Victoria C. Manning

Carolyn D. Weems, Vice Chair

District 9

At-Large

Michael R. Callan

Jessica L. Owens District 3 – Rose Hall

#### Donald E. Robertson, Ph.D., Acting Superintendent

#### School Board Regular Meeting MINUTES Tuesday, October 24, 2023

#### School Administration Building #6, Municipal Center

2512 George Mason Drive P.O. Box 6038 Virginia Beach, VA 23456 (757) 263-1000

1. Administrative, Informal, and Workshop: Chair Riggs convened the Administrative, Informal, and Workshop session at 3:30 p.m. on the 24<sup>th</sup> day of October 2023 and announced the members of the public will be able to observe the School Board meeting 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 Donald E. Robertson, Ph.D., Acting Superintendent, the following School Board members were present in the School Administration Building #6, School Board Chamber: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin (arrived at 3:59 p.m.), Ms. Manning, Ms. Martin, and Ms. Melnyk. The following School Board member was attending via Zoom: Ms. Owens (home/medical reasons).

- A. <u>School Board Administrative Matters and Reports</u>: Chair Riggs mentioned the following items: November 14 School Board meeting will begin at 3:00 p.m., members from HYA (Hazard, Young, Attea, and Associates) will be presenting information to the School Board; sign-up sheet for School Board members for November one-on-one meetings with Dr. Robertson; new voting system software is still in the procurement process; and Einstein Lab is still waiting for equipment to arrive, hoping to be ready to use for the next meeting.
- Digital Literacy Update: Sharon Shewbridge, Ph.D., Director, Instructional Learning, provided the School Board an Β. update related to Digital Literacy focus areas of Artificial Intelligence and Digital Citizenship; defined digital literacy having the skills to effectively use technology, and the knowledge and skills to do so safely and responsibly; Artificial Intelligence (AI) – Leadership Conference presentation, ITS Summer Institute, DTAL Summer Conference session, AI Impact Team (development of instructional materials), exploration of new AI tools; digital citizenship – seeing possibilities instead of problems and opportunities instead of risks; shared some data on technology use from The Social Institute: 95% of teens regularly use a smartphone, 45% of teens say that they're online almost constantly, 8.5 hours of screen time each day for entertainment; digital learning integration Standards of Learning – students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal, and ethical; Compass to 2025: Goal 2 - Student Well-Being, #6 -Develop students' digital wellness by helping students learn to make responsible decisions in their use of technology; mentioned Code of Virginia 22.1-24.1; goal of digital citizenship instruction is to develop students who are empowered, educated, safe, and future-ready; 2023-2024 action steps: acceptable use policy, contest, quarterly communication with families, students – at least three turnkey lessons for each student PreK-12, staff – turnkey PL sessions during staff week; student digital citizenship instruction, provide a curriculum that is: proactive and positive, comprehensive and systemic, age appropriate and scaffolded for students K-12, turnkey for faculty to implement, vetted and respected by students for authenticity and relevance, monitored via division data collection; mentioned student learning experiences - two pathways; quarterly communication with families - overviews of

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MINUTES

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student lessons, suggestions for monitoring and supporting student technology use at home; next steps with student instruction: continue to implement student lessons (Pathways A and B, evaluate impact of VBCPS developed curricula and The Social Institute curricula, determine a plan for student lessons in 2024-2025. The presentation continued with questions and comments regarding policies; potential partnership with The Social Institute; parent access to the curriculum; principals will be given information to communicate to parents; impact on teacher workload; lessons have been created; appreciate the parent side; appreciate focus on AI; digital field trips; amount of time children are on devices; cell phone policy; use of Chromebooks; teaching face to face; and finding balance with technology.

C. <u>All In VA Plan:</u> Danielle Colucci, Chief Academic Officer, provided the School Board an update on how VBCPS is utilizing All In Virginia funding and guidance; All In Virginia – high-intensity tutoring (70%), Virginia Literacy Act (VLA) (20%), chronic absenteeism (10%); All In tutoring recommendations: digital platform, multiple data points, acceleration approach, 10:1 student to tutor ratio; shared an example of rotation; funding to enhance current practices; shared examples of VBCPS Tutoring and Intervention (in-person, virtual, digital platform); VBCPS tutoring methods – before and after school, during school, clubs, digital platforms, summer; All In tutor recruitment – hiring fairs – colleges and universities, advertisement posters – QR codes, media outlets – WHRO; Virginia Literacy Act (VLA) - funding will be used to improve early literacy outcomes for young learners; mentioned Virginia Literacy Act (VLA) is a comprehensive, multi-pronged approach to ensure evidence-based literacy instruction is implemented in all K-5 classrooms; shared overview of Virginia literacy and language screening system; reviewed timeline of Virginia Literacy Act implementation in VBCPS; chronic absenteeism – funding will be used to implement strategies and resources to reduce chronic absenteeism; 2023 Math Standard of Learning revisions – VDOE released 2023 Standards of Learning on August 30, 2023, curriculum and assessment revision committees (November), textbook adoption (April), professional learning.

The presentation continued with questions and comments regarding absenteeism and truancy; parent involvement; communicate with parents via letters, AlertNow message; dedicated docket in the courts; suggestion of a workshop presentation on truancy; schools without PALS teachers – who is doing the assessments; clear guidelines to parents on when to send children to school, guideline during pandemic; impact with remote work; excused absences and chronic absenteeism; hiring tutors; and are current teachers able to tutor.

- D. Strategic Planning Process: Lisa Banicky, Ph.D., Executive Director, Office of Planning, Innovation, and Accountability provided the School Board information about the plan for developing the strategic framework that will follow Compass to 2025; overview of presentation – requirements, guiding principles, process and timeline; state and local requirements: Standard of Quality (VA Code 22.1-253.13:6B) – adopt a division wide comprehensive, unified, longrand plan developed with staff and community involvement, at least one public hearing to solicit public comment; School Board of Virginia Beach (Regulation 7-21.7) – Ad Hoc Strategic Plan Committee activated one year prior to the end of the cycle of the long-range plan required by VDOE (2023-2024); guiding principles: place a premium on stakeholder input and participation, use the VBCPS Graduate Profile as a focal point, be grounded in the division's core values, establish a shared understanding of the future direction of the school division, result in a concise fiveyear framework for identifying priorities and make decisions; reviewed timeline: July – School Board Retreat – input prompt "The next strategic planning process should...", suggestions mentioned: continuing the work outlined in the current strategic framework, focusing on workforce development, ensuring the division is competitive at all levels, preventing the plan from being overwhelming; August – PPMC Meeting – presented an overview of the planning process; September - Core Management Team: oversee communication and outreach plan, plan participation events, prepare background information for Ad Hoc Strategic Planning Committee; October – Input Process begins: stakeholder focus groups, stakeholder meetings, public input page on vbschools.com (Let's Talk); shared sample of guiding questions for public input; noted input page will be available through January 2024; November – Ad Hoc Strategic Planning Committee appointments; Ad Hoc Strategic Planning Committee – meet January through June, review community input, data, and educational trends, identify priorities and strategic framework; overview of process and timeline; there was one comment share regarding public engagement at meeting; and mentioned another meeting tomorrow at First Colonial High School at 6:00 p.m.
- 2. Closed Session: At 4:41 p.m., Vice Chair Weems made the following motion, seconded by Ms. Melnyk 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, and 8 as amended, to deliberate on the following matters:



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

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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. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.

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.

Namely to discuss:

- A. Hearing Officer's recommendation regarding student complaint against a School Board Member vote.
- B. Hearing Officer appointment for student discrimination appeal.
- C. Appointments of certain staff members.
- D. Status of pending litigation or administrative cases.
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Chair Riggs called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to recess into Closed Session: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk. The motion passed, 10-0-0.

The School Board recessed into Closed Session at 4:45 p.m.

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

- D. <u>Status of pending litigation or administrative cases:</u> School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; Eugene F. Soltner, Ed.D., Chief of Staff; Danielle E. Colucci, Chief Academic Officer; and Regina M. Toneatto, School Board Clerk.
- B. <u>Hearing Officer appointment for student discrimination appeal</u>: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; Eugene F. Soltner, Ed.D., Chief of Staff; Danielle E. Colucci, Chief Academic Officer; and Regina M. Toneatto, School Board Clerk.

At 5:26 p.m., Eugene F. Soltner, Ed.D., Chief of Staff and Danielle E. Colucci, Chief Academic Officer, left the Closed Session.

A. <u>Hearing Officer's recommendation regarding student complaint against a School Board Member – vote:</u> School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; and Regina M. Toneatto, School Board Clerk.

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

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E. <u>Consultation with legal counsel regarding probable litigation and pending litigation matters:</u> School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; and Regina M. Toneatto, School Board Clerk.

At 5:29 p.m., Donald E. Robertson, Ph.D., Acting Superintendent, left the Closed Session.

- C. <u>Appointments of certain staff members:</u> School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk; Kamala H. Lannetti, School Board Attorney; and Regina M. Toneatto, School Board Clerk.
- A. <u>Hearing Officer's recommendation regarding student complaint against a School Board Member vote:</u> School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk; Kamala H. Lannetti, School Board Attorney; and Regina M. Toneatto, School Board Clerk.

School Board member, Ms. Melnyk left the Closed Session at 5:37 p.m., and returned to the Closed Session at 5:39 p.m.

The School Board reconvened at 5:39 p.m.

Certification of Closed Session: Vice Chair Weems 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. Manning made the motion, seconded by Ms. Melnyk for Certification of Closed Session. Chair Riggs called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk. The motion passed, 10-0-0.

Chair Riggs read the following: The School Board appoints Ed Jones as the Hearing Officer for the parent appeal of a discrimination complaint related to the 2023-24 Old Donation School second grade application process. Mr. Jones will review the appeal, take additional evidence if determined necessary, and render a written report to the School Board. Chair Riggs called for a motion. Ms. Brown made the motion, seconded by Ms. Manning. Chair Riggs called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk. The motion passed, 10-0-0.

Chair Riggs read the following:

#### RESOLUTION STUDENT DISCRIMINATION APPEAL 10/24/23



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**WHEREAS**, the parent of a Renaissance Academy student filed a complaint in accordance with School Board Policy regarding alleged discriminatory and inappropriate comments made by a School Board Member at a School Board Disciplinary Committee hearing on March 13, 2023 to the student; and

WHEREAS, the School Board appointed a hearing officer to review the complaint and make a recommendation to the School Board regarding the complaint; and

WHEREAS, the Hearing Officer rendered his findings of fact and recommendation on October 13, 2023; and

WHEREAS, on October 24, 2023 the School Board reviewed the Hearing Officer's Findings of Fact and recommendation.

#### NOW, THEREFORE, IT IS DETERMINED

- 1. That the School Board adopt the October 24, 2023 Findings of Fact and Recommendation of the Hearing Officer that there is insufficient evidence of a violation of any federal, state, or School Board law/statute/regulation concerning discrimination, harassment, "gaslighting" or any inappropriate actions during the discipline hearing
- 2. That the School Administration is ordered to notify the student and parents of this decision and to place a copy of this decision, the supporting documentation, and any recording of the hearing in the student's official files.

Adopted by the School Board of the City of Virginia Beach, Virginia this 24<sup>th</sup> day of October 2023.

Ms. Franklin made the motion, seconded by Ms. Anderson. Chair Riggs called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk. The motion passed, 10-0-0.

- 3. School Board Recess: Chair Riggs adjourned the Administrative, Informal, and Workshop session at 5:43 p.m.
- Call to Order and Roll Call: Chair Riggs convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:01 p.m. on the 24<sup>th</sup> day of October 2023 and welcomed members of the public both in person and online.

In addition to Donald E. Robertson, Ph.D., Acting Superintendent, the following School Board members were present in the School Board Chamber: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk. The following School Board member was attending via Zoom: Ms. Owens (home/medical reasons).

#### 6. Moment of Silence followed by the Pledge of Allegiance

- 7. *Student, Employee and Public Awards and Recognition:* There were no student, employee, or public awards presented at the meeting.
- 8. Adoption of the Agenda: Chair Riggs called for any modifications to the agenda as presented. Hearing none, Chair Riggs called for a motion to approve the agenda as presented. Mr. Callan made the motion, seconded by Ms. Brown. Without discussion, Chair Riggs called for a vote to approve the agenda as presented. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the agenda as presented. The motion passed unanimously, 11-0-0.
- 9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings): Donald E. Robertson, Ph.D., Acting Superintendent shared the following information: 1) Virginia Beach City Public Schools was ranked the fifth best district in Virginia and one of the best divisions in the country by Niche, a national school ranking service that collects nearly 2.5 million reviews from students, parents, and teachers; 2) our first-ever TIDE Coalition Conference was held October 14 at Tallwood High School; students, staff, and community partners discussed ways to address equity, social emotional learning, mental health, and civic engagement; 3) the Consolidated Benefits Office had an Open Enrollment Fair on October 7; more than 350 Virginia Beach city staff, school staff, and family members came



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and spoke with benefit plan vendors; 4) Virginia Beach City Public Schools hosted the "One Pill Can Kill" substance abuse webinar on October 19, the recording is available on vbschools.com, experts spoke and answered questions from parents about the disturbing trend of youth taking unidentifiable pills with dire consequences; and 5) save the dates: town hall event, "Charting the Course: Building Pathways to 2023" at 6:00 p.m., Wednesday, October 25 at First Colonial High School; October 26 – community members can support the Beach Bags program by dropping off donations from 10:00 a.m. to 6:00 p.m. at Pembroke Square shopping center; and November 15 – "Restock-n-Roll" drive-through school supply giveaway from 5:00 p.m. to 7:00 p.m. at the FACE Building behind the Plaza Annex off South Lynnhaven Road.

Dr. Robertson, Acting Superintendent, introduced the following appointments which were voted on and approved at the October 10, 2023 School Board meeting: Ebony S. Cherry, Administrative Assistant, Kempsville High School as Assistant Principal, Independence Middle School; and Cheritta F. Pridgen, Administrative Assistant, Bayside Middle School as Assistant Principal, Corporate Landing Middle School.

#### **10.** Approval of Meeting Minutes

- A. <u>September 26, 2023, Regular School Board Meeting:</u> Chair Riggs called for any modifications to the September 26, 2023 Regular School Board meeting minutes as presented. Hearing none, Chair Riggs called for a motion to approve the September 26, 2023 minutes as presented. Ms. Anderson made the motion, seconded by Ms. Martin. Without discussion, Chair Riggs called for a vote to approve the September 26, 2023 minutes as presented. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the September 26, 2023 meeting minutes as presented: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Martin, Ms. Manning, Ms. Melnyk, and Ms. Owens. There was one abstention: Vice Chair Weems she was not in attendance at the meeting due to medical reasons (hospital). The motion passed, 10-0-1.
- B. <u>October 10, 2023, Regular School Board Meeting:</u> Chair Riggs called for any modifications to the October 10, 2023 Regular School Board meeting minutes as presented. Hearing none, Chair Riggs called for a motion to approve the October 10, 2023 minutes as presented. Ms. Manning made the motion, seconded by Ms. Brown. Without discussion, Chair Riggs called for a voted to approve the October 10, 2023 minutes as presented. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the October 10, 2023 meeting minutes as presented. The motion passed unanimously, 11-0-0.

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

Chair Riggs announced the School Board will hear public comments until 8:00 p.m. on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and School Division. Chair Riggs mentioned information regarding speaker process and submitting comments via group email. There were twenty-two (22) in person speakers (including seven (7) student speakers) and two (2) online speakers; topics discussed were model policies; transgender students; prior School Board meeting; bullying; basic rights; preferred name and pronoun; parents' rights; lawsuits; safety of staff and students; teacher shortages; large classroom size; staff workload; revenue sharing formula; school construction; PPEA; CIP budget; taxpayer dollars; Bylaw 1-47; First Amendment Rights; student speakers; speaker time; respect for students; students feeling unsafe; policies and regulations; superintendent survey; Human Rights Act; transportation and a new bus stop; Policy 4-62; vote on Model Policies; student behavior; and student referrals.

The Public Comments concluded at 7:20 p.m.

#### 12. Information

A. Interim Financial Statements – September 2023: Daniel Hopkins, Director of Business Services, presented the following financial information to the School Board: as of September 30, the overall revenue trend remains acceptable at this point in the fiscal year; enrollment figures came in lower than projected; VDOE released the new calc tool on October 12: Basic Aid increased \$5.6 million, Compensation Supplement decreased by \$2.1 million, added \$20 million per pupil funds – which 70% must be spent on high impact tutoring; federal revenues are showing an acceptable trend; received Impact Aid payments of approximately \$6.5 million lower than the same time last year; expenditures and encumbrances trend continues to remain acceptable at this point in the fiscal year; change in the Revenue Sharing Formula from the City, the deficit is \$4.2 million; due to a review by the City of Real Estate taxes; the Budget Department will be presenting information on the revision later in the meeting.



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- B. <u>Policy Review Committee (PRC) Recommendations</u>: That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 9, 2023 meeting. School Board Attorney, Kamala H. Lannetti presented the following:
  - Bylaw 1-14/Compensation and Expenses: The PRC recommends that, effective January 1, 2025, the School Board approve amending the School Board Member's annual salary from \$12,000 to \$20,000 and removing the Communication and Data Allowances. A discussion followed regarding the salary increase; support for the salary increase but not at \$20,000; support for \$17,000 and \$19,000; comparison of other School Board salaries in the state; \$19,000 is reasonable; appreciation for the research of School Board salaries; hard work of School Board members; salary to be voted on in December to go into effect January 2025; length of time since last increase; cost of living and inflation; support for \$20,000 and \$22,000 range; open up participation to different demographics; time commitment; support for \$18,000; support for the raise; work and time commitment of School Board members; comparison of School Board in 2017 to present (length of meetings, number of committees); cost of child care; addition of committees because of need; purpose of running for School Board; and caring about the division.
  - 2. <u>Bylaw 1-47/Public Comments at School Board Meetings:</u> The PRC recommends that the School Board limit priority for current students on the public speakers list to first ten speakers and then alternate current student speakers with other speakers until current students have all spoken. Additionally, the PRC recommends an amendment that would limit the time for each speaker to two minutes for any meeting at which more than forty-five speakers have signed up to speak. The PRC proposes that the School Board discuss other amendments to the Bylaw regarding speakers or the agenda that would assist the School Board in for efficient meetings that provided sufficient time for the School Board to discuss and vote on matters. A discussion followed regarding student speakers going first; three minutes to speak; no special rules; length of meetings and how to manage; speaker policy generous than other districts; ratio of student speakers; revisit policy in a few months; cannot support reducing time to two minutes; alternating student speakers and citizen speakers; need to listen to public comments; unintended consequences; limit time of School Board members speaking; the length of School Board meetings not keeping staff late, have meetings end before 11 p.m.; number of speakers at meetings; community input; suggestion of first 15 student speakers then alternating; previous speaker time was four minutes; cannot support reducing speaker time; immersion with PTA discuss issues at the school level; Bylaw 1-47 to return to the Policy Review Committee.
  - 3. Policy 4-62/Evaluation: Licensed Personnel: The PRC recommends amendments to reflect current requirements of licensed personnel evaluations and updates to legal references. A discussion followed regarding performance indicators; state language in the policy; suggestion to include the indicators with the policy; frequency of who is evaluated and when the evaluations are done; information posted on Human Resources website; can share information with the School Board; evaluations change as the state puts out new guidelines; evaluation of teachers; need to adopt policy; information to be sent to the School Board before next meeting; move forward to next meeting.
  - 4. <u>Policy 5-6/Student/Parent/Guardian Appeals</u>: The PRC recommends amending the title and adding language to clarify that when the right to an appeal is not set forth in law, policy or regulation that the Superintendent has sole discretion to consider an appeal and that the School Board will only consider an appeal when law, policy or regulation require the School Board to do so.
  - 5. <u>Policy 5-11/Age of Compulsory Attendance/Exemptions</u>: The PRC recommends minor clarifying amendments. A discussion followed regarding students with a GED; are those students on the daily school membership; compulsory attendance; will confirm with Mr. Jamison, Executive Director, Office of Student Support Services.
  - 6. Policy 5-12/Legal Withdrawal: The PRC recommends minor clarifying amendments.
  - 7. Policy 5-13/Home Instruction: The PRC recommends minor clarifying amendments.
  - 8. <u>Policy 5-17/Absences/Truancy/ Parental Notification</u>: The PRC recommends minor clarifying amendments. There was a request to have a workshop scheduled regarding truancy.
  - 9. Policy 5-21/Student Suspensions and Expulsions: The PRC recommends minor clarifying amendments.
  - 10. Policy 5-36/Conduct Invoking Punitive Action: The PRC recommends minor clarifying amendments.
  - 11. <u>Policy 7-3/Access to Records</u>: The PRC recommends amending the title, adding clarifying language, and adding Paragraph C regarding the FOIA Officer and regulations regarding FOIA. There was a discussion regarding estimating amounts prior to conducting a search for records; updating the regulation; updates to FOIA Code



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of Virginia - noting the current fee charged; set cost per hour; link on website; updates to School Board on FOIA requests; and weekly log sent to School Board members.

