

School Board Services

Kimberly A. Melnyk, Chair  
District 2

Jennifer S. Franklin, Vice Chair  
District 2 – Kempsville

Beverly M. Anderson  
At-Large

Kathleen J. Brown  
District 10

Michael R. Callan  
District 6

David Culpepper  
District 8

Victoria C. Manning  
At-Large

Staci R. Martin  
District 4

Jessica L. Owens  
District 3 – Rose Hall

Trenace B. Riggs  
District 1 – Centerville

Carolyn D. Weems  
District 9

Donald E. Robertson, Ph.D., Superintendent

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**School Board Regular Meeting Proposed Agenda**  
**Tuesday, February 13, 2024**

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**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](https://schoolboard.vbschools.com/meetings/live), broadcast on VBT Channel 47, and on Zoom through the link below.

Attendee link: [https://us02web.zoom.us/join/wn\\_vl9NIBloRMSDVsebpcl3w](https://us02web.zoom.us/join/wn_vl9NIBloRMSDVsebpcl3w) Call-in (301) 715-8592 ID 897 8935 2387

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at [SchoolBoard@VBCPSboard.com](mailto:SchoolBoard@VBCPSboard.com) or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on February 12, 2024.

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1. **Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 3:00 p.m.**
    - A. School Board Administrative Matters and Reports\*  
\*Special Presentation of Appreciation to School Board
    - B. Sustainable Schools
    - C. Chronic Absenteeism Update
    - D. Budget/CIP Workshop #1
  2. **Closed Session (as needed)**
  3. **School Board Recess ..... 5:30 p.m.**
  4. **Formal Meeting (School Administration Building #6 – School Board Room) ..... 6:00 p.m.**
  5. **Call to Order and Roll Call**
  6. **Moment of Silence followed by the Pledge of Allegiance**
  7. **Student, Employee and Public Awards and Recognition**
    - A. Crossing Guard Recognition
    - B. School Board Clerk Appreciation – Special Presentation from Board and Superintendent
    - C. Code of Ethical and Professional Conduct for Members of the School Board of the City of Virginia Beach Signing
  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. January 23, 2024 Mini-Retreat/Regular School Board Meeting Added 02/12/2024
  11. **Public Hearing on Proposed School Operating Budget FY 2024/25 and Capital Improvement Program for FY2024/25 -FY2029/30**
  12. **Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the February 13, 2024 School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on February 13, 2024. 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. February 13,



2024. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, [1-47](#) and [1-48](#) requirements for Public Comment and Decorum and Order.

**13. Information**

- A. Policy Review Committee (PRC) Recommendations:
  - 1. Bylaw 1-9/Qualifications
  - 2. Policy 6-60/Textbooks
  - 3. Policy 6-67/Social Work Services
  - 4. Policy 6-79/Homebound Services
- B. Old Donation School Selection Process
- C. Calendar Recommendation for 2024-2025
- D. School Board Committee Assignment Modifications for term ending June 30, 2024

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

**15. Consent Agenda**

- A. Resolutions:
  - 1. Special Resolution for School Board Member – Staci Martin
  - 2. Student Leadership Week
- B. Policy Review Committee (PRC) Recommendations:
  - 1. Policy 4-66/Tutoring for Pay
  - 2. Policy 6-20/Division Curriculum
  - 3. Policy 6-21/Curriculum Committees
  - 4. Policy 6-22/Scope and Sequence
  - 5. Policy 6-24/Addition and Deletion of Courses and Programs
  - 6. Policy 6-25/Evaluation of the Curriculum
  - 7. Policy 6-32/Health and Physical Education
  - 8. Policy 6-34/Technical and Career Education
  - 9. Policy 6-35/Title I Programs
  - 10. Policy 6-37/World Languages
  - 11. Policy 6-38/Core Content Areas
  - 12. Policy 6-39/Mathematics
  - 13. Policy 6-42/Social Studies
  - 14. Policy 6-43/Art, Music, and Theater Arts Programs
  - 15. Policy 6-44/School Counseling
  - 16. Policy 6-45/Theme-Based Academies
  - 17. Policy 6-57/International Travel
  - 18. Policy 6-83/Non-School Division (VBCPS) Sponsored Educational Courses
  - 19. Policy 6-86/Naval Junior Officers Training Corps (NJROTC)
  - 20. Policy 6-87/Governor's School for the Arts
- C. Religious Exemption(s)
- D. Energy Performance Contract
- E. Gifted Resource Cluster Program: Comprehensive Evaluation Recommendations
- F. Textbook Adoptions:
  - 1. AP Japanese
  - 2. K-3 Elementary Language Arts

**16. Action**

- A. Personnel Report / Administrative Appointments **Updated 02/16/2024**
- B. Policy Review Committee (PRC) Recommendations:
  - 1. Policy 6-65/Library Media Centers/Profession Libraries
- C. Resolution Directing that a Petition for a Writ of Special Election Be Filed and the School Board Appoint an Interim School Board Member for District 4

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

**18. Return to Administrative, Informal, Workshop or Closed Session matters**

**19. Adjournment**



**Subject:** Sustainable Schools **Item Number:** 1B

**Section:** Administrative, Informal, and Workshop **Date:** Feb. 13, 2024

**Senior Staff:** Jack Freeman, Chief Operations Officer

**Prepared by:** J. Ryan Hersey, Sustainability Officer, Facilities Services

Melisa A. Ingram Executive Director, Facilities Services

**Presenter(s):** J. Ryan Hersey, Sustainability Officer, Facilities Services

**Recommendation:**

That the School Board receive an update on the Environmentally Sustainability Progress and Practices of Advancing our Sustainable Building Infrastructure.

**Background Summary:**

Virginia Beach City Public Schools' initial greenhouse gas emissions inventory established the benchmark year of 2006 as a baseline against which VBCPS could measure future progress.

School Board Policy 3-67, Environmentally Sustainable Practices, was adopted in 2009. Policy 3-67 focuses on providing a healthful learning environment while reducing emissions, protecting, conserving, and enhancing the nation's environmental resources while providing long-term savings to taxpayers through lower operating costs.

**Source:**

School Board Policy 3-67

**Budget Impact:**

N/A



# Sustainable Schools

The Department of School Division Services

Office of Facilities Services

School Board

Tuesday, February 13, 2024





Advance our sustainable building infrastructure

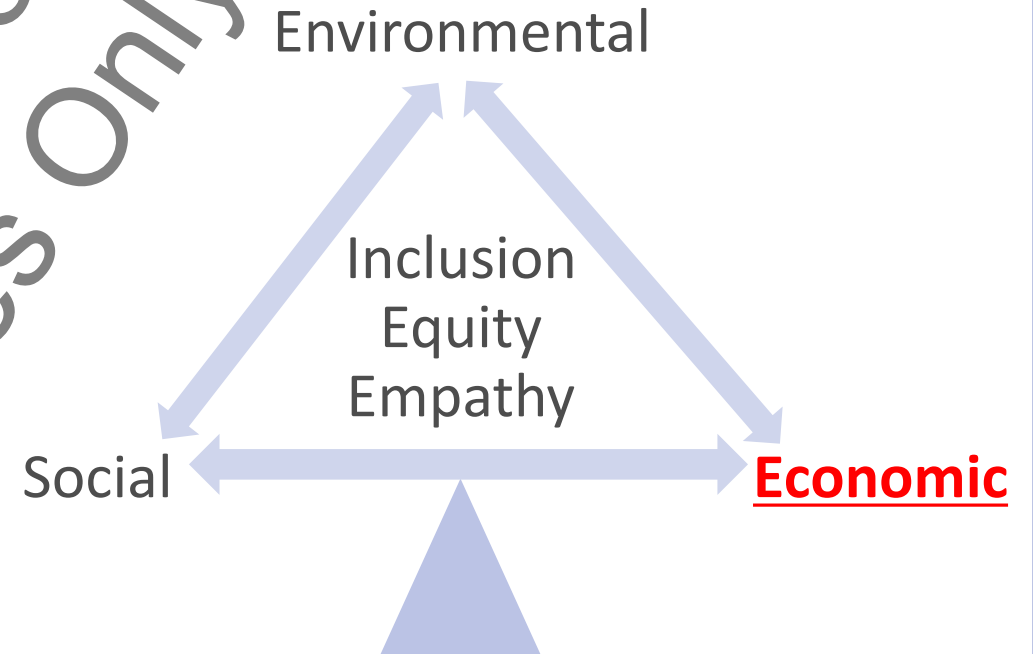


Integrate sustainable practices throughout the school division



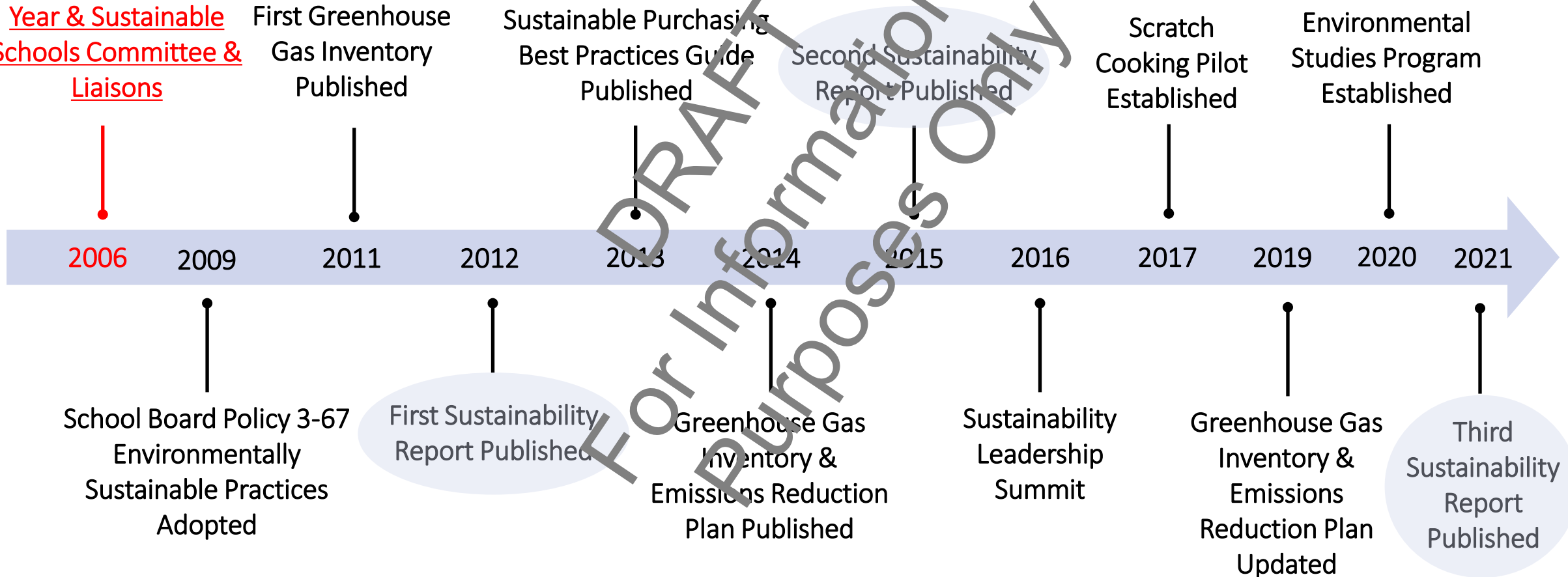
Educate about sustainability

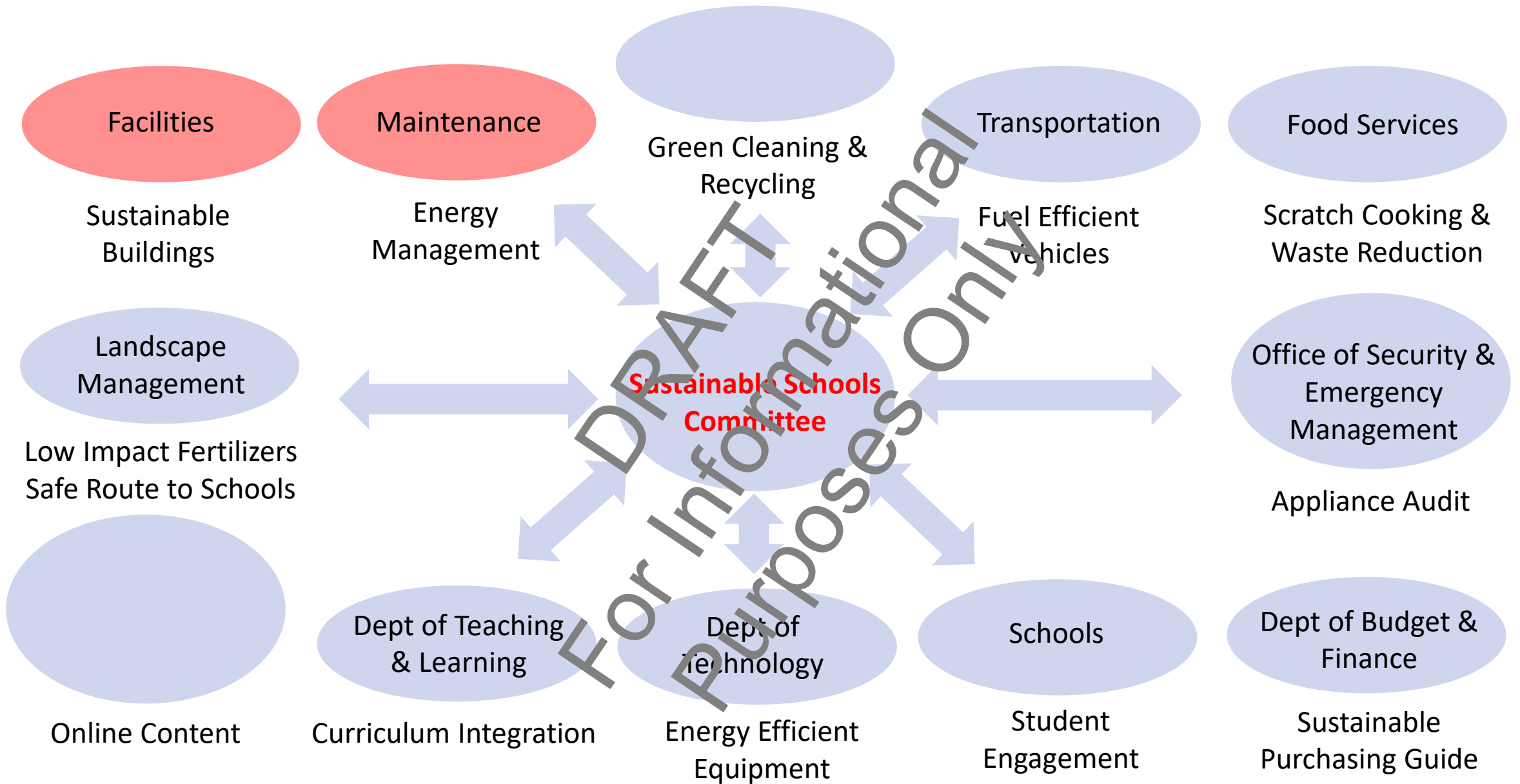
## Triple Bottom Line



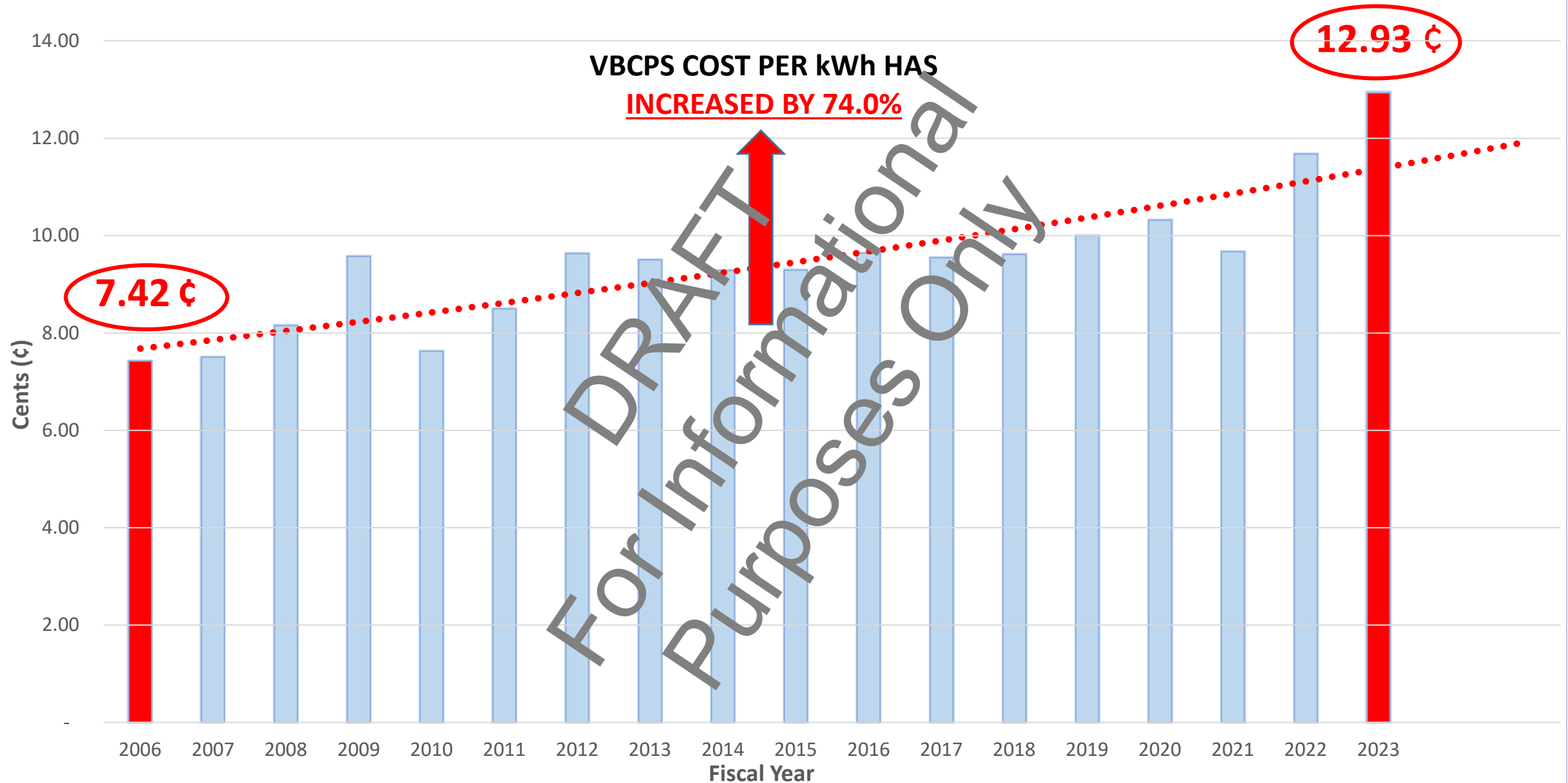


Greenhouse Gas  
Inventory Baseline  
Year & Sustainable  
Schools Committee &  
Liaisons



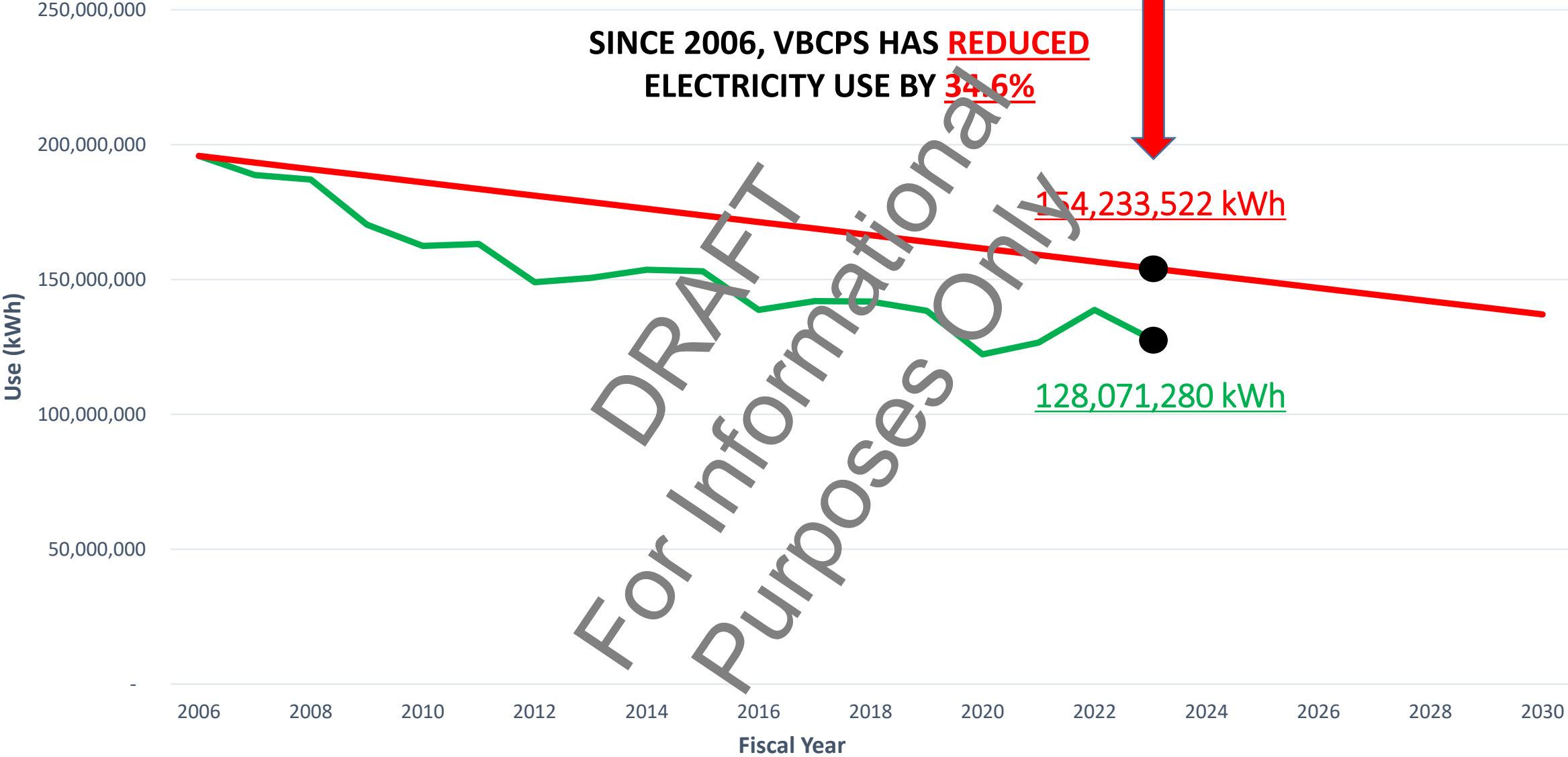


# VBCPS Average Cost Per Kilowatt Hour (kWh)

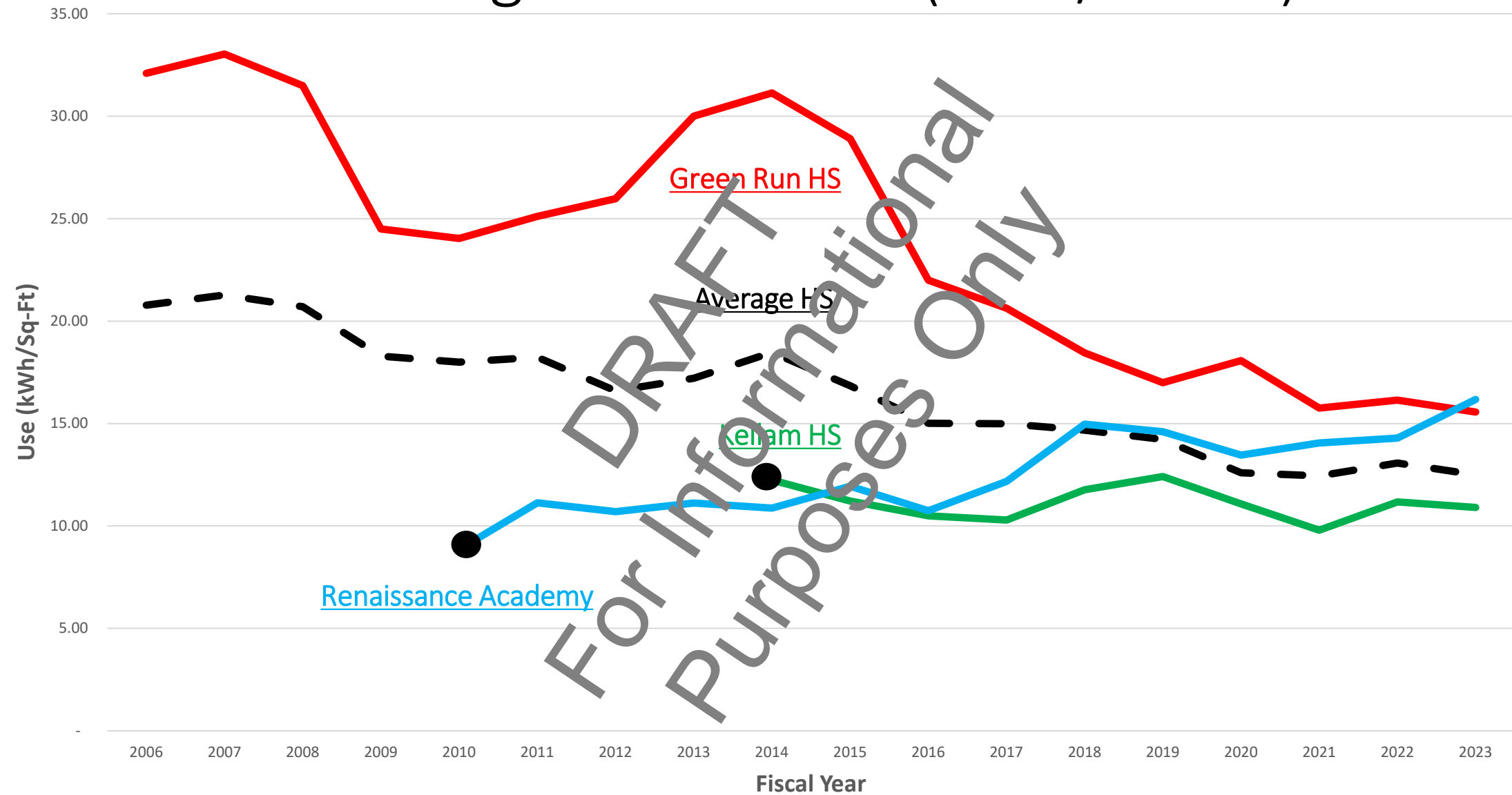


# VBCPS Electricity Use

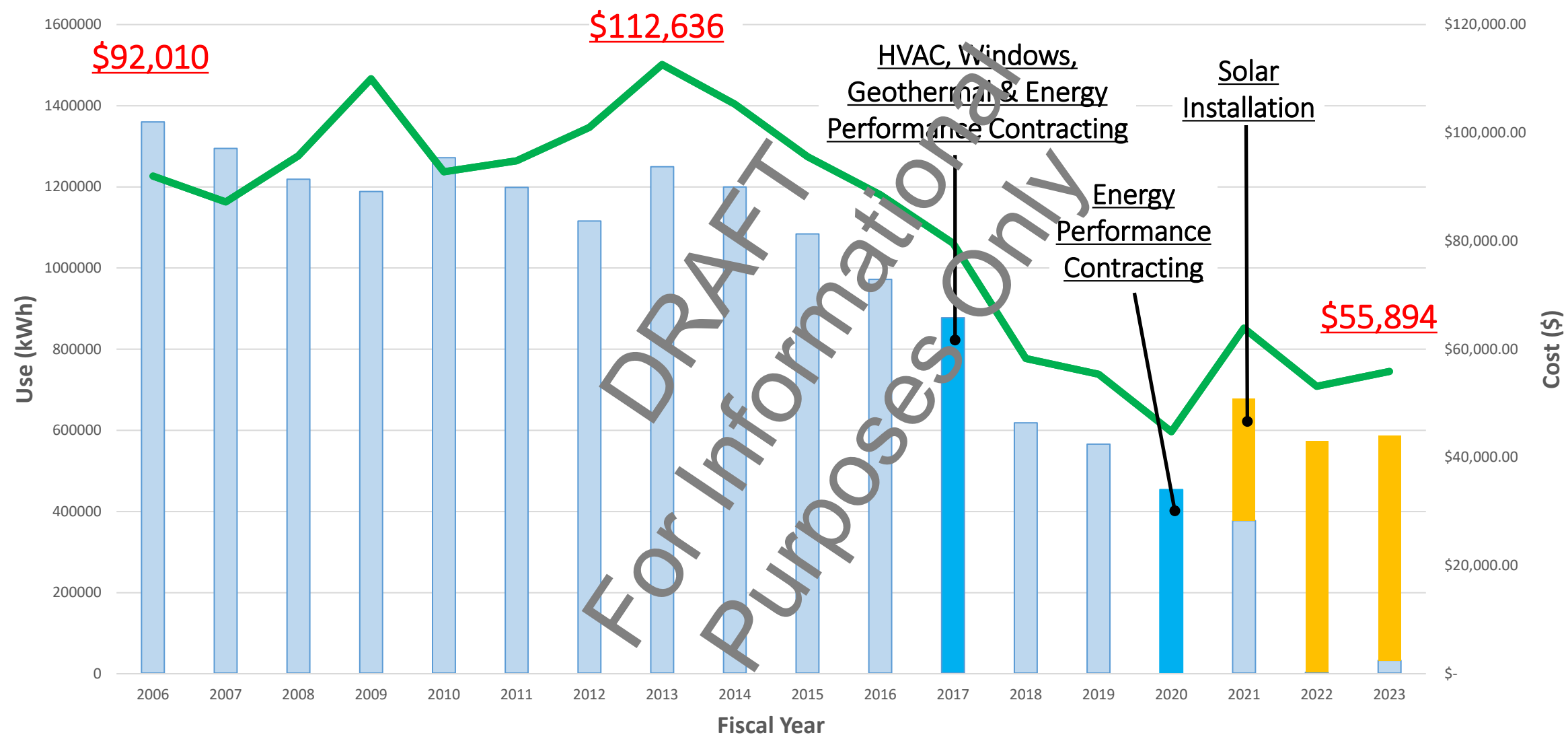
SINCE 2006, VBCPS HAS REDUCED  
ELECTRICITY USE BY 34.6%



