



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

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District 2

Jennifer S. Franklin, Vice Chair
District 2 – Kempsville

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At-Large

Kathleen J. Brown
District 10

Michael R. Callan
District 6

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District 8

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At-Large

Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
District 9

Donald E. Robertson, Ph.D., Superintendent

School Board Regular Meeting Proposed Agenda Tuesday, September 10, 2024

School Administration Building #6, Municipal Center

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

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

Attendee link: <https://us02web.zoom.us/join/wn-QfK-prkCRgO5hdNHqRIVkw> Call-in (301) 715-8592 ID 854 4983 5689

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 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 September 9, 2024.

Closed Session.....3:30 p.m.

1. Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 4:00 p.m.

- A. School Board Administrative Matters and Reports
- B. Employee Input Survey Responses
- C. Integrated Systems of Support

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. VHSL Class 5 - 400 Meter State Champion – Bayside High School
- B. National Pitch Competition Winner – Entrepreneurship and Business Academy, Kempsville High School
- C. VHSL Class 5 – Baseball State Champions – First Colonial High School

8. Adoption of the Agenda

9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)

10. Approval of Meeting Minutes

- A. August 27, 2024 Regular School Board Meeting

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

The School Board will hear public comments at the September 10, 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 September 10, 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., September 10, 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.



12. Information

- A. Budget Calendar: School Operating Budget FY 2025/26 and FY 2025/26 - FY 2030/31 Capital Improvement Program **Updated 09/10/2024**
- B. Schedule of School Board Meetings through June 30, 2025

13. Return to public comments if needed

14. Consent Agenda

- A. Policy Review Committee (PRC) Recommendations:
 - 1. Policy 2-42/School Support Process
 - 2. Policy 3-5/Budget/Generally
 - 3. Policy 3-6/Budget: Preparation and Approval
 - 4. Policy 3-8/Small, Woman-Owned, Service Disabled Veterans and Minority-Owned Business Participation in School Division Procurements
 - 5. Policy 3-90/Contract Execution Policy for Capital Improvement Program (CIP) Projects
 - 6. Policy 4-10/Conditions of Employment
- B. Program Evaluation Schedule for 2024-2025
- C. Local Plan for the Education of the Gifted

15. Action

- A. Personnel Report / Administrative Appointments **Updated 09/13/2024**

16. Committee, Organization or Board Reports

17. Return to Administrative, Informal, Workshop or Closed Session matters (as needed)

18. Adjournment



Subject: Closed Session Item Number: Pre-Meeting

Section: Closed Session Date: September 10, 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, 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. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student and the student involved in the matter is present, provided the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Department of Internal Audit – status of pending administrative investigations.
- B. VEC demand letter.
- C. Status of pending litigation or administrative cases.
- D. 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: Employee Input Survey Responses **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** September 10, 2024

Senior Staff: Darnita L. Trotman, Ed.D., Chief Human Resources Officer

Prepared by: Department of Human Resources

Presenter(s): Stephanie A. Enzmann, Director, Office of Employee Relations

Recommendation:

That the School Board receive information from the Spring 2024 Web-based Employee Input Survey. The presentation will include a review of School Board Policies 2-15 and 4-8, highlight strengths, identify major themes, and provide an overview of the administrative responses to the employee feedback.

Background Summary:

The Employee Input Process, guided by School Board Policies 2-15 and 4-8, is designed to foster open, two-way communication among employees, the School Board, and administration. This system encourages collaboration to continuously improve the School Division. The process empowers employees to influence operational decisions, aligning with the mission and goals of Virginia Beach City Public Schools.

On May 28, 2024, the Office of Planning, Innovation, and Accountability presented quantitative data to the School Board based on employees' responses to an online anonymous survey. This presentation aims to outline the initiatives and adjustments made by departments and offices in response to employee feedback.