C. State Accreditation and Federal Accountability, The Status of Our Schools: Scott Dunn, Testing Specialist, Office of Student Assessment, provided the School Board information related to the 2023-2024 State and Federal Accountability, Status of Our Schools; shared presentation context: September 26 – SOL Pass Rates Presentation, October 10 – Teaching and Learning Update; October 24 - State and Federal Accountability Presentation: overview of accountability systems 2024 ratings, plans for addressing non-SOL performance indicators; schools are accountable under two different systems: state accreditation and federal accountability; reviewed state accreditation indicators – all levels: combined rate for English, Reading, and Writing, combined rate for Mathematics, pass rate for Science, achievement gaps: English, Reading, and Writing, achievement gaps: Mathematics, chronic absenteeism; high school only – graduation and completion index, dropout rate, college, career, and civic readiness index; performance indicators (1 through 5): passing scores (reading, writing, math, and science), growth included on grades 3-8 reading and math assessments, English learner progress included on the ACCESS for ELLs assessment; chronic absenteeism (6): 10% or more full-day absences; graduation and completion index (7): board-approved diplomas – 100 point value, general education development certificates (GED) – 75 point value, certificates of completion – 25 point value, active on the last day of school of expected cohort year, working toward graduation – 70 point value, dropped out or were inactive, non-completers on the last day of school – 0 point value; cohort dropout rate (8): students who discontinued schooling and have not earned a diploma, GED, or certification of completion; CCCRI (9): advanced coursework credit, CTE credential and program of study, service learning, work-based learning, JROTC coursework and approved industry credential; state accreditation performance levels – Level 1: at or above standard, Level 2: near standard or improvement from below standard, Level 3 – below standard; state accreditation benchmarks - reviewed indicators and performance levels.

State accreditation status - accredited: all school quality indicators are in the Level 1 or Level 2 range, accredited with conditions: when any school quality indicator is in the Level 3 range, accreditation denied: when a school or school division fails to implement school division or school corrective action plans; explained triennial accreditation; shared examples of school quality profile; VBCPS ratings: 100%, all schools accredited for the 2023-2024 school year; school quality indicators summary: 1,432 Level 1 indicators out of 1,676 (85.4%); school quality indicators at Level 2/3: "All Students" reporting group – English – Level 2: one middle school; "All Students" reporting group – Science: Level 2 – five elementary and Level 3 – two elementary; Gap Groups – English – Level 2: seven elementary and twelve middle; Gap Groups – Math – Level 2: eleven elementary and five middle; chronic absenteeism: 36 schools earned a Level 2 rating and eight schools earned a Level 3 rating; College, Career, and Civic Readiness Index (CCCRI) -Level 2: eight high schools; chronic absenteeism – Plan for 2023-2024: schools will monitor attendance, PCI goals and action steps, division leaders will review data and provide support, Student Response Team attendance support plan, resources and list of tiered interventions, Juvenile and Domestic Relations Court docket for VBCPS (began in January 2023); CCCRI Plan for 2023-2024: service learning as a part of English 10, shared documentation between central office and schools to monitor, building level monitor, administration creating service learning rubric for seniors; expected updates: Virginia Board of Education is revising the accountability system, approval is expected in July 2024, accountability based on new system in 25-26 based on 24-25 data.

Federal Accountability – Every Student Succeeds Act of 2015 (ESSA); federal accountability: reading and math, SOL passing rates only, English Learner progress, academic growth (for supports), reporting groups (interim benchmarks), chronic absenteeism, federal graduation indicator; awaiting information from VDOE; VDOE has not yet informed schools whether or not they have been designated for support or improvement under ESSA; federal accountability participation rates: required participation rates of 95%, the Office of Student Assessment – analyzing data to determine next steps, assisting schools in developing goals and strategies; summary: accomplishments – all schools accredited, areas of focus – Level 2/3 schools, chronic absenteeism, participation. The presentation continued with questions and comments regarding presentation notes; new Science standards and testing; chronic absenteeism; thanks for presentation; state and federal comparisons; amount of data; data drives goals; VDOE providing information on schools; History SOL, pass rates, and credits; more in-depth information on absenteeism; suggestion of a workshop presentation on absenteeism (who, why, when, etc.)

D. <u>Canvas: Year-One Implementation Evaluation:</u> Allison Bock, Ph.D., Program Evaluation Specialist, Office of Planning, Innovation, and Accountability provided the School Board information on Canvas: Year-One Implementation

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Evaluation Report and the administration's recommendations; reviewed background information: VDOE adopted Canvas as the Learning Management System (LMS) in 2020-2021, VDOE offered to provide Canvas for free for all school divisions for 5 years, VBCPS began a pilot with 7 schools in 2021-2022, all schools expected to use Canvas in 2022-2023 for grades 3-12, Mastery Connect was purchased in 2022-2023 as the platform to administer division assessments; purpose of LMS: provide an application for interacting with and accessing educational content, deliver course content to students, assess students' learning; reviewed the evaluation process and method; implementation evaluation – instructional and assessment components, data management and integration, professional learning, parent access, initial progress toward outcome goals, satisfaction, and cost; data collection – staff, student, and parent surveys in April, teacher and student Canvas usage, cost; reviewed data; Goal 1: design and deliver high-quality instructional material to students: students – at least 85% agreed that they can easily find things they need for their classes in Canvas; Goal 2: variety of methods to assess student learning: students – at least 82% agreed they can show what they know in a variety of ways in Canvas; Goal 3: integration with other platforms: from 38%-39% of secondary teachers and 55%-56% of secondary ITSs agreed that passing grades from Canvas to Synergy is efficient and accurate; Goal 4: effective Canvas professional learning and support: at least 88% of each staff group at all levels indicated they participated in Canvas PL, 75%-90% of teachers at all levels and at least 90% of ITSs and administrators agreed related to Canvas support – help was available when needed, helpful resources were provided, issues were resolved in timely manner; parent access and communication: parents able to access their children's course information in Canvas through ParentVue, 64% of grade 3-5 parents and 76%-79% of secondary parents aware they could access Canvas; review of data regarding initial progress toward outcome goals; overall satisfaction with Canvas: relatively high percentages, 78% to 92% of administrators, ITSs, students, and parents at all levels indicated they were satisfied; reviewed Canvas implementation cost and savings: total paid by VBCPS (cost) \$391,027; expenses not incurred due to adopting Canvas (savings) \$600,114; net savings \$209,087.

Recommendations – Recommendation 1: continue Canvas with modifications noted in recommendations 2 through 4, Recommendation 2: explore further the reasons for lower satisfaction rates with Canvas among teachers, especially at the elementary school level, to identify potential solutions, Recommendation 3: ensure professional learning opportunities and support on utilizing Mastery Connect are provided for classroom teachers to have the necessary knowledge to use Mastery Connect in their classrooms, Recommendation 4: develop a communications plan for dissemination resolutions to secondary classroom teachers for commonly experienced issues with the grade pass back process between Canvas and Synergy to ensure the process is efficient and accurate for teachers. Sharon Shewbridge, Ph.D., Director, Office of Instructional Technology, shared the administration's response; administration concurs with the recommendations from the program evaluation; Recommendation 1: continue to implement Canvas as the learning management system, Recommendation 2: partner with Planning, Innovation, and Accountability to monitor elementary teacher satisfaction rate through survey data and informal conversations with teachers via Instructional Technology Specialist, Recommendation 3: several resources have been created to support teachers with Mastery Connect, on the VBCPS Instructional Technology site several additional help tools related to the applications we support at the division level have been created, Recommendation 4: on the Instructional Technology resource site under the Canvas menu, there are several best practices resources by band and quick guides, Department of Technology has organized a Canvas to Synergy manual. The presentation continued with questions and comments regarding use of Synergy; grade book; teacher ease of use; happy staying with current platform; Canvas and ease of use; assessments in another platform; Mastery Connect - separate product but live together; request for notes from presentation; and overall satisfaction with Canvas.

E. <u>Resolution Regarding Additional Funding for FY 2023/24:</u> Crystal Pate, Chief Financial Officer, provided the School Board information regarding additional funding for FY 2023-24; result from final approval of the State budget; resolution on the agenda under both information and action; reviewed timeline: May 9, 2023 – the FY 2023/24 budget was adopted by the City Council; September 6, 2023 - Governor Youngkin convened a special session of the 2023 General Assembly; the General Assembly adopted a budget that amends FY 2024 Direct Aid distributions to school divisions; September 14, 2023 – Governor Youngkin signed the Virginia State Budget; budget allocation provides state funding for a 2.0% compensation supplement effective January 1, 2024; recommended that school divisions focus on an "All In" approach that focuses 70 percent on Grade 3-8 high-intensity tutoring, 20 percent on the Virginia Literacy Act (VLA), and 10 percent on chronic absenteeism; next steps: November 14 – present to the City Council, November 14 – City Council public hearing, November 21 – City Council action.



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- **13.** *Return to public comments if needed:* As noted under Agenda item #11, Public Comments concluded at 7:20 p.m.
- 14. Consent Agenda: Chair Riggs read the following items on the Consent Agenda:
  - A. Resolutions:
    - 1. <u>National Military Family Appreciation Month</u>: Recommended that the School Board adopt a resolution in observance of November as National Military Family Appreciation Month.
    - 2. <u>National Native American Heritage Month</u>: Recommended that the School Board approve a resolution recognizing November as National Native American Heritage Month.
    - 3. <u>American Education Week:</u> Recommended that the School Board Virginia Beach City Public Schools recognizes the contributions of substitute teachers and education support professionals during the week of November 13-17.
    - 4. <u>National School Psychology Week:</u> Recommended that the School Board approve a resolution recognizing November 6-10, 2023, as National School Psychology Week.
  - B. Religious Exemption(s): Recommended that the School Board approve Religious Exemption RE-23-10 and RE-23-11.
  - C. <u>Recommendation of a General Contractor:</u> Rosemont Forest Elementary School HVAC Replacement: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with D.E. Kirby Inc. for the Rosemont Forest Elementary School HVAC replacement in the amount of \$9,283,000.
  - D. 2022-2023 Annual Field Trip Report: Recommended that the School Board accept the 2022-2023 Field Trip Report.

After reading the items on the Consent Agenda, Chair Riggs asked if there were any objections to voting on the Consent Agenda items. Hearing none, Chair Riggs called for a motion to approve the items on the Consent Agenda as presented. Ms. Franklin made the motion, seconded by Vice Chair Weems. Chair Riggs asked for the resolutions to be read.

Ms. Anderson read the following resolution:

#### RESOLUTION National Military Family Appreciation Month November 2023

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

WHEREAS, we celebrate the exceptional service, strength and character of the approximately 11,500 military-connected youth and families of Virginia Beach City Public Schools; and

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

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

WHEREAS, the Virginia Beach City Public School Board's Compass to 2025 strategic plan calls for the continued creation of opportunities for military families and community members to purposely partner with schools in supporting student achievement, aspirations and social-emotional development; and WHEREAS. November is recognized as National Military Family, Appreciation Monthy.

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

#### NOW, THEREFORE, BE IT

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



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

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

Adopted by the School Board of the City of Virginia Beach this 24th day of October, 2023

Ms. Brown read the following resolution:

Resolution National Native American Heritage Month November 2023

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

WHEREAS, Virginia began celebrating "American Indian Day" in 1987; and

WHEREAS, Virginia is home to seven federally-recognized tribal nations, including the Chickahominy Indian Tribe, Chickahominy Indian Tribe-Eastern Division, Monacan Indian Nation, Nansemond Indian Nation, Pamunkey Indian Tribe, Rappahannock Tribe, and Upper Mattaponi Indian Tribe, as well as four additional state-recognized tribes, including the Cheroenhaka (Nottoway) Indian Tribe, Mattaponi Indian Tribe, Nottoway Indian Tribe of Virginia, and Patawomeck Indian Tribe of Virginia; and

WHEREAS, Native American men and women contribute to all areas of life in Virginia and the City of Virginia Beach, including, but not limited to, government, business, arts and sciences, medicine, education, law enforcement, and the military; and

**WHEREAS**, through the study of Native Americans and their traditions and values inspired — and continue to inspire — the ideals of self-governance and determination that are the framework of our nation; and

WHEREAS, the School Board of the City of Virginia Beach, through its core values and educational equity policy are committed to the cross-cultural competence within our school division;

#### NOW, THEREFORE, BE IT

**RESOLVED**: That the School Board of the City of Virginia Beach officially recognizes the month of November 2023 as National Native American Heritage Month; and be it

**FURTHER RESOLVED**: That the School Board of the City of Virginia Beach encourages all citizens to support and celebrate American Indians in Virginia, whose abilities and contributions strengthen our city and schools' diverse culture; and be it

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

Adopted by the School Board of the City of Virginia Beach this 24th day of October 2023

Ms. Melnyk read the following resolution:

#### RESOLUTION American Education Week Resolution Nov. 13-17, 2023

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WHEREAS, American Education Week is a time to honor and celebrate the dedication, hard work, and unwavering commitment of all individuals who contribute to the success of our educational system, including substitute teachers, and education support professionals; and

WHEREAS, substitute teachers and education support professionals play a crucial role in ensuring the smooth operation of schools, providing essential services, and supporting the overall educational experience of students; and

WHEREAS, substitute teachers often step in at a moment's notice to ensure that the continuity of education is maintained when the classroom teachers are absent, fostering a stable and productive learning environment; and

WHEREAS, education support professionals, including paraprofessionals, food services, custodial and maintenance services, security services, transportation services, and various other roles, are instrumental in providing invaluable assistance to educators and contributing to the development and well-being of students; and

WHEREAS, the dedication and commitment of substitute teachers and education support professionals extend far beyond their job descriptions, as they often serve as mentors, role models, and advocates for the students they interact with; and

**WHEREAS**, during American Education Week, November 13-17, 2023, the School Board of the City of Virginia Beach recognizes the contributions of substitute teachers and education support professionals to our education system and the future of our nation; and

**NOW, THEREFORE, BE IT RESOLVED:** the School Board of the City of Virginia Beach recognizes the week of November 13-17, 2023, as American Education Week in the Virginia Beach City Public Schools, and be it

**FURTHER RESOLVED:** That the contributions of substitute teachers and education support professionals in Virginia Beach City Public Schools be recognized during instructional time in the presence of students on Education Professionals Day, November 15, 2023, and Substitute Educators Day on November 17, 2023, and be it

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

Adopted by the School Board of the City of Virginia Beach this 24th day of October 2023

Mr. Callan read the following resolution:

#### RESOLUTION

#### National School Psychology Week

#### Nov. 6-10, 2023

**WHEREAS**, Virginia Beach City Public Schools psychologists support the development of academic and social-emotional skills for all students, thus allowing each student to reach their full potential; and

**WHEREAS,** school psychologists are valuable members of the multidisciplinary team serving schools, providing a wide range of services to students, parents and staff; and

WHEREAS, school psychologists are actively committed to helping students recognize their abilities, strengths, interests, and talents as these traits relate to their development and mental wellness; and

WHEREAS, school psychologists help parents focus on ways to further the educational, personal, and social-emotional growth of their children; and

WHEREAS, school psychologists work with teachers and other educators to help in meeting the individual needs of students; and



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

Tuesday, October 24, 2023 School Board Regular Meeting Page 13 of 16

WHEREAS, school psychologists use their expertise in child development, mental health, community resources, and crisis intervention to develop and implement interventions to support educational success.

WHEREAS, with this shared approach to supporting student learning and social-emotional growth, psychologists are considered an integral part of the educational process that enables all students to achieve success and wellness in school and life;

#### NOW, THEREFORE, BE IT

**RESOLVED**: That the School Board of the City of Virginia Beach recognize the first full week of November 2023 as National School Psychology Week in Virginia Beach City Public Schools; and be it

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

Adopted by the School Board of the City of Virginia Beach this 24th day of October, 2023

After the resolutions were read, Chair Riggs called for a vote to approve the Consent Agenda as presented. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Consent Agenda as presented. The motion passed unanimously, 11-0-0.

#### 15. Action

A. <u>Personnel Report / Administrative Appointments:</u> Chair Riggs called for a motion to approve the October 24, 2023 personnel report and administrative appointments. Ms. Manning made the motion, seconded by Mr. Culpepper that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the October 24, 2023 personnel report along with the administrative appointments as recommended by the Acting Superintendent. Without discussion, Chair Riggs called for a vote to approve the October 24, 2023 personnel report and administrative appointments. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the October 24, 2023 personnel report and administrative appointments. The motion passed unanimously, 11-0-0.

Donald E. Robertson, Ph.D., Acting Superintendent, mentioned the following: Danielle N. Williams, Assistant Principal, Glenwood Elementary School as Principal, White Oaks Elementary School; Nicole L. Livas, Evening News Anchor/Special Projects Reporter, WVEC-TV as Chief Communications and Community Engagement Officer, Department of Communications and Community Engagement; and Jennifer M. Morris, Assistant Principal, Corporate Landing Middle School as Coordinator, Technology Academy, Landstown High School.

B. <u>Budget Resolution Regarding FY22/23 Reversion and Revenue Sharing Formula Reconciliation:</u> Crystal Pate, Chief Financial Officer, shared the following information with the School Board regarding a change in the reversion funds; adjustment to real estate tax revenue in the City's general fund; resulted in a loss of approximately \$4 million in revenue to the City's general fund; had a negative impact on the school's revenue sharing amount; reviewed net available for reappropriation: total FY 2022-23 reversion funds \$30,388,833, revised FY 2022-23 City revenue sharing formula true up (\$4,248,024), net available for reappropriation \$26,140,809. After the presentation, Ms. Anderson read the following resolution:

Budget Resolution Regarding FY 2022/23 Reversion and Revenue Sharing Formula Reconciliation

WHEREAS, on September 26, 2023, the School Board was presented with a summary of the unaudited financial statements for FY 2022/23 (year-ending June 30, 2023), showing the reversion amount to the city's General fund; and

WHEREAS, \$21,535,205 is the amount of School Operating reversion funds available (excluding debt service and revenues over/under budget); and



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Tuesday, October 24, 2023 School Board Regular Meeting Page 14 of 16

**WHEREAS**, \$3,962,133 is the amount remaining in debt service due to the timing of bond sales, increasing the School Operating reversion amount to \$25,497,338; and

WHEREAS, \$4,407,324 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$29,904,662; and

WHEREAS, \$264,685 reverted from the Athletics fund and \$219,486 reverted from the Green Run Collegiate Charter School fund; and

WHEREAS, the total amount available for re-appropriation is \$30,388,833; and

WHEREAS, the city is currently indicating FY 2022/23 revenue under budget of \$4,248,024 based on the Revenue Sharing Formula; and

WHEREAS, the net funding available for re-appropriation is \$26,140,809; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$26,140,809:

\$14,890,809 to be re-appropriated to the FY 2023/24 Capital Improvement Program.