# VBCPS High School Use (kWh/SQ-FT)

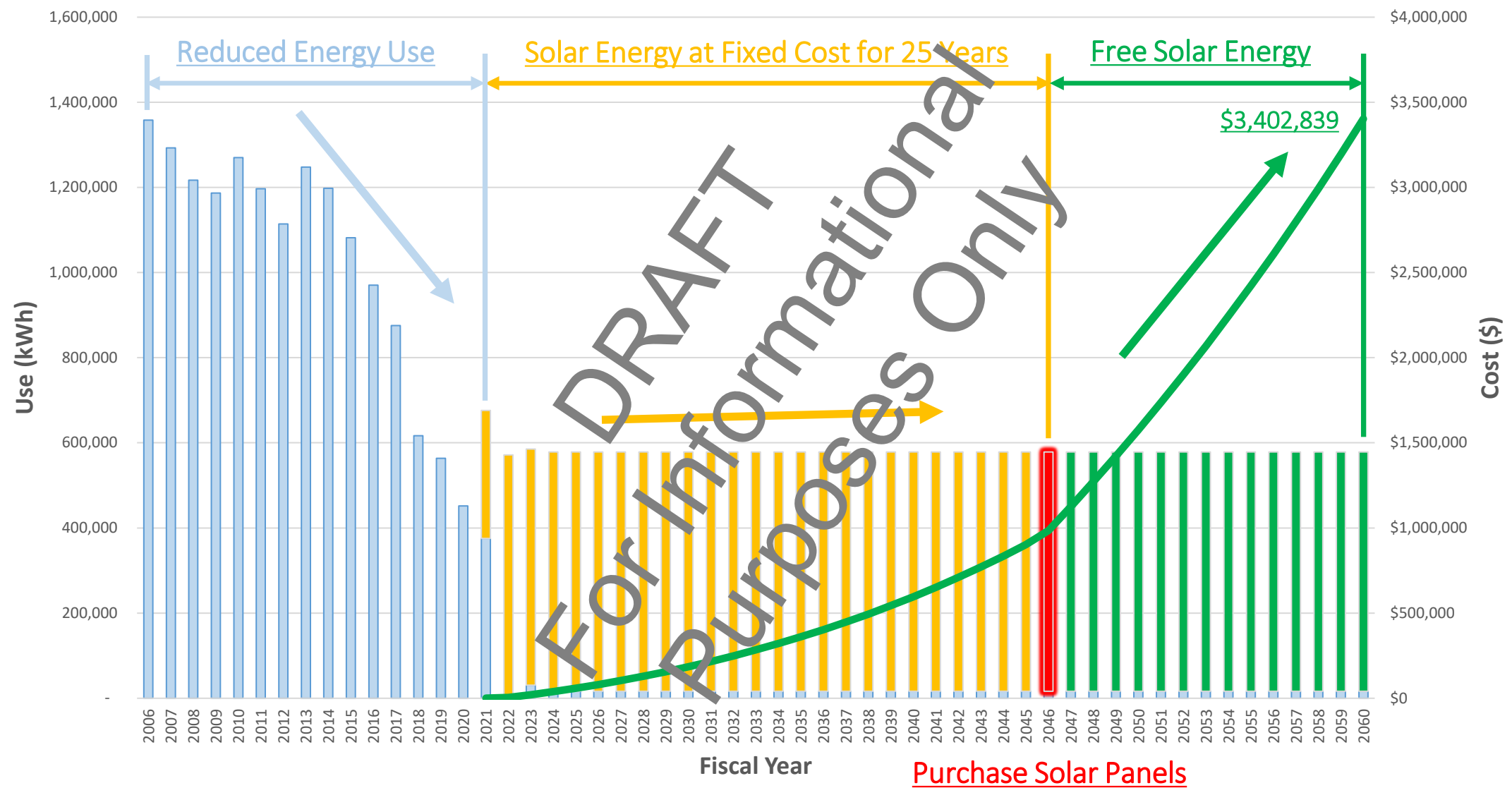


# Ocean Lakes ES Electricity Use and Cost Over Time

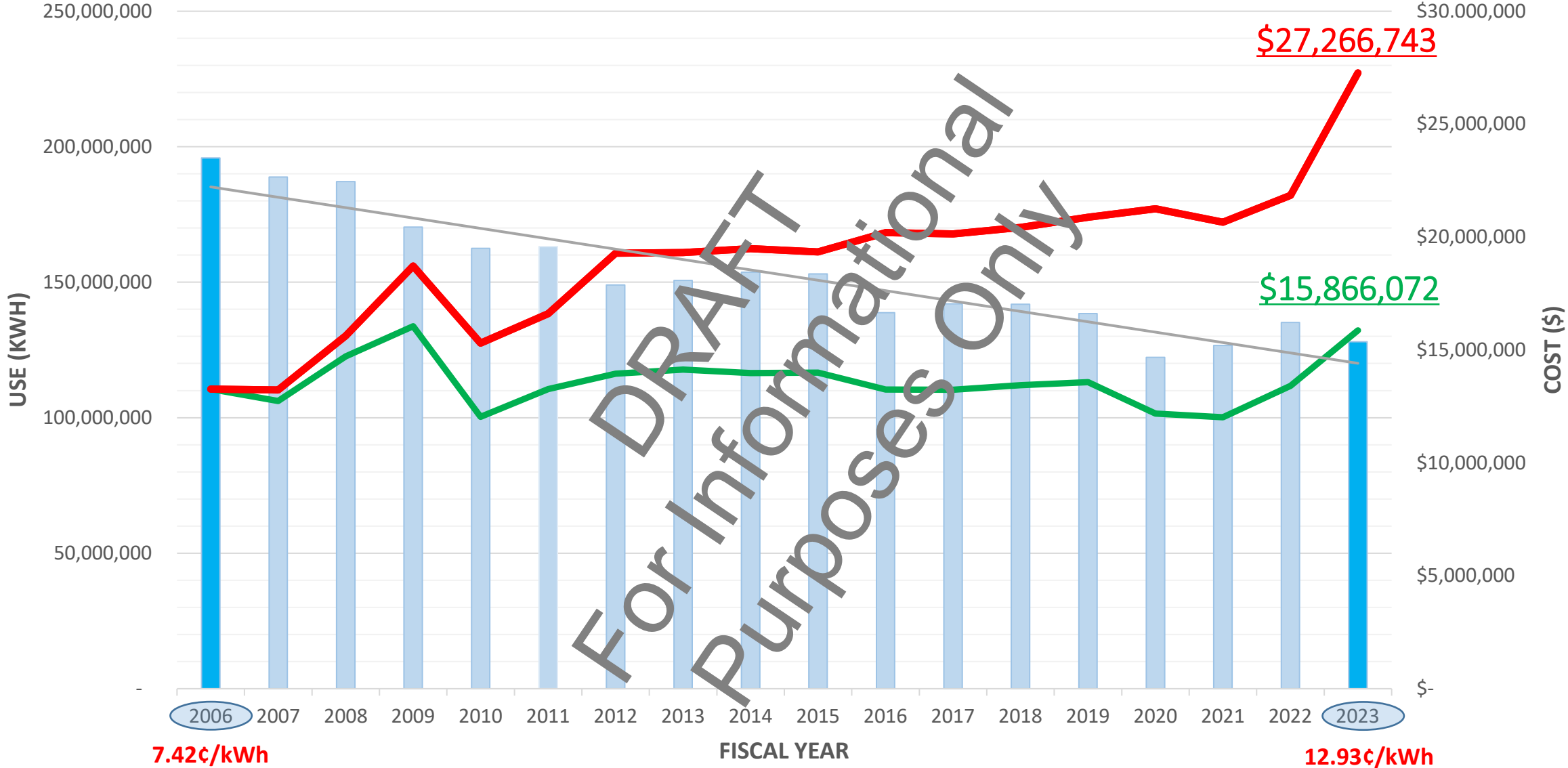




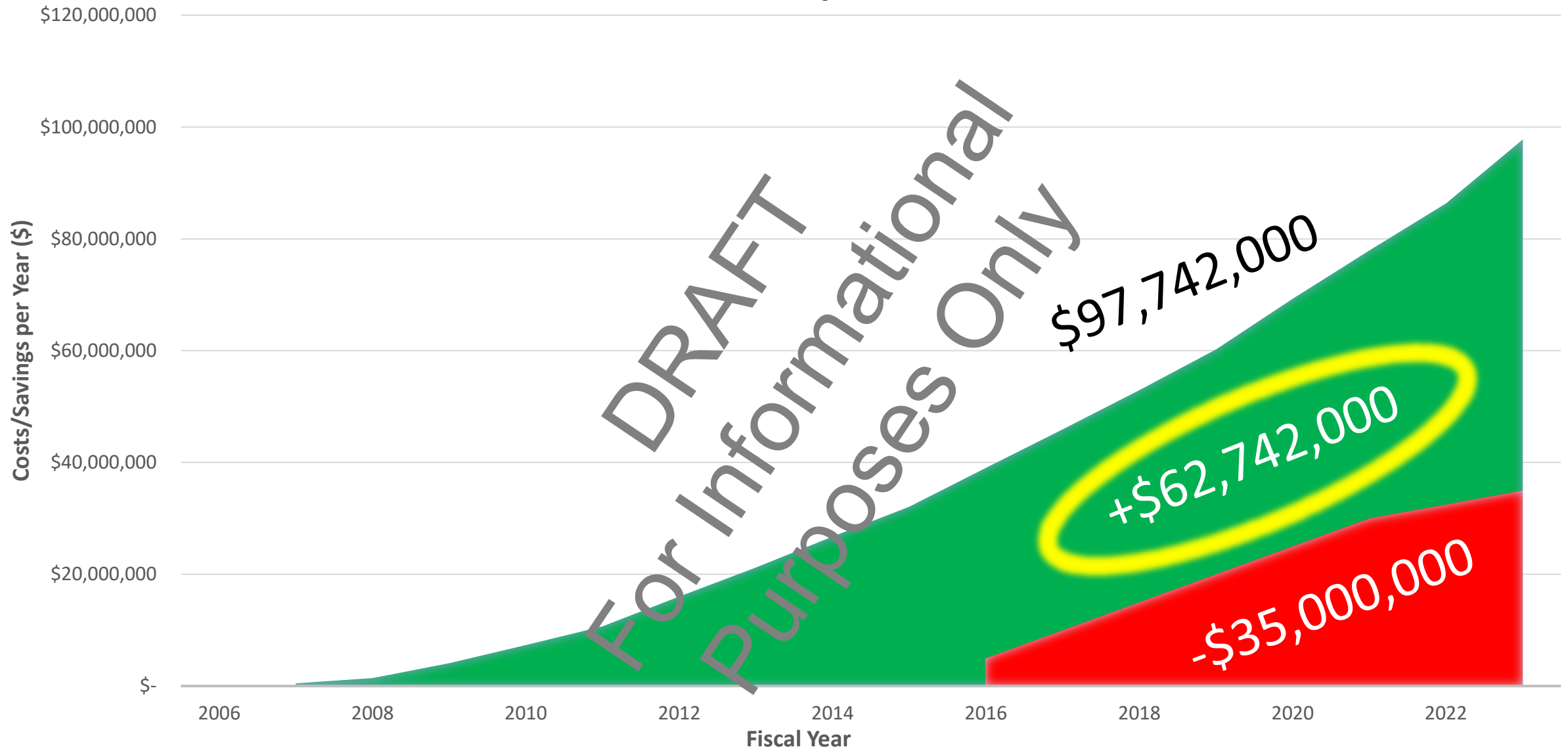
# Ocean Lakes ES Electricity Use and Cost Over Time



# VBCPS Electricity Use and Cost Over Time



# VBCPS Electricity Cost Avoidance (\$)





**Advance our sustainable building infrastructure**

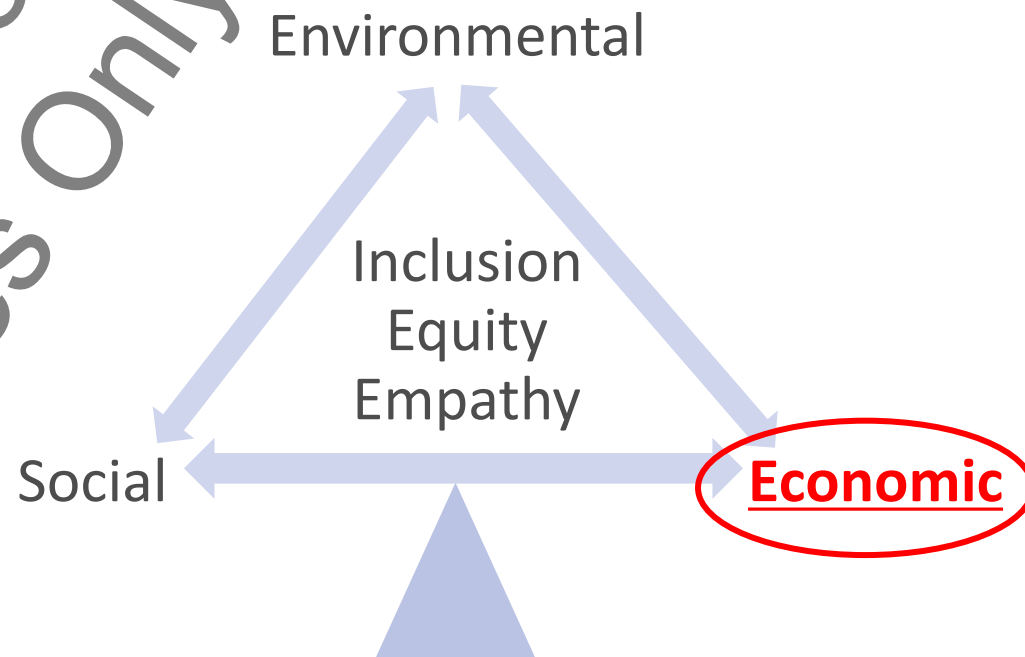


Integrate sustainable practices throughout the school division



Educate about sustainability

## Triple Bottom Line



# Questions?

# Thank You



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

School Division Services

Jack Freeman, Chief Operations Officer

Office of Facilities Services

Melisa A. Ingram, Executive Director

J. Ryan Hersey, PE, LEED BD+C, Sustainability Officer



**Subject:** Chronic Absenteeism Update **Item Number:** 1C

**Section:** Administrative, Informal, and Workshop **Date:** Feb. 13, 2024

**Senior Staff:** Matthew D. Delaney, Chief Schools Officer

**Prepared by:** Matthew D. Delaney, Chief Schools Officer

**Presenter(s):** Matthew D. Delaney, Chief Schools Officer;

Robert Jamison, Executive Director of Student Support Services

**Recommendation:**

That the School Board receive information on national trends about chronic absenteeism, how Virginia has identified chronic absenteeism as a focus area, and how VBCPS is strategically addressing chronic absenteeism.

**Background Summary:**


During a previous presentation on school accreditation, the School Board requested a workshop on how VBCPS is addressing the challenge of chronic absenteeism.

**Source:**

Department of School Leadership

**Budget Impact:**

Funding provided through the All In Virginia Grant.



# **Chronic Absenteeism Update**

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**Department of School Leadership and the  
Office of Student Support Services**

School Board Workshop: February 13, 2024





chron·ic ab·sen·tee·ism | *noun*

Missing 10% or more of the academic year for any reason, including excused absences, unexcused absences, and suspensions

Source: Virginia Department of Education, [Attendance and School Engagement](#), 2023.

# Key points about chronic absenteeism



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**Chronic absenteeism  
is a national issue**

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**Virginia has identified  
it as a focus area**

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**We have existing  
policies & practices  
to address it**

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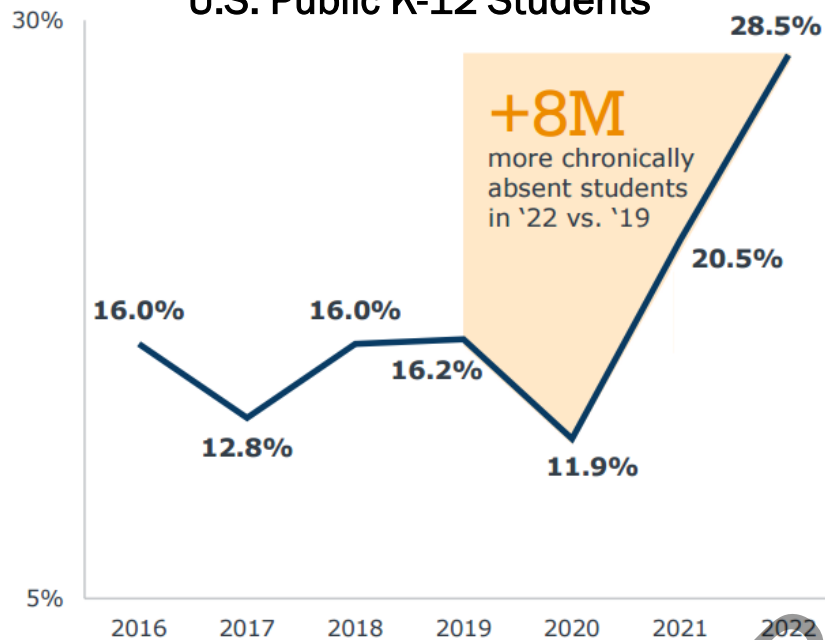
**We are adding new  
strategies to tackle it**

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**Our schools continue to  
work hard to address it**

# Chronic absenteeism is a national issue

Chronic Absenteeism Rate of U.S. Public K-12 Students



## Most Research Emphasizes Impact on Chronically Absent Students...



Less likely to read at grade level by the end of 3rd grade

4x

more likely to drop out of high school than their peers

## ...But Chronic Absenteeism Harms All Students



The percentage of chronically absent classmates predicts low reading and math achievement for all students

## Traditional Causes

## New Variable



Widespread Risk Factors for Chronic Absenteeism

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Parents' Lower Threshold for Missing School

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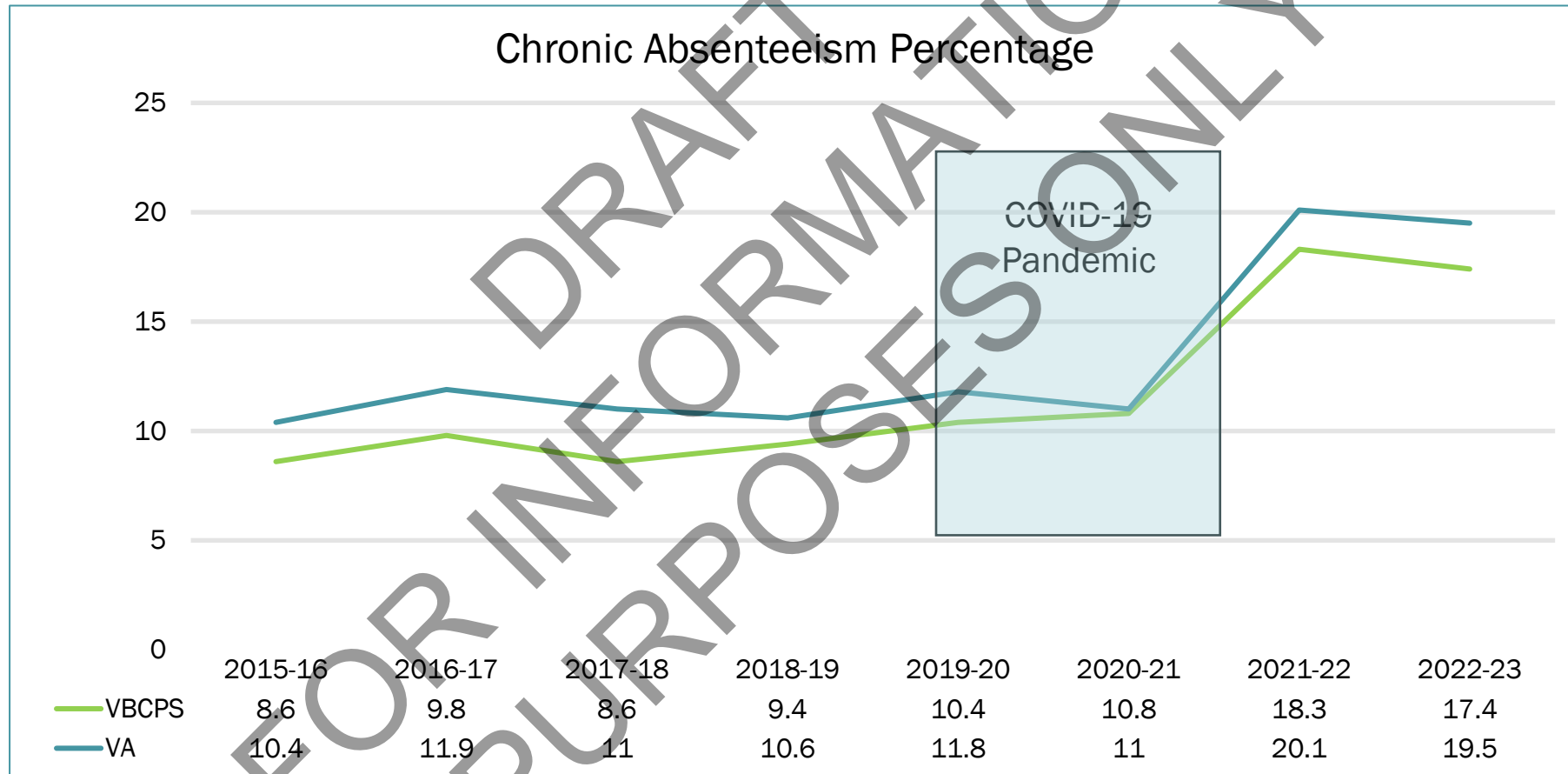


Increased Likelihood of Absence Due to Each Growing Risk Factor

Source: EAB, Support Chronically Absent Students Returning to School: Essential Practices for Reducing Chronic Absenteeism at Scale, 2023.

# Virginia has identified it as a focus area

- Chronic absenteeism data collected by the state as early as 2015-2016



## Virginia has identified it as a focus area

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- Included in the state accreditation system in 2017-2018

Indicator	Performance Levels		
	Level 1	Level 2	Level 3
Chronic Absenteeism	15% or lower	Between 16% and 24%	25% or higher
# of VBCPS Schools (2022-2023)	29 Elementary 5 Middle 4 High	21 Elementary 8 Middle 7 High	5 Elementary 2 Middle 1 High

- Attendance Matters campaign and state-level task force



# Regulations & practices in place to address it

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## Regulation 5-17.1, A.

Absences/Truancy/School and Class Attendance – Grades K-12

### Absence Defined

At the elementary and middle school level, if a student does not attend school for at least a portion of the day, he/she is counted absent.

At the high school level, absences are computed for each class. At the middle school level, absences are computed for each credit course. A student who misses more than fifteen (15) minutes of any class will be counted absent for that class.

# Regulations & practices in place to address it

## Regulation 5-17.1, G.

### Excessive Absences-Virginia Beach City Public Schools

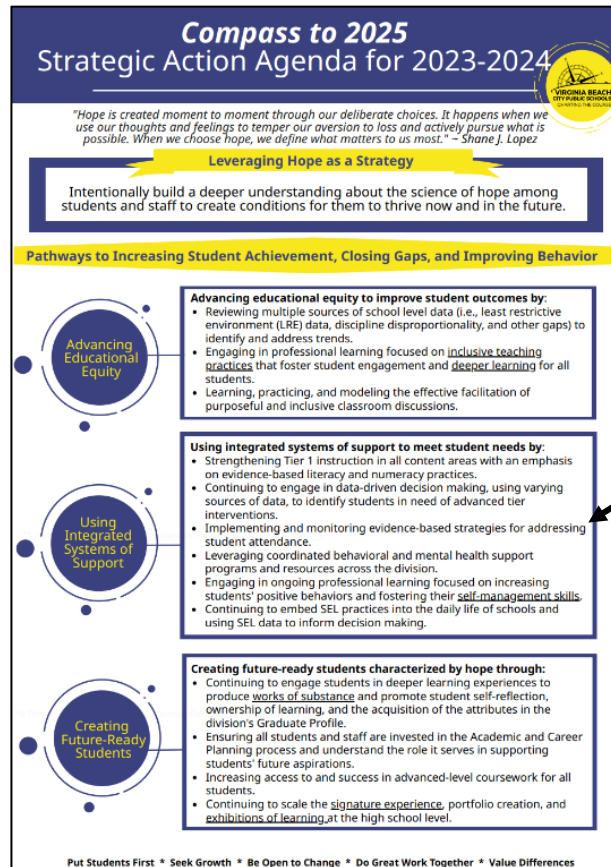
#### 1. Definition

All **excused and unexcused** absences will be included in computing excessive absences except as follows:

- School-sponsored/related activities
- Authorized visits of students with school personnel
- Recognized religious holidays
- Political or civic event



# We are adding new strategies to address it



From the *Compass to 2025* Strategic Action Agenda for 2023-2024:  
Using integrated systems of support to meet student needs by implementing and monitoring evidence-based strategies for addressing student attendance.

## EveryDay Labs

- Attendance nudges and resources
- Central dashboard to track chronic absenteeism
- Professional learning activities and library

## Attendance Ambassadors

- 1 coordinator and 10 ambassadors assigned to Level 3 schools

# Our schools continue to work hard to address chronic absenteeism



**Teri Breaux**  
Bettie F. Williams



**Shampriest Bevel**  
Bayside 6<sup>th</sup> Grade Campus



**Troy Walton**  
Bayside High School

# How You Can Help

## School Board Members

- Be aware of the policies and regulations
- Help constituents with school-age children understand why attendance matters
- Connect families in need with school and school division staff for support

## Families

- Prepare your child for academic success by making sure they are in school when they are not sick
- Notify the school by phone or email on the day of your child's absence
- Know that frequently absent students fall behind in critical reading and math skills

## Students

- Speak with your parents, teachers, counselors, and administrators if you need support
- Recognize the importance of attending school
- Develop personal goals for school attendance

# Chronic Absenteeism Update

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Questions





**Subject:** Budget/CIP Workshop #1 **Item Number:** 1D

**Section:** Administrative, Informal, and Workshop **Date:** Feb. 13, 2024

**Senior Staff:** Crystal M. Pate, Chief Financial Officer

**Prepared by:** Crystal M. Pate, Chief Financial Officer

**Presenter(s):** Crystal M. Pate, Chief Financial Officer

**Recommendation:**

That the School Board receive information and updates on the budget development process and have answers to any questions addressed by the Budget Development team.

**Background Summary:**

**Source:**

**Budget Impact:**

To be determined.



Subject: Closed Session Item Number: 2

Section: Closed Session Date: Feb. 13, 2024

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

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

**Recommendation:**

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraphs 1, 2, 3, 7, 8 and 29 as amended, to deliberate on the following matters:

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

2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. 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.

3. Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body.

7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

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

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

Namely to discuss:

- A. Status of pending employee discipline cases and complaints
- B. Discussion with staff regarding status of certain matters related to real property related to educational services
- C. Discussion and legal advice concerning PPEA related projects
- D. Status of pending student cases and complaints
- E. Decision on student discrimination complaint
- F. Status of pending litigation or administrative cases.
- G. 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



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

**Section:** Student, Employee and Public Awards and Recognitions **Date:** Feb. 13, 2024

**Senior Staff:** Nicole Livas, Chief Communications and Community Engagement Officer

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

**Presenter(s):** Jennifer S. Franklin, Vice Chair

**Recommendation:**

That the School Board recognize the outstanding accomplishments of those receiving the Feb. 13, 2024, School Board recognitions.

1. Crossing Guard Recognition

**Background Summary:**

That the School Board allow time during School Board meetings to recognize students, staff and/or members of the public who have accomplished notable recognitions.

**Source:**

NA

**Budget Impact:**

None





**Code of Ethical and Professional Conduct for Members of**

**Subject:** the School Board of the City of Virginia Beach Signing **Item Number:** 7C

**Section:** Student, Employee and Public Awards and Recognition **Date:** Feb. 13, 2024

**Senior Staff:** N/A

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

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

**Recommendation:**

That the School Board members sign their Code of Ethical and Professional Conduct for Members of the School Board of the City of Virginia Beach as attached.

Individual School Board members will step down in the order in which they are seated to the front of the dais for a public signing. The original will be framed for display in the School Board Chambers.

**Background Summary:**

The School Board adopted The Code of Ethical & Professional Conduct in 2018.

**Source:**

N/A

**Budget Impact:**

N/A

# Code of Ethical & Professional Conduct

## for Members of the School Board of the City of Virginia Beach

While serving as a Member of the School Board of the City of Virginia Beach, I will aspire to be an ethical and professional public servant responsible for our School Division. To that end, I will strive to:

1. *Serve* with integrity and fairness while adhering to School Board bylaws and policies and local, state, and national law in all matters concerning the provision of high-quality teaching and learning experiences for all students attending Virginia Beach City Public Schools.
2. *Recognize* that, as an individual School Board Member, I can only communicate or act for myself and not on behalf of the School Board unless otherwise authorized to publicly present positions adopted by the School Board.
3. *Actively participate* in School Board related business by attending all meetings where I am expected; being informed on topics being discussed; asking meaningful questions; providing constructive feedback; and respectfully listening to the input, including differing opinions and ideas, of all other participants while maintaining personal professional decorum.
4. *Collaborate* with all Members of the School Board and the Superintendent to make effective and responsible policy, budget, or other necessary decisions for the welfare of all stakeholders based on available data, staff recommendations, public input, and my own informed and independent judgement.
5. *Encourage* productive dialogue by being respectful in *all* forms of public communication regarding the work of the School Board, the School Division, my colleagues, School Division employees, and community members without disparagement, and will resolve personal disagreements or misunderstandings with individuals directly.
6. *Communicate* the work of the School Division to all stakeholders as appropriate while advocating for the success of our schools and communicating public feedback to my colleagues on the School Board and the Superintendent.
7. *Protect* confidential and privileged information and not publicly disclose or share with anyone not authorized to have such information.
8. *Seek* desired improvement of the School Division while respecting the decisions of the majority of the School Board and supporting the implementation of those decisions.
9. *Respect* that the Superintendent and staff are skilled and qualified professionals, delegate to them authority for the administration of our School Division, refrain from interfering with that authority, and provide oversight through a system of regular substantive evaluations of the Superintendent based on established goals and outcomes.
10. *Improve* my ability to serve as a School Board Member by studying educational issues and participating in appropriate professional development.
11. *Abstain* from using my position on the School Board for personal gain and avoid conflicts of interest or impropriety that could be reasonably believed to influence my service on the School Board or exert undue influence on employees of our School Division.