Source:

Goal 4 of the School Division's Strategic Plan

Budget Impact:

Staff Resources



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Employee Input Survey Responses

Department of Human Resources
School Board Workshop
September 10, 2024

Agenda:

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- Review Policy 2-15 and Policy 4-8
- Biennial Quantitative Data Comparison
- VBCPS Strengths and Major Themes
- Administrative Actions



School Board Policy

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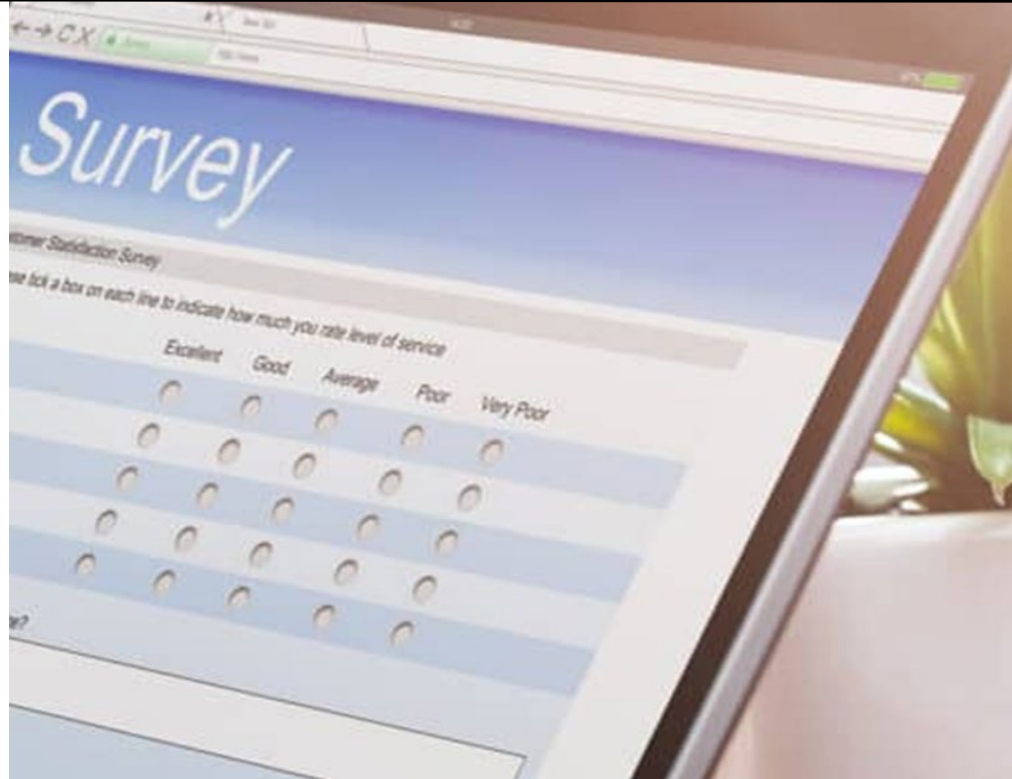
Policy 2-15, Communication with Staff

- The School Board and the Superintendent endorse a two-way system of open communication among employees, the School Board, and the administration. This system is based on the belief that all stakeholders, working together as a team, need to focus on the continuous improvement of the School Division. (Adopted by SB on 3/18/75; amended 1990, 1991, 1992, 1997, 2006, and 2013; Reviewed 9/13/2022)

Policy 4-8, Employee Input Process

- In an effort to support the Mission and Goals of Virginia Beach City Public Schools, an Employee Input Process shall be implemented. Pursuant to School Board Policy 2-15, the purpose of the Employee Input Process is to provide opportunities to staff to express ideas and make suggestions for continuous improvement of the School Division. (Adopted by SB on 7/13/1993; amended 1997, 1999, 2007, and 2016; Reviewed 9/13/2022)

Employee Input Process: Garnering Feedback



Conducted biennially through:

- Web-based Survey
- Face-to-Face Interactions
- Virtual Meetings

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Biennial Data Comparison

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VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

2022 EMPLOYEE SURVEY RESULTS SUMMARY LEVEL OF AGREEMENT AND SATISFACTION AMONG ALL PERSONNEL

Agreement/Satisfaction Bands (Based on rounding to the whole number.)

49% or Lower 50% - 79% 80% or Higher

Resources and Information

At my school/work site, I have quality resources that I need to do my job well.

My school/work site helps new hires learn and adjust to their jobs.

The information that I need to do my job effectively is easily accessible.

My supervisor provides me with feedback for continuous improvement.

Working Relationships

At my school/work site, my opinions are valued, respected, and encouraged.

At my school/work site, individual differences such as gender, race, sexual orientation, disability, and educational background are respected.

At my school/work site, I am treated fairly and equitably.

At my school/work site, staff collaborate and consider different approaches for resolving issues.