- \$3,962,133 to be transferred in the form of pay-as-you-go funding with a corresponding reduction in authorized but unissued Public Facility Revenue Bonds

- \$5,000,000 to be transferred in the form of pay-as-you-go funding for project 1-018 Renovations and Replacements – HVAC Phase III

- \$2,928,676 to be transferred in the form of pay-as-you-go funding for project 1-020 Renovations and Replacements – Various Phase III

- \$3,000,000 to be to be transferred in the form of pay-as-you-go funding for project 1-030 Payroll System Replacement

• \$11,000,000 to be re-appropriated to the School Reserve Special Revenue fund to be set aside for projects 1-015 Princess Anne High School Replacement (\$5,500,000) and 1-028 B.F. Williams/Bayside 6th (Grades 4-6) Replacement (\$5,500,000)

• \$250,000 to be re-appropriated to the Athletics fund

NOW, THEREFORE, BE IT

**RESOLVED:** That the School Board of the City of Virginia Beach approves the recommended uses of reversion funds as presented by the Administration; and be it

**FURTHER RESOLVED:** That the School Board requests that the City Council approve the re-appropriation of reversion funds shown above; and be it

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

Adopted by the School Board of the City of Virginia Beach this 24th day of October 2023.

After the resolution was read, Chair Riggs called for a motion to approve the Budget Resolution regarding FY22/23 reversion and revenue sharing formula reconciliation. Ms. Anderson made the motion, seconded by Ms. Martin. Without discussion, Chair Riggs called for a vote to approve the Budget Resolution regarding FY22/23 reversion and revenue sharing formula reconciliation. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Budget Resolution regarding FY22/23 reversion and reconciliation. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Budget Resolution regarding FY22/23 reversion and reconciliation. The motion passed unanimously, 11-0-0.

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C. <u>Resolution Regarding Additional Funding for FY 2023/24</u>: Chair Riggs called for a motion to approve the Resolution regarding additional funding for FY 2023/24. Ms. Melnyk made the motion, seconded by Vice Chair Weems. Vice Chair Weems read the following resolution:

#### **Resolution Regarding Additional Funding for FY 2023/24**

WHEREAS, the FY 2023/24 budget was adopted by the City Council on May 9, 2023; and

WHEREAS, the City of Virginia Beach's adopted Budget Ordinance appropriated funds to the School Board of the City of Virginia Beach; and

WHEREAS, the Virginia General Assembly was unable to agree on budget amendments during the legislative session; and

WHEREAS, Governor Youngkin convened a special session of the 2023 General Assembly on September 6, 2023; and

WHEREAS, the 2023 Special Session I General Assembly adopted a budget that amends FY 2024 Direct Aid distributions to school divisions; and

**WHEREAS**, these amendments include, among other items, a 2% compensation supplement to school divisions for Standards of Quality (SOQ) instructional and support positions effective January 1, 2024, an increase in funded SOQ support positions, and one-time flexible grant funding to support the ALL In VA state plan; and

WHEREAS, Governor Youngkin signed the Virginia State Budget on September 14, 2023; and

**WHEREAS,** state funds for the School Operating fund will increase \$3,408,066, and state funds for the Categorical Grants fund will increase \$20,037,157; and

WHEREAS, the School Board of the City of Virginia Beach requests an additional appropriation of \$3,408,066 into the School Operating fund and \$20,037,157 into the Categorical Grants fund; and

**WHEREAS**, appropriations of funds must be approved by the City Council prior to the expenditure of funds by the School Board of the City of Virginia Beach; and

#### NOW, THEREFORE, BE IT

**RESOLVED:** the School Board of the City of Virginia Beach requests an additional appropriation of 3,408,066 into the School Operating fund; and be it

**FURTHER RESOLVED:** these funds will be used to provide an additional two percent compensation increase to all full-time equivalent employees effective January 1, 2024; and be it

**FURTHER RESOLVED:** the School Board of the City of Virginia Beach requests an additional appropriation of \$20,037,157 into the Categorical Grants fund; and be it

**FURTHER RESOLVED:** these funds will be used to follow the Governor's recommended focus on an "ALL In" approach that focuses 70% on Grade 3-8 high-intensity tutoring, 20% on the Virginia Literacy Act, and 10% on chronic absenteeism; and

**FURTHER RESOLVED:** that the School Board of the City of Virginia Beach approves and affirms the necessary appropriation and recommended uses of these funds; and be it



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Tuesday, October 24, 2023 School Board Regular Meeting Page 16 of 16

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

Adopted by the School Board of the City of Virginia Beach this 24th day of October 2023.

After the resolution was read, Chair Riggs called for a vote to approve the Resolution regarding additional funding for FY 2023/24. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Resolution regarding additional funding for the FY 2023/24. The motion passed unanimously, 11-0-0.

- **16. Committee, Organization or Board Reports:** Vice Chair Weems mentioned the Workforce Development Committee, working on recommendations to the School Board in the Spring (March or April), discussing items such as: potential Workforce Development Lab School, Maritime Trades Academy, legislative barriers to Workforce Development opportunities, different certification requirements, space for trades and skills classrooms; Jericho Road Committee to start in January; Chair Riggs mentioned the Virginia Beach Education Foundation and the upcoming Turkey Bowl on November 18 at Kempsville High School, proceeds will go to the Beach Bags Program, \$5.00 entry fee at the door.
- 17. *Return to Administrative, Informal, Workshop or <u>Closed Session</u> matters: See agenda item #2 for Closed Session.*
- **18.** Adjournment: Chair Riggs adjourned the meeting at 9:57 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Trenace B. Riggs, School Board Chair

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

School Board Agenda Item

Subject: <u>Strategic Plan Ad Hoc Committee Appointments</u>	Item Number: <u>12A</u>
Section: Information	Date: <u>November 14, 2023</u>
Senior Staff: <u>Lisa A. Banicky, Executive Director, Planning, Inno</u>	ovation, and Accountability
Prepared by: <u>Lisa A. Banicky, Executive Director, Planning, Inn</u>	ovation, and Accountability
Presenter(s): Lisa A. Banicky, Executive Director, Planning, Inno	ovation, and Accountability
Recommendation:	

That the School Board receive the recommended appointments to the Strategic Plan Ad Hoc Committee.

# **Background Summary:**

School Board Policy 7-21 requires the Superintendent to recommend members of the Ad Hoc Strategic Plan Steering Committee to the School Board.

# Source:

School Board Policy 7-21

# **Budget Impact:**

None

# Strategic Plan Ad Hoc Committee Appointments

Office of Planning, Innovation, and Accountability November 14, 2023

**VIRGINIA BEACH** 

**CITY PUBLIC SCHOOLS** 

CHARTING THE COURSE

- Activated one year prior to the end of the cycle of the long-range plan required by VDOE.
- Review community input, data and educational trends to identify priorities and draft strategic framework.
- Consists of representatives recommended by the Superintendent and approved by the School Board.

- Admon Alexander Director, Office of Family and Community Engagement, VBCPS
- Meghan Ashburn Parent, Member of the Special Education Community Advisory Committee
- Shawn Avery President and CEO, Hampton Roads Workforce Council
- Catherine Bailey Teacher, Kempsville High School
- Lisa Banicky Executive Director, Office of Planning, Innovation, and Accountability, VBCPS

- Ana Castellanos Parent
- Danielle Colucci Chief Academic Officer, Department of Teaching and Learning, VBCPS
- Mike Corso Vice President of Business Banking, Atlantic Union Bank and member of the Technical and Career Education General Advisory Council
- Kellie Crawford-Sorey Associate Vice President of Academic Affairs, Tidewater Community College

- Helen Crompton Professor of Instructional Technology, Old Dominion University
- Ray Dayanghirang- Student, Bayside High School
- Matthew Delaney Chief Schools Officer, Department of School Leadership, VBCPS
- Micah DeLoatch Principal, Thoroughgood Elementary School
- Clay Dills CEO, Dills Architects

- Gail Flax Community Leader, United Jewish Federation of Tidewater
- Ty Harris Director, Office of Diversity, Equity, and Inclusion, VBCPS
- Diana Keswick-Hernandez Parent
- Michael Krischman Director, Virginia Beach Parks and Recreation
- Susan Larkin Provost and Vice President for Academic Affairs, Virginia Wesleyan University

- Brandon Lilley School Improvement Specialist, Bayside Middle School
- Sara Lockett Director, Office of Technical and Career Education, VBCPS
- Paul Neudigate Chief of Police, City of Virginia Beach
- Melissa Nutter Regional School Liaison Officer, Little Creek – Fort Story
- Ryan O'Meara Principal, Tallwood High School

- Amanda Pine Co-Chair, Interfaith Alliance Board
- Aliyah Pitts Student, Salem High School
- Nancy Porter Vice President of Marketing and Executive Director, Bayport Foundation
- **Donald Robertson** Acting Superintendent
- Nancy Rogan Director of Community Engagement, WHRO
- Tamika Singletary-Johnson Principal, Larkspur Middle School

- Kathleen Slinde President, Virginia Beach Education Association
- Debbie Torres Teacher, Alanton Elementary School

# Strategic Plan Ad Hoc Committee Appointments

Office of Planning, Innovation, and Accountability November 14, 2023

**VIRGINIA BEACH** 

**CITY PUBLIC SCHOOLS** 

CHARTING THE COURSE



# Subject: <u>Textbook Adoption: Parenting and Early Learning Careers</u> Item Number: <u>12B1</u>

#### Section: Information

Date: November 14, 2023

Senior Staff: <u>Danielle E. Colucci, Chief Academic Officer, Department of Teaching and Learning</u>

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

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

### Kathleen M. Vuono, Family and Consumer Sciences Coordinator

### Presenter(s): <u>Angela L. Seiders, Executive Director of Secondary Teaching and Learning</u>

#### **Recommendation:**

That the School Board review and approve the following high school Parenting and Early Learning textbook as recommended by the Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
Parenting and Early Learning	Child Development: Early Stages Through	Goodheart-Wilcox	2024
Careers	Adolescence, 10 <sup>th</sup> Edition		

#### **Background Summary:**

The members of the Parenting and Early Learning Careers Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committee analyzed the textbooks for correlation to the Virginia Department of Education's Competencies, the correlation to the Virginia Standards of Learning, as well as the Virginia Beach City Public Schools' curriculum objectives. The textbooks were reviewed by teachers, parents, student representatives and industry/higher education representatives and then placed in the public libraries, as well as the main entrance of the Holland Road Annex, for public review and comment. After reviewing the textbooks, the Parenting and Early Learning Careers Textbook Adoption Committee recommended the above textbook as their first-choice recommendation for implementation in the fall of 2024.

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

The proposed textbook will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
Parenting and Early Learning	Child Development: Early Stages Through	Goodheart-	2016
Careers	Adolescence, 8 <sup>th</sup> Edition	Wilcox	
Introduction to Child Care	Childcare Today	McGraw Hill	2016
Occupations			

### Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252 School Board of the City of Virginia Beach Policy 6-60

### **Budget Impact:**

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
Parenting and Early Learning Careers	\$16,800.00	\$14,640.00

# Family and Consumer Sciences Textbook Adoption Implementation for Fall 2024

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (3%)	Total Implementation Cost
Parenting and Early	<b>First Choice:</b> <i>Child Development: Early Stages</i> <i>Through Adolescence</i> , 10th Edition, 2024.	1,000+	\$16,800.00	\$2,520.00	\$19,320.00
Learning Careers	Second Choice: <i>Child</i> , 2nd Edition, 2020	1,000+	\$14,640.00	\$2,196.00	\$16,836.00

# **TEXTBOOK ADOPTION RECOMMENDATION**

# PARENTING AND EARLY LEARNING CAREERS

# November 14, 2023

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

# PARENTING AND EARLY LEARNING CAREERS TEXTBOOK ADOPTION TIMELINE

Feb. 2023	Textbook publishers were contacted and requested to supply textbook samples for review.
Apr. 2023	All Family and Consumer Science teachers were encouraged to submit interest to serve on the Textbook Adoption Committee.
Apr June 2023	Teachers on the committee were given textbook samples. In addition, parents, students, and professional representatives were recruited and provided sample textbooks.
	The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.
July 2023	The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks for each adoption.
Aug. – Sept 2023	The recommended textbooks were placed in the public library and the Holland Road Annex for public review. The administrative coordinator was notified of the placement so that notification could be posted on the Internet. No public comments were received.
Oct. 2023	Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education, the executive director of Secondary Teaching and Learning, and the Family and Consumer Sciences coordinator.
Oct. 2023	The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.

# PARENTING AND EARLY LEARNING CAREERS TEXTBOOK ADOPTION COMMITTEE

### Family and Consumer Sciences Teacher Representatives

Maureen Hampton, Salem High School Jackeline Johnson, Landstown High School Amy Keenan, Cox High School Ashea Naif, Bayside High School Terri Pardo, Kellam High School

### **Parent Representative**

Marie Carr

### **Industry Representative**

Cassandra L. Andrews, Program Head and Associate Professor, Early Childhood Education, Tidewater Community College

# **Student Representative**

One student from Salem High School

### **Technical and Career Education Representative**

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

# PARENTING AND EARLY LEARNING CAREERS GRADES 9-12

# FIRST-CHOICE RECOMMENDATION

The Parenting and Early Learning Careers Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

Child Development: Early Stages Through Adolescence, 10th Edition. Goodheart-Willcox, 2024.

The recommended textbook displays the following strengths:

- Textbook materials meet most of the state and local competencies for this course.
- Essential questions and learning outcomes are aligned to VBCPS curriculum.
- Inclusive approach using diverse perspectives and backgrounds.
- Theories on early childhood development are comprehensive and in student-friendly language.
- Text and pictures are used to strategically emphasize important concepts and to break-up large chunks of text.
- Bullet points are consistent throughout the text and aid in notetaking/learning.
- Career spotlights support Workplace Readiness Skills.

# FIRST-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR PARENTING AND EARLY LEARNING CAREERS

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%)	Total Implementation
Student Edition	10 per school	\$140.00 per student	120	\$16,800.00	\$2,520.00	\$19,320.00
Teacher Edition	1 per teacher	0	13	0	0	0
Total Implementation Cost						\$19,320.00

# PARENTING AND EARLY LEARNING CAREERS GRADES 9-12

### SECOND-CHOICE RECOMMENDATION

The Parenting and Early Learning Careers Textbook Adoption Committee recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

### Child, 2nd Edition. McGraw-Hill, 2020.

The recommended textbook displays the following strengths:

- Textbook materials meet some of the state and local competencies for this course.
- Parenting theories were current.
- Recall and Application sections support the assessment of mastery.
- Robust human growth and development chapters.

The recommended textbook displays the following limitations:

- Too focused on child psychology.
- No support for the early learning portion of the course.
- Missing health and safety.
- Key terms on the side were distracting.
- Typeface was small with little white space.

# SECOND-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR PARENTING AND EARLY LEARNING CAREERS

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3% per year)	Total Implementation
Student Edition	10 per school	\$122.00 per student	120	\$14,640.00	\$2196.00	\$16,836.00
Teacher Edition	1 per teacher	0	18	0	0	0
Total Implementation Cost						\$16,836.00

# A start

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

School Board Agenda Item

Subject: <u>Textbook Adoption: Teen Living (6,7, and 8)</u>

Item Number: 12B2

#### Section: Information

Date: November 14, 2023

Senior Staff: Danielle E. Colucci, Chief Academic Officer, Department of Teaching and Learning

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

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

### Kathleen M. Vuono, Family and Consumer Sciences Coordinator

### Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

#### **Recommendation:**

That the School Board review and approve the following middle school Teen Living textbook as recommended by the Teen Living Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	book Publisher	
Teen Living (6, 7 and 8)	<i>Exploring Life and Career</i> , 8 <sup>th</sup> Edition	Goodheart-Wilcox	2023

#### **Background Summary:**

The members of the Teen Living Textbook Adoption Committee reviewed publishers' websites and identified textbooks for consideration. The committee analyzed the textbooks for correlation to the Virginia Department of Education's Competencies, the correlation to the Virginia Standards of Learning, as well as the Virginia Beach City Public Schools' curriculum objectives. The textbooks were reviewed by teachers, parent, student representative and an industry representative and then placed in the public libraries, as well as the main entrance of the Holland Road Annex, for public review and comment. After reviewing the textbooks, the Teen Living Textbook Adoption Committee recommended the above textbook as their first-choice recommendation for implementation in the fall of 2024.

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

The proposed textbook will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
Teen Living (6, 7 and 8)	<i>Exploring Life and Career</i> , 7 <sup>th</sup> Edition	2017	5

#### Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252 School Board of the City of Virginia Beach Policy 6-60

### **Budget Impact:**

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
Teen Living (6, 7 and 8)	\$17,994.00	\$10,500.00

# Family and Consumer Sciences Textbook Adoption Implementation for Fall 2024

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (3%)	Total Implementation Cost
Teen Living (6, 7, and 8)	<b>First Choice:</b> <i>Exploring Life and Career</i> , 8th Edition. Goodheart-Willcox, 2023.	5,000+	\$17,994.00	\$2,699.10	\$20,693.10
	<b>Second Choice:</b> <i>Life Skills for the 21<sup>st</sup> Century, 2<sup>nd</sup></i> Edition, 2024	5,000+	\$10,498.50	\$1,574.78	\$12,073.28

# **TEXTBOOK ADOPTION RECOMMENDATION**

# TEEN LIVING (6, 7 AND 8)

# November 14, 2023

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

#### TEEN LIVING TEXTBOOK ADOPTION TIMELINE

Feb. 2023	Textbook publishers were contacted and requested to supply textbook samples for review.
Apr. 2023	All Family and Consumer Science teachers were encouraged to submit interest to serve on the Textbook Adoption Committee.
Apr June 2023	Teachers on the committee were given textbook samples. In addition, parents, students, and professional representatives were recruited and provided sample textbooks.
	The Textbook Adoption Committee members met to review the objectives and to begin review of the chosen textbooks.
July 2023	The Textbook Adoption Committee members met to discuss the selected textbooks and to select a first- and second-choice textbook. Each committee member completed an evaluation form for each textbook reviewed. Committee members reviewed comments and recommended first- and second-choice textbooks for each adoption.
Aug. – Sept 2023	The recommended textbooks were placed in the public library and the Holland Road Annex for public review. The administrative coordinator was notified of the placement so that notification could be posted on the Internet. No public comments were received.
Oct. 2023	Negotiations were conducted with appropriate representatives of the publisher, the director of Technical and Career Education, the executive director of Secondary Teaching and Learning, and the Family and Consumer Sciences coordinator.
Oct. 2023	The Family and Consumer Sciences coordinator used the recommendations from the committee to prepare the report for the School Board.