Whenever a Member believes that another has acted inconsistently with the Code of Ethical and Professional Conduct, it is incumbent on him or her to first privately bring the issue to that Member in an attempt to resolve. If unresolved and the Chairperson is not involved, the concern will be brought to the attention of the Chairperson who will seek resolution of the concern. If the Chairperson is involved, the Vice Chairperson will seek resolution. If the concern is not resolved, it will be brought to the full School Board in a special meeting.

Signed by the School Board of the City of Virginia Beach this 13th day of February 2024

Kimberly A. Melnyk, Chair  
District 2

Jennifer S. Franklin, Vice Chair  
District 2 – Kempsville

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At-Large

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At-Large

Staci R. Martin  
District 4

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District 3 – Rose Hall

Trenace B. Riggs  
District 1 – Centerville

Carolyn D. Weems  
District 9





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

**Section:** Approval of Meeting Minutes **Date:** Feb. 13, 2024

**Senior Staff:** N/A

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

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

**Recommendation:**

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

- A. January 23, 2024 Mini-Retreat/Regular School Board Meeting

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

**Background Summary:**

N/A

**Source:**

Bylaw 1-40

**Budget Impact:**

N/A



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

### School Board Service

**Kimberly A. Melnyk, Chair**  
District 2

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

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### ***School Board Mini-Retreat/ Regular Meeting MINUTES*** **Tuesday, January 23, 2024**

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

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### **School Board Mini-Retreat MINUTES** **Tuesday, January 23, 2024**

**Location – School Administration Building #6 – School Board Room**

**Mini-Retreat:** Chair Melnyk convened the School Board mini-retreat at 12:02 p.m. on the 23<sup>rd</sup> day of January 2024 and announced members of the public will be able to observe the School Board meeting through live streaming on [schoolboard.vbschools.com/meetings/live](https://schoolboard.vbschools.com/meetings/live), broadcast on VBT Channel 47, and on Zoom; thanked the members of the public joining 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 Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Martin, Ms. Owens, Ms. Riggs, and Ms. Weems (arrived at 12:19 p.m.) The following School Board member attended via Zoom: Ms. Manning (illness).

Chair Melnyk reviewed the agenda for the mini-retreat.

**2024-2025 ODS Selection Process:** Danielle Colucci, Chief Academic Officer began the presentation and noted Dr. Crystal Wilkerson, Director of K-12 and Gifted Programs, Dr. Lorena Kelly, Executive Director of Elementary Teaching and Learning, and Dr. Jonathan Plucker, Professor of Education and Associate Dean of Faculty Affairs, Johns Hopkins University were present; reviewed objective of presentation – engage the School Board in finalizing the selection process for entry into Old Donation School (ODS) for the 2024-25 and 2025-26 school years; shared background information on Old Donation School; Virginia Local Plans for the Education of the Gifted (8VAC20-40-60A.2); identification - shall be based on multiple criteria designed to seek out those students with superior aptitudes; delivery of services and instruction - appropriately differentiate curriculum and instruction provided by professional instructional personnel trained to work with gifted students, monitor and assess student outcomes that are reported to parents and legal guardians; equitable representation of students - identification of students designed to seek out students for whom accurate identification may be affected because they are economically disadvantaged, have limited English proficiency, or have a disability.

Dr. Plucker continued the presentation; recap of previous visit three years ago and findings; concerns regarding serving advanced students; advanced student – a student who needs more; finding the students who need more and finding ways to give those students more; offer more advanced services; good job with universal screening, local norms, frontloading programs, finding students; increase in the number of students; finding ways to provide services for all of the students; hybrid model; challenge – too few seats to meet the demand; various models - magnet school model (could also be a school within schools) or only have services embedded in every school; challenge – programs need to be rigorous, high quality service in the local programs; suggestion - ODS curriculum used in neighborhood schools, cluster grouping; middle ground model; mentioned credit for student test scores (ODS). The presentation continued with questions and comments regarding equitable distribution of services;

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challenge with the hybrid model; good job with identification; use of universal screening and local norms; identified more students; expanding services; quality of cluster model; purpose of stand alone building; high performing student and gifted student; percentage of students identified; opt-in versus opt-out; meeting expectations, what are the expectations; how to expand services; audit of curriculum in cluster approach; properly identifying students; student outcomes; professional development for teachers; college prep programs; budget challenges; gifted at high school level; AP courses and IB courses; dual credit; different levels of rigor.

Ms. Colucci continued the presentation; adjustments to ODS selection in 2022-2023: all students scoring in the 90th percentile or higher on either the Naglieri Nonverbal Abilities Test (NNAT) or any subtest of the Cognitive Abilities Test (CogAT) automatically had an application started for gifted testing, students identified as gifted were automatically considered for ODS admission, three test scorers individually scored applications and then determined one consensus score; decisions needed - three individual scores vs. consensus scores, rating scale range, process to implement if there are fewer seats than students with the highest ratings, parent information, clarifying language, other.

Dr. Wilkerson continued the presentation and reviewed decisions; 1) three individual scores versus consensus scores - school administration recommendation: adopt amendment; record three individual scores per application rather than one consensus score; 2) rating scale range - revised: A rating scale of 4-1, with 4 being the highest recommendation is used; descriptions: 4-consistently strong in all the application components, 3-strong in most of the application components, 2-shows strength in some application components, but not consistently, 1-few consistent areas of strength; 4 point scale verse 5 point scale; potential advantages of 4-point scale: could allow for more efficient determinations due to fewer options to consider, could allow for higher inter-rater reliability if ratings are adequately described because there are fewer rating options to choose from; potential advantages of 5-point scale: could allow for more variations if scale points are meaningful, could allow for more nuanced evaluation of an application if the nuances are represented in the scale point descriptions; reviewed the modified 5 point scale; descriptions: 5=consistently strong in all the application components, 4=strong in most of the application components, 3=shows strength in some application components, but not consistently strong, 2=few consistent areas of strength, 1=does not demonstrate strengths in most areas; may not be successful in program; school administration's recommendation: the administration can support either the existing 4-point rating scale or the modified 5-point rating scale as provided in this presentation; 3) process to implement if there are fewer seats than students with the highest ratings - school administration's recommendation: adopt amendment to clarify process to stakeholders and continue use of random selection when there are fewer seats available than students with the highest ranking; 4) parent information - school administration's recommendation: Adopt amendment to add the performance task to illustrate problem solving skills and provide more data for selection committee, analyze best practices for collecting more parent information when developing the next 5-year plan; 5) clarifying language - Eligibility for placement ~~enrollment~~ in the full-time gifted program at ODS - school administration's recommendation: adopt amendment to modify the language as seen here and throughout the plan to ensure stakeholder clarity.

Gifted Community Advisory Committee (GCAC) - the state specifies the two responsibilities of the committee are: 1) review the local plan each year and any revisions made to it, 2) determine the extent to which the plan for the previous year was implemented; GCAC consensus: recording three scores for each application is preferred by the GCAC, eliminating a consensus score is preferred, a 5 point scale is preferred; consensus not reached: the GCAC did not come to consensus for what to do when there are fewer seats available than students with the highest ratings.

The School Board took time to collaborate on the presentation from 1:22 p.m. to 1:29 p.m.

After the collaboration time, there was a discussion on the rating system; Mr. Culpepper likes a 5 point scale; suggested the following ratings: 5=exceptional in all application components, 4=consistently strong in all the application components, 3=strong in most of the application components, 2=shows strength in some application components, but not consistently strong, 1= few consistent areas of strength; Ms. Colucci conducted a straw poll on the decisions needed; adopting three individual scorers record - 11 yes; rating scale: 4 point scale - 0 yes, modified 5 point scale presented in the slides - 11 yes, Mr. Culpepper's 5 point scale suggestion - 10 yes; process to implement if there are fewer seats - there was some clarifying discussion on the process; discussion from GCAC; random selection; mix of viewpoints; differentiation; straw poll process to implement if there are fewer seats - 7 yes; parent information - 11 yes; clarifying language - 9 yes.

The School Board took a break from 1:55 p.m. to 2:05 p.m.

After the break, Ms. Colucci reviewed next steps; February 13, 2024: School Board ODS Selection information presentation, February 27, 2024: School Board ODS Selection consent requested for amendment to current plan, March - May, 2024: 2024-25 ODS selection committee process.



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**Preview of Process and Timeline for the development of the 2025-2030 Gifted Education Plan:** Crystal L. Wilkerson, Ph.D., Director of K-12 and Gifted Programs reviewed the timeline for the 2025-2030 Local Plan for the Education of the Gifted; Spring 2024 - stakeholders contacted to participate in 6 subcommittees, Summer 2024 - large group and individual subcommittees convene, Fall 2024 – draft developed, Spring 2025 - draft presented as information to School Board, consent requested from School Board; multiple stakeholders to participate in the development of plan; five subcommittees; gifted education in Virginia – six areas required by the state: identification, delivery of services, curriculum and instruction, professional development, parent and community involvement, equitable representation of students.

The presentation continued with questions and comments regarding appeals process; appeals committee; behavioral challenges; academic and social evaluations; parent meetings; no wait list after the school year starts.

**School Board summer retreat topics:** Chair Melnyk mentioned the following topics: PBIS, declining enrollment and impact on rezoning, ODS 5 Year Plan, Strategic Plan update, 25-26 school calendar; plenty of time to finalize agenda for summer retreat; can make adjustments on topics until around May; other topic suggestion – update on AP and Dual Enrollment, look at the quarterly forecast on when to present; weighted courses; Governor's School and weighted classes.

The retreat ended at 2:20 p.m. and the School Board prepared for Closed Session.

### **School Board Regular Meeting MINUTES** **Tuesday, January 23, 2024**

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**Closed Session:** At 2:20 p.m., Vice Chair Franklin made the following motion, seconded by Ms. Owens 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, 3, 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.
3. Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

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Namely to discuss:

- A. Superintendent Search: Discussion regarding Superintendent Contract and related matters
- B. Discussion with staff regarding status of certain matters related to real property related to educational services
- C. Status of certain student related investigations and related matters
- D. Status of pending litigation or administrative cases.
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Chair Melnyk 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 Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Martin, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

The School Board recessed into Closed Session at 2:23 p.m.

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

- B. Discussion with staff regarding status of certain matters related to real property related to educational services: School Board members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Martin, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, School Board Attorney; and Regina M. Toneatto, School Board Clerk.
- A. Superintendent Search: Discussion regarding Superintendent Contract and related matters: School Board members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Martin, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, School Board Attorney; and Regina M. Toneatto, School Board Clerk.

Note: Kamala H. Lannetti, School Board Attorney, and Chair Melnyk left the Closed Session at 2:48 p.m., and returned to the Closed Session at 2:52 p.m.

At 2:58 p.m., Kamala H. Lannetti, School Board Attorney left the Closed Session at 2:58 p.m. and returned to the Closed Session at 3:01 p.m.

- C. Status of certain student related investigations and related matters; and
- D. Status of pending litigation or administrative cases; and
- E. Consultation with legal counsel regarding probable litigation and pending litigation matter: School Board members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Martin, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, School Board Attorney; and Regina M. Toneatto, School Board Clerk.

Chair Melnyk left the Closed Session at 3:16 p.m.

The School Board reconvened at 3:17 p.m.

Certification of Closed Session: Vice Chair Franklin 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.

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

The School Board recessed at 3:18 p.m.

1. ***Administrative, Informal, and Workshop:*** Chair Melnyk convened the Administrative, Informal, and Workshop session at 3:29 p.m. on the 23<sup>rd</sup> day of January 2024.

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 Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Martin, Ms. Owens, Ms. Riggs, and Ms. Weems. The following School Board member attended via Zoom: Ms. Manning (illness).

Chair Melnyk mentioned members of the public will be able to observe the School Board meeting through live streaming on [schoolboard.vbschools.com/meetings/live](https://schoolboard.vbschools.com/meetings/live), broadcast on VBT Channel 47, and on Zoom; welcomed members of the public both in person and online.

- A. **School Board Administrative Matters and Reports:** Ms. Riggs thanked Mr. Jack Freeman and team for installing the sliding work space drawer for the School Board members; Chair Melnyk mentioned the new software system for the meetings.
1. **School Board Committee Assignment Modifications for term ending June 30, 2024:** Chair Melnyk mentioned the Committee Assignments, there were no modifications. Chair Melnyk also mentioned the February sign-up sheet for School Board member meetings with Dr. Robertson; there was a suggestion to consider that School Board members could meet in pairs with Dr. Robertson.
- There was a discussion regarding the committee assignments; change to Student Discipline Committee; meeting schedule – Monday, Tuesday, Wednesday; Governance Committee; Audit Committee; keeping assignments until June; suggestion for Chair to work on the committee assignments, send to the School Board, vote on assignments at next meeting.
- B. **Preliminary Operating Budget Presentation:** Crystal Pate, Chief Financial Officer, presented the School Board a preliminary operating budget so any questions or concerns regarding FY 2024/25 School Operating Budget and FY 2024/25 – FY 2029/30 Capital Improvement Program (CIP) can be addressed by the Budget Development Office; reviewed presentation topics: update on work completed since January 9, impact of ESSER and outside-the-base requests, department reductions, budget balancing, revenue sharing formula (RSF) scenarios, and next steps; overview of revenue comparison; amended FY2023/24 budget: approximately \$934 million, projected FY2024/25 budget: approximately \$954 million, variance from amended FY2034/24: approximately \$20 million; mentioned student enrollment is a little over 62,000, student needs are expected to have an increasing impact on the budget; actions taken since January 9: outside-the-base (new) budget requests continue to be reviewed, Chief Officers have reviewed their budgets for personnel and non-personnel line items, positions and other items previously funded with ESSER have been reviewed, central office vacancies (coordinator and below) are being reviewed; noted ESSER funds must be spent by September 30, 2024; ESSER funds allowed VBCPS: to introduce new program resources to address a fully remote and hybrid learning environment, resources to support the health and welfare of our staff and students, expand our infrastructure to address environmental and safety needs, expand staffing to address critical need areas; grant requirement to spend a minimum of 20% on learning loss; reviewed ESSER positions and other ESSER items; reduced expenditures previously funded with ESSER by almost \$6 million; reviewed outside-the-base requests; department reductions from 2023-2024 – as of January 19, identified over \$1.4 million in savings.
- Budget balancing: the current deficit is \$3,062,366; included in the budget: 2.0% compensation increase that was effective January 1, 2024, step increase to the teacher pay scale, step increase to the unified pay scale, change to VRS Hybrid voluntary contributions, increased staffing ratio for middle and high school; Revenue Sharing Formula (RSF) scenarios and considerations; reduction in real estate tax rate – every one cent cut is equivalent to \$3.7 million based on the current real estate assessment rate; items under each cent reduction area are considerations



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ONLY - for 1 cent reduction: additional cuts to resources and programs; 2 cent reduction: additional cuts to resources and programs, examine the middle school schedule; 3 cent reduction: additional cuts to resources and programs, reduce the number of middle school sports, examine fees for all secondary sports; mentioned again, only potential considerations to explore; reviewed next steps: School Board input on or before Sunday, January 28; January 31 deadline to draft SEON for February 6 presentation; note three upcoming February Budget Workshops in advance of budget approval on March 5.

The presentation continued with questions and comments regarding development of SEON with a balanced budget; opportunity to become more efficient; emailing questions to Dr. Robertson, Ms. Pate, Chair Melnyk and all School Board members; CHKD Bridge Program; duplicate technology software; if receive additional funding from state, use for teacher pay; class sizes; administration to provide recommendations – School Board to guide decisions; Adult Learning Center; concerns about instability; suggestion of priorities: academic achievement, safety of students, needs of staff; funds from settlements; reaching out to City Council; Recovery School; and tax cut scenarios.

- C. Compensation Study Phase II: The School Board received recommendations for phase II of the 2022 Compensation Study for the Unified Experience-based Step Pay Scale adjustments, and recommendations for the Instructional Experience-based Step Pay Scale; Cheryl Woodhouse, Chief Human Resources Officer began the presentation and provided a brief background; introduced the members of Segal, Paula M. Singer, Ph.D., and Andrew Koncinsky; noted the members of Segal were attending and presenting via Zoom; Dr. Singer reviewed the presentation agenda: recap – 2022/23 study, project goals, Grade U7 Adjustment, Unified Pay Scale Assessment, and Teacher Pay Scale Assessment; 2022/23 study recap – in Spring of 2022 completed the following initiatives: update and finalize the Division's compensation philosophy, evaluate the market competitiveness of current pay scale and compensation policies, recommend structural and policy changes to strengthen the Division's competitive market position and ensure internal pay equity; Unified Pay Scale - moved positions on the lowest pay grade, U5 to pay grade U7; created a new pay grade on the unified scale, Professional Level II; implemented consistent step increments for all grades; Teacher Pay Scale – implemented consistent step increments for years of experience; current project goals: review the Unified Pay Scale and develop options to increase pay, increase the minimum wage for the division to \$15/hour, assess the Teacher Pay Scale and model various options to increase starting pay, develop costing scenarios for the various options; focus on priority positions: bus assistants, cafeteria assistants, custodian I; why: high vacancy rate, recruitment difficulties, retention issues, lowest wage earners, increase competitiveness.

Mr. Koncinsky continued the presentation and reviewed grade U7 structure adjustment; Option 1: increase the hourly rate for our lowest wage earners on grade U7 to \$15 and realign for years of experience (bus assistants, cafeteria assistants, and custodian I positions), keep the entry-rate for all other grades at the current value, increase the percentage between years of experience for steps 0-14 from 1.0% to 1.25% for all pay grades, increments for steps 15+ remains at 1.5%, cost: \$11,764,967; Option 2: increase the hourly rate for our lowest wage earners on grade U7 to \$15 and realign for years of experience (bus assistants, cafeteria assistants, and custodian I positions), keep the entry-rate for all other grades at the current value, increase the percentage between years of experience for steps 0-14 from 1.0% to 1.50% for all pay grades, increments for steps 15+ remains at 1.5%, cost: \$19,408,073.

Teacher Pay Scale Assessment – reviewed market assessment findings, options, employee impact; teacher pay scale – Option 1: adjust the entry by 2%, provide a step for all employees, no additional percent increase, .05% less than Chesapeake's current entry-level salary, cost: \$15,451,481; Option 2: adjust the entry by 3%, provide a step for all employees, no additional percent increase, .04% higher than Chesapeake's current entry-level salary, cost: \$19,947,902; Option 3: adjust the entry by 4%, provide a step for all employees, no additional percent increase, 1.39% higher than Chesapeake's current entry-level salary, cost: \$24,444,323.

Executive Summary – Unified Pay Scale key considerations: each option includes raising U7 to \$15.00 per hour, this aligns with the goal of offering a competitive wage for employees on U7, moves the division ahead of the state's minimum wage requirement of \$15.00/per by January 1, 2026, all options include a step for years of experience; Teacher Pay Scale key considerations: each option provides an increase to the entry-level, all options include a step for years of experience, the percentage between each step remains at 1.5%; the presentation continued with questions and comments regarding revenue; future pay scales; unified pay scale; teacher pay scale; teacher assistants; hourly positions; useful information from presentation.



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- D. PPEA Cost, Financing and Staff Recommendations: The School Board received information on the Guaranteed Maximum Price (GMP) for the Public-Private Education Facilities and Infrastructure Act (PPEA) project to replace three schools; Jack Freeman, Chief Operations Officer began the presentation; reviewed the GMP: \$659,013,521; Crystal Pate, Chief Financial Officer continued the presentation and reviewed debt affordability impact; observations: maximum annual debt services is equal to approximately \$96 million in FY 2032, maximum annual debt service is approximately \$46 million above the current debt service budget, requires an average annual increase in the debt service budget for seven consecutive years beginning in FY 2026 of \$6.5 million; Mr. Freeman introduced Mr. Steve Ballard, President, S.B. Ballard Construction Company; Mr. Ballard continued the presentation; reviewed the PPEA – GMP and cost overview: \$15,404,544 – Interim Agreement (75% complete), \$28,511,020 – Holland Road Annex renovation/upgrades to accommodate Princess Anne High School and Bayside High School temporary relocation, \$239,633,349 – Princess Anne High School replacement, \$112,557,208 – Bettie F. Williams 4, 5 / Bayside 6 replacement, \$258,093,381 – Bayside High School, \$4,814,019 – Aragona Bayside 6 demolition & stormwater park, PPEA total: \$659,013,521; time and cost savings with PPEA: Princess Anne HS – 1 year early, Bettie F. Williams/Bayside 6 – 4 years early, Bayside HS – 8 years early; total savings from future CIP projections (adjusted for escalation) \$98,986,479; shared material cost comparisons, difference over 24 months: concrete at Princess Anne High School: 22% higher, kitchen equipment (dishwasher) at Princess Anne High School: 36% higher, gym equipment (strength training) at Princess Anne High School: 47% higher; right-sizing: net square foot (Net SF): SF inside rooms from wall surface to wall surface, gross square foot (Gross SF): the Net SF plus everything else (wall thickness, corridors, mechanical rooms, etc.); total SF reduction through educational specifications and design process: Bettie F. Williams & Bayside 6 – reduction of 41,053 SF, Princess Anne High School – a reduction of 88,882 SF, and Bayside High School – a reduction of 78,860 SF; throughout construction, any unused contingency, allowance, or budget can be rolled over and used on another school with owner and contractor approval; S.B. Ballard Construction Company (SBBCC) at risk for any cost overruns; PPEA Project Team: 71% of the Design Team are SWaM-Certified; advantages of the PPEA: team concept – public/staff/students/administration/School Board/City Council – working together on logistics, programs, current codes, pricing & scopes within the working market; multiple options – design/builder can provide multiple options on monthly draws for financing with multiple schedules and best value options that won't affect program needs and public input; best value comparison – State Guidelines and current pricing practices; alternate private financing/city financing/appropriations – developer can provide alternate private financing where needed and adjust program designs to mandate budgets or CIP funding requests; trends – provide School System, Public and City Council with actual cost history on local schools and inflation trends.
- The presentation continued with question and comments regarding cost comparisons to other schools in the state; CTE in classrooms; amount of acres available to build school; programs offered in schools; reduction of building size; economic stability to area; concerns about costs; renovations instead of rebuilding; declining enrollment; building use; capacity; funding source; size of schools; efficiencies of size and scale; meeting program needs; values and priorities to readjust; input from the School Board; PPEA resolution.
- Mr. Freeman continued the presentation; reviewed considerations: \$900 million loss in buying power (half new construction, half maintenance projects), Bayside HS – mathematically impossible to achieve full funding, proposed CIP: more than half of annual allocations will be for maintenance, Bayside HS appropriations to date moved to support HVAC and roof replacements, new construction projects will be delayed (less allocation for new construction), Princess Anne HS – every year of delay results in roughly \$15 million increase in cost due to inflation, Debt Service limit is currently \$50 million and level across 6-year CIP; funding remains level; majority of annual funding comes from charter bonds and public facility revenue bonds; request guidance and feedback regarding Bayside High School, current new construction priority order (Princess Anne HS, B.F. Williams ES/Bayside 6<sup>th</sup> Grade Campus).
2. **Closed Session**: None during the Administrative, Informal, and Workshop session. See agenda item: after mini-retreat, Pre-Meeting Closed Session.
3. **School Board Recess**: Chair Melnyk adjourned the Administrative, Informal, and Workshop session at 5:39 p.m.
4. **Formal Meeting (School Administration Building #6 – School Board Room)** .....6:00 p.m.

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5. **Call to Order and Roll Call:** Chair Melnyk convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:02 p.m. on the 23<sup>rd</sup> day of January 2024 and thanked the members of the public joining the meeting 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 Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Martin, Ms. Owens, Ms. Riggs, and Ms. Weems. The following School Board member attended via Zoom: Ms. Manning (illness).
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition**
  - A. Virginia Art Education Association Middle School Art Educator of the Year – Virginia Beach Middle School: The School Board recognized Jen Lauzon, teacher at Virginia Beach Middle School, as the Virginia Art Education Association Middle School Art Educator of the Year. Through her teaching style, she and her students work collaboratively to create art, and learn and grow together. She goes above and beyond to teach art educators through professional development classes and workshops, and has worked on several committees for the fine arts program.
  - B. SHAPE America Southern District Elementary Physical Education Teacher of the Year – Corporate Landing Elementary School: The School Board recognized James Grassano, teacher at Corporate Landing Elementary School, as Shape America's 2024 Southern District Elementary Physical Education Teacher of the Year. As part of the selection criteria, the Teacher of the Year must meet the following requirements: conduct a comprehensive and diverse physical education program according to SHAPE America's national standards and other best practices, engage in culturally responsive instructional practices, and advocate for the physical education profession.
  - C. VBCPS Citywide Teacher of the Year – W.T. Cooke Elementary School: The School Board recognized, Paula Hernandez, kindergarten teacher at W.T. Cooke Elementary Schools as the VBCPS Citywide Teacher of the Year. From an initial pool of 87 Teachers of the Year, the division's selection committee visited classrooms of selectees and interviewed finalist to determine Ms. Hernandez as the winner. She established the two-way Spanish Dual Immersion Program at Cooke Elementary to close academic gaps among English language learners and instill a deeper appreciation for diverse cultures. The Teacher of the Year banquet will be held on January 25.
8. **Adoption of the Agenda:** Chair Melnyk called for any modifications to the agenda as presented. Ms. Weems requested to add an item under Action – the Resolution of Commitment to an Investigation of a Region II Recovery School; Chair Melnyk stated it would be Action item #15B.  
  
Ms. Brown made a motion that the School Board suspend Bylaw 1-47 (C.2.) for tonight's meeting and allow those person's who were signed up to speak at the January 9, 2024 School Board meeting to make comments that they would have made at the January 9, 2024 meeting at tonight's meeting, and then to proceed with the speakers who signed up for tonight's meeting which can include those persons who already spoke regarding the January 9, 2024 meeting. The motion was seconded by Ms. Owens. There was a brief discussion regarding the motion; Bylaw states that during a meeting people may only speak once; setting a bad precedent; voting against motion; situations that are unusual and extreme, need to make an exception; need to allow speaker to speak; ask Policy Review Committee to look at Bylaw and bring recommendation back to the School Board; clarification on voting item; Chair Melnyk mentioned the motion was to suspend Bylaw 1-47 and restated Ms. Brown's motion; noted items are being added to the adoption of the agenda. Without further discussion, Chair Melnyk called for a vote on Ms. Brown's motion. The School Board Clerk announced there were nine (9) ayes in favor of Ms. Brown's motion: Chair Melnyk, Vice Chair Franklin, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Martin, Ms. Owens, and Ms. Weems. There were two (2) nays opposed to Ms. Brown's motion: Ms. Anderson, and Ms. Riggs. The motion passed, 9-2-0.  
  
Chair Melnyk requested to add the following items to the agenda: the approval of the third amendment of the TFJG Canopy, LLC purchase agreement – Action item #15C and under Action item #15D – announcement of our new superintendent. Ms. Weems made the motion, seconded by Ms. Owens for the adoption of the agenda as amended. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the adoption of the agenda as amended. 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 is one

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of 12 school divisions being awarded the School-Based Mental Health Services Grant from Virginia Department of Behavioral Health & Development Services for the 2023-24 School Year. The \$393,000 award will support our students, staff, and families by strengthening school-based mental health resources within the Multi-Tiered Systems of Support framework; 2) shared a video about the Zen Den at Rosemont Forest Elementary School. The Zen Den is a great example of our students practicing self-regulation and coping skills; 3) congratulations to Diamond Springs Elementary School on being awarded the Virginia Department of Education Governor's Scorecard Bronze Award. The program awards initiatives that promote a culture of health and wellness through food quality, participation in meal programs, health and physical education, and physical activity; 4) The Office for Diversity, Equity and Inclusion hosted the 16<sup>th</sup> Annual African American Male Summit at Cox High School. The summit commemorated Dr. Martin Luther King Jr. with sessions for more than 350 young men about student leadership, community involvement, relationship-building, and physical and mental well-being. Parents also participated in their own breakout sessions; 5) the program "Coats for Kids and Books Too!" was a success on January 16 at the Plaza Annex. About 180 families received much-needed coats and donated books; and 6) recognized Virginia School Principals Appreciation Week. Our staff and families expressed on social media and in person, their thanks to our principals last week. Our community partners donated more than \$1,300 in gift cards to give to our principals.

Administrative Recognitions - Donald E. Robertson, Ph.D., Acting Superintendent, introduced the following appointments which were approved at prior School Board meetings: Krista L. Clark, Assistant Principal, Arrowhead Elementary School as Principal, Pembroke Meadows Elementary School; and Thomas W. Quinn, Principal, Great Neck Middle School as Executive Director, Secondary Teaching and Learning, Department of Teaching and Learning.

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

- A. January 9, 2024 Organizational/Regular School Board Meeting: Chair Melnyk called for any modifications to the January 9, 2024 Organizational/Regular School Board meeting minutes as presented. Hearing none, Chair Melnyk called for a motion to approve the January 9, 2024 minutes as presented. Ms. Weems made the motion, seconded by Ms. Brown. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the January 9, 2024 minutes as presented. The motion passed unanimously, 11-0-0.

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

There were six (6) in person speakers from January 9; topics discussed were School Board elections; votes for Chair and Vice Chair; PPEA; conflicts of interest; superintendent search; leadership of the school division; FOIAs; gun violence; Christianity in schools; moral teaching; student rights; parental rights; student privacy; LGBTQ students; 21<sup>st</sup> Century Learners; update equipment in schools; building renovations; overcrowded classrooms; school calendar; Policy 6-12; and Policy 6-13.