At my school/work site, I am encouraged to work as part of a team.

I feel a sense of belonging at my school/work site.

My supervisor holds staff accountable for their actions.

Professional Development

The opportunities for professional development/training offered by the school division are appropriate to meet the needs of my job.

The school division offers flexible opportunities for professional development/training.

The school division supports leadership development among staff.

The school division offers opportunities for advancement.

My role in supporting the VBCPS strategic plan, Compass to 2025, is clear.

My role in supporting the educational equity emphases as part of the VBCPS strategic plan, Compass to 2025, is clear.

All Personnel	All Instructional Personnel	Teachers - Elementary	Teachers - Secondary	Specialists	Paraprofessional/Teacher Assistants - Elementary	Paraprofessional/Teacher Assistants - Secondary	All Administrative Personnel	Assistant Principals - Elementary	Assistant Principals - Secondary	Principals - Elementary	Principals - Secondary	Central Office Administrators	All Clerical Personnel	Clerical - Elementary	Clerical - Secondary	Clerical - Quinlan Office	School Division Services	Classroom	Food Service Staff	Transportation	
82	81	82	82	77	78	79	92	95	93	97	96	90	87	78	89	92	76	77	78	81	62
67	66	66	64	71	66	63	80	98	92	100	96	68	69	58	77	70	70	73	79	73	47
76	75	76	75	75	75	72	84	88	88	94	93	79	77	67	82	80	75	66	77	86	66
77	77	81	77	77	70	73	80	93	83	97	89	73	78	72	76	85	73	71	75	82	59
70	69	73	65	78	70	65	85	95	88	100	93	79	75	62	77	83	60	57	63	89	46
86	86	88	84	88	85	84	92	100	96	97	96	89	85	75	90	89	77	79	72	84	71
79	80	82	77	83	79	80	88	95	86	97	96	84	80	68	82	88	70	64	67	78	66
74	74	77	74	79	68	68	88	93	88	100	96	84	72	65	74	77	63	63	66	89	46
84	85	87	85	85	82	78	90	95	86	100	96	88	80	75	82	83	78	74	81	85	67
75	74	76	72	75	75	75	85	95	79	100	96	81	77	63	80	87	67	63	69	75	55
69	68	68	66	73	68	67	81	90	86	100	93	74	89	62	67	76	65	63	71	70	54
64	63	65	65	57	59	58	72	79	74	100	78	65	63	52	74	61	61	51	69	72	44
66	66	70	69	55	54	57	75	83	77	97	89	68	64	56	76	58	57	51	67	64	39
61	60	62	61	52	57	57	72	90	79	100	81	61	60	54	69	55	56	49	67	66	36
55	53	55	54	43	50	51	69	86	68	94	89	60	57	44	61	65	59	50	70	67	43
61	62	67	63	55	52	52	80	93	91	100	96	70	45	50	45	47	49	46	61	51	36
59	60	66	60	50	51	48	74	90	82	97	85	63	45	48	47	45	47	44	61	49	25

Notes: Agreement and satisfaction levels are based on five-point Likert scales with a neutral option. Percents are based on the number of respondents who selected a response on the Likert scale.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

2024 EMPLOYEE SURVEY RESULTS
SUMMARY LEVEL OF AGREEMENT AND SATISFACTION
AMONG ALL PERSONNEL

Agreement/Satisfaction Bands (Based on rounding to the whole number.)

49% or Lower 50% - 79% 80% or Higher

Resources and Information

At my school/work site, I have quality resources that I need to do my job well.	83	82	84	80	81	81	79	91	95	87	100	95	90	90	88	96	87	78	80	84	82	72
My school/work site helps new hires learn and adjust to their jobs.	67	65	67	64	67	64	58	82	95	90	100	91	73	65	65	71	58	68	66	77	72	61
The information that I need to do my job effectively is easily accessible.	78	78	79	77	77	78	75	84	90	83	97	91	80	74	67	80	75	74	61	84	82	70
My supervisor provides me with feedback for continuous improvement.	78	79	83	79	80	73	65	80	90	79	97	91	74	77	74	79	78	72	79	73	83	61