#### TEEN LIVING TEXTBOOK ADOPTION COMMITTEE

#### Family and Consumer Sciences Teacher Representatives

Carole Forbes, Princess Anne Middle School Maura Kikstra, Landstown Middle School Letitia Oliver, Lynnhaven Middle School Andrea Phillips, Princess Anne Middle School

#### **Parent Representative**

Naomi Rosa

#### **Industry Representative**

Laurel Wilcox, Virginia Cooperative Extension (SNAP-Ed), City of Virginia Beach, Dept. of Agriculture

#### **Student Representative**

One student from Princess Anne Middle School

#### **Technical and Career Education Representative**

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

#### TEEN LIVING GRADES 6 - 8

#### FIRST-CHOICE RECOMMENDATION

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

*Exploring Life and Career, 8th* Edition. Goodheart-Willcox, 2023.

The recommended textbook displays the following strengths:

- Textbook materials meet all of the state and local competencies for this course.
- Well-rounded resources for a comprehensive course that spans three grade levels.
- Age-appropriate language, easy navigation, and on-trend topics.
- Key terms and main ideas are iterated at the front of each chapter and reiterated throughout with bold font and highlight, concluding with different options for extension activities.
- Content is appropriate for the length of classes.
- Online materials are extensive and include e-flash cards, extension activities to support individualized choice, and a variety of interactive assessments.
- Each chapter has an FCCLA (Family, Career and Community Leaders of America, the CTSO for this course).

#### FIRST-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR TEEN LIVING

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%)	Total Implementation
Student Edition	10 per school	\$119.96 per student	150	\$17,994	\$2,699.10	\$20,693.10
Teacher Edition	1 per teacher	0	18	0	0	0
T	otal Implementa	ntion Cost				\$20,693.10

#### TEEN LIVING GRADES 6 - 8

#### SECOND-CHOICE RECOMMENDATION

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

Life Skills for the 21st Century, 2nd Edition. Pearson, 2024.

The recommended textbook displays the following strengths:

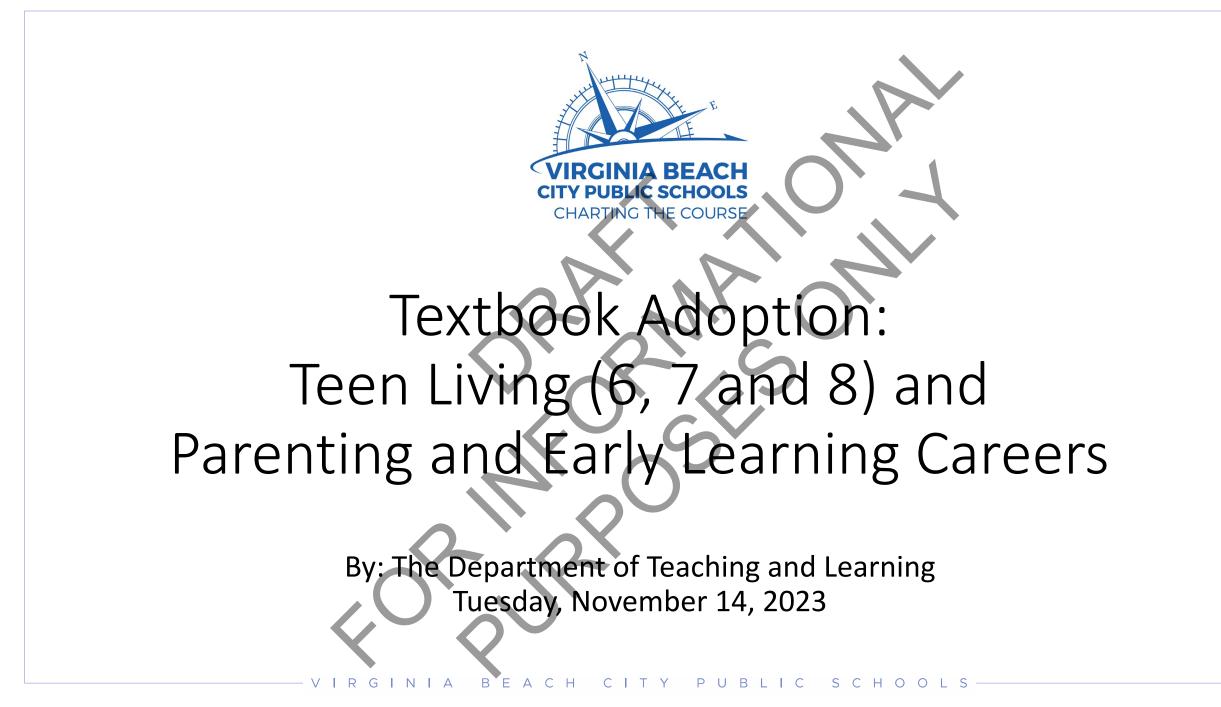
- Textbook materials meet all of the national standards and state and local competencies for this course.
- Comprehensive text.
- Layout aligns with course design.
- Addresses global readiness with "Think Green" section in each chapter.
- Promotes collaboration with well thought out hands-on activities.
- Great resources for career-switcher teachers.
- Each chapter has an FCCLA (Family, Career and Community Leaders of America, the CTSO for this course).

The recommended textbook displays the following limitations:

- Vocabulary is above the average middle school student's ability; this is better suited to high school students. Our choice must be suitable for grades 6, 7 and 8.
- There is too much information, including topics more appropriate for high school (marriage and when to have children).
- Aesthetically, the book is not engaging. There is little contrast and no font cues to support learning important concepts and/or terms.

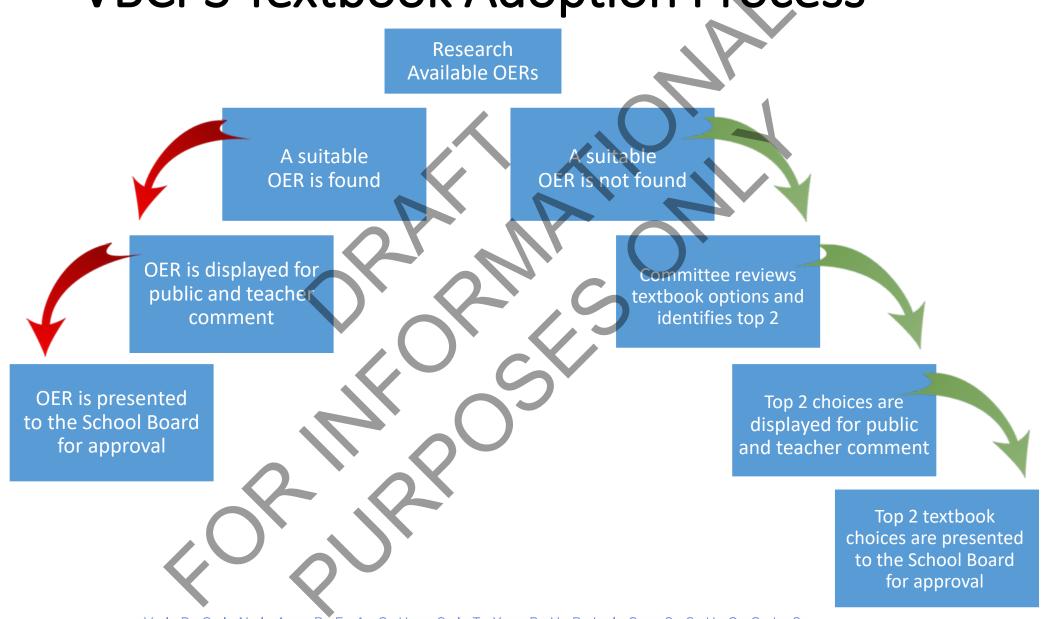
#### SECOND-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR TEEN LIVING

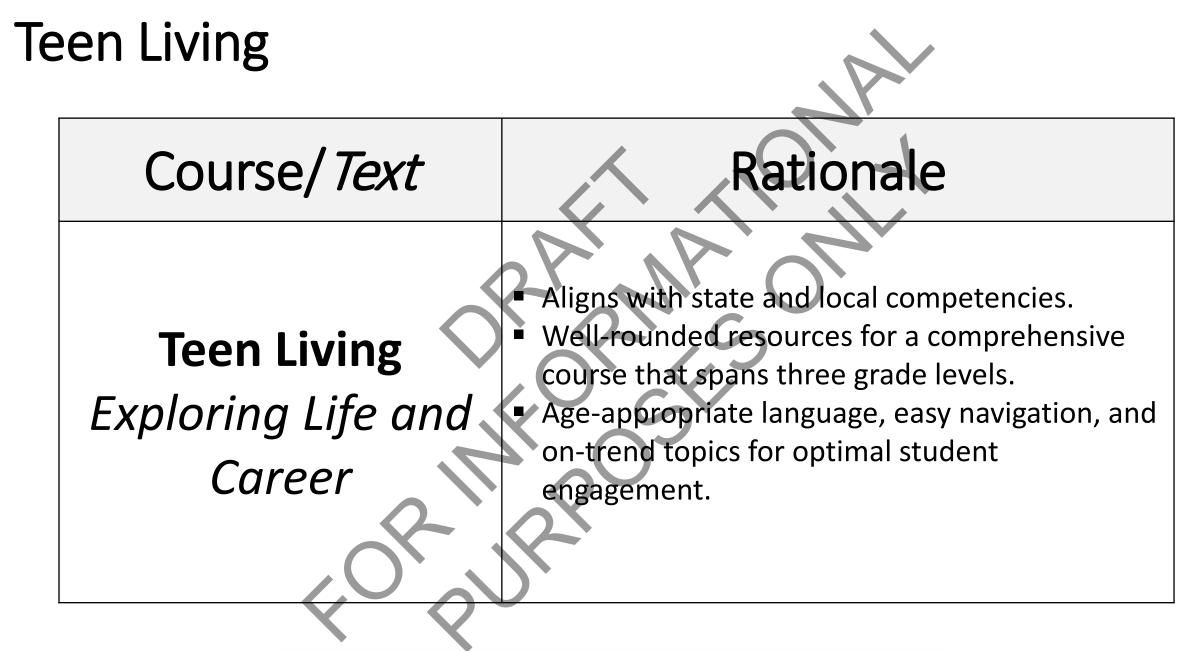
Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3% per year)	Total Implementation
Student Edition	10 per school	\$69.99 per student	150	\$10,498.50	\$1,574.78	\$12,073.28
Teacher Edition	1 per teacher	0	18	0	0	0
Total Implementation Cost				\$12,073.28		



# **VBCPS** Textbook Adoption Process

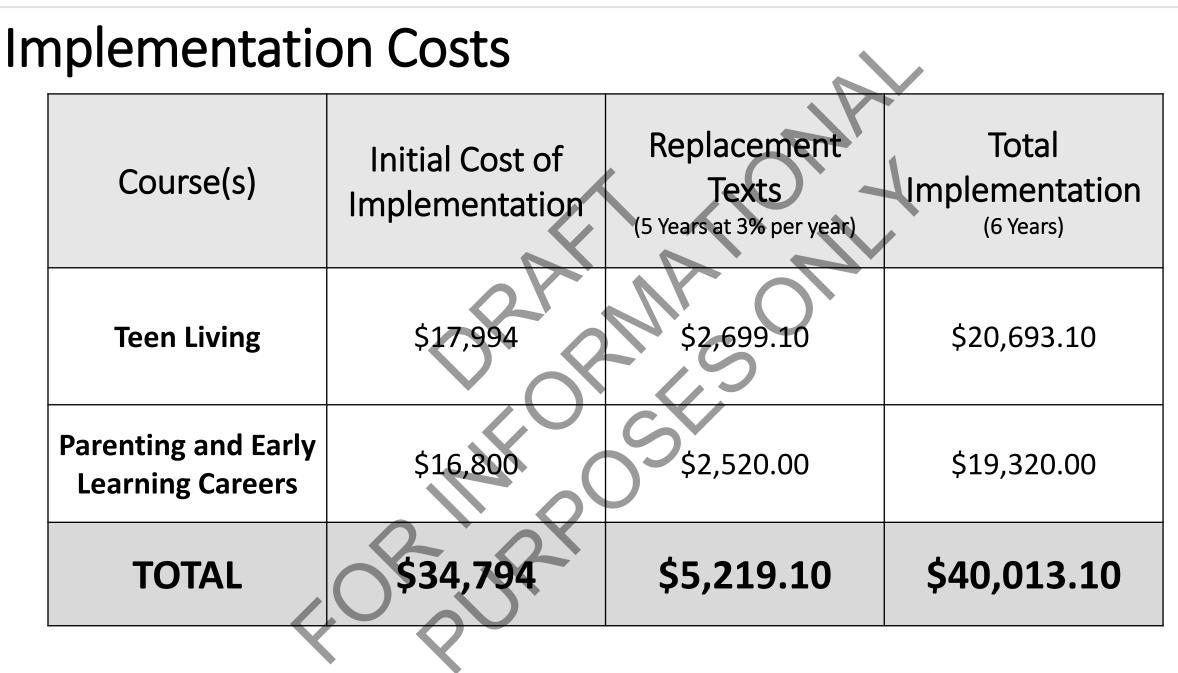
2



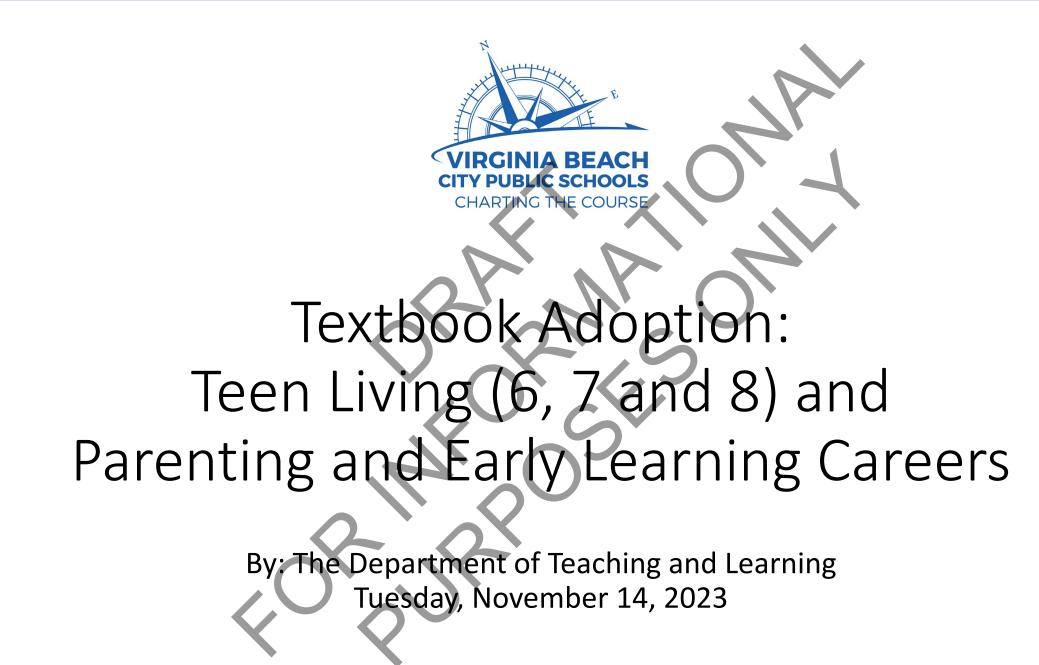


3

# Parenting and Early Learning Careers Course/*Text* Rationale Aligns with state and local competencies. **Parenting and Early** Inclusive approach using diverse perspectives **Learning Careers** and backgrounds. Child Development: Early childhood development is comprehensive and presented in student-friendly language. Early Stages Through Spotlights Workplace Readiness Skills in an Adolescence engaging and authentic manner.



5





VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE School Board Agenda Item

Subject: Part-time Pay Rates	Item Number: <u>12C</u>
Section: Information	Date: <u>November 14, 2023</u>
Senior Staff: Cheryl R. Woodhouse, Chief Human Resources Officer	
Prepared by: Judith Wood, Coordinator Classification and Compensation	
Presenter(s): Cheryl R. Woodhouse, Chief Human Resources Officer	

#### **Recommendation:**

The School Board consider increasing the part-time rates for Early Literacy Support Staff, Title I Teacher Substitutes, and Detention Monitors.

#### **Background Summary:**

Attracting and keeping part-time staff for roles like early literacy tutoring, Title I teacher substitutes, and detention monitors has become a difficult task. Overcoming these difficulties involves aligning early literacy tutoring rates with other tutoring rates in the school division, offering incentives for teacher substitutes to work in Title I schools, and adjusting the rates for detention monitors. This is crucial to guarantee there's enough staff available to provide the necessary educational and behavioral support for every child.

Source: N/A

**Budget Impact:** 

Early Literacy Support Staff – funded through the Early Intervention Reading Initiative state grant. Title I Teacher Substitutes – Title I funds. Detention Monitors – Budgeted through operation funds.

Part-time Pay Rates: Recruitment and Retention

1

Presented by Cheryl R. Woodhouse Chief Human Resources Officer The Department of Human Resources November 14, 2023

Substitutes

# Part-Time Pay Rates: Early Literacy Support Staff

Current Kales	
on-Certified - \$18.50	
Certified - \$21.50	

Current De

Non-Certified - \$27.21 Certified - \$33.59

**Proposed Rates** 

Ë

TUTORING

III

# Substitute Teachers Needed

Part-Time Pay Rates: Title I Schools Teacher Substitutes

2023-2024 School Year Only

VIRGINIA

BEACH



Position	Current	Proposed
Teacher Daily Substitute – Non-Certified	\$125	\$145
Teacher Daily Substitute – Certified	\$135	\$155
Site Assigned Substitute – Non-Certified	\$130	\$150
Site Assigned Substitute – Certified	\$140	\$160
Long Term Substitute	\$205	\$225







School Board Agenda Item

Subject: VSBA (Virginia School Boards Association) Legislative Proposals	Item Number: <u>12D</u>
Section: Information	_ Date: <u>November 14, 2023</u>
Senior Staff: <u>N/A</u>	
Prepared by: <u>Kamala H. Lannetti, School Board Attorney</u>	
Presenter(s): <u>Trenace Riggs</u> , School Board Chair - VSBA representative	

#### **Recommendation:**

That the School Board vote to approve the Virginia School Boards Association (VSBA) Legislative Proposals to the VSBA Legislative Positions Handbook.

#### **Background:**

The VSBA Board of Directors will vote on and then present the Legislative Agenda to the VSBA Delegate Assembly at the VSBA Annual Meeting November 14-16, 2023. The VBSA Legislative Positions Handbook is a continuous document that can be amended by the VSBA Delegation Assembly each year at its annual conference. Proposals to add or delete from the VSBA Legislative Positions Handbook are presented to the School Board to consider and advise the School Board's VSBA representative, Ms. Riggs, how to vote. School Board Members have been provided with a copy of the 2023 VSBA Delegate Assembly Handbook and should review Sections IX and X regarding the Proposed Legislative Positions Amendments for 2023. Attached are the proposed amendments. Mrs. Riggs, as the School Board's Delegate to the VSBA Delegate Assembly, will present the School Board's position at the Delegate Assembly on November 16, 2023.

Source:

**Budget Impact:** 

N/A



The following proposals were recommended by the Committee for submission to the VSBA Board of Directors. Once approved by the Board of Directors, the proposals will be brought before the VSBA Delegate Assembly in November. In the items below, the <u>underlined language</u> is new language that is proposed to be added to the VSBA Legislative Positions Handbook. <del>Strike through language</del> is proposed for removal from the VSBA Legislative Positions Handbook. The title of each proposed legislative position has been marked to identify whether the proposal is an entirely new position (PROPOSED NEW POSITION) or is an amendment to an existing position (PROPOSED AMENDMENT).

#### **LEGISLATIVE PROPOSAL NO. 1**

#### 8.1 School Facility Construction Funds and Financing (Proposed Amendment)

The VSBA urges the Virginia General Assembly and the U.S. Congress to provide substantial and sustained funding to finance local school construction, renovation, and debt service costs with disbursements to local school boards, <u>including specific incentives for safety/security upgrades to better protect students and staff</u>, as well as incentives for energy efficient construction and renovation to reduce the lifetime operating costs of school facilities.