There were seventeen (17) in person speakers and one (1) online speaker for January 23; topics discussed were ODS; equitable education; gifted education; student population; PPEA; Design-Bid-Build model; building schools in other areas of the state; cost of new schools; CIP (Capital Improvement Program); competitive bids; ODS selection process; gifted cluster model; calendars; flex staff days; 4x4 schedule; Policy 5-28.1; days verses hours; work-life balance; calendar suggestions – 2 weeks for winter break, November 1 as staff day); school start time; pre-labor day and post-labor day; Policy 4-88; Policy 6-13; teacher shortage; science project; Policy 7-57(B); embryology project; First Amendment; installation of Chair and Vice Chair; student academics; and truancy.

The Public Comments concluded at 7:38 p.m.

#### 12. **Information**

- A. Annual Comprehensive Finance Report (ACFR) – FY23 External Audit Review: That the School Board receive highlights of the Annual Comprehensive Financial Report Audit (ACFR) for the fiscal year ended June 30, 2023; Daniel Hopkins, Director of Business Services introduced Laura Harden, CPA, Audit Director and Hailey Kadisevskis, CPA, Audit Manager from Cherry Bekaert to presented the ACFR; reviewed the presentation agenda; provided an overview of the client service team; reviewed results of the audit; financial statements, issued report dated December 15, 2023, issued an unmodified opinion on the financial statements; government auditing standards and the specifications - identified no instances of noncompliance required to be reported, identified no instances of noncompliance required to be reported, identified no material weaknesses in internal control over financial reporting; corrected misstatements – none noted; uncorrected misstatements – none noted; qualitative aspects of



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accounting practices: related party relationships and transactions, significant unusual transactions, significant estimate, financial statement disclosures; related party relationships and transactions – noted none of the following: transactions that were previously undisclosed, transactions that have not been approved in accordance with the School Board’s policies or procedures, difficulties in identifying the party that ultimately controls the School Board; significant unusual transactions – all significant transactions have been recognized in the financial statements in the proper period, noted no significant unusual transactions during audit; significant estimates – capital assets depreciable lives, actuarially computed pension and OPEB assets, liabilities, and related deferred inflows and outflows of resources, risk management and health insurance claims liabilities; financial statement disclosures – the financial statement disclosures are neutral, consistent, and clear.

Independence considerations; independence conclusion – not aware of any other circumstances or relationships that create threats to auditor independence; other required communications: difficulties encountered – encountered no significant difficulties in dealing with management in performing and completing our audit, disagreements with management – pleased to report that no such disagreements arose during the course of our audit, auditor consultations – noted no matters that are difficult or contentious for which the auditor consulted outside the engagement team; reviewed required supplementary information and other supplementary information; mentioned upcoming financial reporting and accounting changes.

The presentation continued with questions and comments regarding the audit; did not find any matters of concern; award winning division; good job on report; and appreciation of the budget team and their professionalism.

- B. Interim Financial Statements – November/December 2023: Daniel Hopkin, Director of Business Services, presented the following financial information to the School Board: as of December 31, 2023, the overall revenue trend year to date remains acceptable; received the Governor’s proposed amendment to the FY24 direct Aid Budget on January 4; recommendations impacting the school division: Sales Tax decreased by \$8.5 million, State Basic Aid increased by \$3.7 million, net decrease from our current budget is \$4.6 million; ADM increased to 63,402 (increase of 270 students); Federal revenues are showing a favorable trend; received Impact Aid payments of approximately \$14.3 million year to date; sources of revenue are acceptable at this point in the fiscal year; sales tax receipts are at an acceptable level; year to date through December, approximately \$5.6 lower than the same time last year; and expenditures and encumbrances trend continues to remain acceptable at this point in the fiscal year.
- C. Policy Review Committee (PRC) Recommendations: 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 December 14, 2023 meeting. School Board Attorney, Kamala H. Lannetti presented the following:
  1. Policy 4-66/Tutoring for Pay: The PRC recommends adding “private” tutoring in order to not cause confusion with All In Tutoring.
  2. Policy 6-20/Division Curriculum: The PRC recommends minor changes made to the Policy.
  3. Policy 6-21/Curriculum Committees: The PRC recommends changing “objectives and curriculum guides” curriculum, as it encompasses all the extra language that is unnecessary. “As appropriate” was also added and will not change the textbook review process by the public.
  4. Policy 6-22/Scope and Sequence: The PRC recommends Scrivener’s changes as necessary.
  5. Policy 6-24/Addition and Deletion of Courses and Programs: The PRC recommends changes proposed because VDOE does not offer guidance on all the courses VBCPS offers.
  6. Policy 6-25/Evaluation of the Curriculum: The PRC recommends Scrivener’s changes as necessary.
  7. Policy 6-32/Health and Physical Education: The PRC recommends Scrivener’s changes as necessary.
  8. Policy 6-34/Technical and Career Education: The PRC recommends Scrivener’s changes as necessary.
  9. Policy 6-35/Title I Programs: The PRC recommends updates related to grant requirements.
  10. Policy 6-37/World Languages: The PRC recommends changes presented are to make the policy easier to read.
  11. Policy 6-38/Core Content Areas: The PRC recommends changes from administration.
  12. Policy 6-39/Mathematics: The PRC recommends Scrivener’s changes as necessary.
  13. Policy 6-42/Social Studies: The PRC recommends Scrivener’s changes as necessary.
  14. Policy 6-43/Art, Music, and Theater Arts Programs: The PRC recommends changes made are to align with language that is currently being used and scrivener’s changes as necessary.
  15. Policy 6-44/School Counseling: The PRC recommends Scrivener’s changes as necessary.
  16. Policy 6-45/Theme-Based Academies: The PRC recommends Scrivener’s changes as necessary.
  17. Policy 6-57/International Travel: The PRC recommends no changes to this Policy.

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18. Policy 6-65/Library Media Centers/Profession Libraries: The PRC recommends proposed numbering changes. There was a brief discussion regarding the policy; request to add Policy 6-65 to the February 13 Action Agenda instead of the Consent Agenda; how books are obtained for library; the vote from the Policy Review Committee on Policy 6-65.
  19. Policy 6-83/Non-School Division (VBCPS) Sponsored Educational Courses: The PRC recommends no proposed changes to this Policy.
  20. Policy 6-86/Naval Junior Officers Training Corps (NJROTC): The PRC recommends no proposed changes to this Policy.
  21. Policy 6-87/Governor's School for the Arts: The PRC recommends scrivener's changes to this Policy.
- D. Gifted Resource Cluster Program – Comprehensive Evaluation: Noel Williams, Ph.D., Program Evaluation Specialist, Office of Planning, Innovation, and Accountability presented the School Board the Gifted Resource-Cluster Program: Comprehensive Evaluation Report and the administration's recommendations; provided background – gifted program: several service delivery models for intellectually and artistically gifted students, gifted students – abilities and potential for accomplishment so outstanding they require special programs to meet their needs, Gifted Resource -Cluster Program: Services for intellectually gifted students in grades 2-12; evaluation process and method: comprehensive evaluation – Gifted Local Plan served as a framework, data collection – document review, surveys, data warehouse; reviewed number of respondents to survey, 1,754 parents (Grades 2-12), 272 cluster teachers, 48 gifted resource teachers, 71 administrators, 5,531 intellectually gifted students (Grades 5-12); identification process and characteristics of students: universal screening in 1<sup>st</sup> and 5<sup>th</sup> grades, referrals by families, teachers/staff, and students at any time, gifted identification and placement committee determines eligibility for services through review of multiple measures, 4,011 students referred for intellectually gifted services in 2022-23 (6% of population), 9,333 intellectually gifted students in grades 2-12 in 2022-23 Gifted Resource-Cluster Program (17% of population); parents (83%-87%) agreed with items related to gifted referral and identification process; cluster teachers and GRTs had positive perceptions of the gifted referral and identification process; staff selection and staff characteristics: program implemented by GRTs and cluster teachers in schools; professional learning: relatively high percentages of program staff reported participating in various professional learning topics (GRTs: 88%-98%, cluster teachers 73%-79%), at least 92% of participants indicated professional learning on all topics was very or somewhat effective.
- Components of the Gifted Resource-Cluster Program - GRTs reported most time spent on: planning collaboratively with classroom teachers, assisting teachers in providing differentiated instruction; GRTs reported least time spent on: developing and managing program communication, planning and conducting staff development activities, working collaboratively with parents of gifted students; 95% of cluster teachers and 80% of GRTs agreed teachers of gifted students differentiated instruction through a variety of ways; 73% of students agreed their school provided them with real-world learning experiences; students agreed they were able to strengthen communication (80%), collaboration (84%) and critical thinking (89%) skills; 77% of cluster teachers and GRTs agreed students had access to high-quality, authentic assessments; 80% of cluster teachers and 57% of GRTs agreed gifted students had feedback about their performance related to gifted curriculum goals and benchmarks; family involvement and collaboration - 74% of parents agreed they had the opportunities to participate in workshops or access resources to enhance their gifted child's learning; 86% of parents agreed workshops/resources were effective at increasing their knowledge.
- Student outcome goals: Goal 1 – challenge and engagement: majority of students across levels and subject areas (53%-71%) indicated work was challenging but they could understand if they tried; varying percentages of students indicated work was too easy; 88% of students agreed they were engaged in classroom lessons; student agreement about instruction meeting academic needs was high across all student groups (at least 87%); Goal 2 – scholars and leaders: 31% to 65% of students who took SOL tests in reading or writing scored at the pass advanced level; 17% to 46% of students who took SOL tests in math scored at the pass advance level; 67% of students agreed they served in a leadership role (71% at HS); Goal 3 – social emotional development: 77% of students agreed they felt supported in the social and emotional growth as a learner; 73% of parents agreed the program met their child's social and emotional needs with lower agreement at the high school level; Goal 4 – future ready: 94% of intellectually gifted seniors reported their plan was to continue their education; 81% of intellectually gifted seniors reported their plan was to pursue enrollment in a four-year college; stakeholders' overall perceptions – at least 75% of cluster teachers, GRTs, and administrators at each school level indicated they were satisfied with the Gifted Resource-Cluster Program; in general, 82% to 88% of students at each school level indicated they were satisfied.

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Recommendations: 1) continue Gifted Resource-Cluster Program with modifications noted in recommendations 2 through 8; 2) examine the resource-cluster program to determine where curriculum can provide more challenge for gifted students; 3) develop a variety of program options to provide high school students the opportunity to work with GRT to meet student's needs; 4) encourage gifted students to participate in authentic experiences; 5) encourage building administrators to participate in professional learning related to the Gifted Education Program; 6) develop and implement a communication plan for families of gifted students to provide parents information about their gifted child's education; 7) continue implementing strategies related to the referral and identification processes to increase opportunities for students in underrepresented groups to be identified for gifted services in the resource-cluster program; and 8) conduct an evaluation update during the 2025-2026 school year focused on progress related to the recommendations from the program evaluation.

Crystal Wilkerson, Ph.D., Director of K-12 and Gifted Programs shared the administration's response; administration concurs with the recommendations from the program evaluation; continue to implement Gifted Resource-Cluster Program; Department of Teaching and Learning will review and address the recommendations through the next Local Plan for the Education of the Gifted. The presentation continued with questions and comments regarding recommendation number 6; reaching concrete goals; report helpful and thorough; concerns with satisfaction of educational experience, need solutions; opportunity for more challenging coursework; high school gifted programs; high school students building resume for college (AP courses); parent communication; elementary level recommendations; specific goals and outcomes; and room to improve communication.

E. Textbook Adoptions:

1. AP Japanese: Recommendation that the School Board receive information regarding the following high school textbooks as recommended by the Japanese Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
AP Japanese	<i>Dekiru! An Ap Japanese Preparation Course (1<sup>st</sup> Ed.)</i>	Cheng & Tsui	2021

Crystal Wilkerson, Ph.D., Director of K-12 and Gifted Programs presented the School Board information on the above textbook adoption; rationale: aligns to the thematic course content and skills outlined in the AP Japanese language and culture curriculum framework set forth by the College Board, includes ample opportunities to develop interpretive, interpersonal and presentational communication skills, promotes cultural awareness; total implementation cost \$2,430.12; the presentation continued with questions and comments regarding cost of books and number of students; access to digital platform for 6 years; past enrollment numbers for the course; and need to purchase additional books if enrollment increases.

2. K-3 Elementary Language Arts: Recommendation that the School Board receive information regarding the following elementary language arts textbook for grades kindergarten through third as recommended by the Elementary Language Arts Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
Language Arts K-3	<i>Into Reading</i>	Houghton Mifflin Harcourt	2020

Danielle Colucci, Chief Academic Officer began the presentation and reviewed background information on the Virginia Literacy Act (VLA); every student in grades kindergarten through eight will receive evidenced-based literacy instruction (EBLI); every reading specialist, teacher, and principal will participate in EBLI professional learning; every reading specialist, in consultation with classroom teachers, will coordinate and monitor interventions; every division will develop a literacy plan; every family will have access to resources to support literacy development; additional requirements – state approved reading specialist, teacher, and principal EBLI professional learning, new staffing requirement for middle school reading specialists; VLA requires all divisions to implement by the 2024-2025 school year a program from the state approved list for core, supplemental, and intervention instruction.

Lorena Kelly, Ph.D., Executive Director of Elementary Teaching and Learning continued the presentation on the textbook adoption; reviewed the textbook adoption process; top two recommendations: *Benchmark Advance* and *HMH Into Reading*; *Benchmark Advance* strengths – strong levels of support for teachers, online portal is easy to navigate, connects assessment and instruction, unit themes promote content integration while building student background knowledge; *HMH Into Reading* strengths – program resources are teacher

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friendly and provide a Structured Literacy Teacher's Guide, provides explicit writing instruction, provides meaningful information to differentiate in small groups and individually, program includes home-to-school connections; implementation costs (student enrollment: 18,755): *Benchmark Advance* - total implementation cost: \$2,850,464.45; *HMH Into Reading* – total implementation cost: \$2,562,049.36; final recommendation – *HMH Into Reading*.

The presentation continued with comments and questions regarding funding for K-3 and 4-8; unfunded mandates; Reading Resource Teachers; trying to fill shortages, exploring options, recruiting; instruction – whole group and small group; textbook selection process; hard to staff positions; teacher certification; and grant funding.

- F. Calendar Recommendation for 2024-2025: Matthew Delaney, Chief Schools Officer, provided the School Board information regarding the 24-25 school calendar process; reviewed purpose of presentation: provide an overview of the calendar development process, share results from the 2024-25 calendar survey, provide a review of the most preferred calendar option and an alternative option that captures other factors for consideration; guidance for calendar creation – mentioned Code of Virginia: VAC22.1-98 (Reduction of State Aid), VAC22.1-79.1 (Approvals for Alternative Schedules); School Board Policy: Policy 4-88 (Holidays); reviewed important language in the calendar development process from School Board Policy and Code of Virginia; Policy 6-12: ...pertinent dates and information essential to the operation of the division schools...; Standard School Year and School Day – VAC20-131-150: The standard school year shall be 180 instructional days or 990 instructional hours...; Policy 6-13: The standard school year shall be at least 180 instructional days. The standard school day for students in grades 1 through 12 shall average at least 5 1/2 hours, excluding intermissions for meals...; teacher contract – VAC22.1-302: The standard 10-month contract shall include 200 days, including (i) a minimum of 180 teaching days...; created calendars with 181 instructional days, meets both the Code of Virginia and School Board policy; operational considerations: VDOE requirements (Virginia Literacy Act, Cultural Competency Training, new curriculum implementation, accreditation standards), summer projects and maintenance, staffing timelines, *Compass to 2025* (improving achievement in reading, writing, and math, enrollment and success in advanced coursework, closing achievement gaps, work-based learning opportunities, mental health and behavioral supports, actionable plan for pursuing postsecondary goals); community input – Policy 6-12: The calendar shall be planned by the Superintendent and staff in cooperation with patron organizations...; noted the formal process includes the development of a calendar work group; calendar workgroup met December 13; 25 participants – diverse group; calendar workgroup process: purpose – develop two pre-Labor Day and two post-Labor Day calendar options to include in the community survey, parameters – 193 teacher contract days, 181 instructional days, equal spread of days in a semester, availability of staff days, limit adjusted dismissal days.

Calendar survey overview: available January 2 to January 11, parents and instructional staff were largest respondent groups, overall 21,842 respondents, a total of 17,378 respondents (80%) selected a preferred calendar; shared some data highlights: 67% of parents were satisfied with not having a full school day prior to Thanksgiving, 43% of parents were dissatisfied with the school start date this year, 39% of parents were dissatisfied with the school end date this year; 84% of staff were satisfied with not having a full school day prior to Thanksgiving, 65% of staff indicated they were dissatisfied with the school end date this year, 54% of staff were dissatisfied with the length/number of holiday breaks; noted attendance rate on Tuesday, November 21 was 89.4%; the largest area of satisfaction was with the number of staff days at 53%; initial preferred school start day – overall preference: 28% pre-Labor Day, 53% post-Labor Day, 19% no preference; most preferred calendar -overall preference: 43% Option 1 (Pre), 11% Option 2 (Pre), 36% Option 1 (Post), 10% Option 2 (Post); least preferred calendar: 42% Option 2 (Pre); most important factor when considering calendar – overall: 35% start date, 23% end date; 29% length of breaks; reviewed survey summary; reviewed the pre-Labor Day: Option 1 calendar, month by month; summary of Option 1 pre-Labor day calendar: staff returns Wednesday, August 14 (flex day); students return Monday, August 26; earlier end date of June 6, 2025; flex day (staff) and holiday for students on the Wednesday prior to Thanksgiving; return Thursday, January 2 from winter break; adjusted dismissal day for students at the end of the first semester and the end of the third quarter (records day for staff); flex days (staff) after the final day of the school year; no early release days for high school students during the final week; request the removal of Election Day as a holiday from School Board Policy 4-88.

Reviewed alternative option calendar; summary of alternative option: staff returns Wednesday, August 15; students return Monday, August 26; end date of June 13, 2025; staff day on November 5 (Election Day); holiday for staff and students on Wednesday before Thanksgiving; two-week winter break; two staff days at the end of the



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semester and a staff day at the end of the third quarter; early release days for high school students during the final week; request the removing of Election Day as a holiday from School Board Policy 4-88; noted both calendars have balanced semesters and meets the 181 instructional days for students and the 193 instructional and encumbered days for staff.

The presentation continued with questions and comments regarding post-Labor Day start; generating revenue; concerns about chronic absenteeism; tourism/economic issue; Policy 6-13; requirements of the state; 990 hours verses 180 days; flexibility in policy; inclement weather and number of days; staff work days; preference to alternative calendar; October 31 verse November 1 as staff day; reduction of days and academic achievement; need balance; winter break; time needed to reserve site for graduation; staff days at beginning of school year; community input regarding pre or post Labor Day start; education of students; creating calendar based on 990 hours; suggestions for calendar – two weeks winter holiday, day before Thanksgiving, off after Halloween, Election Day not a holiday; when to bring back calendars to School Board; public comments for calendar; information on February 13 and vote on February 20; Policy Review Committee meeting before School Board meeting.

- G. College Coursework and Readiness Assessments: Robert Veigel, Research Specialist, Office of Planning, Innovation, and Accountability presented the School Board information on College Coursework and Readiness Assessments; reviewed the presentation overview: courses for college credit, college readiness assessments, preview of findings; Advanced Placement: students in VBCPS were enrolled in 36 AP courses offered by College Board, school counselors meet individually with all students to discuss options for rigorous courses - including AP courses, end-of-course, college-level examinations may result in college credit, dual enrollment courses offer another college credit option; assessment trends and COVID impact: prior to the pandemic, some colleges and universities discontinued the SAT or ACT, during the pandemic, difficulties with testing resulted in a larger number of institutions not requiring the SAT or ACT for admission; PSA/NMSQT: administered to students at their school, October 2022 – 11<sup>th</sup> graders, three tests – reading and writing (ERW), mathematics; SAT: developed and administered by College Board, administered on Saturdays at various VBCPS high schools, students pay all fees and must provide transportation to testing location, fee waivers are available through College Board, three tests - reading and writing (ERW), mathematics, there is an optional essay; ACT: administered on Saturdays at various VBCPS high schools, students pay all fees and must provide transportation to testing location, fee waivers are available through ACT, four sections – English, mathematics, reading, science, there is an optional writing section; summary - participation in assessments: AP exam participation remained the same and PSAT participation increased slightly, VBCPS students participating in AP exams and PSAT have been higher than the state and nation, participation on the SAT and ACT decreased slightly; overall performance on assessments: 59% of AP exam scores were 3 or higher, 58% of students met the ERW and 24% met the math benchmark on the PSAT, 85% of students met the ERW and 53% met the math benchmark on the SAT, performance on SAT ERW section was higher than Virginia, while performance on other assessments was lower, students who completed Algebra II or advanced classes prior to the PSAT and SAT performed better; performance by student group: for all assessments, Black students in VBCPS had the lowest percentages meeting benchmarks, Hispanic and Multiracial students in VBCPS had higher percentages of students meeting both SAT benchmarks compared to Virginia and All Test Takers. The presentation continued with questions and comments regarding test scores for Black students; students taking Algebra; math sequence of courses; SAT and SCT participation and opportunities for scholarships; Dual Enrollment courses; cost for AP exams and cost of exams for free/reduced lunch students.

- 13. Return to public comments if needed:** As noted under Agenda item #11, Public Comments concluded at 7:38 p.m.

- 14. Consent Agenda:** Chair Melnyk read the following items on the Consent Agenda:

A. Resolutions:

1. African American History Month: Recommended that the School Board approve a resolution recognizing February 2024 as Black History Month.
2. Career and Technical Education Month: Recommended that the School Board approve a resolution recognizing February 2024 as Career and Technical Education Month.
3. National School Counseling Week: Recommended that the School Board approve a resolution in observance of February 5-9, 2024, as National School Counseling Week.
4. School Crossing Guard Appreciation Day: Recommended that the School Board approve a resolution recognizing Feb. 7, 2024, as School Crossing Guard Appreciation Day.

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B. Religious Exemption(s): Recommended that the School Board approve Religious Exemption RE-23-15.

Chair Melnyk called for any objections from the School Board for voting on the Consent Agenda items. Hearing none, Chair Melnyk called for a motion to approve all of the items on the Consent Agenda. Ms. Anderson made the motion, seconded by Ms. Owens. Chair Melnyk asked for the resolutions to be read. Mr. Callan read the following resolution:

**RESOLUTION**  
**Black History Month**  
**February 2024**

**WHEREAS**, African American History is recognized across the United States and Canada in February every year; and highlights the accomplishments and contributions of African, African American, Pan-African people; and

**WHEREAS**, many African Americans lived, toiled, and died in obscurity, never achieving the recognition those individuals deserved, and yet paved the way for future generations to succeed; and

**WHEREAS**, in the face of injustices, people of good will and of all races in the United States have distinguished themselves with a commitment to the noble ideals on which the United States was founded and have fought courageously for the rights and freedom of African Americans and others; and

**WHEREAS**, African Americans continue to serve the United States at the highest levels of education, healthcare, business, government, and the military; and

**WHEREAS**, it is imperative for the good of our nation that schools continue to build awareness and understanding of African American role models whose commitments and achievements embody the American spirit and pursuit of excellence; and acknowledge the contributions made by African Americans despite struggles for freedom and equality; and

**WHEREAS**, Virginia Beach City Public Schools, through implementation of the strategic framework and educational equity plan, strives to provide barrier-free access to authentic learning experiences for all students; and

**WHEREAS**, the School Board of the City of Virginia Beach, through its core values, emphasizes the importance of valuing differences within our school division;

**NOW, THEREFORE, BE IT**

**RESOLVED**: That the School Board of the City of Virginia Beach officially recognizes the month of February 2024 as Black History Month; and be it

**FURTHER RESOLVED**: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school and community activities that highlight Black History not only during February, but throughout the entire year, and be it

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

Ms. Brown read the following resolution:

**RESOLUTION**  
**Career and Technical Education Month**  
**February 2024**

**WHEREAS**, every student in Virginia Beach should graduate from high school prepared for success in life; and

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**WHEREAS**, career and technical education allows students to explore multiple pathways to postsecondary readiness through high-quality work-based learning experiences, workforce training, college preparation, and earning industry-recognized credentials; and

**WHEREAS**, career and technical education is the foundation of a strong, well-educated workforce, which fosters productivity in industry and contributes to Virginia's leadership in the international marketplace; and

**WHEREAS**, career and technical education offers lifelong learning opportunities that provide individuals with career choices, expanded earning potential, and greater job satisfaction; and

**WHEREAS**, the cooperative and ever-increasing efforts between career and technical educators, administrators, and representatives of business and industry stimulate the growth of our local, regional, state, and national economies by preparing students for careers in high-demand, high-skill, and high-wage fields; and

**WHEREAS**, the national theme of Career and Technical Education Month "Celebrate Today, Own Tomorrow!" demonstrates the crucial role that career and technical education plays in readying Virginia Beach students for successful careers;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of February 2024 as Career and Technical Education Month 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.

Ms. Owens read the following resolution:

**RESOLUTION**  
**National School Counseling Week**  
**Feb. 5 – 9, 2024**

**WHEREAS**, the week of Feb. 5 – 9, 2024, is set aside to honor the contributions school counselors have made to help students reach their full potential; and

**WHEREAS**, Virginia Beach City Public Schools school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

**WHEREAS**, school counselors help families focus on ways to further the educational, personal, and social growth of their children; and

**WHEREAS**, school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

**WHEREAS**, school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

**WHEREAS**, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success 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 February 2024 as National School Counseling 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.

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Vice Chair Franklin read the following resolution:

**RESOLUTION**  
**School Crossing Guard Appreciation Day**  
**Feb. 7, 2024**

**WHEREAS**, school crossing guards play a vital role in keeping children safe on their way to and from school, and must have a deep sense of responsibility, a great deal of character and an excellent relationship with children; and

**WHEREAS**, school crossing guards support the City of Virginia Beach Police Department with community safety and are the guardians of the crosswalk; and

**WHEREAS**, school crossing guards' presence makes drivers more aware of the increased pedestrian traffic in the area and guides children in learning the best practices for walking and bicycling near roadways; and

**WHEREAS**, school crossing guards are dedicated individuals who are on duty each school day, rain or shine, greeting students, parents and staff; and

**WHEREAS**, Virginia Beach City Public Schools (VBCPS) is proud of the district's school crossing guards and commends them highly for their commitment to the safety and well-being of our children; and

**WHEREAS**, the safety and security of our young people is a top priority to VBCPS, and the hardworking school crossing guards of our division deserve our heartfelt gratitude for their service to our community;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes Feb. 7, 2024, as School Crossing Guard Appreciation Day; and be it

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

After the resolutions were read, Chair Melnyk called for a vote on the Consent Agenda. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the Consent Agenda: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Mr. Culpepper, Ms. Manning, Ms. Martin, Ms. Owens, Ms. Riggs and Ms. Weems. There were two (2) abstentions: Ms. Brown and Mr. Callan since the School Board members were not present in Chambers during the vote. The motion passed, 9-0-2.

**15. Action**

- A. Personnel Report / Administrative Appointments: Chair Melnyk called for a motion to approve the January 23, 2024 personnel report and administrative appointments. Vice Chair Franklin made the motion, seconded by Ms. Riggs that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the January 23, 2024 personnel report along with the administrative appointments as recommended by the Acting Superintendent. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the January 23, 2024 personnel report and administrative appointments. The motion passed unanimously, 11-0-0.

Donald E. Robertson, Ph.D., Acting Superintendent, mentioned the following: Christine A. McCune, Administrative Assistant, John B. Dey and Thoroughgood Elementary Schools as Assistant Principal, Holland Elementary; Teri A. Breau, Ed.D., Principal, Bettie F. Williams Elementary School as Director of Elementary Schools, Department of School Leadership; and Abigail J. Dougherty, Senior Customer Success Manager and Senior Dedicated Success Manager, LETRS as Coordinator, PreK-12, Department of Teaching and Learning.

- B. Resolution of Commitment to an Investigation of a Region II Recovery School (Note: item added to agenda, see Adoption of the Agenda, item #8): Dr. Robertson shared the following information regarding Recovery School;

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discussions with several superintendents in Region II, specifically Suffolk, Chesapeake, Norfolk, and Portsmouth; interested in forming a tandem to explore the creation of a Recovery School; school to address students who are in a recovery stage; did not get state funding for school; still a lot of interest in supporting recovery school model; the resolution is requesting permission from the Board to continue discussion with the four School Divisions and signal our interest to the state. Ms. Weems read the following resolution:

**Resolution of Commitment to an Investigation of a Region II Recovery School**

**WHEREAS**, the opioid epidemic coupled with mental health issues and the use of alcohol and other drugs has adversely affected students and the educational environment in Superintendent's Region II; and

**WHEREAS**, public schools in Region II offer no recovery school for students who have completed a residential and/or formal recovery program, and lack of a recovery school impacts the timely return for these students to a public school educational environment; and

**WHEREAS**, recent overdoses, deaths, school suspensions, and other indicators of drug and alcohol use are increasing among our youth, it is incumbent on our schools to provide support for those students with substance use disorder, through a recovery school in Region II; and

**WHEREAS**, the Association of Recovery Schools (ARS) defines a recovery high school as *a secondary school designed specifically for students in recovery from substance use disorder or dependency*. Recovery schools all share common goals: to educate all students in recovery from a substance use disorder in a safe and nurturing environment, to ensure all students in a recovery high school receive an academic curriculum which meets state standards and leads to attainment of a high school diploma, to provide supports to include counseling and public access to resources which strengthens students' social-emotional health while ensuring recovery and possible reintegration into the traditional high school, and to engage and educate families in a partnership to support their student in the recovery program and beyond.

**NOW, THEREFORE BE IT RESOLVED**

1. That Dr. Donald E. Robertson, Jr., Acting Superintendent, and the School Board of the City of Virginia Beach begin the exploration, planning and establishment of a year-round regional recovery school to be located within one of the five initial participating school divisions in Region II: Chesapeake, Norfolk, Portsmouth, Suffolk, and Virginia Beach; and
2. That the five initial superintendents will continue exploring and planning for a regional recovery school through the securing of a state appropriation for continued planning and startup costs, identifying a central location, seeking partnerships to address the substance use and co-occurring mental health challenges, identifying online and in person academic programs to meet the needs of students regardless of their point of entry and developing a program structure, determining viable transportation options, identifying staffing needs, creating a planning timeline for the target date for opening for the 2025-26 school year.

