



School Board Service

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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

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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., Acting Superintendent

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

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

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 23rd 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, broadcast on VBTV 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 versus 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.

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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.



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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 23rd 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, broadcast on VBTV 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 6th 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 23rd 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 the 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 16th 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; 21st 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 1st and 5th 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 (1st 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>	<i>Houghton Mifflin Harcourt</i>	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 – 11th 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. Breaux, 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 23rd 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 9th, 10th and 11th 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 6th 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