Reasoning: The concern was raised by our board that we would like to see the VSBA lobbying positions shifted to place priority on building safety improvements in our schools. We would like the VSBA's lobbying efforts in this category to be focused on achieving more fund matching and grant opportunities, from both the state and federal governments, to enable localities to improve safety features when building and renovating schools. Warren County would love to see more tax dollars available to improve safety measures that would better fortify our buildings, to better protect the people inside from potential dangers. We understand that tax dollars are finite, so we hope to see spending priorities shifted to protect what is truly the most important thing in school buildings—the safety of children and staff.

#### Rationale:

In consideration of recent events, community attention is focused on school building security. The board is asked to consider submitting an additional legislative position change request, which if accepted by the VSBA legislative positions committee, would then move onto the next step to be voted on at the VSBA delegate assembly in the fall. If passed by the delegate assembly, this would shift VSBA lobbying efforts in the category of "school facility construction funds" towards seeking state/federal funds to help support local building security upgrades.

#### Proposed by Warren County

The committee discussed the proposed amendment to the legislative position and agreed that adding the language for school safety and security strengthened the position allowing more latitude for the association's lobbyists.

Motion to Recommend Proposed Amendment: Jenny Nichols Motion Seconded: Elliott Reed LPC Vote: 9-0 Motion Carried



#### **LEGISLATIVE PROPOSAL NO. 2**

#### 4.16 Employee Criminal Background Checks (Proposed Amendment)

The VSBA supports legislation that provides state funding to conduct federal and state criminal background checks for all new employees and <u>call</u> calls for the State Department of Education to establish a state "clearing house" for the results of such criminal background checks, <u>and supports the state fully funding local</u> <u>participation in Virginia's implementation of the Federal Bureau of Investigation's (FBI) Next Generation</u> <u>Identification (NGI) Noncriminal Justice Rap Back Service regarding reporting and notification of public-school employee misconduct.</u>

#### Rationale:

The Commonwealth of Virginia is currently redesigning its state police criminal background check database to interact with the Federal Bureau of Investigation's (FBI) Next Generation Identification (NGI) Noncriminal Justice Rap Back Service. The current target date for completion of the system is July 1, 2025.

While participation in the service is anticipated to be voluntary, the system would be most useful with maximum participation.

Virginia State Police is authorized to charge participating jurisdictions up to \$1 per employee, per month (or \$12 annually). Those charges could be a significant deterrent to participation and could undermine the usefulness of the reporting system.

The position urges the Commonwealth to provide dedicated state funding to maximize local participation so that localities do not have to decide whether to prioritize local funds o participate.

#### Proposed by Fairfax County

The committee discussed the proposed amendment and agreed the new language asking for funding of criminal background checks would assist school divisions seeking to use the NGI background check program.

# Motion to Modify and Recommend Proposed Amendment: Jenny Nichols

Motion Seconded: Jacob Wright LPC Vote: 8-0. Committee Member Kathy Fraley had a conflict and had to leave the meeting. Motion Carried

#### **LEGISLATIVE PROPOSAL NO. 3**

School Zone Safety Standards (Proposed New Legislative Position)

The Virginia School Boards Association supports additional local authority and flexibility in setting safety standards in school zones.



#### Rationale:

Pedestrian safety around schools has become an increasingly important issue, with an unfortunately growing number of recent tragic accidents. While pedestrian safety is a priority in every jurisdiction, the issue is particularly important where highways are not controlled by the locality, and where local input in the specifics of where and how school crossing zones are configured is not as direct. Greater local authority and flexibility over such issues as the determination of appropriate motor vehicle speeds around schools, as well as over signage and signals within school crossing zones, would assist local school divisions in prioritizing this important safety issue.

#### Proposed by Fairfax County

The committee discussed the proposal for the new legislative position which members felt continued VSBA's long-standing belief that local control is vital for local school divisions. This proposed new position continues the local control stance of the association.

Motion to Modify and Recommend Proposal: Elliott Reed Motion Seconded: Michelle Rief LPC Vote: 8-0. Committee Member Kathy Fraley had a conflict and had to leave the meeting. Motion Carried

#### **LEGISLATIVE PROPOSAL NO. 4**

#### Judicial Enforcement of Truancy (Proposed New Legislative Position)

The VSBA strongly encourages judicial proceedings to follow a standard timeline with automatic actions taken at each step of the truancy timeline. The courts have established outcomes prescribed by the Code of Virginia and Virginia legal statutes that allow for specific actions in relation to truancy matters for both the student and the parent/guardian. The request is that a firm, fair, and timely implementation of those outcomes be standardized and practiced in each courtroom in the Commonwealth of Virginia.

Rationale:

There is no doubt that chronic absenteeism and truancy are major issues facing all school divisions across the Commonwealth of Virginia and the United States. In fact, absenteeism is an issue facing all businesses and industries in a post-pandemic world. Tazewell County is very much in favor of complying with the Code of Virginia (22.1-254) for the compulsory school attendance of "any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday..."...however, to hold schools accountable through accreditation for issues outside of school control is unfair and punishes schools for decisions that rest outside school control. The VSBA should voice concern through lobby and publication of the need for the judicial branch to enforce regulations and law pertaining to: A. Parents who do



not take steps to curb absenteeism (8VAC20-730-20) and B. Students who defy parental actions and school policies by continued absence from school (8VAC20-730-20).

Schools undergo a rigorous and time-consuming process to enforce local attendance policy that has been adopted through the language of the Code of Virginia. Only after numerous notifications to the student/parent/guardian regarding absenteeism, and formal attendance conferences with student/parent/guardian, and the creation of an attendance plan with tasks for student/parent/guardian and school officials have proved unsuccessful in curbing attendance issues may the school institute "child in need of supervision: proceedings with the juvenile and domestic relations district court pursuant to §16.1-228 of the Code of Virginia." The school may also institute proceedings against the parent pursuant to §18.2-371 or §22.1-262 of the Code of Virginia.

Even after all of the time and energy expended in the creation of the plans, the meetings with all parties, and the careful documentation of absences, plans, meetings, and goals, it is out of the school's power and authority to take additional actions to enforce attendance. While there are correctable actions that can be administered to parents/students/guardians, it is at the discretion of the sitting judge. While the school system does not seek to advise a judge how to operate or administer the law, it is desired that a timeline or schedule of actions be implemented and followed. There are too many examples of the same child appearing before the same court upwards of seven times with no action taken other than verbal reprimands and continuation of meetings and tasks. The true authority to enforce school attendance policy resides in the judicial realm, and there are a plethora of options available to judges for compliance. The need is that the options be instituted in a timely and meaningful manner.

#### Proposed by Tazewell County

Committee members discussed the proposed new legislative position and agreed that chronic absenteeism is a problem across the Commonwealth. The committee agreed that more needs to be done to assist school divisions when dealing with truancy matters in their communities.

Motion to Recommend: Jenny Nichols
Motion Seconded: Katrina Callsen
LPC Vote: 8-0. Committee Member Kathy Fraley had a conflict and had to leave the meeting.
Motion Carried



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

School Board Agenda Item

Subject: Policy Review Committee Recommendations

Item Number: 14A 1-9

Section: Consent

Date: November 14, 2023

#### Senior Staff: Eugene Soltner, Ph.D., Chief of Staff

Prepared by: Jessica Owens, PRC Chair and Kamala Lannetti, School Board Attorney

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

#### **Recommendation:**

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 9, 2023 meeting.

#### **Background Summary**

- 1. <u>Policy 4-62 Evaluation: Licensed Personnel</u> the PRC recommends amendments to reflect current requirements of licensed personnel evaluations and updates to legal references.
- 2. <u>Policy 5-6 Student/Parent/Guardian Appeals</u>- the PRC recommends amending the title and adding language to clarify that when the right to an appeal is not set forth in law, policy or regulation that the Superintendent has sole discretion to consider an appeal and that the School Board will only consider an appeal when law, policy or regulation require the School Board to do so.
- 3. <u>Policy 5-11 Age of Compulsory Attendance/Exemptions</u> the PRC recommends minor clarifying amendments.
- 4. <u>Policy 5-12 Legal Withdrawal</u> the PRC recommends minor clarifying amendments.
- 5. <u>Policy 5-13 Home Instruction</u> the PRC recommends minor clarifying amendments.
- 6. <u>Policy 5-17 Absences/Truancy/ Parental Notification</u> the PRC recommends minor clarifying amendments.
- 7. <u>Policy 5-21 Student Suspensions and Expulsions</u> the PRC recommends minor clarifying amendments.
- 8. <u>Policy 5-36 Conduct Invoking Punitive Action</u> the PRC recommends minor clarifying amendments.
- 9. <u>Policy 7-3 Access to Records</u>- the PRC recommends amending the title, adding clarifying language, and adding Paragraph C regarding the FOIA Officer and regulations regarding FOIA.

#### Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies. Policy Review Committee Meeting of October 9, 2023

#### **Budget:**

School Board of the City of Virginia Beach Policy 4-62

#### PERSONNEL

#### **Evaluation: Licensed Personnel**

#### A. Procedure

The School Board shall develop a procedure for use by the Superintendent and other administrators to evaluate instructional personnel that is appropriate to the tasks performed and addresses, among other things by instructional personnel which shall be used by the Superintendent and administrators to evaluate instructional personnel. The process must address: 1) Professional Knowledge; 2) Instructional Planning; 3) Instructional Delivery; 4) Assessment of and for Student Learning; 5) Learning Environment; 6) <u>Culturally Responsive Teaching and Equitable Practices; 7)</u> Professionalism; and <u>78</u>) Student Academic Progress. The Superintendent <u>or designee</u> shall provide the <u>School</u> Board with a written recommended procedure for evaluation for the <u>School</u> Board to consider and adopt.

Student academic progress must be a significant component and an overall summative rating in the teacher evaluation. Teacher evaluations shall also include:

- 1. Regular observation and evidence that instruction is aligned with the school's curriculum.
- 2. Identification of areas of individual strengths and weaknesses.
- 3. Recommendations for appropriate professional activities.
- 4. An evaluation of cultural competency.

#### **B.** Evaluator Training

Beginning September 1, 2000, <u>P</u>principals, <u>Assistant Principals and other administrative</u> personnel participating in the evaluation and documentation of employee performance must have-received training provided by the Superintendent and his staff<u>or designees</u>, pursuant to Virginia Code § 22.1-253.13:5, in the evaluation and documentation of employee performance., which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress. Assistant principals and other administrative personnel participating in the evaluation and documentation of employee performance must also be trained in the evaluation and documentation of employee performance.

#### C. Probationary Employees

Appropriate administrative staff shall annually evaluate probationary teachers by using School Board developed procedures. The Superintendent shall consider each annual evaluation of a probationary employee in the nonrenewal process. If a teacher's annual performance evaluation during the probationary period is unsatisfactory, the School Board shall not reemploy such teacher.

#### Editor's Note

#### See School Board Policy 4-56 for mentorship program for probationary teachers and financial incentives for excellence in teaching.

#### Legal Reference

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

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

Code of Virginia § 22.1-303.1, as amended. Immunity from civil liability for certain individuals.

<u>Code of Virginia § 22.1-293, as amended.</u> School Boards authorized to employ principals and assistant principals; licensed required; powers and duties.

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

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

<u>Virginia Department of Education</u>. *Guidelines for Uniform Performance Standards and Evaluation* <u>Criteria for Teachers (approved March 18, 2021), as amended.</u>

Virginia Department of Education. *Guidelines for Uniform Performance Standards and Evaluation Criteria* for Teachers (effective July 1, 2012).

Virginia Department of Education. Virginia Standards for the Professional Practice of Teachers (effective on July 1, 2012).

#### **Related Links**

School Board Policy 4-56

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: July 13, 1993 (Effective August 14, 1993) Amended by School Board: March 7, 2000 Amended by School Board: February 8, 2005 Amended by School Board: December 4, 2012 Amended by School Board: March 27, 2018 Amended by School Board:

Chunger Www. 6/13/2023

APPROVED AS TO LEGAL SUFFICIENCY

anala H. Lanoks

School Board of the City of Virginia Beach Policy 5-6

## STUDENTS

# **Student/Parent/Legal Guardian Appeals- matters affecting students**

An appeal is a formal written request for reconsideration of an action affecting a student which is imposed by a teacher or administrator.

A student or the, parent/legal guardian of a minor student has the right to initiate <u>an appeal in accordance with applicable law or regulation</u>. Where no law, policy or regulation specifically grants the right to an appeal of a certain action affecting a student by a teacher or an administrator, the Superintendent or designee will have sole discretion as to whether an appeal will be considered. The School Board will only consider an appeal of an action affecting a student when law, policy or regulation specifically requires that the School Board do so.

The Superintendent <u>or designee</u> shall develop <u>regulations and</u> administrative procedures to be used by a person making an appeal.

Adopted by School Board: June 15, 1993 (Effective August 14, 1993) Amended by School Board: June 5, 2001 Amended by School Board: May 22, 2018

Amended by School Board: 2023

APPROVED AS TO LEGAL SUFFICIENCY Kanula H. Lancki School Board of the City of Virginia Beach Policy 5-11

# STUDENTS

# Age of Compulsory Attendance/Exemptions

Every parent, guardian, or other person having control of a child who will have reached his/her fifth birthday on or before September 30 of any school year and who has not passed his/her eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, send such child to a public school or to a private, denominational or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Virginia Board of Education and approved by the Superintendent or designee to provide home instruction for the child pursuant to Virginia Code § 22.1-254.1, as amended.<del>.</del>

As prescribed in the regulations of the <u>Virginia</u> Board of Education, the compulsory education requirement may also be met by: i) attending an alternative program of study or work/study offered by a public, private, denominational or parochial school or by a public or private degree-granting institution of higher education; ii) in the case of any five-year-old child, by sending the child to any public educational prekindergarten program, or in a private, denominational or parochial educational prekindergarten program; iii) for a student who is at least sixteen years of age through an individual student alternative education plan developed in accordance with the guidelines set forth by the Superintendent in Division Regulation 6-76.1; or iv) obtaining a high school diploma, its equivalent, or a certificate of completion.

The requirements of this section shall apply to: i) any child in the custody of the Virginia Department of Juvenile Justice or the Virginia Department of Corrections who has not passed the eighteenth birthday; and ii) any child whom the Superintendent has required to take a special program of prevention, intervention, or remediation as provided in subsection C of the Code of Virginia § 22.1-253.13:1 and in § 22.1-254.01, as amended.-

The requirements of this section shall not apply to: a) any person 16 through 18 years of age who is housed in an adult correctional facility when such person is actively pursuing the achievement of a passing score on a high school equivalency examination approved by the Virginia Board of Education but is not enrolled in an individual student alternative education plan; and b) any child who has obtained a high school diploma or its equivalent, a certificate of completion, or has achieved a passing score on a high school equivalency examination approved by the Virginia Board of Education, or who has otherwise complied with compulsory school attendance requirements.

Within one calendar month of the opening of school, the School Board shall send to the parents or guardian of each minor student enrolled in the School Division a copy o<u>r a link to online access off</u> the compulsory school attendance law and the enforcement procedures and policies established by the School Board.

The Superintendent-<u>or designee</u> shall be responsible for ensuring that all school-age children residing in the School Division, not otherwise excused pursuant to the guidelines set forth in Regulation 5-11.1, meet the compulsory education requirements contained in this Policy and Virginia Code § 22.1-254, <u>as amended</u>.

## Editor's Note

See School Board Policy 5-12 for Legal Withdrawal. See School Board Policy 5-13 and any implementing regulations for home instruction.

Legal Reference

<u>Code of Virginia § 22.1-254, as amended.</u> Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article.

<u>Code of Virginia § 22.1-263, as amended.</u> Violation constitutes misdemeanor.

<u>Code of Virginia § 22.1-264, as amended.</u> Misdemeanor to make false statements as to age.

<u>Code of Virginia § 22.1-265, as amended.</u> Inducing children to absent themselves.

<u>Code of VirigniaVirginia § 22.1-266, as amended.</u> Law-enforcement officers and truant children.

<u>Code of Virginia § 22.1-267, as amended.</u> Proceedings against habitually absent child.

<u>Code of Virginia § 22.1-268, as amended.</u> Duty of Commonwealth's attorneys to prosecute cases arising under article; jurisdiction of offenses.

<u>Code of Virginia § 22.1-269, as amended.</u> Board to enforce.

# **Related Links**

School Board **Regulation 5-11.1** School Board **Policy 5-12** School Board **Policy 5-13** School Board **Regulation 6-76.1** Code of Virginia § **22.1-253.13:1** Code of Virginia § **22.1-254.01** 

Adopted by School Board: June 15, 1993 (Effective August 14, 1993) Amended by School Board: May 16, 2000 Amended by School Board: June 11, 2018 Amended by School Board: 2023

APPROVED AS TO LEGAL SUFFICIENCY

Kanda H. Lanois

School Board of the City of Virginia Beach Policy 5-12

# STUDENTS

# Legal Withdrawal

# A. Kindergarten

A parent or legal guardian may withdraw, from kindergarten, any child who will not have reached his/her sixth birthday on or before September 30 of that school year provided that the parent or legal guardian notifies the Superintendent or designee that he/she does not wish the child to attend school until the following year because the child, in the opinion of the parent or legal guardian, is not mentally, physically or emotionally prepared to attend school.

# **B.** Other

- 1. The S<u>chool Board uperintendent</u> shall approve the withdrawal of:
  - a. Any student who, together with his/her parents/legal guardian, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, "bona fide religious training or belief" does not include essentially political, sociological or philosophical views or a merely personal moral code; and
  - b. On the recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides and for such period of time as the court deems appropriate, any pupil who, together with his parents, is

opposed to attendance at a school by reason of concern for such pupil's health, as verified by competent medical evidence, or by reason of such pupil's reasonable apprehension for personal safety when such concern or apprehension in that pupil's specific case is determined by the court, upon consideration of the recommendation of the principal and division superintendent, to be justified.

- 2. The School Board may approve the withdrawal of a student:
  - a. On recommendation of the principal and the division superintendent and with the written consent of the parent or legal guardian of a minor student, any student who the School Board determines, in accordance with regulations of the Virginia Board of Education, cannot benefit from education at such school; and
  - b. On recommendation of the juvenile and domestic relations district court of the county or city in which the student resides, any student who, in the judgment of such court, cannot benefit from education at such school.

# Legal Reference

<u>Code of Virginia</u>, § 22.1-254, as amended. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article.

Adopted by School Board: June 15, 1993 (Effective August 14, 1993) Adopted by School Board: February 21, 1995 Amended by School Board: June 11, 2018

Amended by School Board: 2023

APPROVED AS TO LEGAL SUFFICIENCY

anala H. Lanoki

School Board of the City of Virginia Beach Policy 5-13

# **STUDENTS**

## Home Instruction

# A. Generally

The General Assembly has determined that home instruction is an acceptable alternative to compulsory school attendance.

## **B.** Procedures

Parents/legal guardians <u>of minor children</u> who provide home instruction shall adhere to procedures developed by the Superintendent and set forth in Regulation 5-13.1. The Superintendent <u>or designee</u> shall promulgate and enforce written regulations for parents/legal guardians homeschooling their school age children in the City of Virginia Beach.

# Legal Reference

<u>Code of Virginia § 22.1-254.1, as amended.</u> Declaration of policy; requirements for home instruction of children.