Adopted by the School Board of the City of Virginia Beach, Virginia this 23<sup>rd</sup> day of January 2024.

Ms. Manning made the motion to approve the resolution, seconded by Ms. Brown. There was a brief discussion regarding the resolution; for exploring the recovery school; information would come back to the Board for approval; topic needs to be addressed, discussing since 2019; need to secure funding; need to help students; mental health and opioid crisis; urge colleagues to support resolution. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the resolution of commitment to an investigation of a Region II Recovery School. The motion passed unanimously, 11-0-0.

- C. Approval of the Third Amendment of the TFJG Canopy, LLC Purchase Agreement (Note: item added to agenda, see Adoption of the Agenda, item #8): Chair Melnyk made the following motion, I move that the School Board approve the third amendment to the purchase agreement between the School Board and TFJG Canopy, LLC and authorize



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the School Board's attorneys and the School Board Chair to take all actions necessary to complete the amendment. The motion was seconded by Ms. Martin. There was a brief discussion regarding the motion; extension of time and compensation; additional deposit in good faith; clarification - another deposit not additional money. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion: Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Manning, Ms. Martin, Ms. Owens, Ms. Riggs, and Ms. Weems. There was one (1) abstention: Chair Melnyk. The motion passed, 10-0-1.

- D. Announcement of Our New Superintendent (Note: item added to agenda, see Adoption of the Agenda, item #8): Chair Melnyk made the following motion, I move that the School Board approve Dr. Donald E. Robertson, Jr., as the Superintendent of Virginia Beach City Public Schools effective February 1, 2024 and that the School Board approve the Superintendent's contract as agreed to between the School Board and Dr. Robertson. The motion was seconded by Ms. Riggs. There was a brief discussion regarding the motion; support for Dr. Robertson as Superintendent, an issue with part of contract, need to vote no for motion; did not know about vote tonight, lack of transparency; support for Dr. Robertson to be Superintendent, does not support terms of contract; positive working relationship with Dr. Robertson and supports the choice, does not agree with some contract terms; interviewed several candidates, national search. Chair Melnyk shared some thoughts, welcomed and congratulated Dr. Robertson. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Mr. Callan, Ms. Martin, Ms. Owens, Ms. Riggs, and Ms. Weems. There were three (3) nays opposed to the motion: Ms. Brown, Mr. Culpepper, and Ms. Manning. The motion passed, 8-3-0.

After the vote, Dr. Robertson shared comments and thanked the School Board.

16. **Committee, Organization or Board Reports:** Ms. Anderson mentioned the application for Sister Cities Ambassador, for students in the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade, last day to turn in application is January 31.

17. **Return to Administrative, Informal, Workshop or Closed Session matters:**

- D. PPEA Cost, Financing and Staff Recommendations: Jack Freeman, Chief Operations Officer continued the workshop presentation; mentioned the CIP for next year will look much different; prioritize maintenance; shift funding; remove Bayside High School project from CIP; current new construction priority order: Princess Anne High School, B.F. Williams ES/Bayside 6<sup>th</sup> Grade campus (lower cost project); reviewed appropriations for projects; need guidance from the School Board. The presentation continued with questions and comments regarding funding; state funding for school construction; alternative funding sources; options based on current information; Design-Bid-Build; level of funding and inflation; debt limit; debt services and the operating budget; age of buildings; City Council resolution; scalable options; size of schools, square footage, costs; analyze costs; community input; feedback from School Board; which schools to prioritize; BUC; zoning; use of current buildings; draft of SEON to be presented on February 6; reallocating money from Bayside High School but keeping on the CIP; educational specifications; declining enrollment and aging buildings; communicating challenges; BUC brief to the School Board in March; developing the SEON; and discussion of SEON during the month of February.

18. **Adjournment:** Chair Melnyk adjourned the meeting at 12:07 a.m., on Wednesday, January 24, 2024.

Respectfully submitted:

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

Approved:

\_\_\_\_\_  
Kimberly A. Melnyk, School Board Chair



**Public Hearing on Proposed School Operating Budget FY 2024/25 and**

**Subject:** Capital Improvement Program for FY 2024/25 – FY 2029/30 **Item Number:** 11

**Section:** Public Hearing **Date:** Feb. 13, 2024

**Senior Staff:** Crystal M. Pate, Chief Financial Officer

**Prepared by:** N/A

**Presenter(s):** N/A

**Recommendation:**

The School Board of the City of Virginia Beach is seeking public comment on the FY2024-25 Operating Budget, and FY2024-25 through FY2029-30 Capital Improvement Program (CIP) as advertised on page 9 in the Sunday, January 28, 2024, edition of the *The Virginian Pilot* and duplicated below:

Sunday, January 28, 2024 | 9

VIRGINIA BEACH CITY PUBLIC SCHOOLS

## INPUT ON OPERATING BUDGET AND CIP

The School Board of the City of Virginia Beach will hold a **PUBLIC HEARING** on **Tuesday, February 13, 2024, at 6:00 p.m.** in the School Administration Building, Municipal Center Building 6, 2512 George Mason Drive, Virginia Beach, Virginia.

This is an informative public hearing to solicit priorities and input from the public on:

- 1) FY 2024–2025 Schools' Operating Budget; and
- 2) FY 2024–2025 through 2029–2030 Capital Improvement Program (CIP).

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

virginiaschools.com — your virtual link to Hampton Roads' largest school system.

1/24

**Background Summary:**

N/A

**Source:**

School Board Policy 3-6: Budget: Preparation and Approval

*Virginia Code §22.1-92* Estimate of moneys needed for public schools; notice of costs to be distributed

**Budget Impact:**

N/A



**Subject:** Policy Review Committee Recommendations **Item Number:** 13A1-4

**Section:** Information **Date:** Feb. 13, 2024

**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 January 18, 2024 meeting.

**Background Summary**

1. **Bylaw 1-9/Qualifications**- The PRC recommends changes to align with the recent federal district court decision made regarding voting districts in Virginia Beach and to more clearly explain the expectations laid out in this Bylaw.
2. **Policy 6-60/Textbooks**- The PRC recommends changes made to align with current School Division practices and update the Legal Reference section.
3. **Policy 6-67/Social Work Services**- The PRC recommends minor scrivener's changes as necessary.
4. **Policy 6-79/Homebound Services**- The PRC recommends updating the Editor's Notes to align with current School Division Guidelines.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of January 18, 2023



## SCHOOL BOARD BYLAWS

### **Qualifications**

Qualifications for election or appointment to, and continuing service on, the School Board of the City of Virginia Beach are established in the legal reference to this ~~B~~bylaw or as required by a court of competent jurisdiction.

#### **A. Qualifications for district or at large position**

1. In order to qualify as a candidate for School Board, a person must be qualified to vote for and hold that office. In order to hold any office of the Commonwealth or its governmental units, elective by the people, the candidate must have been a resident of the Commonwealth for one year next preceding his election and be qualified to vote for that office.
2. Notwithstanding any other requirements imposed by local, state or federal law or regulation, each person elected or appointed to a district position on the School Board, at the time of election or appointment to the School Board, must be a qualified voter and a bona fide resident of such district. A person elected or appointed to the at large position on the School Board, at the time of election or appointment to the School Board, must be a qualified voter and bona fide resident of the City of Virginia Beach.

#### **B. Vacancy of office for failure to maintain voter or residency requirements**

If any School Board Member elected or appointed to a district position on the School Board ceases to be a qualified voter and/or a bona fide resident of that district, such person's position on the School Board shall be deemed vacant. If the School Board Member elected or appointed to the at large position on the School Board ceases to be a qualified voter and/or a bona fide resident of the City of Virginia Beach, such person's position on the School Board shall be deemed vacant.

#### **C. Oath of office**

Unless otherwise provided by law, on or before the day on which the term of office begins, an elected or appointed School Board Member shall qualify by taking the oath prescribed by Code of Virginia § 49-1, as amended, required by law, before the circuit court for the City of Virginia Beach, or before the clerk of the circuit court of the City of Virginia Beach. School Board Memebbers may qualify up to and including the day of the initial meeting of the new term office. Bond shall not be required for School Board Members. ~~Upon election or appointment, School Board Members shall make oath, as required by Code of Virginia Section§ 15.2-1522, to qualify for office.~~

#### **D. Compliance with Virginia State and Local Government Conflict of Interests Act filings**

~~Upon election or appointment, as a condition of assuming office, School Board Members shall~~ In accordance with the requirements set forth in Code of Virginia § 2.2-3118.2, as amended, School Board Members shall file, as a condition to assuming office or employment, a disclosure statement of their personal interests and other information as is required on the form prescribed pursuant to Code of Virginia § 2.2-3117, as amended, and thereafter shall file such a statement annually on or before February 1. The general registrar, the clerk of the local governing body, or the clerk of the school board, as appropriate, shall transmit to the local electoral board, immediately after the filing deadline, a list of the candidates who have filed initial or annual statements of economic interests. ~~he file a disclosure statement of their personal interests with the School Board Clerk, as required by the Virginia State and Local Government Conflict of Interests Act.~~

#### **Legal Reference**

Charter of the City of Virginia Beach § 16.06, as amended. Qualifications of candidates for election to the board.

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

Code of Virginia § 22.1-29, as amended. Qualifications of members.

Code of Virginia § 22.1-57.3, as amended. Election of school board members; election of tie breaker.

Code of Virginia § 24.2-506, as amended. Petition of qualified voters required; number of signatures required; certain towns excepted.

Code of Virginia § 24.2-507, as amended. Deadlines for filing declarations and petitions of candidacy.

Code of Virginia § 15.2-1522, as amended. When and how officers qualify.

Code of Virginia § 15.2-1523, as amended. Record of qualification.

Code of Virginia § 15.2-1524, as amended. Failure to qualify vacates office.

Code of Virginia § 15.2-1526, as amended. Removal vacates office.

Code of Virginia § 15.2-1526.34, as amended. Certain officers not to hold more than one office.

Code of Virginia § 22.1-29, as amended. Qualifications of members.

Code of Virginia § 22.1-57.3, as amended. Election of school board members; election of tie breaker.

Code of Virginia § 24.2-500, as amended. Qualification of candidates.

Code of Virginia § 24.2-501, as amended. Statement of qualification as requirement of candidacy.

Code of Virginia § 24.2-502, as amended. Statement of economic interests as requirement of candidacy.

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

Adopted by School Board: July 21, 1992

Amended by School Board: September 5, 1995

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: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lannetti

## INSTRUCTION

### Textbooks

#### A. Adoption

All textbooks (to include print ~~or electronic and online~~) as the main resource in a course must be adopted by the School Board in accordance with regulations established by the Virginia Board of Education. All supplemental textbooks shall have the approval of the Superintendent or a designee prior to use in the classroom.

In addition to staff, the Superintendent or designees may appoint parents/legal guardians and students to textbook screening committees to assist in recommendations for the adoption of textbooks in the School Division.

#### ~~B. Free Textbooks~~

~~The Superintendent is authorized to establish a system for providing free textbooks/primary resources to all students.~~

#### ~~C. Sale of Textbooks~~

~~Textbooks may be sold at the retail price approved by the Virginia Board of Education.~~

### Legal Reference

Code of ~~Virginia~~ Virginia § 22.1-238, as amended. Approval of textbooks.

Code of Virginia. § 22.1-239, as amended. Basal textbooks.

~~Virginia Board of Education Regulations 8VAC20-720-170, as amended.  
Regulations Governing Local School Boards and School Divisions.~~

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

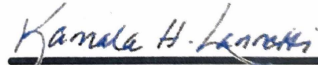
Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: March 21, 2017

Amended by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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## INSTRUCTION

### **Social Work Services**

School social work services shall be provided in the School Division to recognize and to provide for the individual needs and differences of students. These services shall include individual student consultation; consultation with parents, teachers, principals, and other administrators; development of social/cultural evaluations; in-service training to school personnel to serve as a liaison with appropriate community agencies; and other functions which address the broad range of student needs.

### **Legal Reference**

Code of Virginia § 22.1-253.13:2, as amended. Standard 2. Instructional, ~~A~~administrative, and ~~S~~support ~~P~~ersonnel.

Virginia Board of Education Regulations 8VAC20-620-10, as amended.  
Regarding School Guidance and Counseling Programs in the Public  
Schools of Virginia.

Protection of Pupil Rights Amendment, 20 U.S.C. § 1232 h, as amended.

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

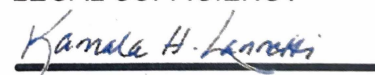
Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Reviewed by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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## INSTRUCTION

### **Homebound Instruction**

The School Board is committed to meeting the needs of all students including those students who are temporarily unable to be physically present in school. The School Board shall maintain a program of homebound instruction to comply with Virginia Board of Education directives and the Superintendent shall develop regulations implementing this program.

### **Editor's Note**

See also Virginia Department of Education's "Homebound Instructional Services Guidelines" (revised ~~November~~February, 201~~8~~2). For School Division's implementation, see the ~~Office of Student Leadership's Procedures for Referral and Implementation of "Homebound Services Manual."~~ (revised August 2022)

### **Legal Reference**

Code of Virginia § 22.1-253.13:3, as amended. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.

Virginia Board of Education Regulations, 8VAC20-131-180, as amended. Off-site instruction.

Adopted by School Board: October 21, 1969

Amended by School Board: February 20, 1979

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

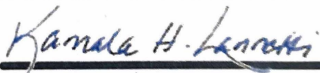
Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Scrivener's Amendments: November 6, 2013

Amended by School Board: June 20, 2017

Amended by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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**Subject:** Old Donation School Selection Process

**Item Number:** 13B

**Section:** Information

**Date:** Feb. 13, 2024

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

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

Crystal Lewis-Wilkerson, Ed. D., Director K-12 & Gifted Program

**Presenter(s):** Danielle E. Colucci, Chief Academic Officer

**Recommendation:**

That the school board receive information regarding a proposed amendment of the Local Plan for the Education of the Gifted (Old Donation School Selection Process).

**Background Summary:**

Each year, VBCPS reviews the Local Plan for the Education of the Gifted and provides the School Board with any updates. The Department of Teaching and Learning will submit an amended plan as part of the update.

**Source:**

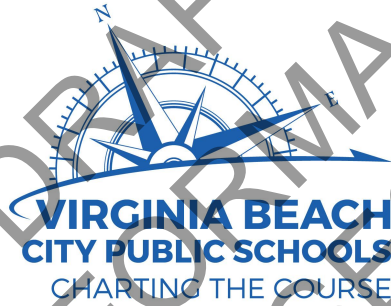
N/A

**Budget Impact:**

N/A



# **Proposed Amendment of the Local Plan for the Education of the Gifted (ODS Selection)**



**School Board Meeting**

**February 13, 2024**

**Department of Teaching and Learning**

# Proposed Amendment 1

The committee uses a numerical rating scale to complete a holistic evaluation of the applicants and rate them by their rating scores. No single criterion determines an applicant's rating, and there is no guarantee a specific rating will result in enrollment at ODS. A minimum of three readers rate each application independently and record an individual rating. The committee members stop periodically to check the reliability of the ratings; if readers are more than one number apart in the rating, the application receives further independent review by additional readers and group discussion as needed. When the number of students receiving the highest rating (e.g., 5-5-5) exceeds the number of open seats, all students with the highest rating will be placed in an applicant pool from which a random selection will occur.

# Proposed Amendment 2

A rating scale of 5-1, with 5 being the highest recommendation is used.

Listed below are the descriptions for each numerical rating:

- 5-**exceptionally** ~~consistently~~ strong in all the application components; ~~a definite yes~~
- 4-strong in most of the application components; ~~a likely yes~~
- 3-shows strength in some application components, but not consistently strong; ~~but not likely yes~~
- 2-few consistent areas of strength; ~~a likely no~~
- 1-**does not demonstrate strengths in most areas; may not be successful in program** ~~not recommended~~

## Proposed Amendment 3

When the number of students receiving the highest rating (e.g., 5-5-5) exceeds the number of open seats, all students with the highest rating will be placed in an applicant pool from which a random selection will occur.

# Proposed Amendment 4

## Revised:

- Student Achievement (~~as indicated on the most current report card~~)
- Standardized Test Scores
- ~~Parent Information~~
- Teacher Information
- GRT Information
- **Performance Based Task (Grade 1 Only)**
- Student Responses to Interview Questions **(Grades 5-12)**

# Proposed Amendment 5

**Revised:** The chairperson of the Gifted Identification and Placement Committee is responsible for notifying the parents/guardians of each student of the decision of the Committee. Notifications take place within fourteen instructional days from the date the decision is made.

Services and related placement may include the following:

- Placement in the neighborhood school gifted program.
- Eligibility for placement **enrollment** in the ~~full-time~~ gifted program at ODS

**Questions?**





**Subject:** Calendar Recommendation for 2024-2025 **Item Number:** 13C

**Section:** Information **Date:** Feb. 13, 2024

**Senior Staff:** Matthew D. Delaney, Chief Schools Officer

**Prepared by:** Matthew D. Delaney, Chief Schools Officer

**Presenter(s):** Matthew D. Delaney, Chief Schools Officer;

Nicole Livas, Chief Family and Community Engagement Officer

**Recommendation:**

That the School Board receive information regarding 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, and then received an update on the process in the November 2023 School Board meeting. They were provided an overview of the calendar development process, were informed of the results from the 2024-25 calendar survey and then were provided a review of calendar options that meet School Board Policy, Code of Virginia requirements and other organizational considerations at the January 23 meeting. The School Board requested staff to return on Feb. 13 with a Pre-Labor Day and Post-Labor Day options that have 180 instructional days and less than 180 instructional days.

**Source:**

N/A

**Budget Impact:**

N/A

# 2024–2025 School Calendar

## JULY 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## AUGUST 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## SEPTEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## OCTOBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## NOVEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## DECEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

First day of school (students): Aug. 26, 2024

Last day of school (students): June 13, 2025

### Holidays (school closed)

Labor Day: Aug. 30 and Sept. 2

Veterans Day: Nov. 11

Thanksgiving: Nov. 27–29

Winter Break: Dec. 23–31; Jan. 1–3

Martin Luther King Jr. Day: Jan. 20

Presidents Day: Feb. 17

Spring Break: April 14–18

Memorial Day: May 26

### Adjusted Dismissal days

ES/MS students: June 13

High School Students: June 10–13

### Flex Staff days

Nov. 5; June 16

### Staff days (school closed for students)

Aug. 16 and 19–23; Oct. 7; Nov. 1

Jan. 24 and 27; March 10; April 4

### High School

Graduation: June 10–14

### Quarters

Q1: Aug. 26–Oct. 31

Q2: Nov. 4–Jan. 23

Q3: Jan. 28–April 3

Q4: April 7–June 13

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.

## JANUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## FEBRUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

## MARCH 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## APRIL 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## MAY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## JUNE 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

# 2024–2025 School Calendar

## JULY 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## AUGUST 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## SEPTEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## OCTOBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## NOVEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## DECEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

First day of school (students): Aug. 26, 2024

Last day of school (students): June 13, 2025

### Holidays (school closed)

Labor Day: Aug. 30 and Sept. 2

Veterans Day: Nov. 11

Thanksgiving: Nov. 27–29

Winter Break: Dec. 23–31; Jan. 1–3

Martin Luther King Jr. Day: Jan. 20

Presidents Day: Feb. 17

Spring Break: April 14–18

Memorial Day: May 26

### Adjusted Dismissal days

ES/MS students: June 13

High School Students: June 10–13

### Flex Staff days

Nov. 5; June 16

### Staff days (school closed for students)

Aug. 16 and 19–23; Oct. 7; Nov. 1

Jan. 24 and 27; April 4

### High School

Graduation: June 10–14

### Quarters

Q1: Aug. 26–Oct. 31

Q2: Nov. 4–Jan. 23

Q3: Jan. 28–April 3

Q4: April 7–June 13

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.

## JANUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## FEBRUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

## MARCH 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## APRIL 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## MAY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## JUNE 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

# 2024–2025 School Calendar


## JULY 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## AUGUST 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## SEPTEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2		4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## OCTOBER 2024



Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## NOVEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## DECEMBER 2024



Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

-  First day of school (students): Sept. 3, 2024
-  Last day of school (students): June 13, 2025

### Holidays (school closed)

Labor Day: Sept. 2  
 Veterans Day: Nov. 11  
 Thanksgiving: Nov. 27–29  
 Winter Break: Dec. 23–31; Jan. 1–3  
 Martin Luther King Jr. Day: Jan. 20  
 Presidents Day: Feb. 17  
 Spring Break: April 14–18  
 Memorial Day: May 26

### Adjusted Dismissal days

-  ES/MS students: June 13
-  HS students: June 10–13

### Flex Staff days

June 16





### Staff days (school closed for students)

Aug. 21–23; Aug. 26–30  
 Nov. 5; Jan. 31; April 4

### High School

Graduation: June 10–14

### Quarters

-  Q1: Sept. 3–Nov. 4
-  Q2: Nov. 6–Jan. 30
-  Q3: Feb. 3–April 3
-  Q4: April 7–June 13

In cases of school closings due to inclement weather or emergency conditions, makeup days will be designated by the superintendent and may include available staff days or holidays.



## JANUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## FEBRUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

## MARCH 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					


## APRIL 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## MAY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## JUNE 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12		14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



# **VBCPS School Calendar: 2024-2025**

Tuesday, February 13, 2024  
A presentation to the School Board

Departments of School Leadership and  
Communications and Community Engagement

# Purpose of the Presentation

Review the new calendar options requested by the School Board during the informational presentation on January 23, 2024



# Review of Calendar Presentation from January 23

- Provided an overview of the calendar development process that includes requirements from the Code of Virginia, School Board policy and organizational considerations
- Shared results from the 2024-25 calendar survey
- Provided a review of the most preferred calendar option and an alternative option that captured other factors for consideration





# School Calendar

## SB Policy 6-12

A school calendar shall be prepared at least annually to indicate **pertinent dates and information essential to the operation of the division schools.** The calendar shall be planned by the Superintendent and staff in cooperation with patron organizations and approved by the School Board.



# School Day and School Hours

## SB Policy 6-13

The standard school year shall be at least **180** instructional days. The standard school day for students in grades 1 through 12 shall average at least 5 1/2 hours, **excluding intermissions for meals.**

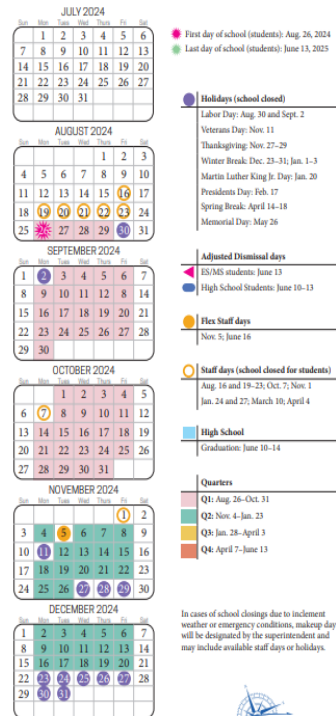
The School Division may develop alternative schedules for meeting these requirements as long as a minimum of 990 hours of instructional time is provided for grades 1 through 12. Such alternative plans must be approved by the School Board and by the Virginia Board of Education, under guidelines established by the Virginia Board of Education. No alternative plan which reduces the instructional time in the core academics shall be approved.

# Calendar Options

## Pre-Labor Day 179

ALTERNATIVE CALENDAR OPT.

### 2024–2025 School Calendar



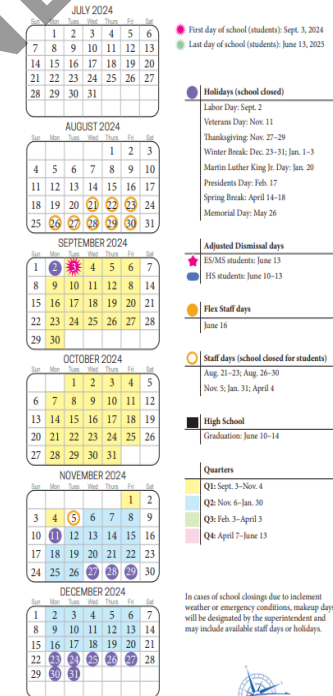
ALTERNATIVE CALENDAR OPT.

### 2024–2025 School Calendar



POST LABOR DAY OPT #3

### 2024–2025 School Calendar

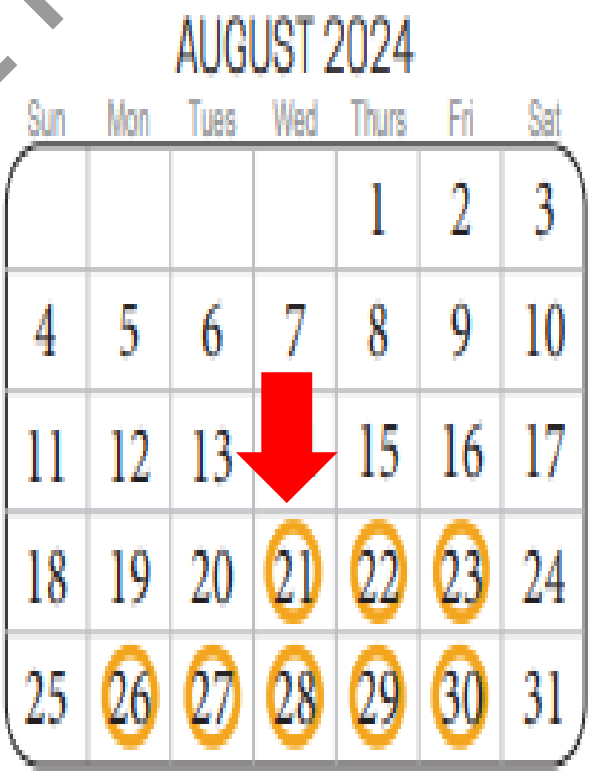
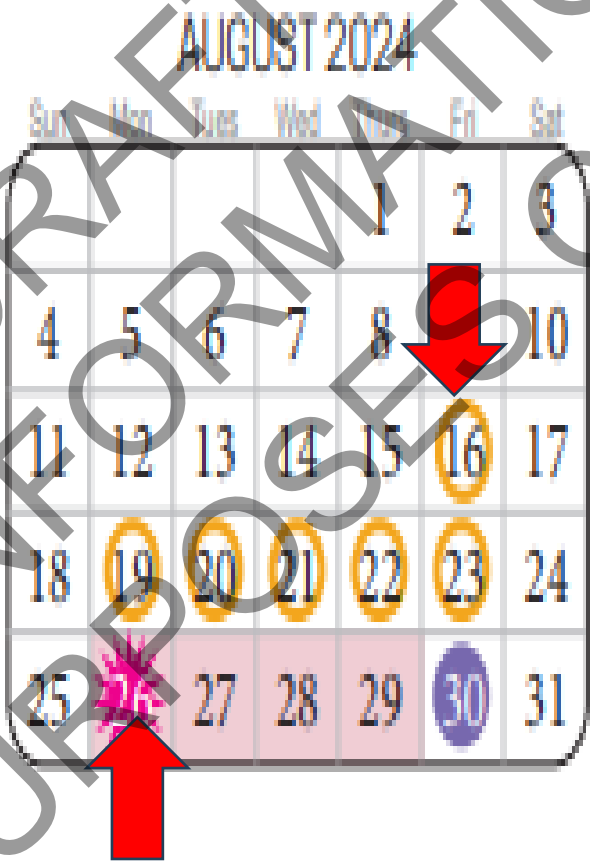
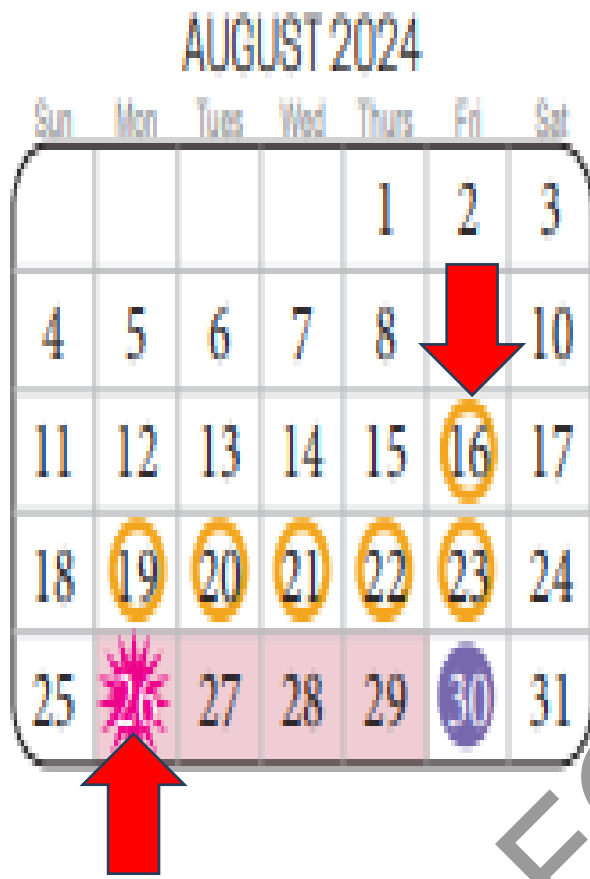


# August

**Pre-Labor Day: 179**

**Pre-Labor Day: 180**

**Post-Labor Day: 179**



# September

**Pre-Labor Day: 179**

SEPTEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**Pre-Labor Day: 180**

SEPTEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**Post-Labor Day: 179**

SEPTEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

# October

**Pre-Labor Day: 179**

**Pre-Labor Day: 180**

**Post-Labor Day: 179**

OCTOBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OCTOBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OCTOBER 2024