Working Relationships

At my school/work site, my opinions are valued, respected, and encouraged.	70	70	74	67	78	64	62	80	88	78	97	95	75	75	71	78	74	60	60	65	75	48
At my school/work site, individual differences such as gender, race, sexual orientation, disability, and educational background are respected.	86	86	89	85	85	84	81	91	95	94	100	95	88	89	88	90	88	79	78	75	86	76
At my school/work site, I am treated fairly and equitably.	80	81	84	79	83	76	76	86	90	86	100	95	81	80	76	87	78	71	62	69	80	70
At my school/work site, staff collaborate and consider different approaches for resolving issues.	73	73	75	75	76	65	64	82	83	76	100	95	78	74	73	78	70	64	61	70	73	56
At my school/work site, I am encouraged to work as part of a team.	84	84	87	85	84	81	77	88	93	88	100	95	84	86	81	89	87	79	70	78	87	77
I feel a sense of belonging at my school/work site.	76	76	79	75	74	75	73	80	90	70	97	95	75	78	73	84	77	69	66	65	82	64
My supervisor holds staff accountable for their actions.	67	66	66	66	65	64	67	76	80	76	97	95	70	67	66	66	71	66	66	68	74	60


Professional Development


The opportunities for professional development/training offered by the school division are appropriate to meet the needs of my job.	68	69	71	70	62	64	66	75	83	73	94	82	70	61	59	68	55	67	59	71	79	60
The school division offers flexible opportunities for professional development/training.	67	68	70	71	57	59	65	77	88	73	94	86	73	59	60	68	47	63	60	68	74	54
The school division supports leadership development among staff.	63	63	64	65	55	59	58	77	95	75	100	95	67	53	50	60	89	62	53	73	80	47
The school division offers opportunities for advancement.	59	58	59	58	50	57	60	72	90	75	91	95	62	56	52	54	61	61	51	69	79	48
My role in supporting the VBCPS strategic plan, Compass to 2025, is clear.	67	69	75	71	57	57	49	81	98	94	100	91	71	49	54	48	45	59	52	70	65	51
My role in supporting the educational equity emphases as part of the VBCPS strategic plan, Compass to 2025, is clear.	70	72	78	74	60	64	59	78	98	88	97	86	68	53	57	52	50	60	50	74	67	52

Notes: Agreement and satisfaction levels are based on five-point Likert scales with a neutral option. Percents are based on the number of respondents who selected a response on the Likert scale.

Biennial Data Comparison

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 VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE																							
2022 EMPLOYEE SURVEY RESULTS SUMMARY LEVEL OF AGREEMENT AND SATISFACTION AMONG ALL PERSONNEL		All Instructional Personnel	Teachers - Elementary	Teachers - Secondary	Specialists	Paraprofessionals/Teacher Assistants - Elementary	Paraprofessionals/Teacher Assistants - Secondary	All Administrative Personnel	Assistant Principals - Elementary	Assistant Principals - Secondary	Principals - Elementary	Principals - Secondary	Central Office Administrators	All Clerical Personnel	Clerical - Central Office	Clerical - Elementary	Clerical - Secondary	School Division Services Personnel	Custodians	Food Service Staff	Transportation		
Agreement/Satisfaction Bands (Based on rounding to the whole number.)																							
49% or Lower		50% - 79%																					
80% or Higher																							
Opportunities Within VBPCS																							
The school division has high expectations for all staff.		78	79	83	77	78	78	74	83	88	86	100	93	77	71	58	81	73	71	70	78	71	63
The school division provides me with opportunities to exercise my leadership skills.		60	59	65	60	54	47	51	82	86	88	97	89	76	51	40	55	58	55	57	62	60	32
I'm proud to work in VBPCS.		73	71	73	65	72	80	80	87	90	88	94	93	84	80	70	84	84	76	74	77	79	70
I'm proud to work in my school/department.		81	80	80	78	84	84	83	90	98	88	100	96	87	84	75	83	92	78	76	77	85	71
Benefits																							
Overall benefit package.		55	52	51	47	60	60	59	68	66	57	75	67	70	70	64	70	74	62	50	70	64	66
Salary/compensation.		26	22	20	23	23	19	28	58	50	42	65	78	60	35	35	34	35	33	35	44	29	23
Personal/annual/sick leave benefits.		59	53	51	51	69	57	56	84	90	79	97	85	83	78	84	71	81	71	76	73	68	68
Health plan/vision/pharmacy (e.g., covered services, network of providers, plan design).		50	47	45	44	53	54	53	62	66	50	75	68	61	62	57	59	71	57	46	71	56	57
Health plan premiums.		37	35	32	34	40	41	40	45	51	32	58	50	45	46	36	48	54	47	34	65	45	48
Dental benefits.		50	48	47	46	52	51	48	59	61	55	84	67	54	59	53	60	64	54	41	67	55	55
BEWell (Beach Employee Wellness) program.		69	67	68	64	72	70	68	78	88	71	87	68	77	79	72	83	81	66	45	71	80	64
Employee Assistance/Work-Life program.		47	45	43	44	50	44	53	61	67	58	78	60	58	57	52	57	60	51	35	58	61	49
Life insurance.		54	50	48	49	54	50	54	69	70	57	69	70	72	67	74	63	63	62	53	71	65	61
Legal plan/identity theft benefits.		49	46	44	48	47	43	47	65	61	59	73	42	68	58	60	56	60	52	44	60	52	57
Retirement plan benefits (e.g., Virginia Retirement System, 403(b) and 457 retirement savings plans).		55	52	50	52	63	49	56	72	73	59	82	68	74	67	66	65	70	58	47	68	59	58
Savings/spending accounts (e.g., Health Savings Account, Medical Flexible Spending Account, Dependent Care Reimbursement Account).		57	55	55	56	60	51	51	71	65	52	87	65	75	66	70	66	63	55	51	57	58	54
Financial support for professional development/training (e.g., tuition, reimbursement, conferences, webinars, etc.).		38	35	36	34	32	33	40	53	58	38	50	48	57	43	37	44	48	44	41	50	47	38