# **Related Links**

School Board Regulation 5-13.1

Adopted by School Board: June 15, 1993 (effective August 14, 1993) Amended by School Board: October 6, 1998 Amended by School Board: August 22, 2006 Amended by School Board: October 4, 2016 Amended by School Board: 2023

APPROVED AS TO LEGAL SUFFICIENCY

Kanala H. Lanosi

School Board of the City of Virginia Beach Policy 5-17

# **STUDENTS**

## **Absences/Truancy/Parental Notification**

## A. Absences

1. Generally

Students of school age shall attend their assigned schools during school hours in accordance with state law. Students are considered absent if they are not present on days that school is in session as determined by the School Board approved calendar or during make-up days determined by the Superintendent or School Board. The <u>S</u>superintendent through the principals shall be responsible for maintaining accurate records of attendance and for closely monitoring all excused and unexcused absences.

- 2. Excused Absences
  - a. Documented absences are defined as absences for personal illness, serious illness or death in the family, exposure to contagious disease, extremely inclement weather, schoolsponsored activity or observance of a recognized religious holiday. The <u>eligible</u> <u>student or parent or legal guardian of a minor</u> <u>student will provide written notice to the school</u> of the reason for the absence or tardiness.
  - b. Preapproved absences are defined as absences for cause and absences that occur with the full

knowledge and consent of t<u>he eligible student</u> or the parents/legal guardian<u>of the minor</u> <u>student</u>. The principal, at <u>the principlal'shis/her</u> or designee's discretion, may accept as valid the reasons for these absences.

 Other verifiable reasons may be deemed excused at the discretion of the principal or <u>designee</u>.

# **B.** Truancy

Truancy is defined as the absence of a student for other than a legitimately recognized reason for all or part of a day when school is in session. The Superintendent or designee shall develop regulations for monitoring truant students and may establish reasonable disciplinary measures based upon the frequency of truancy and the age of the student.

# C. Notification of Parents of Absent Students

As required by state law and regulation, each principal or his/her designee shall make a reasonable effort to see that parents/legal guardians of <u>minoreach</u> student be c<u>ontacted alled</u> when the student is absent. Parents/legal guardians <u>of minor students</u> will provide a number to be called <u>or an email address</u>. This may be the main contact phone number, work number, <u>email address</u> or emergency contact number.

# Legal Reference

<u>Code of Virginia § 22.1-253.13:7, as amended.</u> Standard 7. Policy manual.

<u>Code of Virginia § 22.1-258, as amended.</u> Appointment of attendance officers; notification when pupil fails to report to school.

<u>Code of Virginia § 22.1-259, as amended.</u> Teachers to keep daily attendance records.

<u>Code of Virginia § 22.1-260, as amended.</u> Report of children enrolled and not enrolled.

<u>Code of Virginia § 22.1-261, as amended.</u> Division Superintendent to make list of children not enrolled; duties of attendance officer.

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

<u>Code of Virginia § 22.1-267, as amended.</u> Proceedings against habitually absent child.

Adopted by School Board: October 21, 1969 Amended by School Board: February 15, 1977 Amended by School Board: August 15, 1978 Amended by School Board: August 4, 1983 Amended by School Board: August 21, 1990 Amended by School Board: July 16, 1991 Amended by School Board: July 13, 1993 (Effective August 14, 1993) Amended by School Board: June 20, 1995 Amended by School Board: August 21, 2001 Amended by School Board: August 27, 2018

Amended by School Board: 2023

APPROVED AS TO LEGAL SUFFICIENCY

anala H. Lanor

# STUDENTS

# **Student Suspensions and Expulsions**

# A. Generally

Students may forfeit their right to educational opportunities when their conduct is such that it substantially and materially disrupts the educational process and/or deprives others of their rights to educational opportunities. (For suspension and expulsion of students with disabilities, see Regulation 5-21.3).

Students may be disciplined as set forth in the appropriate Code of Student Conduct, Discipline Guidelines promulgated by the Office of Student Leadership, the policies and administrative regulations of the School Board for any disturbance to the learning environment, and for other good and just cause. The frequency, duration and reasons for student suspensions shall be monitored by the Office of Student Leadership on a regular basis. The Discipline Guidelines promulgated by the Office of Student Leadership shall be consistent with law, School Board policies and regulations.

For the purpose of this Regulation the term "parent" will be defined to mean: a natural or biological parent; a legal or adoptive parent; a foster parent or legal guardian; or step parent or other person standing in locos parentis to a student. Any requirement for notice to or meeting with a parent will be satisfied by providing notice to or meeting with any one person meeting the definition of parent.

# **B. In-School Suspension**

See Regulation 5-21.2.

# C. Out-of-School Suspensions of Ten (10) Days or Less

- Each school principal, assistant principal, acting principal or his/her designee-s may suspend a student when, in their judgmenthis/her judgment, this action is required. In the exercise of this authority, the principal or his/her designee is subject to all provisions of law, of this Ppolicy, School Board regulations, the Code of Student Conduct, and the Discipline Guidelines.
- Students may be suspended from school for up to five (5) school days by the school principal, assistant principal, acting principal, or designee<u>s</u>-and for up to an additional five (5) school days by a principal with the concurrence of the Director of the Office of Student Leadership, acting as the Superintendent's designee.
- 3. Prior to imposing a suspension, the principal, assistant principal or acting principal or designee<u>s</u> must inform the student of the charges against <u>the studenthim/her</u>.

If the student denies the charges, <u>the student he/she</u> must be given an explanation of the facts as known to school personnel and an opportunity to present <u>the</u> <u>student's his/her</u> version of the facts. If <u>the student</u> <u>he/she</u> deems it necessary, the principal, assistant principal or acting principal or designee<u>s</u> may conduct a further investigation into the matter. The Superintendent <u>or designees</u> shall promulgate regulations governing procedures for such suspensions which are in accordance with this <u>Pp</u>olicy and all provisions of law.

4. Students whose presence poses a continuing danger to persons or property or an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts and opportunity to present

<u>the student'shis/her version</u> of what occurred shall be provided as soon as practicable thereafter.

- 5. Upon suspension from school of any student, the principal, assistant principal or acting principal shall report the facts of the case in writing to the Superintendent or his/her designee, the minor student's parent, and the student as soon as practicable.
- Appeals of disciplinary actions resulting in out-of-school suspensions of ten (10) days or less shall be governed by the procedures set forth in Policy 5-6 and Regulation 5-6.1.
- 7. Notice to an adult student or at minor student's parent <u>/legal guardian</u> will include: notification of the length of suspension; information regarding the availability of community based educational programs, alternative education programs or other educational options; and of the student's right to return to regular school attendance upon expiration of the suspension. The costs of any community-based educational program, or alternative education program or educational option, which is not part of the educational program offered by the School Division, shall be borne by the adult student or the minor student's parent<u>/legal guardian</u>.

# D. Out-of-School Suspensions for Eleven to Forty-five Days (Long-Term Suspensions)

 The Superintendent or his/her\_designee(s) through a hearing officer may suspend students from school for eleven to forty-five school days after providing the minor student and his/her\_the minor student's parent/legal guardian or the adult student with written notice of the proposed action, the reasons therefore, the right to a hearing before the School Board or a discipline committee thereof, and a copy of the School Division's long-term suspension procedures.

- 2. The Superintendent or designees shall promulgate regulations in accordance with the law to carry out this Policy. In any case in which a student has been suspended by the Superintendent or his/her designee(s) after a hearing, the adult student or the minor student and the minor student's his parent/legal guardian may appeal the decision to a discipline committee of the School Board. The parent/legal guardian of the minor student or the adult student must be notified in writing of the his/her right to appeal. Such appeal must be in writing and must be filed with the Superintendent or his/her designee(s) within five (5) school days of the minor parent/legal guardian 's or the adult student's receipt of the suspension decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal.
- 3. The discipline committee shall be composed of at least three (3) voting School Board Members and tahe the school counselor, who will serve as a nonvoting member. In the event that only two School Board Members are present, the discipline committee may proceed to hear and decide the appeal with the school counselor, or designee, providing the third vote. The discipline committee, however constituted, will consider the appeal within thirty (30) days and transmit its decision to the adult student, the parent/legal guardian of a minor student, the principal and the Superintendent or designee.
- If the decision of the full discipline committee is unanimous, the <u>adult</u> student or <u>hthe parent/legal</u> <u>guardian of a minor studentis/her parent if the student is</u>

a minor have no right of appeal to the full School Board. If the full discipline committee's decision is not unanimous, or the decision is made by a discipline committee consisting of less than three School Board Members, the <u>adult student or the parent/legal guardian of a minor</u> studenthis/her parent if the student is a minor may appeal the discipline committee's decision to the full School Board. The parent/legal guardian of- a minor student or or an adult student must be notified in writing of hthe is/her right to appeal. The appeal must be in writing and must be filed with the Director of the Office of Student Leadership within five (5) school days of the minor student's parent/legal guardian's or the adult student's receipt of the discipline committee's decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to appeal. The School Board shall consider the appeal within thirty (30) days of the request for an appeal. A copy of the record which the School Board may consider as part of the appeal shall be furnished to the adult student or the minor student's parent/legal guardian prior to or contemporaneous with it being furnished to the School Board. The School Board, at its election, may hear oral argument on the appeal.

5. The written notice required by this section shall include notification of the length of the suspension, shall provide information to the <u>adult student or the parent/legal</u> <u>guardian</u> of <u>athe minor</u> student concerning the availability of community-based educational, training, and intervention programs. Such notice shall state further whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the <u>S</u>school-<u>B</u>board, or an adult education program offered by the <u>S</u>school <u>D</u>division, during or upon the expiration of the suspension, and the terms or conditions of such readmission. The costs of any community-based educational, training or intervention program that is not a part of the educational program offered by the School Division that the student may attend during <u>the his</u> suspension shall be borne by the minor student's parent<u>/legal guardian</u> or the adult student.

# E. Violation of Out-of-School Suspension

While a student is under out-of-school suspension, <u>the student</u> he/she is denied access to the school premises except with the permission of the principal or <u>his/her</u> designee. If a student under out-of-school suspension is found on the school premises without the permission of the principal or <u>his/her</u> designee, <u>the</u> <u>studenthe/she</u> shall be referred to the juvenile court authorities and/or shall be deemed a trespasser and prosecuted as such.

Any student who is under out-of-school suspension and also enrolled in a work cooperative program and/or extracurricular activities shall be restricted from employment and/or excluded as a participant or spectator from extracurricular activities until reinstated in his/her school. This also applies to students with disabilities.

Students who are subject to suspensions held in abeyance or probation periods will be subject to the terms set forth by the discipline decision. Violation of any of those terms may result in activation of the suspension and/or further discipline action being taken.

# F. Reinstatement of Suspended Students

Any student who has been suspended from a school of this <u>School</u> <u>D</u>division is not eligible to attend any other school within the <u>School</u> <u>D</u>division until eligible to return to <u>the assigned or home his/her</u> **regular** school. The manner in which a student is received on returning from his/her suspension is of utmost importance. The following steps should be used when applicable.

- Accompanied by the parent<u>/-legal guardian (</u>if the student is a minor), the student shall report to the principal or other designated staff member upon return to school. The principal or designee, adult student or with the parent/legal guardian of a minor student and the minor student, will discuss the need for the student to correct inappropriate behavior and conform to the expected behavior outlined in the Code of Student Conduct.
- 2. If there is a cause for an adjustment in the student's class schedule, the principal or another staff member shall consider the best class placement and confer with the teacher and/or counselor in preparation for the student's return, and shall explain the class schedule adjustment, if applicable.
- The student shall be allowed to resume classroom activities subject to any terms as set forth by the principal <u>or designee</u>.
- 4. If the <u>adult student or parent/legal guardian of a minor</u> <u>student and the minor student fail(s)</u> to comply with this <u>Ppolicy</u>, the School Board may ask the Juvenile and Domestic Relations Court to proceed against <u>the student</u> <u>or parenthim/her</u> for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

# **G. Expulsions**

1. The principal or <u>designeeacting principal</u> may recommend to the Superintendent that a student be expelled. The principal shall notify the <u>adult student or the minor</u> student and <u>the his/her</u> parent<u>/legal guardian</u> if the student is a minor in writing of the following:

- a. The proposed action and the reasons therefor;
- b. The right of the student and<u>/or the his/her</u> parent<u>/legal guardian of a minor student</u>-to a hearing before a hearing officer or a discipline committee of the School Board as determined by the Superintendent, or his/her designee, if the recommendation to expel is upheld by the Superintendent, or his/her designee;
- c. The right to inspect the student's school records;
- d. The right to appeal the decision of a nonunanimous, full discipline committee or a decision made by a discipline committee consisting of less than three School Board Members to the full School Board;
- e. The student and <u>his/her\_the</u> parent<u>/legal</u> <u>guardian</u> if the student is a minor shall also be provided a copy of the School Division's expulsion procedures.
- In making a recommendation to expel a student for misconduct, other than misconduct involving firearms or drugs, the principal or his-designee shall consider and document, in writing, the following factors:
  - a. The nature and seriousness of the violation;
  - b. the degree of danger to the school community;

- c. the student's disciplinary history, including the seriousness and number of previous infractions;
- d. the appropriateness and availability of an alternative education placement or program;
- e. the student's age and grade level;
- f. the results of any mental health, substance abuse, or special education assessments;
- g. the student's attendance and academic records; and
- h. such other matters as deemed appropriated

The written documentation of the principal regarding <u>the</u> <u>his/her</u> consideration of these factors shall be transmitted to the Superintendent/designee, Hearing Officer/ Discipline Committee/School Board, with the student's case and each shall consider these factors in recommending expulsion of the student. However, no decision to discipline a student shall be reversed on the grounds such factors were not considered.

3. The Superintendent, or his/her designee(s), shall review the principal's recommendation for expulsion and may either uphold or modify it. If the principal's recommendation of expulsion is upheld by the Superintendent or his/her designee(s), the Superintendent or his/her designee shall notify the adult student or the and his/her parent /legal guardian of a minor student of the time and place of a hearing before a discipline committee of the School Board. If the expulsion recommendation is reduced to a long-term suspension recommendation by the Superintendent's designee and is referred to a hearing officer, the <u>adult</u> student <u>or the</u> <u>parent/legal guardian of a minor student</u> may appeal the decision rendered by the hearing officer to a discipline committee of the School Board. The discipline committee of the School Board is composed of at least three (3) voting members of the School Board and the school counselor, who will serve as a nonvoting member. In the event that only two School Board members are present, the committee can proceed to hear and decide the appeal with the school counselor, providing the third vote.

- 4. The procedure for a hearing before a discipline committee of the School Board shall be as follows:
  - a. The discipline committee shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private unless otherwise specified by the discipline committee.
  - b. The discipline committee may ask for opening statements from the principal or his/her representative and the student or his/her\_the parent/legal guardian of a minor student, -(or their\_representative) and, at the discretion of the discipline committee, may allow closing statements.
  - c. The parties shall then present their evidence. Because the principal <u>or designee</u> has the ultimate burden of proof, <u>the principal or</u> <u>desigee he/she</u> shall present <u>the his/her</u> evidence first. Witnesses may be questioned by the discipline committee members and by the parties (or their representatives). The discipline

committee may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for presentation of any material or relevant evidence and shall afford the parties the right of cross-examination; provided, however, that the discipline committee may take the testimony of student witnesses outside the presence of the student, <u>the his/her</u> parent/legal guardian of a minor student and their representative if the School Board determines, in its discretion, that such action is necessary to protect the student witnesses.

- d. The parties shall produce such additional evidence as the discipline committee may deem necessary. The discipline committee shall be the judge of the relevancy and materiality of the evidence.
- e. The discipline committee will receive a copy of the student disciplinary package and any exhibits offered by the student prior to the hearing. Additional exhibits offered by the parties may be received into evidence by the discipline committee and, when so received, shall be marked and made part of the record.
- f. The discipline committee may, by majority vote, confirm, disapprove or alter the recommendation.
- g. The discipline committee shall transmit its decision to the <u>adult</u> student, <u>his/her\_the</u> parent/legal guardian of a minor student, the<u>ir</u> representative, the principal and the Superintendent<u>or designee</u>.

- 5. If the decision of the full discipline committee is unanimous, the student or his/her parent if the student is a minor has no right of appeal to the full School Board. If the discipline committee's decision is not unanimous or the decision is made by a committee consisting of less than three School Board Members, the <u>adult</u> student or the his/her parent/legal guardian if the student is a minor may appeal the discipline committee's decision to the full School Board. The appeal must be in writing and must be filed with the Superintendent within five (5) school days of the discipline committee's decision or receipt of the discipline committee's decision by the <u>adult</u> student or the parent/legal guardian of a minor student. Failure to file a written appeal within the specified time will constitute a waiver of the right to appeal. The School Board shall consider the appeal upon the record within thirty (30) days of the request for an appeal and shall transmit its decision to the adult student, the his/her parent/legal guardian of a minor student, their representative, the principal and the Superintendent or designee. A copy of the record which the School Board may consider as part of the appeal shall be furnished to the adult student or the parent/legal guardian of the minor student, their representative prior to or contemporaneous with it being furnished to the School Board. The School Board, at its election, may hear oral argument on the appeal.
- 6. The written notice required by this section shall include notification of the length of the expulsion, shall provide information to the parent/legal guardian of the minor student or the adult student concerning the availability of community-based educational, training, and intervention programs. Such notice shall state further whether or not the student is eligible to return to regular school

attendance, or to attend an appropriate alternative education program approved by the <u>S</u>school <u>B</u>board, or an adult education program offered by the <u>S</u>school <u>D</u>division, during or upon the expiration of the expulsion, and the terms or conditions of such readmission. The costs of any community-based educational, training or intervention program that is not a part of the educational program offered by the School Division that the student may attend during <u>the his</u>-expulsion\_<u>period</u> shall be borne by the parent<u>/legal guardian</u> of the minor student or by the adult student.

Nothing in this section shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this section to attend an alternative education program provided by the School Board for the term of such expulsion.

If the School Board determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program or an adult education program in the school division, the written notice shall also advise the adult student or parent/legal guardian of the minor student that the student may petition the School Board for readmission to be effective one calendar year from the date of the expulsion, and of the conditions, if any, under which readmission may be granted.

The School Board shall establish a schedule pursuant to which the student may apply and reapply for readmission to school. Such schedule shall be designed to ensure that the hearing and ruling on any petition for readmission, if granted, would enable the student to resume school attendance one calendar year from the date of the expulsion.

# H. Readmission of Expelled Students

Students who have been expelled by the School Board may be readmitted to school by the School Board following a full calendar year from the date of expulsion and a hearing before the School Board or a discipline committee thereof or under the terms for readmission established by the discipline committee or the School Board for the student at the time of the expulsion.

# I. Violation of Expulsion

An expelled student who is found on school premises at any time without the permission of the School Board or Superintendent may be referred to law enforcement authorities as a trespasser.

# Editor's Note

See for procedures for admission of students expelled or suspended from attendance at school by another school board or private school For In-School Suspension see Regulation 5-21.2. For appeal of In-School Suspension, see Regulation 5-6.1.

# Legal Reference

Code of Virginia §22.1-276.01 through 22.1-277.2:1, as amended.