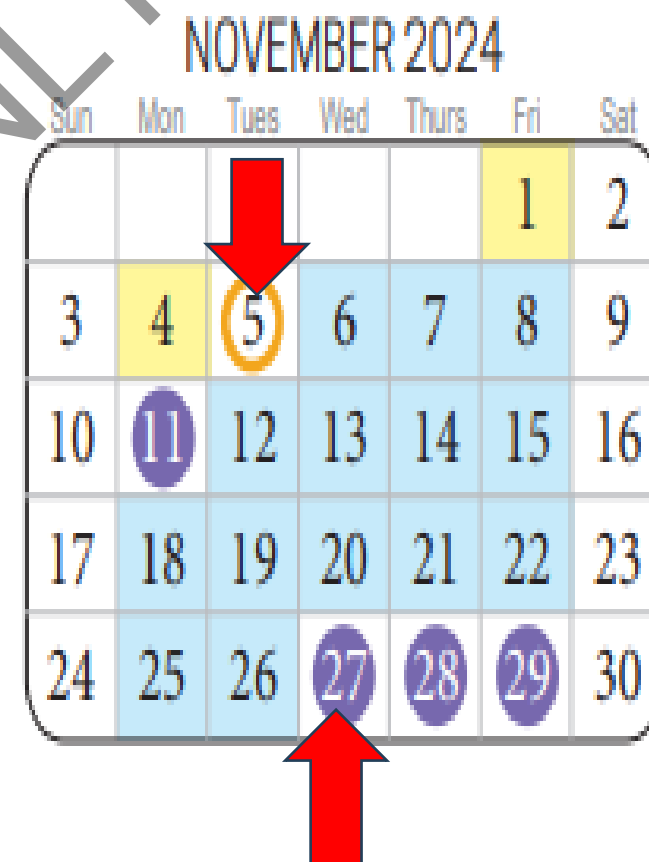
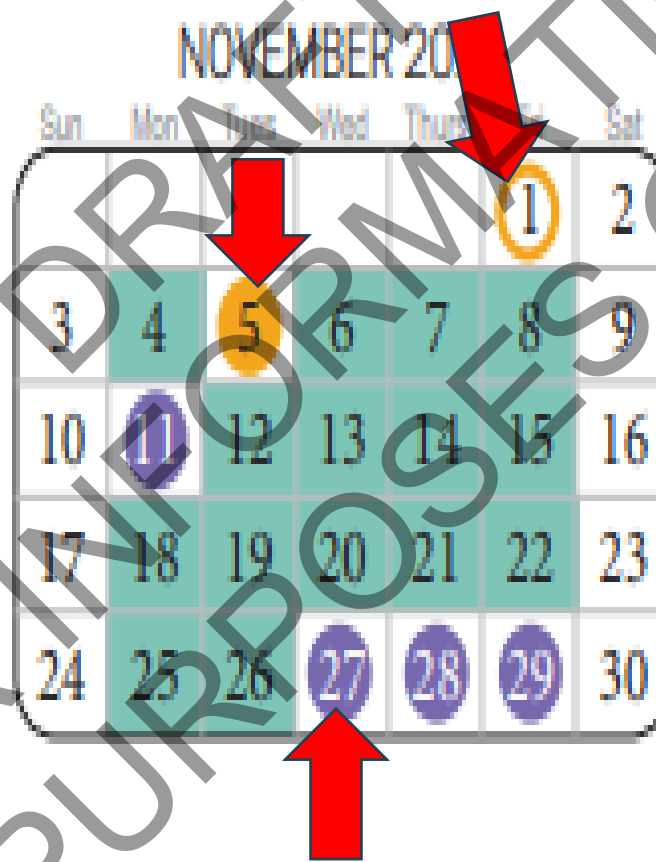
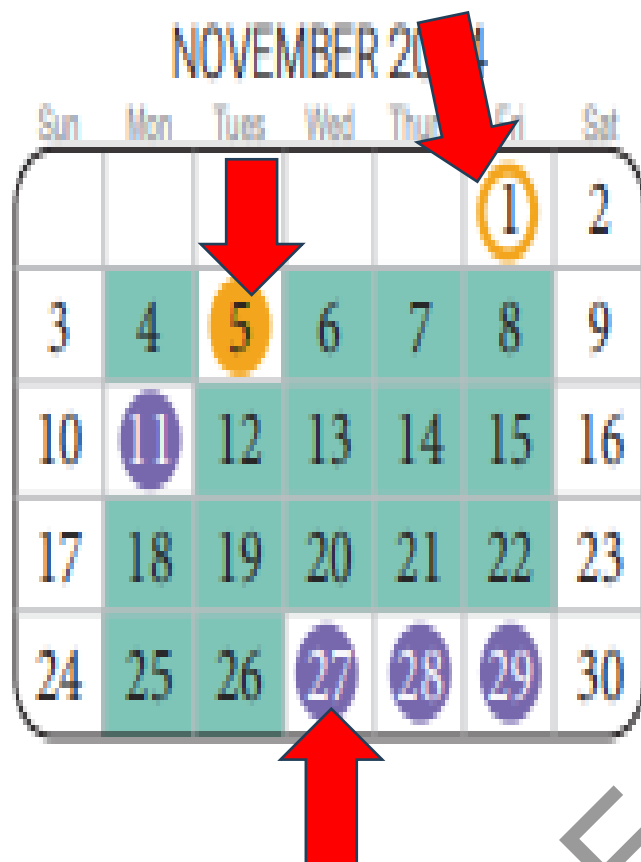
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

# November

**Pre-Labor Day: 179**

**Pre-Labor Day: 180**

**Post-Labor Day: 179**





# December

**Pre-Labor Day: 179**

DECEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Pre-Labor Day: 180**

DECEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Post-Labor Day: 179**

DECEMBER 2024

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

# January

**Pre-Labor Day: 179**

JANUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**Pre-Labor Day: 180**

JANUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**Post-Labor Day: 179**

JANUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

# February

**Pre-Labor Day: 179**

**Pre-Labor Day: 180**

**Post-Labor Day: 179**

FEBRUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

FEBRUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

FEBRUARY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

# March

**Pre-Labor Day: 179**

MARCH 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**Pre-Labor Day: 180**

MARCH 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**Post-Labor Day: 179**

MARCH 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

# April

**Pre-Labor Day: 179**

**Pre-Labor Day: 180**

**Post-Labor Day: 179**

APRIL 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APRIL 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APRIL 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

# May

**Pre-Labor Day: 179**

**Pre-Labor Day: 180**

**Post-Labor Day: 179**

MAY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

# June

**Pre-Labor Day: 179**

**Pre-Labor Day: 180**

**Post-Labor Day: 179**

JUNE 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JUNE 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JUNE 2025

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



# Summary Of Pre-Labor Day 179 Day Option

- Staff returns on Friday, August 16
- Students return on Monday, August 26
- Staff day on Monday, October 7
- Staff day on Friday, November 1
- Flex day for staff on Tuesday, November 5 (Election Day)
- Holiday for students and staff on the Wednesday prior to Thanksgiving
- Two-week winter break
- Two staff days at the end of January
- **Staff day on Monday, March 10**
- Final day for students on Friday, June 13
- Flex day (staff) after on Monday, June 16

# Summary Of Pre-Labor Day: 180 Day Option

- Staff returns on Friday, August 16
- Students return on Monday, August 26
- Staff day on Monday, October 7
- Staff day on Friday, November 1
- Flex day for staff on Tuesday, November 5 (Election Day)
- Holiday for students and staff on the Wednesday prior to Thanksgiving
- Two-week winter break
- Two staff days at the end of January
- Final day for students on Friday, June 13
- Flex day (staff) on Monday, June 16

# Summary Of Post-Labor Day 179 Day Option

- Staff returns on Wednesday, August 21
- Students return on Tuesday, September 3
- Staff day on Tuesday, November 5 (Election Day)
- Holiday for students and staff on the Wednesday prior to Thanksgiving
- Two-week winter break
- One staff day at the end of January
- Final day for students on Friday, June 13
- Flex day (staff) on Monday, June 16

# Questions?

CALENDAR





**Subject:** School Board Committee Assignment Modifications for term ending June 30, 2024 **Item Number:** 13D

**Section:** Information **Date:** Feb. 13, 2024

**Senior Staff:** N/A

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

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

**Recommendation:**

That the School Board review the list of committee assignments for the term ending June 30, 2024.

**Background Summary:**

Pursuant to Bylaw 1-28, Assignments may be reviewed in January of each year or when otherwise necessary. Assignments to a Committee are effective until June 30th of each year or until such time as the School Board appoints new Committee Members, whichever is later.

**Source:**

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

**Budget Impact:**

N/A



**Subject:** Resolution Honoring Staci Martin School Board Member - District 4 **Item Number:** 15A1

**Section:** Consent **Date:** Feb. 13, 2024

**Senior Staff:** N/A

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

**Presenter(s):** Kimberly Melnyk, Chair and Jennifer Franklin, Vice Chair

**Recommendation:**

That the School Board approve the Resolution honoring Staci Martin, School Board Member District 4, upon her resignation from office.

**Background Summary**

Staci R. Martin, School Board Member District 4 (term January 1, 2023- December 31, 2026) has tendered her resignation as School Board Member – District 4 effective 11:59 pm on February 13, 2024. Ms. Martin is resigning her office as School Board Member due to extenuating family medical conditions.

**Source:**

N/A

**Budget Impact:**

N/A

**RESOLUTION  
STACI MARTIN  
SCHOOL BOARD MEMBER – DISTRICT 4**

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

**WHEREAS**, through the governance and oversight of the School Board of the City of Virginia Beach and the leadership of the Superintendent and staff, Virginia Beach City Public Schools is a world class School Division that continually strives to chart the course for our students; and

**WHEREAS**, School Board Members have vital roles in preparing Virginia Beach City Public School students to be future leaders in our community and the world and work tirelessly to address those needs; and

**WHEREAS**, Staci Martin, has served with high distinction and outstanding dedication on the School Board of the City Virginia Beach, Virginia as the School Board Member from January 1, 2023 through February 13, 2024; and

**WHEREAS**, during her tenure as a School Board Member, Staci Martin has served on School Board Committees and Advisory Boards and has shared her exceptional understanding of the needs of nontraditional learners, career and technical education, higher education, workforce development, and regional workforce needs; and

**WHEREAS**, her participation has enhanced the School Board's efforts, in partnership with the entire community, to empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach commends and extends its grateful appreciation to Staci Martin, School Board Member District 4, for a job well done; and be it

**FURTHER RESOLVED:** That a copy of this Resolution be spread across the official minutes of this School Board; and be it

**FINALLY RESOLVED:** That this original resolution be presented to Staci Martin, School Board Member District 4, in recognition of her service.

This Resolution is to be adopted by the School Board of the City of Virginia Beach this 13th day of February 2024.

SEAL

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Kimberly A. Melnyk, School Board Chair

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Donald E. Robertson Jr., Superintendent

Attest:

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Regina M. Toneatto, Clerk of the Board





**Subject:** Resolution: Student Leadership Week **Item Number:** 15A2

**Section:** Consent **Date:** Feb. 13, 2024

**Senior Staff:** Matthew Delaney, Chief Schools Officer, Department of School Leadership

**Prepared by:** Laura Beth H. Mattson, Intergovernmental Affairs and Constituent Services Specialist

**Presenter(s):** MaryAnn D. Lafler, Coordinator of Student Leadership

**Recommendation:**

That the School Board approve a resolution recognizing February 18-24, 2024, as Student Leadership Week.

**Background Summary:**

National Student Leadership Week (NSLW) is an annual theme-based week dedicated to recognizing and supporting the vital role of students, their work and how they positively impact their school and community.

**Source:**

Office of Student Leadership

**Budget Impact:**

N/A

**RESOLUTION**  
**Student Leadership Week**  
**Feb. 18-24, 2024**

**WHEREAS**, Virginia Beach City Public Schools sponsors student leadership activities in order to provide students with vital experience in exercising a voice in matters of common concern, reconciling diverse interests, and selecting leaders; and

**WHEREAS**, student leaders are a positive influence on their peers, modeling good character and scholarship in and out of the classroom, and serve as change agents to improve the overall climate and academic performance levels of their schools, their division and their city; and

**WHEREAS**, student leaders do not automatically develop sound leadership skills and require trained, dedicated mentors and advisers to help them develop the essential characteristics of a leader and to provide the positive experiences necessary to becoming effective leaders; and

**WHEREAS**, the support of school administrators and faculty, parents and community members is necessary to help ensure the successful education of all emerging student leaders;

**WHEREAS**, Student Leadership Week serves as an ideal time to bring attention to the important and integral contributions that student leaders and all student activities make in our nation's schools;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach, officially recognizes the last full week of February as "Virginia Beach City Public Schools Student Leadership Week" in support of National Student Leadership Week; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens to seek opportunities to recognize student leaders in our schools and support their training and activities as they prepare themselves for their future stations as leaders of our city, state and nation; 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 13th day of February 2024

\_\_\_\_\_  
Kimberly A. Melnyk, School Board Chair

SEAL

\_\_\_\_\_  
Donald E. Robertson Jr., Superintendent

Attest:

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



**Subject:** Policy Review Committee Recommendations

**Item Number:** 15B1-20

**Section:** Consent

**Date:** Feb. 13, 2024

**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 December 14, 2023 meeting.

**Background Summary**

1. **Policy 4-66/Tutoring for Pay-** The PRC recommends adding “private” tutoring in order to not cause confusion with All In Tutoring.
2. **Policy 6-20/Division Curriculum-** The PRC recommends minor changes made to the Policy.
3. **Policy 6-21/Curriculum Committees-** The PRC recommends changing “objectives and curriculum guides” curriculum, as it encompasses all the extra language that is unnecessary. “As appropriate” was also added and will not change the textbook review process by the public.
4. **Policy 6-22/Scope and Sequence-** The PRC recommends Scrivener’s changes as necessary.
5. **Policy 6-24/Addition and Deletion of Courses and Programs-** The PRC recommends changes proposed because VDOE does not offer guidance on all the courses VBCPS offers.
6. **Policy 6-25/Evaluation of the Curriculum-** The PRC recommends Scrivener’s changes as necessary.
7. **Policy 6-32/Health and Physical Education-** The PRC recommends Scrivener’s changes as necessary.
8. **Policy 6-34/Technical and Career Education-** The PRC recommends Scrivener’s changes as necessary.
9. **Policy 6-35/Title I Programs-** The PRC recommends updates related to grant requirements.
10. **Policy 6-37/World Languages-** The PRC recommends changes presented are to make the policy easier to read.
11. **Policy 6-38/Core Content Areas-** The PRC recommends changes from administration.
12. **Policy 6-39/Mathematics-** The PRC recommends Scrivener’s changes as necessary.
13. **Policy 6-42/Social Studies-** The PRC recommends Scrivener’s changes as necessary.
14. **Policy 6-43/Art, Music, and Theater Arts Programs-** The PRC recommends changes made are to align with language that is currently being used and scrivener’s changes as necessary.
15. **Policy 6-44/School Counseling-** The PRC recommends Scrivener’s changes as necessary.
16. **Policy 6-45/Theme-Based Academies-** The PRC recommends Scrivener’s changes as necessary.
17. **Policy 6-57/International Travel-** The PRC recommends no changes to this Policy.
18. **Policy 6-83/Non-School Division (VBCPS) Sponsored Educational Courses-** The PRC recommends no proposed changes to this Policy.
19. **Policy 6-86/Naval Junior Officers Training Corps (NJROTC)-** The PRC recommends no proposed changes to this Policy.
20. **Policy 6-87/Governor’s School for the Arts-** The PRC recommends scrivener’s changes to this Policy.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of December 14, 2023

## PERSONNEL

### Tutoring for Pay

The Superintendent shall ensure that teachers not privately tutor for pay any student whom they are currently teaching. Unless approval is given by the principal, a teacher shall not privately tutor for pay any students whom they taught the previous school term. Teachers are not to advise that students be tutored without prior consultation with the principal.

~~Exceptions to this Policy are noted in Regulation 4-66.1, Tutoring for Pay: Licensed Personnel.~~

### Related Links

School Board ~~Regulation 4-66.1~~

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: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 8, 2004

Amended by School Board: October 4, 2016

Amended by School Board: September 12, 2023

Amended by School Board: February 13, 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lannetti

## INSTRUCTION

### **School Division cCurriculum**

Academic Excellence-excellence cannot be achieved or maintained without a high quality curriculum for all students. The basis for a high quality curriculum in all disciplines is an articulated K-12 philosophy and goals ~~that are~~ aligned to the Virginia Standards of Learning. The curriculum is a coherent and comprehensive plan for teaching and learning built upon a framework that moves students toward learning goals. Each curriculum is composed of the School Board approved objectives, Virginia Standards of Learning and comprehensive/interrelated units of study, based on ~~VBCPS~~ the Virginia Department of Education curriculum framework.

Adopted by School Board: October 21, 1969

Amended by School Board: October 15, 1974

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: June 6, 2006

Amended by School Board: February 21, 2017

Amended by School Board: March 21, 2017

Amended by School Board: February 13, 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lennetti

School Board of the City of Virginia Beach  
Policy 6-21

**INSTRUCTION**

**Curriculum Committees**

The School Administration shall establish subject area curriculum committees, as needed, to develop and revise curriculum ~~objectives and curriculum guides~~ units.

The committees shall be composed of coordinators and/or specialists, ~~and~~ grade level/subject area teachers and other teachers as appropriate. The School Administration shall endeavor to include parents and students or former students of the course as well as community members on curriculum committees as appropriate.

The procedure for submitting instructional concerns to the ad hoc curriculum committees shall be provided by the School Administration.

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

Amended by School Board: August 5, 2003

Amended by School Board: March 21, 2017

Amended by School Board: February 13, 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lennetti

## INSTRUCTION

### **Scope and Sequence**

The Superintendent shall ensure ~~that~~ all curricular programs in the School Division, as described in curriculum ~~guides~~ resources and course outlines, shall conform to ~~or go beyond~~ the standards established by the Virginia General Assembly and the Virginia Board of Education.

### **Legal Reference**

Code of Virginia § 22.1-253.13:1, as amended. Standards of Quality.  
Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

Code of Virginia § 22.1-208.01, as amended. Character education required.

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

Amended by School Board: August 2, 2000

Amended by School Board: June 6, 2006

Amended by School Board: February 21, 2017

Amended by School Board: May 16, 2017

Amended by School Board: February 13, 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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## INSTRUCTION

### **Addition and Deletion of Courses and Programs**

#### **A. Addition of General Education Courses and Programs and Academic and Arts Academy Programs**

The Superintendent may recommend to the School Board the addition of courses and programs.

New courses and programs, including the academic and arts academy programs, which may improve the educational opportunity for students, are encouraged by the School Board to the limits of financial practicability, student interest, and student need.

The Superintendent or designee may recommend to the School Board the implementation of an Academy program, the expansion of an existing Academy program, or the deletion of an existing Academy program. Information on the process for creating/modifying an Academy Program is promulgated in School Board Policy 6-45 and School Board Regulation 6-24.2.

All new courses and programs must have the approval of the School Board. All new programs must include a provision for assessment by the Department of Planning, Innovation, and Accountability. All new courses must be assessed by the Department of Teaching and Learning. Exceptions shall include school-sponsored programs funded with money raised at the school or provided by benefactor programs and not considered of an experimental nature. Such programs will be approved by the Chief Academic Officer.



~~When approving courses that the Virginia Board of Education has not provided guidance for, the approved courses should be aligned with applicable regulations or law. The School Board and Superintendent shall conform to the regulations of the Virginia Board of Education in offering courses for which there are no state-adopted textbooks.~~

## **B. Deletion of General Education Courses and Programs and Academic and Arts Academy Programs**

The Superintendent may recommend the deletion of courses and programs including the academic and arts academy programs based on, but not limited to: decline in student enrollment; inappropriate content; curriculum covered in other courses; changes in the Standards of Accreditation or Virginia Standards of Learning; unfavorable program evaluations; funding availability; or other good and just cause. Exceptions shall include school-sponsored programs funded with money raised at the school or provided by benefactor programs and not considered of an experimental nature and have been approved by the Chief Academic Officer. The school principal has the authority to discontinue such programs.

## **C. Sunset Provision**

~~Beginning September 1, 2007, all~~ All new program proposals shall include a sunset provision. This provision will include a date by which the program will sunset unless reauthorized by the School Board. This date will be subject to School Board approval and shall be no more than five (5) years after the program's implementation date.

## **Legal Reference**

Virginia Board of Education Regulations. 8-VAC-20-131-10, *et seq.*, as amended. Regulations Establishing Standards for Accrediting Public Schools in Virginia.

### **Related Links**

School Board [Regulation 6-24.2](#)

School Board [Policy 6-45](#)

Adopted 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: August 4, 1998

Amended by School Board: May 11, 2004

Amended by School Board: June 6, 2006

Amended by School Board: September 5, 2007

Amended by School Board: February 5, 2008

Scrivener's Amendments: September 28, 2011

Scrivener's Amendments: January 8, 2014

Amended by School Board: February 21, 2017

Amended by School Board: June 20, 2017

[Amended by School Board: February 13, 2024](#)

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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## INSTRUCTION

### **Evaluation of the Curriculum**

#### **A. Generally**

Each principal and school staff will establish methods of evaluating the progress of individual students and the effectiveness of the delivery of the instructional program in each classroom and school. The Departments' of Teaching and Learning and School Leadership staff will work closely with principals and staff ~~of schools throughout the year~~ to assist in the improvement of instruction and student achievement. The Department of School Leadership, principal, school staff and members of the community shall review annually the extent to which the school has met its prior goals and objectives, a forecast of enrollment changes, and analyze the school's student performance data including data by grade level or academic department as necessary. Such outcomes shall be provided to parents of children at the school, the school community and the Superintendent.

#### **B. Guidelines**

Appropriate means for a divisionwide evaluation of the instructional program will be established and maintained. Elements of this evaluation may include:

1. Alignment to Virginia Standards of Learning;
2. Results of state and local assessment program, as well as national standardized general achievement

tests, -national standardized tests in specific areas, and tests administered by other agencies;

3. Student achievement records on a school-wide basis;
4. Study of school drop-out, discipline, and attendance data;
5. Examination of out-of-division services such as colleges, universities and regional research councils;

### **C. Curriculum Course Evaluation/Review/Assessment**

1. Courses currently being implemented in the curriculum will be reviewed and assessed annually by the Department of Teaching and Learning, on a rotating basis by program area, ~~in order~~ to establish justification for retention based ~~upon pertinence to on the needs of students~~ student needs and the changing world in which they live.
2. New courses will be assessed by the Department of Teaching and Learning during the first three years of implementation based on appropriateness of content, student enrollment, student/teacher suggestions, student success and needed adjustments.

### **D. Periodic Reports**

An evaluation of the instructional program and its effectiveness shall be made periodically and reported to the School Board by the Superintendent.

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

~~See School Board Policy 2-42: School Improvement Process.~~

## **Legal Reference**

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

Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-10 *et seq.*, as amended.

## **Related Links**

School Board [Policy 2-42](#)

Adopted 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: August 4, 1998

Amended by School Board: May 11, 2004

Amended by School Board: June 6, 2006

Amended by School Board: April 18, 2017

Amended by School Board: February 13, 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lannetti

## **INSTRUCTION**

### **Health and Physical Education**

#### **A. Health Education**

The Health Education program for grades one through ten shall be a progression of learning experiences which focus on instruction related to alcohol and drug abuse, smoking and health, personal growth and personal health, nutrition, prevention and control of disease, physical fitness, accident prevention, personal and family survival, environmental health, mental health and consumer education. These shall be developed in accordance with procedures outlined in the curriculum guide for health education.

Classroom driver education may count for 36 class periods of health education. Students shall not be removed from classes in required courses other than health and physical education for the ~~B~~behind-the-~~W~~wheel phase of driver education.

#### **B. Physical Education**

Physical education courses shall be required as set forth by law and regulation and shall focus on the development of positive attitudes and behaviors toward physical activity and fitness appropriate to the student's level of development. Grade eight students not enrolled in Physical Education shall participate in a program of physical fitness throughout the regular school year. Documentation of participation will be required in accordance with Virginia Beach City Public Schools Administrative

Guidelines for Physical Fitness. At grades 11 and 12 physical education shall be offered as an elective course.

### **Legal Reference**

Code of Virginia § 22.1-207, as amended. Physical and health education.

Virginia Board of Education Regulation 8VAC20-320-10 *et seq.*, as amended. Regulations Governing Physical and Health Education.

Virginia Board of Education Regulation 8VAC20-131-10 *et seq.*, as amended. Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Virginia Board of Education Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC20-131) revised March, 2021~~adopted October 25, 2006~~, as amended.

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

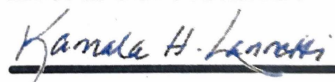
Amended by School Board: May 16, 2000

Amended by School Board: March 20, 2007

Amended by School Board: June 20, 2017

Amended by School Board: February 13, 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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## INSTRUCTION

### Technical and Career Education

#### A. Generally

The School Division shall provide technical and career education within its program of studies. The Superintendent and staff shall plan and ~~shall~~ make recommendations to the School Board for technical and career education in compliance with the Standards of Quality and the mandated plan for technical and career education approved by the School Board. The Superintendent and staff shall collaborate with business and industry in ~~formulating~~ developing technical and career educational programs and ~~shall~~ conduct joint enterprises involving personnel, facilities, training programs, and other resources.

#### B. Definitions

~~"Technical and career education;"~~ Programs concerned with technical and career education means, their evolution, utilization, and significance; with industry, its organization, personnel, systems, techniques, resources, and products; and their social/ cultural impact, providing organized instruction in theory and practice designed to develop skills, knowledge, attitudes, work habits and leadership to prepare individuals to enter and make progress in occupations of their choice.

#### C. Goals

Several goals establish the framework for technical and career education in Virginia Beach City Public Schools.



1. Integrate academic and technical and career education program, aligning SOLs with course competencies.
2. Provide a comprehensive career education program K-12.
3. Increase awareness and understanding of technical and career education.
4. Coordinate technical and career education program into sequences leading to diverse and flexible academic and career opportunities.
5. Expand efforts to place students in related employment or postsecondary educational opportunities.
6. Provide for the technical and career education needs of all student populations, including gifted, special education, disadvantaged, and at-risk.
7. Develop and implement industry certified programs with credentials that meet the demands of the changing workforce.
8. Develop and implement Virginia Workplace Readiness skills for the Commonwealth in all program areas.
9. All Technical and Career Education programs/courses will be aligned with a National Career and Technical Education Exemplary.

#### **D. Building Trades Projects**

1. On Campus

The party purchasing a project built in the building trades class will purchase the materials used in the construction of the project.

The project will be moved to the site for use by the party making the purchase.

## 2. Off Campus

Any project to be constructed by a building trades class other than at the school will need special permission by the Director of Technical and Career Education who shall insure the safety of the students and staff on the project and check to be sure there is liability insurance coverage [and consult the Office of Risk Management](#) to protect the school system from liability for activities of students and staff.

## 3. No Warranties On or Off Campus

There are no warranties or guarantees, and each project is sold "as is with all faults" whether the project is constructed on or off campus. Persons for whom such work is to be done are to sign a form releasing the School Board from liability. [Consult the division's legal counsel and Office of Risk Management during the planning process.](#)

## **E. Work on Non-School Owned Vehicles and Equipment**

As part of their training in the vocational education program, students may work on non-school owned equipment and vehicles. The School Board shall assume no liability for such work by students. Persons for whom such work is to be done are to sign a form releasing the School Board from liability.

## **F. Use of School Shops**

Students and adults shall be prohibited from using the school shops for personal purposes.

### **Legal Reference**

Code of Virginia § 22.1-253-13:1, as amended, Standard 1, Instructional programs supporting the Standards of Learning and other educational objectives.

Code of Virginia § 22.1-234, as amended, Acquisition of sites for projects; sale of completed projects and other school board property.

Virginia Board of Education Regulations, 8 VAC 20-120, et seq., as amended, Regulations Governing Career and Technical Education Regulations.

Virginia Board of Education Regulations, 8 VAC 20-131-270, as amended, School and Community Communications

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

Amended by School Board: September 15, 1998

Amended by School Board: June 6, 2006

Amended by School Board: April 18, 2017

Amended by School Board: February 13, 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lenoir

## INSTRUCTION

### **Title I Program**

#### **A. Generally**

In Title I schools, supplemental instruction shall be offered to students demonstrating the greatest academic need as determined by multiple criteria.

#### **B. Title I - Equivalency/Comparability**

To assure ~~that~~-state and local services are provided in Title I schools, at least equivalent to such services in non-Title I schools, these policies will be observed by the School Division.

##### **1. Salary Scales**

The division-wide salary scales will be applicable to all staff whether assigned to Title I or non-Title I schools.

##### **2. Assignment of Teachers, Administrators and Auxiliary Personnel**

Assignment of teachers, administrators and auxiliary personnel will be made in such a way to assure that the numbers of students per staff person in Title I schools shall be equivalent to the average number of students per staff person in relevant comparison schools (i.e., non-Title I or other Title I schools). Any variance greater than the 10% allowed in equivalency

computation will result in appropriate action to achieve the allowable ratio.

### 3. Curriculum Materials and Instructional Supplies

Curriculum materials and instructional supplies will be provided to schools with the same grade spans on a per pupil cost factor to assure that all students have access to the same level of state and local resources regardless of whether they attend a Title I or non-Title I school.

## **C. Title I - Parental Involvement**

1. Parents/legal guardians of the students being served by Title I shall have the opportunity to participate in the planning, design and implementation of the projectprogram.

The goals of parental/legal guardian involvement include the following:

- a. To establish and maintain activities that will increase the educational opportunities of students at home and at school;
- b. To increase home school cooperationconnections and collaboration;
- c. To provide school personnel with parental/family opinions and viewpoints that will lead to a better to increase understanding of the needs of the childrenstudents and more support relevant program planning;

- d. To develop parental and family interest through a program of ~~in~~ servicesworkshops, events and information dissemination;
- e. To keep parents/legal guardians informed of their student's progress in the Title I programs; and
- f. To provide an annual evaluation of the content and effectiveness of the ~~parental involvement policy~~ family engagement plan.

2. Parents/legal guardians of Title I students will be provided ~~with~~ information about the following components of the program. All materials will be sent home in readable format and in a native language, if possible ~~if possible~~. Information will include:

- a. Notification of the ~~student's~~ Title I school statusselection;
- b. Instructional goals for the student;
- c. Progress of the child;
- d. Strategies, materials, and training for providing help at home to work with the student to improve the student's achievement;
- e. Opportunities for volunteer assistance to teachers/students;
- f. Curriculum measurements for academic achievement, special activities, parental ~~f~~.