# **Related Links**

School Board <u>Policy 5-6</u> School Board <u>Regulation 5-6.1</u> School Board <u>Regulation 5-21.2</u> School Board <u>Regulation 5-21.3</u> Adopted by School Board: July 13, 1993 (Effective August 14, 1993) Amended by School Board: October 19, 1993 Amended by School Board: April 19, 1994 Amended by School Board: July 19, 1994 Amended by School Board: December 17, 1996 Amended by School Board: October 7, 1997 Amended by School Board: May 19, 1998 (Effective July 1, 1998) Amended by School Board: September 21, 1999 Amended by School Board: June 5, 2001 Amended by School Board: October 9, 2001 Amended by School Board: October 19, 2004 Amended by School Board: April 4, 2006 Amended by School Board: August 27, 2018

Amended by School Board: 2023

APPROVED AS TO LEGAL SUFFICIENCY Kanula H. Lances School Board of the City of Virginia Beach Policy 5-36

# STUDENTS

# **Conduct Invoking Punitive Action**

# A. Generally

Regulations governing punitive actions for student conduct must be approved by the School Board prior to implementation.

Students may be suspended or expelled from attendance at school for sufficient cause. Punitive actions resulting in Out-of-School Suspension shall be governed by the procedures set forth in Regulation 5-6.1, Policy 5-21 and Regulation 5-21.1 and Regulation 5-21.3. The assignment of a student to In-School Suspension shall be governed by the procedures set forth in Regulation 5-21.2.

# **B. Due Process**

With the requirements of fair and equitable treatment of all students and within the guidelines of applicable caselaw, and federal and state law and regulation, the following shall constitute the minimum due process procedures to be followed in the detention, suspension and expulsion of students.

- 1. The student, and parent(s)/legal guardian(s) of minor students shall be given written notice of the charges.
- 2. If the student denies them, the student will be provided with an explanation of the facts as known to school personnel and an opportunity to present <u>the student'shis/her</u> version of what occurred.

- 3. The student and parent(s)/legal guardian(s) of minor students shall be informed of the conditions of the disciplinary action.
- 4. In the case of a suspension of more than ten (10) school days or in the case of an expulsion, the hearing officer, the discipline committee members, or the School Board <u>Mm</u>embers should not be persons with the direct involvement in the incident or the recommended discipline, and should not have a personal or professional relationship with the student, the student's family, or the student's attorney. The hearing officer, discipline committee members, or the School Board <u>members Members</u> reserve the right to recuse themselves from a student disciplinary hearing for these reasons or other good and just cause.

If the student and parent(s)/legal guardian(s) of a minor student fail to appear, the hearing may be held in their absence and a decision may be rendered based upon the evidence that is presented.

5. The adult student or the parent/guardian of a minor student may appeal the decision as provided in School Board Policy 5-21 or 5-6 and the associated regulations, as appropriate.

# Legal Reference

Code of Virginia § 22.1-78, as amended. Bylaws and regulations.

<u>Code of Virginia § 22.1-277.04, as amended.</u> Short-term suspension; procedures; readmission.

# <u>Related Links</u>

School Board <u>Policy 5-6</u> School Board <u>Regulation 5-6.1</u> School Board <u>Policy 5-21</u> School Board <u>Regulation 5-21.1</u> School Board <u>Regulation 5-21.2</u> School Board <u>Regulation 5-21.3</u>

Adopted by School Board: August 21, 1990 Amended by School Board: July 16, 1991 Amended by School Board: June 15, 1993 (Effective August 14, 1993) Amended by School Board: August 2, 2000 Amended by School Board: August 21, 2001 Amended by School Board: April 4, 2006 Amended by School Board: November 27, 2018

Amended by School Board: 2023

APPROVED AS TO LEGAL SUFFICIENCY Kanula H. Lanoki

School Board of the City of Virginia Beach Policy 7-3

### **COMMUNITY RELATIONS**

### Access to Records- Freedom of Information Act (FOIA)

#### A. Generally

Official records of the School Board are open to inspection during regular business hours in accordance with applicable law and under conditions set forth by the Superintendent or designee <u>and in accordance</u> with the Virginia Freedom of Information Act (FOIA) and other applicable laws and regulations.

#### B. Fee for Search Time and Copying

The School Division shall make all reasonable efforts to supply the requested records at the lowest possible cost. Prior to conducting a search of records, the School Division shall notify the requestor in writing that the public body may make reasonable charges not to exceed the actual cost incurred in accessing, duplicating, supplying or searching for requested records and inquire of the requestor whether the requestor the requestor would like the request a cost estimate in advance of suppling the requested records. The School Division shall provide the requestor with a cost estimate if requested. The period within which the School Division shall respond shall be tolled for the amount of time that elapses between notice of the cost estimate and the response of requestor. If the School Division receives no response from the requestor within thirty days of sending the cost estimate, the request shall be deemed to be withdrawn. Any cost incurred by the School Division in estimating the cost of supplying of such requested records shall be applied to the overall charges to be paid by the requestor for supplying of such requested records.

### C. FOIA Officer and regulations for requesting records under FOIA

The Superintendent or designee will designate a FOIA Officer who will be responsible for managing requests for records under FOIA. The School Board Attorney or designee, or other legal counsel retained by the School Board, will assist the FOIA Officer or designee with managing the FOIA requests and reviewing all request and responses for compliance with applicable law and regulation. The FOIA Officer or designee will inform the School Board of any FOIA requests related to requests for records directly related to School Board Members.

#### Legal Reference

Code of Virginia § 2.2-3700 et seq., as amended. Virginia Freedom of Information Act.

<u>Code of Virginia § 2.2-3704, as amended.</u> Public records to be open to inspection; procedures for requesting records and responding to request; charges; transfer of records for storage, etc.

Code of Virginia § 22.1-287, as amended. Limitation on access to records.

Code of Virginia § 22.1-287.1, as amended. Directory Information.

<u>Code of Virginia § 2.2-3800- 3809, as amended.</u> Government data collection and dissemination practices act.

#### **Related Links**

School Board Policy 4-15 School Board Policy 5-31 School Board Regulation 5-31.1

School Board Regulation 7-3.1

Adopted by School Board: October 21, 1969 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: August 19, 2014 Amended by School Board: April 30, 2019 Amended by School Board: July 12, 2022

Amended by School Board: 2023

APPROVED AS TO LEGAL SUFFICIENCY Kanda H. Lances



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

School Board Agenda Item

Subject: Recommendation of General Contract: Diamond Spring ES Boiler/Chiller Replacements Item Number: 14B1

Section: Consent

Date: November 14, 2023

Senior Staff: Jack Freeman, Chief Operations Officer, Department of School Division Services

Prepared by: Melisa A. Ingram, Executive Director, Facilities Services

Presenter(s): Melisa A. Ingram, Executive Director, Facilities Services

## **Recommendation:**

That the School Board approve a motion authorizing the Superintendent to execute a contract with ColonialWebb for the Diamond Springs Elementary School Boiler/Chiller Replacements in the amount of \$1,418,587.

# **Background Summary:**

Project Architect:	HBA Architecture & Interior Design
Contractor:	ColonialWebb
Contract Amount:	\$1,418,587.00
Construction Budget:	\$1,482,564.00
Number of Responsive Bidders:	3
Average Bid Amount:	\$1,710,359.50
High Bid:	\$1,948,461.50

## Source:

School Board Policy 3-90

# **Budget Impact:**

CIP 1-001 Renovations and Replacements – Energy Management/Sustainability CIP Funding



Subject: <u>Recommendation of General Contract: First Colonial HS Roof Top Unit Replacements</u> Item Number: <u>14B2</u>

Section: Consent

Date: November 14, 2023

Senior Staff: Jack Freeman, Chief Operations Officer, Department of School Division Services

Prepared by: Melisa A. Ingram, Executive Director, Facilities Services

Presenter(s): Melisa A. Ingram, Executive Director, Facilities Services

## **Recommendation:**

That the School Board approve a motion authorizing the Superintendent to execute a contract with Colonial Webb for the First Colonial High School Roof Top Unit Replacements in the amount of \$3,872,214.

# **Background Summary:**

Project Architect:	Woolpert Inc.
Contractor:	ColonialWebb
Contract Amount:	\$3,872,214.00
Construction Budget:	\$3,500,000.00
Number of Responsive Bidders:	4
Average Bid Amount:	\$4,030,097.75
High Bid:	\$4,227,177.00

# Source:

School Board Policy 3-90

# **Budget Impact:**

CIP 1-018 Renovations and Replacements- HVAC- Phase III CSLFRF Grant Funding



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Subject: <u>Can</u>	vas: Year-One Implementation Evaluation	Item Number: <u>14C</u>
Section: <u>Con</u>	sent	Date: <u>November 14, 2023</u>
Senior Staff:	Lisa A. Banicky, Ph.D., Executive Director	
Prepared by:	Allison M. Bock, Ph.D., Program Evaluation Specialist Heidi L. Janicki, Ph.D., Director of Research and Evaluation Lisa A. Banicky, Ph.D., Executive Director Office of Planning, Innovation, and Accountability	n
Presenter(s):	<u>Allison M. Bock, Ph.D., Program Evaluation Specialist</u> Office of Planning, Innovation, and Accountability	

## **Recommendation:**

That the School Board approve the administration's recommendations that were proposed in response to the Canvas: Year-One Implementation Evaluation.

## **Background Summary:**

Canvas is a Learning Management System (LMS) adopted by the Virginia Department of Education (VDOE) in 2020-2021 to deliver educational content to students online, and the VDOE offered Canvas to school divisions for five years at no cost. Canvas provides an application for interacting with and accessing instructional content. In conjunction with Mastery Connect, Canvas also provides an application for assessing student learning in a variety of ways. Following a pilot of Canvas with seven schools in Virginia Beach during the 2021-2022 school year, all schools were expected to use Canvas during the 2022-2023 school year with students in grades 3 through 12.

According to School Board Policy 6-26, new programs or initiatives will be evaluated for a minimum of two years. On September 13, 2022, the School Board approved the 2022-2023 Program Evaluation Schedule, in which Canvas was recommended for an implementation evaluation. The year-one implementation evaluation of Canvas during 2022-2023 focused on the instructional and assessment components of the LMS, data management and integration processes, professional learning opportunities, parent access and communication, initial progress toward the outcome goals and objectives, stakeholder perceptions, and the cost and savings of Canvas to the school division. Recommendations were also included based on the results of the evaluation.

## Source:

School Board Policy 6-26 School Board Minutes September 13, 2022

## **Budget Impact:**



# PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

## **Canvas: Year-One Implementation Evaluation**

The table below indicates the proposed recommendations resulting from the **Canvas: Year-One Implementation Evaluation.** It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board	Evaluation	Recommendations From the Fall 2023	Administration's
Meeting Date		Program Evaluation	Recommendations
<u>Information</u> October 24, 2023 <u>Consent</u> November 14, 2023	Canvas: Year-One Implementation Evaluation	<ol> <li>Recommendation #1: Continue Canvas with modifications noted in recommendations 2 through 4. (<i>Responsible Group:</i> <i>Department of Teaching and Learning</i>)</li> <li>Recommendation #2: Explore further the reasons for lower satisfaction rates with Canvas among teachers, especially at the elementary school level, to identify potential solutions. (<i>Responsible Groups: Department of Teaching and Learning;</i> <i>Office of Planning, Innovation, and Accountability</i>)</li> <li>Recommendation #3: Ensure professional learning opportunities and support on utilizing Mastery Connect are provided for classroom teachers to have the necessary knowledge to use Mastery Connect in their classrooms. (<i>Responsible Groups: Department of Teaching and Learning;</i> <i>Office of Planning, Innovation, and Accountability</i>)</li> <li>Recommendation #4: Develop a communication plan for disseminating resolutions to secondary classroom teachers for commonly experienced issues with the grade passback process between Canvas and Synergy to ensure the process is efficient and accurate for teachers. (<i>Responsible Group: Department of Teaching and Learning</i>)</li> </ol>	The administration concurs with the recommendations from the program evaluation.



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE School Board Agenda Item

Subject: Personnel Report	Item Number: <u>15A</u>
Section: Action	Date: November 14, 2023
Senior Staff: Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer	
Prepared by: Cheryl R. Woodhouse	
Presenter(s): Donald E. Robertson Jr., Ph.D., Acting Superintendent	

# **Recommendation:**

That the School Board approve the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the November 14, 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 November 14, 2023 2023-2024

Scale Assigned to Unified Salary Scale Assigned to Instructional Salary Scale

Assigned to Instructional Salary Scale

Appointments - Miscellaneous

Class

Location Appointments - Elementary School Birdneck Appointments - Elementary School Brookwood Appointments - Elementary School Lynnhaven Appointments - Elementary School New Castle Appointments - Elementary School Parkway Appointments - Elementary School Parkway Appointments - Elementary School Pembroke Appointments - Elementary School Pembroke Pembroke Meadows Annointments - Elementary School Appointments - Elementary School Point O'View Appointments - Elementary School Point O'View Appointments - Elementary School Princess Anne Appointments - Elementary School Posemont Earest Appointments - Elementary School Seatack Shelton Park Appointments - Elementary School Appointments - Elementary School Shelton Park Appointments - Elementary School Three Oaks Appointments - Elementary School White Oaks Appointments - Elementary School Windsor Woods Appointments - Elementary School Woodstock Appointments - Middle School Bayside Appointments - Middle School Kempsville Appointments - Middle School Larkspur Annointments - Middle School Princess Anne Appointments - Middle School Salem Appointments - High School Green Run Appointments - High School Green Run Appointments - High School Kellam Appointments - High School Kellam Appointments - High School Kempsville Annointments - High School Kemnsville Appointments - High School Landstown Appointments - High School Landstown Appointments - High Schoo Princess Anne Appointments - High School Tallwood Appointments - High School Tallwood Department of Teaching and Learn Appointments - Miscellaneous Appointments - Miscellaneous Department of Technology Appointments - Miscellaneous Office of Food Services Appointments - Miscellaneous Office of Maintenance Services Appointments - Miscellaneous Office of Maintenance Services Appointments - Miscellaneous Office of Student Leadership Appointments - Miscellaneous Office of Transportation and Fleet Office of Transportation and Fleet N Appointments - Miscellaneous Appointments - Miscellaneous Office of Transportation and Fleet N Appointments - Miscellaneous Office of Transportation and Fleet N Annointments - Miscellaneous Office of Transportation and Fleet N Appointments - Miscellaneous Office of Transportation and Fleet N Appointments - Miscellaneous Office of Transportation and Elect N Appointments - Miscellaneous Office of Transportation and Fleet M Appointments - Miscellaneous Office of Transportation and Fleet N Appointments - Miscellaneous Office of Transportation and Fleet N Annointments - Miscellaneous Office of Transportation and Fleet N Appointments - Miscellaneous Office of Transportation and Elect M Resignations - Elementary School Bettie E. Williams Resignations - Elementary School Cooke Resignations - Elementary School Diamond Springs Resignations - Elementary School Fairfield Resignations - Flementary School Lynnhaven Resignations - Elementary School Pembroke Resignations - Elementary School Point O'View Resignations - Elementary Schoo Rosemont Forest Resignations - Elementary School Seatack Resignations - Elementary School Three Oaks Resignations - Middle School Great Neck Resignations - Middle School Plaza Resignations - High School Cox Resignations - Miscellaneous Office of Student Support Services Resignations - Miscellaneous Office of Transportation and Fleet N Resignations - Miscellaneous Office of Transportation and Elect M Resignations - Miscellaneous Office of Transportation and Elect N Resignations - Miscellaneous Office of Transportation and Fleet N Resignations - Miscellaneous Office of Transportation and Fleet I Retirements - Elementary School Glenwood Retirements - Elementary School Parkway Retirements - Elementary School Pembroke Meadows Retirements - Middle School Kempsville Retirements - High School Tallwood Retirements - High School Technical and Career Education Cer Retirements - Miscellaneous Office of Maintenance Services Retirements - Miscellaneous Office of Maintenance Services Retirements - Miscellaneous Office of Transportation and Elect I Fairfield Appointments - Elementary School Appointments - Elementary School Newtown Appointments - Elementary School Newtowr Appointments - Elementary School Newtown Appointments - Middle School Larkspur Appointments - Middle School Old Donation School Appointments - High School Princess Anne Appointments - High School Princess Anne Appointments - High School Salem Appointments - Miscellaneous Office of Programs for Exceptional

Office of Student Support Services

	Effective	Employee Name
	10/25/2023	Keyana Clark
	10/25/2023	Morgan D Dittfie Eydie W Plante
	10/18/2023	Darlene A Gloria
	10/25/2023	Norma A Khan
	11/6/2023	Leticia Acevedo
	10/25/2023 11/13/2023	Deriniquia C Derr Elizabeth Caron
	11/1/2023	Jennifer Hanson
	10/18/2023	Porscha M Thom
	11/1/2023	Christian D McBe
	11/1/2023 10/18/2023	Fisi Hone Qauqau Schamone Fuller
	11/1/2023	John P Crimmins
	11/1/2023	Annalye Lemus
	11/6/2023	Michael A Lowry
	10/25/2023 10/25/2023	Susan D Smith Jennifer D Fergus
	11/1/2023	Kathryn A Willian
	11/1/2023	Dennis R Courtne
	11/18/2023	Latia M Smith
	10/25/2023	Shane N Land
	11/1/2023 10/25/2023	Dominador M Ga Michael J Alfier
	10/18/2023	Christopher T Wh
	10/18/2023	Marcuis A Weem
	10/30/2023	Anastacio Nicola
	10/25/2023 11/1/2023	Rodolfo A Aborje Florence A Aborje
	10/16/2023	William L Byrd
	11/1/2023	Afsaneh Davarza
	11/1/2023	Carla S Hoeker
	11/1/2023	Allen W Martin Hakima Bikri
	10/30/2023 11/1/2023	Hakima Bikri Lora R Doughten
	11/1/2023	Wendell Patrick J
ing	10/23/2023	Ashley G Clark
	10/18/2023	Habtam Yalew
	10/25/2023 10/18/2023	Pamela D Pacheo Jesse M Crotty
	11/1/2023	Justin A Sgambell
	11/1/2023	Mandy L Riemer
Management Services	10/25/2023	Thomas Baird II
Management Services Management Services	10/25/2023 10/25/2023	May M Domingo Allen L Hollingsw
Management Services	10/25/2023	Madison L Kamzu
Management Services	10/31/2023	April L Butler
Management Services	10/31/2023	Bryant Clark
Management Services Management Services	10/31/2023 10/31/2023	Luis A Colon Yania B Droz
Management Services	10/31/2023	Brittney M Good
Management Services	10/31/2023	Shaniece W Hard
Management Services	10/31/2023	Bridget A Rahn
Management Services	10/31/2023	Robert E Twine
	10/27/2023 11/14/2023	Graham S Hall Letisia H Garza
	11/3/2023	Jeffrey Morgan
	11/9/2023	Traci I Reynolds
	11/9/2023	Vernon N Flower
	11/9/2023 11/22/2023	Tatiana P Bransfo Yulia A Fernande
	10/16/2023	Ronald R Gesford
	9/29/2023	Jaquan K Anderso
	10/19/2023	Jamie L Barker
	11/9/2023	Naima B Abdul-K
	10/13/2023 10/23/2023	Oumaima Gaair Robert T Lee III
	11/10/2023	Sara Glass
Management Services	10/25/2023	Robin L Sorey
Management Services	10/27/2023	Nichole D Stone
Management Services Management Services	10/31/2023 11/2/2023	Edgardo C Layao Mary Bouchard
Management Services	11/2/2023	James A Colombo
	1/31/2024	David B French
	12/21/2023	Terri Copeland
	12/31/2023	Charles L Spivey
	1/31/2024 10/31/2023	Lisa S Makowski Darryl T Nichols
nter	12/21/2023	Jacqueline Clarke
	12/31/2023	Jeffrey P Ringo
	1/31/2024	Eugene Williams
Management Services	10/31/2023	Larry Peterson
	10/25/2023 10/30/2023	Katherine I Marti Mary L Shelly
	10/30/2023	Janet A Thompso
	11/1/2023	Dana T Smith
	10/23/2023	Toni L Cary
	10/15/2023	Elizabeth L White
	11/3/2023 11/6/2023	Zachary A Hlasnio Yarelis Gunter
	11/8/2023	Patricia E Statkie
Children	11/27/2023	Elizabeth K D'Cos
	10/23/2023	Rebecca L Davila

	2023-2024
	Position/Reaon
na Clark	Special Education Assistant
	Kindergarten Assistant Kindergarten Assistant
	General Assistant, .500
na A Khan	Cafeteria Assistant, 6.0 Hours
ia Acevedo	Physical Education Assistant, .500 Clinic Assistant
	Special Education Assistant
	Cafeteria Assistant, 5.5 Hours
	Cafeteria Assistant, 6.0 Hours
	Custodian I
lone Qauqau mone Fuller	Custodian I Cafeteria Assistant, 6.5 Hours
P Crimmins	School Security Officer I
lye Lemus	Cafeteria Assistant, 4.0 Hours
	Custodian I
n D Smith Ifer D Ferguson	Special Education Assistant General Assistant
ryn A Williams nis R Courtney	Cafeteria Assistant, 6.0 Hours
	Physical Education Assistant, .500
M Smith	Special Education Assistant
	Security Assistant Custodian I
	Special Education Assistant
topher T White	School Security Officer II
	Custodian I
	Custodian I Custodian I
	Custodian I
am L Byrd	School Security Officer II, .800
	Custodian I
	Cafeteria Assistant, 6.0 Hours Custodian I
	Cafeteria Assistant, 5.0 Hours
	Cafeteria Assistant, 5.0 Hours
	Security Assistant
	Administrative Office Associate I Database Administrator
ela D Pacheco	Cafeteria Manager in Training
M Crotty	HVAC Specialist
n A Sgambelluri	Electrical Craftsman I
ay L Riemer	School Nurse Bus Driver, 6.5 Hours
M Domingo	Bus Driver, 6.5 Hours
L Hollingsworth	Bus Driver, 6.5 Hours
	Bus Driver, 6.5 Hours
	Bus Driver, 6.5 Hours Bus Driver, 6.5 Hours
	Bus Driver, 6.5 Hours
a B Droz	Bus Driver, 6.5 Hours
ney M Good	Bus Driver, 6.5 Hours
	Bus Driver, 6.5 Hours Bus Driver, 6.5 Hours
	Bus Driver, 6.5 Hours
am S Hall	Physical Education Assistant (family)
	Kindergarten Assistant (relocation)
	Physical Education Assistant (family) Special Education Assistant (personal reasons)
	Physical Education Assistant, .500 (personal reasons)
	Special Education Assistant (transfer of spouse)
A Fernandez	Cafeteria Assistant, 5.0 Hours (family)
lld R Gesford Jr	Security Assistant (personal reasons) Security Assistant (career enhancement opportunity)
an K Anderson e L Barker	Special Education Assistant (relocation)
	Special Education Assistant (career enhancement opportunity)
aima Gaair	Cafeteria Assistant, 6.0 Hours (personal reasons)
	Cafeteria Assistant, 5.0 Hours (personal reasons)
a L Sorey	General Assistant (personal reasons) Bus Assistant, 7.0 Hours (personal reasons)
ole D Stone	Bus Driver - Special Ed, 7.5 Hours (career enhancement opportunity)
rdo C Layaog	Bus Driver, 7.5 Hours (career enhancement opportunity)
	Bus Driver - Special Ed, 7.5 Hours (personal reasons)
	Bus Driver Plan Bee, 7.0 Hours (personal reasons) Principal
Copeland	School Nurse
	Principal
	Student Activities Coordinator
	Custodian I School Nurse
ey P Ringo	Construction Inspector
ne Williams III	Carpentry Craftsman II
	Bus Driver, 7.0 Hours
	Fourth Grade Teacher Title I Resource Teacher
	Second Grade Teacher
T Smith	Third Grade Teacher
L Cary	Seventh Grade Teacher
	Fifth Grade Teacher School Counselor
	School Counselor Spanish Teacher
	Dance Teacher
beth K D'Costa	Hearing Impairment Teacher
cca L Davila	School Counselor

College Tidewater Community College, VA Old Dominion University, VA Old Dominion University VA Not Applicable Not Applicable Gateway Cmty-Tech College, CT Not Applicable Canella University, MN Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable George Mason University, VA Not Applicable St Paul's College, VA Not Applicable Old Dominion University, VA Old Dominion University, VA Howard University. DC Virginia Wesleyan University, VA Longwood University, VA Old Dominion University, VA Old Dominion University, VA Regent University, VA Rutgers University Camden, NJ Utah State University, UT American Public University Sys, WV U.S. Navy NETPDC. FL

Previous Employer Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Zion Benton Township District, IL Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable US NAVY, VA City of Checaneake Police Dent VA Not Applicable City of Virginia Beach Not Applicable Not Applicable Not Applicable Not Applicable Virginia Beach Sheriff's Office, VA VRCPS Mountain Lakes Bible Camp, OR Not Applicable Not Applicable Not Applicable US Navy Not Applicable Jobways LLC, DE Not Applicable VBCPS Not Applicable Chesapeake Regional Healthcare, VA Not Applicable VBCPS Not Applicable Not Applicable VRCPS Not Applicable Not Applicable Not Applicable VBCPS Not Applicable VRCPS Not Applicable Nasemond Suffolk Academy, VA Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable St. Timothy's School, MD Pitt County Schools, NC

#### Personnel Report Virginia Beach City Public Schools November 14, 2023 2023-2024

Scale	Class	Location	Effective	Employee Name	Position/Reaon	College	Previous Employer
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	11/17/2023	Alyssa S Clark	Third Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Christopher Farms	11/17/2023	Jessica N Blanchard	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Glenwood	11/1/2023	Jamie M Cronk	Third Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Hermitage	11/30/2023	Alexandra DeBever	School Counselor, .400 (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Linkhorn Park	10/31/2023	Kaitlyn A Hurst	Second Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Lynnhaven	11/13/2023	Brooke I Gaither	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windsor Woods	11/9/2023	Emily A Randolph	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	11/10/2023	Sommer L Belgrave	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Brandon	10/31/2023	Jordan G Hobbs	Sixth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Princess Anne	11/17/2023	Blaine Ballard	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	10/27/2023	Adelyne Payne	English Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Bayside	11/3/2023	Ashley H Stalcup	Social Studies Teacher, .600 (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	1/26/2024	Jaiden B Wuori	English Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	10/27/2023	Precious K Rowe	Behavior Intervention Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	11/3/2023	Bertina C Morris	Behavior Intervention Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Ocean Lakes	1/30/2024	Michael J Nestor	English Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Middle School	Corporate Landing	11/27/2023	Bradley A Ward	Assistant Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - Miscellaneous	Office of Programs for Exceptional Children	TBD	Shannon R Mackey	Coordinator Special Education	College of William and Mary, VA	Norfolk Public Schools



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

School Board Agenda Item

Subject: Policy Review Committee Recommendations

Item Number: <u>15B1</u>

Section: Action

Date: November 14, 2023

Senior Staff: Eugene Soltner, Ph.D., Chief of Staff

Prepared by: Jessica Owens, PRC Chair and Kamala Lannetti, School Board Attorney

Presenter(s): Kamala Lannetti, School Board Attorney

## **Recommendation:**

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 9, 2023 meeting.

## **Background Summary**

1. <u>Bylaw 1-14 Data Allowance, Salary Allowance</u>- the PRC recommends that, effective January 1, 2025, the School Board approve amending the School Board Member's annual salary from \$12,000 to \$20,000 and removing the Communication and Data Allowances.

## Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies. Policy Review Committee Meeting of October 9, 2023

**Budget:** 

School Board of the City of Virginia Beach Bylaw 1-14

#### SCHOOL BOARD BYLAWS

#### **Compensation and Expenses**

#### A. Compensation

A Member of the School Board shall be compensated at a rate not to exceed the maximum salary as provided in accordance with the Code of Virginia. The Chair may, in the discretion of the School Board, be compensated with such additional salary allowed by the Code of Virginia. Effective January 1, 2025, the annual salary for School Board Members will be \$20,000 and the annual salary for the School Board Chair will be \$22,000.

#### B. Expenses

Members of the School Board shall be reimbursed for private transportation for attending meetings of the School Board and in conducting other official business of the School Board at the same rate authorized for School Division employees.

All reasonable expenses for School Board Members, including travel, food and lodging, shall be paid by the School Board when such Members are acting in their official capacities as School Board Members or representing the School Board at meetings, conferences and conventions. School Board Members may not exceed the personal allocation for specific meetings, conferences, and conventions determined by the School Board without prior School Board approval.

Members of the School Board may elect to receive: 1) a Communication Allowance at the same rate authorized for Chief Officers; and/or 2) a data allowance at the rate of \$100 per month. Effective January 1, 2025, the School Board Members will no longer receive the Communication Allowance and the Data Allowance-. The School Board may employ a support staff persons to assist School Board Members to fulfill the duties of their offices.

### Editor's Note

On November 20, 2007, the School Board adopted a Resolution to annually compensate School Board Members \$12,000 and the Chairman \$14,000.

### Legal Reference

Code of Virginia §22.1-32, as amended. Salary of members.

Adopted by School Board: July 21, 1992 Amended by School Board: August 17, 1999 Amended by School Board: February 20, 2001 Amended by School Board: December 2, 2008 Amended by School Board: August 2, 2016 Amended by School Board: December 11, 2018

Amended by School Board: 2023

APPROVED AS TO LEGAL SUFFICIENCY anala H. Lancie



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE School Board Agenda Item

Subject: VSBA (Virginia School Boards Association) Legislative Proposals	Item Number: <u>15C</u>
Section: Action	Date: <u>November 14, 2023</u>
Senior Staff: <u>N/A</u>	
Prepared by: Kamala H. Lannetti, School Board Attorney	
Presenter(s): Trenace Riggs, School Board Chair- VSBA representative	

## **Recommendation:**

That the School Board vote to approve the Virginia School Boards Association (VSBA) Legislative Proposals to the VSBA Legislative Positions Handbook.

### **Background:**

The VSBA Board of Directors will vote on and then present the Legislative Agenda to the VSBA Delegate Assembly at the VSBA Annual Meeting November 14-16, 2023. The VBSA Legislative Positions Handbook is a continuous document that can be amended by the VSBA Delegation Assembly each year at its annual conference. Proposals to add or delete from the VSBA Legislative Positions Handbook are presented to the School Board to consider and advise the School Board's VSBA representative, Ms. Riggs, how to vote. School Board Members have been provided with a copy of the 2023 VSBA Delegate Assembly Handbook and should review Sections IX and X regarding the Proposed Legislative Positions Amendments for 2023. Attached are the proposed amendments. Mrs. Riggs, as the School Board's Delegate to the VSBA Delegate Assembly, will present the School Board's position at the Delegate Assembly on November 16, 2023.

Source:

**Budget Impact:** 

N/A



The following proposals were recommended by the Committee for submission to the VSBA Board of Directors. Once approved by the Board of Directors, the proposals will be brought before the VSBA Delegate Assembly in November. In the items below, the <u>underlined language</u> is new language that is proposed to be added to the VSBA Legislative Positions Handbook. <del>Strike through language</del> is proposed for removal from the VSBA Legislative Positions Handbook. The title of each proposed legislative position has been marked to identify whether the proposal is an entirely new position (PROPOSED NEW POSITION) or is an amendment to an existing position (PROPOSED AMENDMENT).

## **LEGISLATIVE PROPOSAL NO. 1**

# 8.1 School Facility Construction Funds and Financing (Proposed Amendment)

The VSBA urges the Virginia General Assembly and the U.S. Congress to provide substantial and sustained funding to finance local school construction, renovation, and debt service costs with disbursements to local school boards, <u>including specific incentives for safety/security upgrades to better protect students and staff</u>, as well as incentives for energy efficient construction and renovation to reduce the lifetime operating costs of school facilities.

Reasoning: The concern was raised by our board that we would like to see the VSBA lobbying positions shifted to place priority on building safety improvements in our schools. We would like the VSBA's lobbying efforts in this category to be focused on achieving more fund matching and grant opportunities, from both the state and federal governments, to enable localities to improve safety features when building and renovating schools. Warren County would love to see more tax dollars available to improve safety measures that would better fortify our buildings, to better protect the people inside from potential dangers. We understand that tax dollars are finite, so we hope to see spending priorities shifted to protect what is truly the most important thing in school buildings—the safety of children and staff.

## Rationale:

In consideration of recent events, community attention is focused on school building security. The board is asked to consider submitting an additional legislative position change request, which if accepted by the VSBA legislative positions committee, would then move onto the next step to be voted on at the VSBA delegate assembly in the fall. If passed by the delegate assembly, this would shift VSBA lobbying efforts in the category of "school facility construction funds" towards seeking state/federal funds to help support local building security upgrades.

## Proposed by Warren County

The committee discussed the proposed amendment to the legislative position and agreed that adding the language for school safety and security strengthened the position allowing more latitude for the association's lobbyists.

Motion to Recommend Proposed Amendment: Jenny Nichols Motion Seconded: Elliott Reed LPC Vote: 9-0 Motion Carried



## **LEGISLATIVE PROPOSAL NO. 2**

## 4.16 Employee Criminal Background Checks (Proposed Amendment)

The VSBA supports legislation that provides state funding to conduct federal and state criminal background checks for all new employees and <u>call</u> calls for the State Department of Education to establish a state "clearing house" for the results of such criminal background checks, <u>and supports the state fully funding local</u> <u>participation in Virginia's implementation of the Federal Bureau of Investigation's (FBI) Next Generation</u> <u>Identification (NGI) Noncriminal Justice Rap Back Service regarding reporting and notification of public-school employee misconduct.</u>

## Rationale:

The Commonwealth of Virginia is currently redesigning its state police criminal background check database to interact with the Federal Bureau of Investigation's (FBI) Next Generation Identification (NGI) Noncriminal Justice Rap Back Service. The current target date for completion of the system is July 1, 2025.

While participation in the service is anticipated to be voluntary, the system would be most useful with maximum participation.

Virginia State Police is authorized to charge participating jurisdictions up to \$1 per employee, per month (or \$12 annually). Those charges could be a significant deterrent to participation and could undermine the usefulness of the reporting system.

The position urges the Commonwealth to provide dedicated state funding to maximize local participation so that localities do not have to decide whether to prioritize local funds o participate.

### Proposed by Fairfax County

The committee discussed the proposed amendment and agreed the new language asking for funding of criminal background checks would assist school divisions seeking to use the NGI background check program.

# Motion to Modify and Recommend Proposed Amendment: Jenny Nichols

Motion Seconded: Jacob Wright LPC Vote: 8-0. Committee Member Kathy Fraley had a conflict and had to leave the meeting. Motion Carried

### **LEGISLATIVE PROPOSAL NO. 3**

School Zone Safety Standards (Proposed New Legislative Position)

The Virginia School Boards Association supports additional local authority and flexibility in setting safety standards in school zones.



## Rationale:

Pedestrian safety around schools has become an increasingly important issue, with an unfortunately growing number of recent tragic accidents. While pedestrian safety is a priority in every jurisdiction, the issue is particularly important where highways are not controlled by the locality, and where local input in the specifics of where and how school crossing zones are configured is not as direct. Greater local authority and flexibility over such issues as the determination of appropriate motor vehicle speeds around schools, as well as over signage and signals within school crossing zones, would assist local school divisions in prioritizing this important safety issue.

## Proposed by Fairfax County

The committee discussed the proposal for the new legislative position which members felt continued VSBA's long-standing belief that local control is vital for local school divisions. This proposed new position continues the local control stance of the association.

Motion to Modify and Recommend Proposal: Elliott Reed Motion Seconded: Michelle Rief LPC Vote: 8-0. Committee Member Kathy Fraley had a conflict and had to leave the meeting. Motion Carried

### **LEGISLATIVE PROPOSAL NO. 4**

## Judicial Enforcement of Truancy (Proposed New Legislative Position)

The VSBA strongly encourages judicial proceedings to follow a standard timeline with automatic actions taken at each step of the truancy timeline. The courts have established outcomes prescribed by the Code of Virginia and Virginia legal statutes that allow for specific actions in relation to truancy matters for both the student and the parent/guardian. The request is that a firm, fair, and timely implementation of those outcomes be standardized and practiced in each courtroom in the Commonwealth of Virginia.

Rationale:

There is no doubt that chronic absenteeism and truancy are major issues facing all school divisions across the Commonwealth of Virginia and the United States. In fact, absenteeism is an issue facing all businesses and industries in a post-pandemic world. Tazewell County is very much in favor of complying with the Code of Virginia (22.1-254) for the compulsory school attendance of "any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday..."...however, to hold schools accountable through accreditation for issues outside of school control is unfair and punishes schools for decisions that rest outside school control. The VSBA should voice concern through lobby and publication of the need for the judicial branch to enforce regulations and law pertaining to: A. Parents who do



not take steps to curb absenteeism (8VAC20-730-20) and B. Students who defy parental actions and school policies by continued absence from school (8VAC20-730-20).

Schools undergo a rigorous and time-consuming process to enforce local attendance policy that has been adopted through the language of the Code of Virginia. Only after numerous notifications to the student/parent/guardian regarding absenteeism, and formal attendance conferences with student/parent/guardian, and the creation of an attendance plan with tasks for student/parent/guardian and school officials have proved unsuccessful in curbing attendance issues may the school institute "child in need of supervision: proceedings with the juvenile and domestic relations district court pursuant to §16.1-228 of the Code of Virginia." The school may also institute proceedings against the parent pursuant to §18.2-371 or §22.1-262 of the Code of Virginia.

Even after all of the time and energy expended in the creation of the plans, the meetings with all parties, and the careful documentation of absences, plans, meetings, and goals, it is out of the school's power and authority to take additional actions to enforce attendance. While there are correctable actions that can be administered to parents/students/guardians, it is at the discretion of the sitting judge. While the school system does not seek to advise a judge how to operate or administer the law, it is desired that a timeline or schedule of actions be implemented and followed. There are too many examples of the same child appearing before the same court upwards of seven times with no action taken other than verbal reprimands and continuation of meetings and tasks. The true authority to enforce school attendance policy resides in the judicial realm, and there are a plethora of options available to judges for compliance. The need is that the options be instituted in a timely and meaningful manner.

### Proposed by Tazewell County

Committee members discussed the proposed new legislative position and agreed that chronic absenteeism is a problem across the Commonwealth. The committee agreed that more needs to be done to assist school divisions when dealing with truancy matters in their communities.

Motion to Recommend: Jenny Nichols
Motion Seconded: Katrina Callsen
LPC Vote: 8-0. Committee Member Kathy Fraley had a conflict and had to leave the meeting.
Motion Carried



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

Subject: Closed Session	Item Number: <u>17</u>
Section: <u>Closed Session</u>	Date: <u>November 14, 2023</u>
Senior Staff: <u>N/A</u>	
Prepared by: <u>Kamala H. Lannetti, School Board Attorney</u>	
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, and 8 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. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.

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.

Namely to discuss:

- A. Status of pending employee discipline cases
- B. Appointments of certain staff members
- C. Consultation with legal counsel concerning new Executive Order
- D. Status of pending litigation or administrative cases.
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

### **Background Summary:**

N/A

**Source:** Code of Virginia §2.2-3711, as amended

**Budget Impact:** N/A



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

**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. <u>Public comments during meetings limited to matters relevant to public education and the business of</u> <u>the School Board</u>

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. <u>School Administration Building or other locations for meetings are not open public forums for public</u> <u>expression</u>

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 <u>SchoolBoard@VBCPSBoard.com</u> 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.