~~involvement~~engagement procedures and other information that is helpful to parents/legal guardians;

- g. ~~Virginia~~Virginia Standards of Learning;
- h. Notification of divisionwide meetings and other activities that encourage parental involvement. (~~See School Division website at~~ [www.vbschools.com](http://www.vbschools.com));
- i. Assistance to parents/legal guardians in understanding assessments and how to monitor their student's progress.
- j. Materials and training to help parents/legal guardians work with their students;
- k. Efforts to educate all stakeholders in the value of good home to-school communication;
- l. Coordination of ~~parental involvement~~family engagement programs with other federally funded programs.

3. Parents/legal guardians of Title I students may be provided with the following:

- a. Opportunities for involvement in the development of Parent Involvement Training;
- b. Literacy training for parents/legal guardians; and
- c. Meetings at various times to accommodate an array of schedules.

## **Legal Reference**

Code of Virginia § 22.1-253.13:1, as amended, Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

Virginia Board of Education Regulations 8VAC20-131 *et seq.*, as amended. Regulations Establishing Standards for Accrediting Public Schools in Virginia.

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

Amended by School Board: September 2, 2003

Amended by School Board: June 6, 2006

Amended by School Board: May 16, 2017

Amended by School Board: February 13, 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

  
\_\_\_\_\_



## INSTRUCTION

### **World Languages**

The School Board believes that instruction in world languages is designed to provide students with the insights and tools to interact with people from diverse cultures ~~in an effort to~~ become globally aware citizens.

~~Through the study of world languages, s~~Students will: acquire the linguistic, grammatical, and cultural knowledge and skills needed to apply for oral and written communication in meaningful contexts; develop the communicative skills needed to demonstrate understanding, express ideas and feelings, and exchange information in meaningful contexts; ~~apply the knowledge and skills needed for oral and written communication;~~ interact with others in spoken, signed or written conversations using a variety of formats; and, demonstrate ~~an~~ understanding of the diverse perspectives that are represented in their own and other cultures. ~~Students will interact with others in spoken, signed, or written conversations both within and beyond the classroom in a variety of formats.~~

Adopted by the School Board: May 25, 2005

Amended by School Board: April 18, 2017

Amended by School Board: February 13, 2024

## INSTRUCTION

### **Core Content Areas**

The School Board believes ~~that~~ the instructional program in the four core content areas (English/language arts, mathematics, science, and social studies) should be commensurate with the goals, interests, and abilities of all students. Because the goals of each student vary, the program should be flexible enough to provide appropriate instruction that meets ~~required curriculum requirements and, where appropriate, curriculum as well as, where appropriate, individual~~ be developed with consideration of student interests and abilities.

#### **A. English/Language Arts**

English/~~L~~anguage arts instruction should integrate the teaching of the four components of English/language arts ~~-(reading, writing, speaking and listening)-~~ so ~~that~~ the learning of one reinforces the others. Developmentally appropriate reading and writing skills shall be included in the curriculum of all content areas in grades K-12. Upon completion of the English/language arts program, students should have the strategies and skills to be successful, literate and contributing members of society.

#### **B. Mathematics**

Mathematics instruction is designed to develop ~~the students' base of~~ mathematical knowledge and skills and ~~to~~ strengthen students' abilities to think and reason mathematically. All students should have the opportunity and the support

necessary to learn ~~significant~~ mathematics with depth and understanding.

### C. Science

The primary purpose of science education is to provide students with the conceptual understanding of science content and the scientific and engineering practices and scientific process skills required to function effectively in a scientific and technologically oriented society. Sufficient scientific background should be provided to enable students to make intelligent scientific decisions in their lives and on major scientific issues ~~that face society~~. Science education should also provide students who will pursue scientifically oriented careers with opportunities to build the prerequisite background knowledge. An appropriate science curriculum is provided to meet the needs of all students.

### D. Social Studies

~~The School Board believes that an educated, informed, and enlightened citizenry is essential to the continuation of a domestic republic.~~ The social studies program is committed to helping young people appreciate their historic and cultural heritage, ~~and~~ the culture of others, as well and as comprehend developments in an every-changing ~~society and~~ world. The knowledge, skills and understandings of social studies ~~shape~~ should cultivate responsible, engaged and compassionate citizens, the attitude necessary for responsible and compassionate citizens.

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

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: February 13, 2024

## INSTRUCTION

### **Mathematics**

The School Board believes ~~that~~ the Mathematics instruction program should provide instruction commensurate with the goals, interests, and abilities of all students. Because the goals of each student vary, the program should be flexible enough to provide for individual interests and abilities through appropriate instruction. Mathematics instruction is designed to develop ~~the student's base of~~ students' mathematical knowledge and skills and strengthen students' abilities to think and reason mathematically. All students should have the opportunity and the support necessary to learn ~~significant~~ mathematics with depth and understanding.

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

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: February 13, 2024

## INSTRUCTION

### **Social Studies**

The School Board believes ~~Aa~~ Social Studies program should provide instruction commensurate with the goals, interests, and abilities of all students. Because the goals of each student vary, the program should be flexible enough to provide for individual interests and abilities through appropriate instruction. Educated, informed, engaged and enlightened citizens are essential to the continuation of a domestic republic as well as the global community. The knowledge, skills, and understandings of Social Studies shape the attitude necessary for responsible, productive and compassionate citizens. The ~~program~~ School Division is committed to helping students ~~appreciate~~ develop an appreciation of their historic and cultural heritage, ~~and the culture of others, as well and as~~ comprehend developments in an ever-changing ~~society and~~ world.

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

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: February 13, 2024

## INSTRUCTION

### Art, Music, and Theater Arts Programs

#### A. Art

The School Board believes ~~that~~ the art program is a knowledge-based, and comprehensive approach to the study of art through the disciplines of art history, art production, art criticism, and aesthetics. The art program offers opportunities to develop higher levels of creative and critical thinking, problem solving, ~~perceptual and self-awareness~~ multiple perspectives, and visual literacy. It offers ~~unique~~, creative experiences which help build ~~self-esteem~~ self-esteem and foster the recognition and ~~the~~ appreciation of differences among individuals and cultures.

The art program integrates concepts, enduring understandings, skills and creative activities that offer opportunities for relating art to other school subjects as well as ~~to the wide range of personal student~~ interests and abilities ~~of students~~. ~~Art education is a significant factor in nurturing an understanding of conscious, human expression in visual form by which each culture records, expresses, and interprets the world.~~

#### B. Music

The School Board believes ~~that~~ the instructional program of music education is intended to establish ~~the~~ an educational foundation ~~that will~~ to provide for ~~the~~ a life-long enjoyment of learning for students. The music classroom is an aesthetic forum focused on fully developing the potential for learning

and finding satisfaction and meaning through experiencing and performing music. Students will know and understand music as an essential aspect of history and the human experience.

The study of music provides opportunities for self-expression and creative communication. It is designed to increase a students' ability to perceive, perform, and respond to music with an understanding that provides connections beyond the music classroom. Students will be able to organize musical ideas and sounds creatively and develop the ability to make aesthetic judgments based on established criteria. The study of music stimulates a students' natural creativity to learn in order to meet the needs of a complex and competitive society. ~~As competence and study in music reinforce one another, the joy of learning becomes real, tangible, powerful and connected to the world of today and the future.~~

### C. Theatre Arts

The School Board believes ~~that~~ the instructional program of theatre arts education is intended to establish ~~the an~~ educational foundation ~~that will to~~ provide for ~~the a~~ life-long enjoyment of learning for students. The study of theatre arts provides opportunities for self-expression and creative communication that support social and emotional well-being. It is designed to increase a student's ability to perceive, perform, and respond with an understanding of the essential aspects of history and ~~the human experience~~ and convey emotion. Through study and practical experience, students will develop the physical, emotional, conceptual, intellectual, intuitive, and practical skills associated with the crafts essential in theatre. Students will demonstrate their knowledge of how theatre and culture have influenced each other throughout history. Through participation in the theatre arts, students will develop critical-thinking skills by employing originality, flexibility, and imagination when solving problems individually and

collaboratively. Students will develop individual expression and explore the range of human emotions to achieve common artistic and ~~real-world~~real-world goals.

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

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: February 13, 2024



## INSTRUCTION

### **School Counseling**

The School Division shall offer a comprehensive K-12 school counseling program ~~that is~~ an integral part of each school's total educational program designed to promote the academic and career planning process and social-~~emotional~~ development of all students. Purposes and objectives of the program shall reflect the developmental needs of students and be developed by the Executive Director of the Office of Student Support Services or ~~designee~~ with an advisory committee consisting of level-specific school counselors. All programs and services shall be in compliance with federal and state regulations.

No student shall be required to participate in any school counseling program to which the minor student's parent/guardian objects or the adult student objects.

### **Legal Reference**

"Standards for School Counseling Programs in Virginia Public Schools. ~~(K-12)~~" ~~a~~Adopted in January 2004 by the Virginia Board of Education, as amended.

Virginia Board of Education Regulations 8 VAC 20-620-10, as amended. ~~Regulations~~ Regarding School Guidance and Counseling Programs in Public Schools of Virginia

Adopted by School Board: June 18, 1996

Amended by School Board: June 6, 2006

Amended by School Board: September 5, 2012

Amended by School Board: June 20, 2017

Amended by School Board: February 13, 2024

## INSTRUCTION

### **Theme-Based Academies**

In support of the mission of Virginia Beach City Public Schools, the School Board promotes and supports the development of extended educational opportunities that will empower every student to become a life-long learner who is a responsible, productive, and engaged citizen within the global community. Academies are one form of these extensions that provide students with learning experiences that enrich and expand upon their interests, talents, and strengths through a common theme. By design, an academy in Virginia Beach City Public Schools is an integrated school-within-a-school that uses a common theme to organize curriculum and instruction within the comprehensive school setting.

The Superintendent shall develop internal guidelines for the implementation of processes outlined in this Policy.

#### **A. Guiding Principles for New and Continuing Academies**

To ensure fiscal responsibility for academy initiation including capital improvement, implementation, and continuation, the School Board supports the following guiding principles:

1. Demographic and geographic equity across the School Division shall be demonstrated in the academy proposal.
2. Progression from elementary school to middle school to high school will be considered.

#### **B. Process for School Board Approval of a New Academy Theme and Proposal Development**

Prior to the development of a new academy proposal, the School Board shall review and approve the theme and authorize the development of an academy proposal based upon identified citywide needs. If approval and authorization are granted, applicants may begin the process for developing the academy proposal and the initial implementation plan. The proposal shall set forth goals and objectives and include a defined evaluation and budget plan.

All new academy proposals shall include in the timeline for implementation a sunset provision, whereby the School Board must take action to continue the academy.

### **C. Process for Academy Proposal Development**

The Academy Proposal Development process includes review and/or representation from targeted school-based groups including students, teachers, parents/legal guardians, administrators, community stakeholders and the Academy Steering Committee made up of representatives from the Department of School Leadership, the Department of Teaching and Learning, the Department of Budget and Finance, the Department of School Division Services, Department of Technology and the Department of Planning, Innovation, and Accountability. Upon approval by the Academy Steering Committee, the proposal will be submitted to the Superintendent. Upon the Superintendent's approval, the proposal will be forwarded to the School Board for review and approval.

#### **1. Process for New Academy Proposal Evaluation Review**

Each Academy Proposal shall include a plan for ongoing evaluation of the academy to ensure that the intended goals of the academy are met. The

proposal, including the evaluation plan, is submitted for review to the Department of Planning, Innovation and Accountability. Results of this review are forwarded to the Academy Steering Committee.

2. Process for New Academy Proposal Budget Plan Review

Each academy proposal shall include a budget plan. The proposal, including the budget plan, is submitted to the Department of Budget and Finance for review. Results of this review are forwarded to the Academy Steering Committee.

**D. Process for Academy Implementation, Evaluation, and Continuation, Expansion or Phase Out**

1. Implementation

Upon the School Board's approval, the academy implementation plan may be initiated. Academy administrators develop and carry out an action plan that guides the implementation.

2. Evaluation

Each academy shall be evaluated in accordance with procedures outlined in Regulation 6-24.2. In addition, each new academy will be evaluated when it reaches full implementation with a focus on the accomplishment of the academy's established goals and objectives.

Each academy evaluation will be formally reported to the School Board and will include a recommendation regarding the status of the academy (e.g., continue,

expand, or phase out in accordance with Regulation 6-24.2).

3. Continuation, Expansion or Phase Out of an Existing Academy

a. Continuation

The continuation of an existing academy is at the discretion of the School Board. This decision will be based on the availability of funds, academy enrollment and the recommendations from academy evaluations.

Unless the School Board approves a phase out of an academy during the evaluation process, the academy will remain in operation through the year it reaches full implementation to provide adequate time to properly evaluate the academy's effectiveness in meeting established goals and objectives. Based on recommendations during the evaluation process, academy programs may be modified to improve delivery of instructional services. At the end of full implementation of an academy, the School Board will receive the evaluation with a recommendation regarding the status to continue, expand, or phase out the academy.

b. Expansion

The expansion of an existing academy is at the discretion of the School Board. Based

on recommendations during the evaluation process, effective academy programs may be recommended for expansion to other schools within the School Division.

c. Phase Out

The phase out of an existing academy is at the discretion of the School Board. If the enrollment for an incoming academy "class" is 25% less than projected for three (3) consecutive years after the year in which the academy is fully implemented, modifications, to include a phase out, may be recommended to the School Board by the Superintendent.

If an academy is phased out, all students who are currently enrolled in the academy shall have the opportunity to complete their course of studies wherever feasible.

### **Legal Reference**

School Board Regulation 6-24.2, New Program Proposal Development and Approval Process, as amended.

### **Related Links**

School Board [\*\*Regulation 6-24.2\*\*](#)

Adopted by the School Board: August 21, 2007

Amended by the School Board: February 5, 2008

Amended by the School Board: June 2, 2009

Scrivener's Amendments: September 28, 2011  
Amended by School Board: April 18, 2017

Amended by School Board: February 13, 2024

## **INSTRUCTION**

### **International Travel**

The School Board supports international travel by students that aligns with the School Board's mission to empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community. As global citizens, students should have the opportunity to experience other cultures, nations and languages when doing so supports the curriculum. The Superintendent is authorized to develop regulations and guidelines that address international travel and the conditions set forth in this Policy.

#### **A. Authorized International Travel**

International travel by school sponsored groups may be approved if such travel supports the curriculum or is for service/competition opportunities related to the group's purpose. International travel will not be a required part of any curriculum and will be considered additional and voluntary opportunities offered to eligible students. School Division appropriated funds will not be used to fund international travel other than for the Global Studies and World Language Academy or when the Superintendent or designee specifically authorizes an exception to this provision. The principal will have final authority to determine if the proposed travel meets such criteria. The Superintendent or designee is authorized to develop regulations regarding excusing students and staff members from school and/or work to participate in international travel. Proposed international travel must be fully approved by the Superintendent or designee prior to soliciting for trip attendees or beginning fund raising efforts. Planning for



such trips will also include, but not be limited to consideration for: disruption of the educational environment; age appropriateness for students involved; adequate and appropriate chaperone coverage; special needs of students and chaperones including disability and economic circumstances; safety of participants; and other and good just cause as determined by the Superintendent or designee.

## **B. Global Studies and World Language Academy Special Provisions**

The Global Studies and World Language Academies (GSWLA) may be granted exceptions to this Policy and applicable regulations for international travel that is directly related to the goals, coursework, and program expectations of the GSWLA-. International travel approved for GSWLA students must be directly linked to grant funded trips, dual enrollment, or special projects developed and organized through the GSWLA in partnership with organizations such as corporate partners, colleges, or universities. GSWLA may be authorized to host exchange programs with programs from other countries.

Adopted by School Board: September 6, 2017

Reviewed by School Board: February 13, 2024

## INSTRUCTION

### **Non-School Division (VBCPS) Sponsored Educational Courses**

With prior approval from the principal or designee, students may receive a standard or verified credit for approved non-School Division sponsored educational courses in subjects not available to them through the school's schedule. If the course is determined to be equivalent to that offered in a regular school program and supervised by a person authorized to do so in accordance with Virginia Department of Education policy or regulation, credit may be awarded for successful completion of such course.

The Superintendent or designee is authorized to determine if a private educational course qualifies for and if the conditions for course completion meet the requirement for awarding credit. Unless approved by the principal or designee, students should not be excused from the regular school day to participate in private educational courses.

Adult students or parents/legal guardians of minor students will be responsible for tuition fees, supplies, technology, materials and other costs associated with such courses in which they elect but are not required by the School Division to enroll or participate.

Adopted by School Board: December 4, 2017

Reviewed by School Board: February 13, 2024

## INSTRUCTION

### **Naval Junior Reserve Officers Training Corps (NJROTC)**

The School Board authorizes the establishment of a Naval Junior Reserve Officers Training Corps (NJROTC) Unit within the School Division.

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

*See agreement between the School Board and the U.S. Department of the Navy.*

*Regulations for placement and advancement for NJROTC instructors and assistant instructors see "Memorandum of Understanding 1992-93" at pp. 23 and 24.*

### **Legal Reference**

The Reserve Officer Training Corps Act of 1964 (Public Law 88-647), as amended.

Junior Reserve Officers' Training Corps, 10 U.S.C. §2031, as amended.

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

Amended by School Board: April 18, 2017

Reviewed by School Board: February 13, 2024

## INSTRUCTION

### **Governor's School for the Arts**

The Governor's School for the Arts (GSA) is a regional school program for exceptionally talented 9th - 12th grade public school students that provides premiere arts training in a conservatory style in six departments: Dance, Instrumental Music, Musical Theatre, Theatre & Film, Visual Arts, and Vocal Music. The mission and goals of the school include: providing a center for innovation that develops excellence, nurtures creativity, inspires artistic vision and builds communities with a passion for the arts; providing exceptional performance and exhibition experiences in state-of-the-art facilities; preparing students to meet the most rigorous admission requirements of colleges, universities, conservatories, internships and other related career opportunities; and offering instruction through classes, performances, and cross-disciplinary opportunities by a faculty of professional instructors, artists and mentors. Students must be recommended by their school divisions and audition for admission to the school.

The Governor's School for the Arts serves the school divisions of Chesapeake, Franklin, Norfolk, Portsmouth, Isle of Wight, Southhampton, Suffolk and Virginia Beach. Each school division participates on the governing board and provides funding and services to support the program. The School Board authorizes participation in the Governor's School for the Arts in accordance with its bylaws and will appoint a School Board liaison to the Governor's School for the Arts.

Adopted by School Board: May 17, 1988

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

Amended by School Board: September 6, 2017

Amended by School Board: February 13, 2024



**Subject:** Religious Exemption **Item Number:** 15C

**Section:** Consent **Date:** Feb. 13, 2024

**Senior Staff:** Matthew D. Delaney, Chief Schools Officer

**Prepared by:** Richard Sidone, Student Conduct/Services Acting Coordinator

**Presenter(s):** Leeane Turnbull, Director, Office of Student Leadership

**Recommendation:**

That the School Board approve Religious Exemption RE-23-16 and RE-23-17.

**Background Summary:**

Administration finds documentation meets the threshold requirements stipulated in Virginia Code.

Virginia Code §22.1-254.B.1 states the following:

“B. A school board shall excuse from attendance at school:

1. Any pupil who, together with his parents, 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”

Virginia Code § 22.1-254.D.1 states the following:

“D. A school board may excuse from attendance at school:

1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school”

**Source:**

Virginia Code §22.1-254.B.1 and §22.1-254.D.1  
School Board Policy 5-12, Legal Withdrawal

**Budget Impact:**

None



**Subject:** Energy Performance Contracts **Item Number:** 15D

**Section:** Consent **Date:** Feb. 13, 2024

**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 an energy performance contract with Noresco in the amount of \$2,384,763. This contract authorizes the construction phase of the process. Facilities included in this project are Shelton Park Elementary School, Tallwood High School and Holland Road Annex.

Recommended work includes lighting and building envelope improvements.

**Background Summary:**

The Commonwealth of Virginia authorizes and encourages public bodies to enter into contracts for installation and upgrading to energy efficient equipment. Between 2007 and 2020, sixty-one VBCPS schools have had energy savings measures installed or implemented.

Contract Amount:	\$2,384,763
Budgeted Amount:	\$3,200,000

**Source:**

School Board Policy 3-90  
Virginia Code §11-34.1

**Budget Impact:**

CIP 1-016 Renovations and Replacements – Energy Performance Contracts



**Subject:** Gifted Resource-Cluster Program: Comprehensive Evaluation **Item Number:** 15E

**Section:** Consent **Date:** Feb. 13, 2024

**Senior Staff:** Lisa A. Banicky, Ph.D., Executive Director

**Prepared by:** Noël G. Williams, Ph.D., Program Evaluation Specialist  
Heidi L. Janicki, Ph.D., Director of Research and Evaluation  
Lisa A. Banicky, Ph.D., Executive Director  
Office of Planning, Innovation, and Accountability

**Presenter(s):** Noël G. Williams, Ph.D., Program Evaluation Specialist  
Office of Planning, Innovation, and Accountability

**Recommendation:**

That the School Board approve the administration's recommendations that were proposed in response to the Gifted Resource-Cluster Program: Comprehensive Evaluation Report.

**Background Summary:**

The Gifted Education Program in Virginia Beach City Public Schools (VBCPS) is a kindergarten through grade 12 program consisting of multiple service delivery models for intellectually and artistically gifted students. The program evaluation focused on the Gifted Resource-Cluster Program which is one model within VBCPS for providing gifted services to students identified as intellectually gifted in grades 2 through 12 in their neighborhood schools. Within the Gifted Resource-Cluster Program, groups or clusters of identified intellectually gifted students are assigned to a classroom with a cluster teacher who collaborates with the gifted resource teacher (GRT) to provide differentiated curriculum and instruction.

According to School Board Policy 6-26, "Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually." On September 13, 2022, the School Board approved the 2022-2023 Program Evaluation Schedule, in which the Gifted Resource-Cluster Program was recommended for a comprehensive evaluation after the planned evaluation during 2021-2022 was postponed due to continuing challenges related to the COVID-19 pandemic. The Local Plan for the Education of the Gifted served as a framework for the evaluation. The comprehensive evaluation of the Gifted Resource-Cluster Program during 2022-2023 focused on the student identification process and characteristics of students in the resource-cluster program, staff selection and professional learning related to the program, delivery of services and curriculum and instruction, family involvement and collaboration, progress made toward meeting student outcome goals, and stakeholders' perceptions of the program. 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:**



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

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

#### Gifted Resource-Cluster Program: Comprehensive Evaluation

The table below indicates the proposed recommendations resulting from the **Gifted Resource-Cluster Program: Comprehensive Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2023 Program Evaluation	Administration's Recommendations
<u>Information</u> January 23, 2024  <u>Consent</u> February 13, 2024	Gifted Resource-Cluster Program: Comprehensive Evaluation	<ol style="list-style-type: none"><li>1. Recommendation #1: Continue the Gifted Resource-Cluster Program with modifications noted in recommendations 2 through 8. (<i>Responsible Group: Department of Teaching and Learning</i>)</li><li>2. Recommendation #2: Examine the resource-cluster program to determine where curriculum can provide more challenge for gifted students, including providing access to high-quality authentic assessments that would allow for feedback about the gifted curriculum goals and benchmarks. (<i>Responsible Group: Department of Teaching and Learning</i>)</li><li>3. Recommendation #3: Develop a variety of program options to provide high school students the opportunity to work with the GRT to meet students' needs, especially related to their social and emotional growth. (<i>Responsible Group: Department of Teaching and Learning</i>)</li><li>4. Recommendation #4: Encourage gifted students to participate in authentic experiences, such as work-based learning and service learning experiences. (<i>Responsible Groups: Department of Teaching and Learning, Schools</i>)</li></ol>	The administration concurs with the recommendations from the program evaluation.



School Board Meeting Date	Evaluation	Recommendations From the Fall 2023 Program Evaluation	Administration's Recommendations
<p><u>Information</u> January 23, 2024</p> <p><u>Consent</u> February 13, 2024</p>	<p>Gifted Resource-Cluster Program: Comprehensive Evaluation</p>	<p>5. Recommendation #5: Encourage building administrators to participate in professional learning related to the Gifted Education Program and specifically, the resource-cluster program in their schools. <i>(Responsible Groups: Department of Teaching and Learning, Department of School Leadership)</i></p> <p>6. Recommendation #6: Develop and implement a communication plan for families of gifted students to provide parents information about their gifted child's education, including opportunities for involvement in their gifted child's education and information about their gifted child's academic and social-emotional growth as part of the program. <i>(Responsible Groups: Department of Teaching and Learning, Department of Communications and Community Engagement)</i></p> <p>7. Recommendation #7: Continue implementing strategies related to the referral and identification processes to increase opportunities for students in underrepresented groups to be identified for gifted services in the resource-cluster program. <i>(Responsible Group: Department of Teaching and Learning)</i></p> <p>8. Recommendation #8: Conduct an evaluation update during the 2025-2026 school year focused on progress related to the recommendations from the program evaluation. <i>(Responsible Group: Office of Planning, Innovation, and Accountability)</i></p>	<p>The administration concurs with the recommendations from the program evaluation.</p>



Subject: Textbook Adoption: AP Japanese Item Number: 15F1

Section: Consent Date: Feb. 13, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Crystal L. Wilkerson, Ph.D., Director of K-12 and Gifted Programs

Kelly F. Arble, K-12 World Languages Coordinator

Presenter(s): Crystal L. Wilkerson, Ph.D., Director of K-12 and Gifted Programs

**Recommendation:**

That the School Board approve the following high school textbook as recommended by the Japanese Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
AP Japanese	<i>Dekiru! An Ap Japanese Preparation Course (1st Ed.)</i>	Cheng & Tsui	2021

**Background Summary:**

The members of the Japanese Textbook Adoption Committee reviewed textbooks and materials sent by publishers. The committee evaluated the textbooks based on their alignment to the College Board Advanced Placement framework and the digital resources it provides for students and teachers. The textbooks were reviewed by teachers, parents, and student representatives. The textbooks were available for public comment and review at the Holland Road Annex/School Administration Building and two Virginia Beach Public Libraries. After reviewing the textbooks, the Japanese Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2024.

The proposed textbooks will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
AP Japanese	<i>Adventures in Japanese 3, 4th Edition, Cheng &amp; Tsui</i>	2014	7

**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
AP Japanese	\$2,430.12	\$270.19

**World Languages: AP Japanese  
Textbook Adoption  
Implementation for Fall 2024**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (3%/yr.)	Total Implementation Cost
AP Japanese	<b>First Choice:</b> <i>Dekiru! An Ap Japanese Preparation Course (1st Ed.)</i> , Cheng & Tsui Publishers	5	\$2,114.89	\$315.23	\$2,430.12
	<b>Second Choice:</b> <i>Compass Japanese Intermediate Interactive Workbook (1st Ed.)</i> , Kurosio Publishers	5	\$234.95	\$35.24	\$270.19

# **TEXTBOOK ADOPTION RECOMMENDATION**

## **WORLD LANGUAGES AP Japanese**

**February 13, 2024**

*Department of Teaching and Learning  
Office of K-12 and Gifted Programs*

**WORLD LANGUAGES**  
**AP Japanese**  
**TEXTBOOK ADOPTION TIMELINE**

June 2023	All Japanese teachers were invited to serve on the Textbook Adoption Committee. Four teachers accepted the invitation to serve on the committee.
Summer 2023	<p>Quotes and sample materials were requested from two vendors. An RFP was not required since the purchase is under \$100,000.</p> <p>Teachers were given textbooks and associated materials including online access to review and evaluate.</p>
September 2023	The Textbook Adoption Committee met to discuss the textbooks. Prior to the meeting, each committee member completed an evaluation form for each textbook. The team discussed their individual evaluations, built consensus, and determined which textbooks were their first and second recommendation.
October 2023	An announcement calling for public review of the textbook materials was made through the Call-to-Action Page on the VBSchools website. The recommended textbooks and QR code link to evaluation forms were made available at the Holland Road Annex/School Administration Building, and the Central and Princess Anne Branches of the Virginia Beach Public Library to allow for public comments. No public comments were received.
December 2023	The K-12 World Languages coordinator used the recommendations from the committee to prepare the report for the School Board.

**WORLD LANGUAGES**  
**AP Japanese**  
**TEXTBOOK ADOPTION COMMITTEE**

**City-Wide Representative**

Kelly Arble, K-12 World Languages Coordinator

**Instructor Representatives**

Nora Benedict, Salem High School

Sanae Kenner, Bayside High School

Hiromi Lamberson, Kempsville High School

Shigemi Oikawa, Ocean Lakes High School

**Parent Representative**

Laurn Beales

Barbara Brown

Beth Von St. Paul

Karla Weeks

**Student Representatives**

Japanese students from Tallwood High School

**WORLD LANGUAGES TEXTBOOK ADOPTION**  
**AP Japanese**  
**FIRST-CHOICE RECOMMENDATION**

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

*Dekiru! An Ap Japanese Preparation Course* (1st Ed.), Cheng & Tsui Publishers

The recommended textbooks display the following strengths:

- Aligns to the thematic course content and skills outlined in the AP Japanese language and culture curriculum framework set forth by the College Board.
- Includes ample opportunities to develop interpretive, interpersonal and presentational communication skills.
- Promotes cultural awareness through an emphasis on authentic, real-world tasks and connections to cultural products, practices perspectives.
- Provides numerous activities in the same format and layout as the AP exam and includes an emphasis on all the components of the exam.
- Online learning site provides access to the full text in addition to supplementary audio, video, reference tools, activities, assignments and features for teacher-student communication.

**FIRST-CHOICE RECOMMENDATION**  
**IMPLEMENTATION COSTS FOR**  
*Dekiru! An Ap Japanese Preparation Course* (1st Ed.)

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%/yr.)	Total Implementation
<i>Dekiru</i> FluencyLink Student Digital Access (6yr.)	One per student	\$249.99	5	\$1,249.95	\$185.49	\$1,435.44
<i>Dekiru</i> FluencyLink Teacher Digital Access (6yr.)	One per teacher	\$459.99	1	\$459.99	\$69.00	\$528.99
<i>Dekiru! An AP Japanese Preparation Course</i> Print Book	One per student	\$80.99	5	\$404.95	\$60.74	\$465.69
<b>Total Implementation Cost</b>				<b>\$2,114.89</b>	<b>\$315.23</b>	<b>\$2,430.12</b>

**WORLD LANGUAGES TEXTBOOK ADOPTION**  
**AP Japanese**  
**SECOND-CHOICE RECOMMENDATION**

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

*Compass Japanese Intermediate Interactive Workbook* (1st Ed.), Kurosio Publishers

The recommended textbook displays the following strengths:

- Well-organized and includes can-do lists at the beginning of each chapter.
- Is consistent with a proficiency-oriented approach to Japanese language learning that allows students to build competency in the four communicative skills, listening, speaking, reading, and writing.

The recommended textbook displays the following limitations:

- Does not provide online resources or teacher materials.
- Content is not directly aligned with the AP Japanese Language and Culture curriculum framework.

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

*Compass Japanese Intermediate Interactive Workbook* (1st Ed.), Kurosio Publishers

<b>Textbook</b>	<b>Allocation</b>	<b>Cost</b>	<b>Number Needed</b>	<b>Initial Implementation</b>	<b>Five-Year Projected Costs (3%/yr.)</b>	<b>Total Implementation</b>
<i>Compass Japanese Intermediate Interactive Workbook</i>	One per student	\$46.99	5	\$234.95	\$35.24	\$270.19
<b>Total Implementation Cost</b>				\$234.95	\$35.24	\$270.19





**Subject:** Textbook Adoption: K-3 Elementary Language Arts **Item Number:** 15F2

**Section:** Consent **Date:** Feb. 13, 2024

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

**Prepared by:** Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning  
Cari Hall, Elementary English Language Arts Coordinator

**Presenter(s):** Lorena L. Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

**Recommendation:**

That the School Board approve the following elementary language arts textbook for grades kindergarten through third as recommended by the Elementary Language Arts Textbook Adoption Committee for implementation in the fall of 2024.

Course Title	Textbook	Publisher	Copyright
Language Arts K-3	<i>Into Reading</i>	<i>Houghton Mifflin Harcourt</i>	2020

**Background Summary:**

The members of the Elementary Language Arts Textbook Adoption Committee reviewed textbooks included on the state approved list for K-3. The Virginia Literacy Act (VLA) requires all divisions adopt and implement a core instructional program from the state approved list. The committee evaluated the textbooks based on their alignment to the standards and the digital resources they provide for students and teachers. Teachers, professors, parents, students and administrator representatives reviewed the textbooks. The recommended textbooks were available for public comment and review at the School Administration Building and the Meyera E. Oberndorf Central Library. After reviewing the textbooks, the Elementary Language Arts Textbook Adoption Committee recommends HMH Into Reading as their first-choice for implementation in the fall of 2024.

A negotiation team, including the executive director of elementary teaching and learning, the coordinator for elementary language arts, and representatives from the Office of Procurement Services, communicated with the appropriate personnel from the publishing companies to discuss a preliminary contract for the full adoption cycle, pending approval by the School Board.

The proposed textbook will replace the current VBCPS curriculum resources.

**Budget Impact:**

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
K-3 Elementary English Language Arts	<i>HMH Into Reading - \$2,350,504.00</i>	<i>Benchmark Advance - \$2,615,105.00</i>

**English Language Arts  
Textbook Adoption  
Implementation for Fall 2024**

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Three Year Additional Costs (3%/yr.)	Total Implementation Cost
K-3 ELA	<b>First Choice:</b> <i>HMH Into Reading</i>	18,755	\$2,350,504.00	\$211,545.36	\$2,562,049.36
	<b>Second Choice:</b> <i>Benchmark Advance</i>	18,755	\$2,615,105.00	\$235,359.45	\$2,850,464.45

# **TEXTBOOK ADOPTION RECOMMENDATION**

## **ELEMENTARY ENGLISH LANGUAGE ARTS KINDERGARTEN-THIRD GRADE**

**February 13, 2024**

*Department of Teaching and Learning  
Office of Elementary Teaching and Learning*

**ELEMENTARY ENGLISH LANGUAGE ARTS  
KINDERGARTEN-THIRD GRADE  
TEXTBOOK ADOPTION TIMELINE**

June 2023	The Virginia Department of Education released the list of approved core instructional programs.
October 2023	All educators on the curriculum writing committee were invited to participate on the Elementary Language Arts Textbook Adoption Committee. Sixteen teachers/specialists accepted the invitation to serve on the committee.
October 2023	The committee members were given online access to review and evaluate the six approved K-3 textbooks.
November 2023	Each committee member completed an evaluation form for each textbook. The team reviewed their individual evaluations and determined which textbooks were the top two recommendations.
November 2023	An announcement calling for public review of the textbook materials was made through the Call-to-Action Page on the VBSchools website. The recommended textbooks and evaluation forms were made available at the School Administration Building and the Meyera E. Oberndorf Central Library to allow for public comments for 30 days.
December 2023	Negotiations were conducted with the executive director of elementary teaching and Learning, the coordinator for elementary language arts, representatives from the Office of Procurement Services, and publishing companies.
December 2023	The Elementary Language Arts Textbook Adoption Committee reviewed the summary of public comment, and the elementary language arts coordinator used the recommendation from the committee to prepare the report for the School Board.

## TEXTBOOK ADOPTION TIMELINE

### **Elementary Language Arts K-3**

#### **Instructor Representatives for Elementary Language Arts K-3**

Taryn Bailey - Thalia Elementary  
Jeanelle Paden - Providence Elementary  
Mariah Tracy - Christopher Farms Elementary  
Lacey Kaden - Alanton Elementary  
Kasey Haddock – King’s Grant Elementary  
Denise Thornton - Shelton Park Elementary  
Raye Jean VanNostrand - North Landing Elementary  
Kimberly Ellis - College Park Elementary  
Bridget Buchinger - Malibu Elementary  
Brittany Brunelle - Parkway Elementary  
Leyla Caralivanos - John B. Dey Elementary  
Elaine Shindelar - White Oaks Elementary  
Amy Paulson - Pembroke Elementary  
Lynn Lear - Alanton Elementary  
Alisa Williams - Shelton Park Elementary  
Analiese Smith - Corporate Landing Elementary

#### **Parent Representative**

Alicia Broadwater, Holland Road Elementary  
Jessica Kelly, Rosemont Elementary  
Katie Abramson, Old Donation Center

#### **Administrator Representatives**

Greg Furlich, John B. Dey Elementary  
Brandon Lugo, Diamond Springs Elementary  
Tashenna Wiggins, Lynnhaven Elementary  
Jennifer Haws, Corporate Landing Elementary

#### **Student Representatives**

Students from Salem ES, Rosemont ES, and Thoroughgood ES

#### **Professor Representative**

Rebecca John, University Professor

# ELEMENTARY ENGLISH LANGUAGE ARTS KINDERGARTEN-THIRD GRADE TEXTBOOK ADOPTION TIMELINE

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

## Elementary Language Arts K-3: *HMH Into Reading*

The recommended textbook displays the following **strengths**:

- The program resources are teacher friendly and provide a Structured Literacy Teacher’s Guide.
- The program provides explicit writing instruction.
- The characters represent diverse cultures and content is age appropriate.
- The textbook provides meaningful information to differentiate in small groups and individually.
- The program includes home-to-school connections.

## Elementary Language Arts K-3: *HMH Into Reading*

The recommended textbook displays the following **limitations**:

- Decodable texts and other supplemental materials may need to be printed.
- Although the program provides lessons for differentiated instruction, responses indicated consideration for additional supplemental resources.

## FIRST-CHOICE RECOMMENDATION IMPLEMENTATION COSTS FOR Elementary English Language Arts

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Three-Year Projected Costs (3%/yr.)	Total Implementation
HMH Into Reading	Kindergarten – 3 2020 Virginia Into Reading Package with 3 years digital	\$108.30 K-2 <sup>nd</sup> \$98.30 3 <sup>rd</sup>	18,755 (student)	\$2,350,504.00	\$211,545.36	\$2,562,049.36
<b>Total Implementation Cost</b>				<b>\$2,350,504.00</b>	<b>\$211,545.36</b>	<b>\$2,562,049.36</b>

**ELEMENTARY ENGLISH LANGUAGE ARTS  
KINDERGARTEN-THIRD GRADE  
TEXTBOOK ADOPTION TIMELINE**

The Elementary English Language Arts Textbook Adoption Committees recommends the following textbook as its second choice for adoption by Virginia Beach City Public Schools:

**Elementary Language Arts: *Benchmark Advance***

The recommended second choice textbook displays the following **strengths**:

- The program provides strong levels of support for teachers.
- The online portal is easy to navigate and includes videos and resources to support implementation.
- The program connects assessment and instruction.
- The program unit themes promote content integration while building student background knowledge.

The recommended second choice textbook displays the following **limitations**:

- The textbook provides a stronger emphasis on knowledge building rather than foundational literacy skills.
- The program uses text developed solely by Benchmark developers.

**SECOND-CHOICE RECOMMENDATION  
IMPLEMENTATION COSTS FOR  
Elementary Language Arts**

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Three-Year Projected Costs (3%/yr.)	Total Implementation
Benchmark Advance Print Books Bundled with Digital Access	Kindergarten -3	\$4,080.00 K-1	319	\$2,615,105.00	\$235,359.45	\$2,850,464.45
	Benchmark Advance Package with 3 years digital	\$4,675.00 2 -3	541 (class)			
<b>Total Implementation Cost</b>				<b>\$2,615,105.00</b>	<b>\$235,359.45</b>	<b>\$2,850,464.45</b>



**Subject:** Personnel Report **Item Number:** 16A

**Section:** Action **Date:** Feb. 13, 2024

**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 February 13, 2024, 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  
February 13, 2024  
2023-2024

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	1/17/2024	Susan B Patrick	Kindergarten Assistant	Eastern Virginia Medical Schl, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	1/24/2024	Laquanta K Smith	School Administrative Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	1/31/2024	Kelly B Wilson	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Centerville	1/31/2024	Michael C Akins	Physical Education Assistant	Old Dominion University, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	1/31/2024	Caroline C Zarpas	Special Education Assistant	George Mason University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	1/11/2024	Samuel L Scott	Custodian II Head Night	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	1/17/2024	Jamie L Barker	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	1/31/2024	Kolton J Krug	Technology Support Technician	University of Hawaii West Oahu, HI	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	John B. Dey	1/24/2024	Molly Case	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	1/17/2024	Tre Wright	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	1/25/2024	Cara A Holzhausen	Special Education Assistant	Arizona State University, AZ	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	1/17/2024	Susan Ashley	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	1/31/2024	Carmen R Sawko	Kindergarten Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	2/1/2024	Isabelle D Figueroa	Kindergarten Assistant	Virginia Wesleyan University, VA	Eunique Beginnings, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	1/17/2024	Jamie N Greene	Physical Education Assistant, .500	Univ South Carolina Columbia, SC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	2/2/2024	David Perchak	Baker/Cook	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	1/29/2024	Maria Nancy Larce	Baker/Cook	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	2/5/2024	Jodelle A Callender	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	1/24/2024	Lindsey M Patterson	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	1/24/2024	Stephen A Thomas	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	1/17/2024	Angelica Jak	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	1/30/2024	Roy J Lopez	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	1/31/2024	Sandra A Long	Physical Education Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	1/17/2024	JulieAnne Maceira	Clinic Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	1/17/2024	Lisa Christian	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	1/31/2024	Kareem N Parker	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	2/8/2024	Juan M Correa III	Custodian III Head Night	Not Applicable	Sentara Norfolk General, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	2/1/2024	Defang Zhang	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	2/16/2024	Arthur G Sibert	Custodian III Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	1/30/2024	Sherry B White	Student Activities Coordinator	Radford University, VA	Virginia Beach Parks & Rec, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	1/31/2024	Jennifer L Craddolph	Cafeteria Assistant, 5.5 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	2/5/2024	Joseph A Walker	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	1/24/2024	Edward C Rosete	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	1/17/2024	Jacqueline Birt	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	2/1/2024	Michelle D Bruno	Special Education Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	1/22/2024	Shannon Kelley	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Bayside	1/24/2024	Alicia N Yates	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Bayside	1/24/2024	Demetrice A Young	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	1/22/2024	Christopher J Terry	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	1/17/2024	Nagaraja K Sudunagunta	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	1/31/2024	Ann Lee	School Office Associate II	College of William and Mary, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	1/17/2024	Kimberly Savage	Security Assistant	Not Applicable	Hampton Roads Regional Jail, VA
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	2/5/2024	Shawn Lawrence	Custodian I	Not Applicable	St. Marys County Public School, MD
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	2/12/2024	Tatjana H Roth	Instructional Specialist	College of William and Mary, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	2/15/2024	David A Ihrig	General Maintenance Craftsman II	Not Applicable	Norfolk State University, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	1/17/2024	Sarah A Tudor	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/17/2024	Joseph H Brown	Bus Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/17/2024	Tarina C Fleetwood	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/17/2024	Mariah M Simon	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/17/2024	Carole Wagner	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/18/2024	Courtney L Caccia	Fleet Technician II	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/18/2024	Natalie A Franquiz	Fleet Technician II	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/24/2024	Gilbert S Gifford	Bus Driver, 6.5 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/31/2024	Julie Berry	Bus Driver, 6.5 Hours	East Tennessee State Univ, TN	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	1/31/2024	Virginia Bolden	Bus Assistant, 7.0 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	1/12/2024	Jennifer Diaz	General Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	1/31/2024	Aaron M Kennedy	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	2/1/2024	Christina M Ebey	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	1/28/2024	Leslie E Harris	School Administrative Associate I (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	1/26/2024	Jack D Diaz	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Fairfield	2/5/2024	Gabriel Samaniego	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Parkway	1/26/2024	Erin N Soso	Baker/Cook (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	1/31/2024	Annalettes R Bell	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Shelton Park	2/2/2024	Tasha N Prosha	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	1/25/2024	Darria T Fortson	Security Assistant, .400 (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Landstown	2/1/2024	Annabel P Iafraio	Special Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	First Colonial	1/24/2024	Joshua C Nardone	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Green Run	1/12/2024	Angela M Schouten	Cafeteria Assistant, 4.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Green Run	1/25/2024	Barbara Green	Drivers Education Instructor, .400 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	1/30/2024	Jennifer D Lanz	Assistant Principal (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	2/2/2024	Gennifer E Zumbro	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	2/13/2024	Latoya P Worsley	ISS Coordinator (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	2/6/2024	Kristine M Troch	Coordinator Social Studies (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	2/14/2024	Chase D Passaro	Electrical Craftsman II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	2/2/2024	Tina L Chatmon	General Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	1/26/2024	Allen L Hollingsworth	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	1/29/2024	Kara E Hughes-Bowling	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	1/31/2024	Julie Berry	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	2/2/2024	Frank K Berkheimer	Bus Driver Plan Bee, 7.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	2/5/2024	Zebadiah J Kipps	Bus Driver, 6.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Cooke	1/22/2024	Anne Marie Triguelero	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Lynnhaven	1/31/2024	Linda J Jones	Kindergarten Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Lynnhaven	6/30/2024	Michael E Brown	Distance Learning Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Plaza	6/30/2024	Pauletta D Spruill	School Administrative Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Cox	6/30/2024	Matthew P Leon	School Improvement Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Landstown	2/29/2024	Richard D McCollum	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Communications & Community Engagement	1/31/2024	Leon A Kelly	Custodian IV Head Day	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Teaching and Learning	6/30/2024	Susan E Faulkner	Instructional Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Programs for Exceptional Children	6/30/2024	Carol F Blackwell	Instructional Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Leadership	2/29/2024	Cathleen M Coward	School Nurse	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Support Services	6/30/2024	Donna N Whiteside	School Social Worker	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	1/24/2024	Carly K Scheuer	Fourth Grade Teacher	Western Governors University, UT	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Brookwood	1/24/2024	Johnathan I Black	Fourth Grade Teacher	Old Dominion University, VA	Military
Assigned to Instructional Salary Scale	Appointments - Elementary School	Glenwood	1/22/2024	Karen A Edsall	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	1/17/2024	Catherine F Fitzpatrick	First Grade Teacher	James Madison University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	1/17/2024	Courtney E Gard	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	1/26/2024	Trisha D Lee	School Counselor	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke Meadows	2/12/2024	Leslie A Jameson	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	1/26/2024	Suzanne Brock	First Grade Teacher	College of William and Mary, VA	LAUSD, CA
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	1/29/2024	Paul N Hawkins	Health & Physical Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	2/1/2024	Naima B Abdul-Khaliq	Special Education Teacher	Walden University, MN	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	1/17/2024	Nayeli D Tamez Garcia	Spanish Teacher, .600	Universidad Autonoma de Nuevo Leon, MX	VBPCS
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	1/24/2024	Kaylee F Adler	School Counselor	Liberty University, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	1/31/2024	Kayla Bisette	English Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	1/31/2024	David S Goads	Social Studies Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	1/24/2024	Majora S Gooden	English Teacher	Norfolk State University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Salem	1/17/2024	Cajan L Nelms	Naval Science Instructor	Not Applicable	US Navy
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	1/31/2024	Christopher I Harts	Seventh Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Great Neck	6/30/2024	Christopher T Brinkac	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Kempsville	6/30/2024	Amanda Marsh	Seventh Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	1/31/2024	Nicholas P Gauck	Eighth Grade Teacher (active duty military)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2024	Amber G Senecal	Seventh Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	1/19/2024	Joshua Denkler	Seventh Grade Teacher (personal reasons)	Not Applicable	Not Applicable

Personnel Report  
Virginia Beach City Public Schools  
February 13, 2024  
2023-2024

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	6/30/2024	Hayley E Crews	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Lynnhaven	2/16/2024	Anita L Monroe	Seventh Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2024	Katherine S Nesbitt	Eighth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	2/2/2024	Ashley C Hitch	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run Collegiate	6/30/2024	Janine D Mobley-Burke	English Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kempsville	6/30/2024	Kathleen N Guzman	Marketing Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	6/30/2024	Justin K Henaghan	Science Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Advanced Technology Center	6/30/2024	Anna-Lisa M Wanack	Marketing Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Technical And Career Education Center	5/8/2024	Denise C Flores	Nursing Instructor (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Newtown	1/31/2024	Annarino L Bolden	School Counselor	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Kempsville	6/30/2024	Michael J Malla	Health & Physical Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Larkspur	6/30/2024	Christine Daniels-Acevedo	Computer Science Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Lynnhaven	1/22/2024	Thomas R Prochilo	Eighth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Plaza	6/30/2024	Julie A Brown	Literacy Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Princess Anne	6/30/2024	Carole W Forbes	Teen Living Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Princess Anne	6/30/2024	Michelle S Roan	Seventh Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Princess Anne	6/30/2024	Mary C Smith	Gifted Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Salem	6/30/2024	Anne E Faircloth	Literacy Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Virginia Beach	6/30/2024	Linda M Schooley	Sixth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Bayside	6/30/2024	Margarete N Brandon	English Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Cox	6/30/2024	Cynthia L Hiltz	Health & Physical Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Green Run	6/30/2024	Deborah R Briscoe	Reading Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Green Run	6/30/2024	Felix Robles	Naval Science Instructor	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Green Run Collegiate	6/30/2024	Melinda A Liebau	Mathematics Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Kellam	6/30/2024	Kathy B Brasington	Science Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Kempsville	6/30/2024	Christopher S Doherty	Art Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Kempsville	6/30/2024	Kathleen M Schiafone	Music/Vocal Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Landstown	6/30/2024	Valerie McQueen-Vance	Naval Science Instructor	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Ocean Lakes	6/30/2024	Samuel Caraballo	Spanish Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Ocean Lakes	6/30/2024	Erika L Connolly	Social Studies Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Ocean Lakes	6/30/2024	Barbara J Newman	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Ocean Lakes	6/30/2024	Tina P Treptor	Spanish Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Renaissance Academy	6/30/2024	Jodi L Leo	Literacy Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Salem	6/30/2024	Thomas G Clouser	Social Studies Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Salem	6/30/2024	W Tabb Pearson	Social Studies Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Miscellaneous	Adult Learning Center	6/30/2024	Daniel G Stringent	ALC Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Miscellaneous	Office of Programs for Exceptional Children	6/30/2024	Valerie J Wesseldine	Special Education Teacher	Not Applicable	Not Applicable



**Subject:** Policy Review Committee Recommendations **Item Number:** 16B1

**Section:** Action **Date:** Feb. 13, 2024

**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 December 14, 2023 meeting.

**Background Summary**

1. Policy 6-65/Library Media Centers/Profession Libraries- The PRC recommends proposed numbering changes.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of December 14, 2023

## INSTRUCTION

### **Library Media Centers/Professional Libraries**

#### **1. A. Generally**

Each school shall maintain an organized library media center as the resource center of the school and provide a unified program of media services and activities for students and teachers. This facility shall contain ~~as~~ print and digital resources, which are sufficient to meet research, inquiry and reading requirements of the instructional program and general student interest.

Subject to approval by the School Board, selected media centers or libraries may be opened and staffed during a limited number of early morning, afternoon and/or evening hours.

#### **2. B. Materials and Equipment**

Each school shall provide a variety of materials and equipment to support the instructional program.

#### **3. C. Professional Libraries**

Professional materials for use by school employees shall be maintained in each media center or in the central administration office.

### **Legal Reference**

Virginia Board of Education Regulations 8 VAC 20-131-10 *et seq.*, as amended. Establishing Standards for Accrediting Public Schools in Virginia.

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

Amended by School Board: February 15, 1994

Amended by School Board: October 20, 1998

Amended by School Board: March 21, 2017

Amended by School Board: February 13, 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Larrick



**Subject:** Petition for Writ of Special Election and Appointment Process for Interim School Board Member- District 4 **Item Number:** 16C

**Section:** Action

**Date:** February 13, 2024

**Senior Staff:** N/A

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

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

**Recommendation:**

That the School Board review and provide guidance on the proposed process for filing a Petition for Writ of Special Election and the Appointment Process for the Interim School Board Member – District 4.

**Background Summary**

Staci R. Martin, School Board Member District 4 (term January 1, 2023- December 31, 2026) has tendered her resignation as School Board Member – District 4 effective 11:59 pm on February 13, 2024. In accordance with Code of Virginia § 24.2-226 requires the School Board to pass a Resolution authorizing a Petition for Writ of Special Election and to file with the Circuit Court a Petition for a Writ of Special Election within fifteen (15) days of the date of vacancy.

Additionally, Code of Virginia §22.1-29 requires the School Board to appoint an Interim School Board to fill the vacancy until a new School Board Member for District 4 is elected at the next general election and takes the oath of office. Seven or more days prior to appointing the Interim School Board Member for District 4, a public hearing to receive comments regarding the candidates must be held. Notice of the public hearing must be published in a newspaper of general circulation no less than seven days before the public hearing. The School Board may not appoint any person to fill the vacancy whose name was not published as a candidate for the appointment.

To comply with the statutory requirements regarding the Petition of Writ of Special Election and the Appointment of an Interim School Board Member - District 4, it is recommended that the School Board adopt the Proposed Resolution for Petition of Writ of Special Education, adopt the proposed calendar, adopt the proposed application and notices, and authorize the School Board Attorney, the School Board Clerk, the Superintendent or designees the School Board Chair and Vice Chair to take necessary actions to implement the Petition for Writ of Special Election and the Appointment process not handled by the School Board.

**Source:**

Code of Virginia §§ 22.1-29, 22.1-29.1, 24.2-226, 24.2-228, 24.2-681, 24.2-682, as amended  
Charter of the City of Virginia Beach, Virginia Chapter 16.05, as amended  
School Board Bylaw 1-15, as amended  
Code of Virginia § 24.2-226, as amended  
Code of Virginia § 24.2-228, as amended  
Code of Virginia § 22.1-29, as amended  
Code of Virginia § 22.1-29.1, as amended

**RESOLUTION**  
**DIRECTING THAT A PETITION FOR A WRIT OF SPECIAL ELECTION BE FILED**  
**AND THE SCHOOL BOARD ADOPT A CALENDAR AND PROCESS FOR**  
**APPOINTING AN INTERIM SCHOOL BOARD MEMBER DISTRICT 4**

**WHEREAS**, Staci Martin School Board Member District 4 elected for a term of January 1, 2023 through December 31, 2026 has submitted her resignation from the School Board effective February 13, 2024 11:59 p.m.; and

**WHEREAS**, the Code of Virginia §24.2-226 (1950), as amended, and City Charter § 16.05, as amended, require that within fifteen (15) calendar days of the occurrence of the vacancy the School Board must petition the Circuit Court to issue a Writ of Special Election to fill the vacancy as set forth in Virginia Code §24.2-681, *et seq.*, as amended. The Court shall issue the writ ordering the election promptly which shall be no later than the next general election in November; and

**WHEREAS**, the next general election following Mrs. Martin's resignation will be on November 5, 2024; and

**WHEREAS**, the Code of Virginia §24.2-228 and §22.1-29.1 (1950), as amended, require that the no later than forty five (45) days from the date of the vacancy, the School Board appoint a qualified representative to fill the vacated School Board position until qualification of a new School Board Member following the special election. If the School Board fails to make an appointment within that time, the Circuit Court will appoint an interim representative.

**NOW, THEREFORE, be it resolved that**

1. The School Board directs the School Board Attorney, the Clerk of the School Board and the Chair and Vice Chair of the School Board to take all appropriate actions necessary to file a Petition for a Writ of Special Election in the Circuit Court.
2. The School Board adopts a calendar and procedure for appointment of an Interim School Board Member District 4 until such time as a duly elected and qualified School Board Member District 4 takes office. The School Board Attorney, the Clerk of the School Board, the Chair and Vice Chair, and the Superintendent are authorized to take actions not taken by the School Board and necessary to implement the appointment process.

Adopted by the School Board of the City of Virginia Beach this 13<sup>th</sup> day of February 2024.

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Kimberly A. Melnyk  
Chair

ATTEST:

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Regina M. Toneatto  
Clerk of the Board

**TIMELINE: PETITION FOR SPECIAL ELECTION/APPOINTMENT INTERIM SCHOOL BOARD MEMBER DISTRICT 4**

<b>DATE</b>	<b>EVENT</b>
<b>JANUARY 30, 2024</b>	ANNOUNCEMENT OF INTENT TO RESIGN EFFECTIVE FEBRUARY 14, 2024
<b>FEBRUARY 6, 2024</b>	SPECIAL MEETING TO DISCUSS THE APPOINTMENT PROCESS AND REVIEW APPLICATION
<b>FEBRUARY 13, 2024</b>	RECOGNITION OF STACI MARTIN'S SERVICE AS SCHOOL BOARD MEMBER
	SCHOOL BOARD ADOPTS RESOLUTION FOR PETITION FOR WRIT FOR SPECIAL ELECTION, APPLICATION AND APPOINTMENT PROCESS
	11:59 PM FINAL DAY OF STACI MARTIN'S TERM
<b>FEBRUARY 14, 2024</b>	FIRST DAY OF VACANCY OF DISTRICT 4 POSITION
	NOTICE OF VACANCY POSTED ON VBSCHOOLS.COM AND APPLICATIONS AVAILABLE ONLINE
<b>FEBRUARY 16, 2024</b>	SCHOOL BOARD ATTORNEY FILES PETITION FOR WRIT OF SPECIAL ELECTION WITH COURT
<b>FEBRUARY 26, 2024</b>	SUBMIT PUBLIC HEARING NOTICE TO VIRGNIAN PILOT/NOTICE ON VBSCHOOLS.COM
<b>FEBRUARY 28, 2024</b>	PUBLIC HEARING NOTICE PUBLISHED IN VIRGINIAN PILOT – APPROXIMATE DATE
<b>MARCH 4, 2024</b>	APPLICATION DEADLINE 3:00 PM
<b>MARCH 5, 2024</b>	FINAL DATE FOR PUBLIC HEARING NOTICE TO BE PUBLISHED IN VIRGINIAN PILOT/NOTICE ON VBSCHOOLS.COM
<b>MARCH 1-5, 2024</b>	BACKGROUND CHECKS AND SOCIAL MEDIA CHECKS ONGOING
<b>MARCH 7, 2024</b>	LIST OF CANDIDATES PUBLISHED ON VBSCHOOLS.COM/AGENDA
<b>MARCH 12, 2024</b>	PUBLIC HEARING ON APPLICANTS
	CLOSED SESSION - SCHOOL BOARD CHOSSES APPLICANTS FOR INTERVIEWS
<b>MARCH 26, 2024</b>	OPEN SESSION SCHOOL BOARD INTERVIEWS OF CHOSEN APPLICANTS
	VOTE ON APPOINTMENT OF DISTRICT 4 SCHOOL BOARD MEMBER
<b>MARCH 27, 2024</b>	SWEARING IN OF SCHOOL BOARD MEMBER DISTRICT 4
	ORIENTATION OF SCHOOL BOARD MEMBER DISTRICT 4
<b>MARCH 30, 2024</b>	LAST DAY OF 45 DAY PERIOD TO APPOINT DISTRICT 4 SCHOOL BOARD MEMBER
<b>NOVEMBER 5, 2024</b>	SPECIAL ELECTION OF SCHOOL BOARD MEMBER DISTRICT 4
<b>NOVEMBER 2024</b>	ELECTED SCHOOL BOARD MEMBER DISTRICT 4 TAKES OFFICE





**Subject:** Closed Session **Item Number:** 17

**Section:** Closed Session **Date:** Feb. 13, 2024

**Senior Staff:** N/A

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

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

**Recommendation:**

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraphs 1, 2, 3, 7, 8 and 29 as amended, to deliberate on the following matters:

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

2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. 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.

3. Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body.

7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

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

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

Namely to discuss:

- A. Status of pending employee discipline cases and complaints
- B. Discussion with staff regarding status of certain matters related to real property related to educational services
- C. Discussion and legal advice concerning PPEA related projects
- D. Status of pending student cases and complaints
- E. Decision on student discrimination complaint
- F. Status of pending litigation or administrative cases.
- G. 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



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

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

### **SCHOOL BOARD BYLAWS**

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

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

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

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

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

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

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

##### **C. Other expressive activities during meetings**

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The

School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting
- Other conduct that violates decorum and order as determined by the Chair or designee

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

**D. Other methods of communicating with the School Board**

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including [SchoolBoard@VBCPSBoard.com](mailto:SchoolBoard@VBCPSBoard.com) or email individual School Board Members in addition to those provided at School Board meetings.

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out

items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.
- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- G.** No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.