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

2024 EMPLOYEE SURVEY RESULTS

SUMMARY LEVEL OF AGREEMENT AND SATISFACTION

AMONG ALL PERSONNEL

Agreement/Satisfaction Bands (Based on rounding to the whole number.)

49% or Lower

50% - 79%

80% or Higher

	All Instructional Personnel	Teachers - Elementary	Teachers - Secondary	Specialists	Paraprofessional/Teacher Assistants - Elementary	Paraprofessional/Teacher Assistants - Secondary	All Administrative Personnel	Assistant Principals - Elementary	Assistant Principals - Secondary	Principals - Elementary	Principals - Secondary	Central Office Administrators	All Clerical Personnel	Clerical - Central Office	Clerical - Elementary	Clerical - Secondary	School Division Services Personnel	Custodians	Food Service Staff	Transportation		
Opportunities Within VBPCS																						
The school division has high expectations for all staff.	76	77	80	77	68	74	73	82	90	90	94	86	76	70	63	77	69	74	67	78	78	71
The school division provides me with opportunities to exercise my leadership skills.	62	62	66	66	54	53	50	84	98	94	97	95	75	46	36	54	47	54	53	67	71	35
I'm proud to work in VBPCS.	79	77	79	75	74	80	83	88	95	96	100	95	85	86	87	87	83	85	83	78	89	86
I'm proud to work in my school/department.	83	82	85	80	83	85	83	87	90	86	100	95	83	86	84	87	85	82	79	77	86	85
Benefits																						
Overall benefit package.	66	63	61	61	71	65	74	77	67	71	80	86	78	74	74	77	71	73	58	79	72	77
Salary/compensation.	36	33	32	36	37	22	34	59	23	53	69	82	63	33	45	34	21	44	38	45	33	53
Personal/annual/sick leave benefits.	66	62	57	63	70	60	65	85	80	86	94	95	84	74	80	69	75	74	79	84	67	73
Health plan/vision/pharmacy (e.g., covered services, network of providers, plan design).	61	58	56	57	65	62	64	71	73	64	73	71	72	71	72	76	66	65	52	78	64	65
Health plan premiums.	57	54	51	52	58	58	64	66	68	58	70	57	68	70	71	71	67	63	48	77	62	62
Dental benefits.	59	56	54	56	60	56	63	67	65	69	66	64	68	70	67	74	67	61	47	72	61	62
BEWell (Beach Employee Wellness) program.	70	68	71	64	70	71	71	80	92	73	80	68	80	76	73	78	75	70	53	86	75	66
Employee Assistance/Work-Life program.	53	49	50	48	50	43	57	70	71	64	77	74	89	57	50	62	59	57	48	69	63	53
Life insurance.	61	58	57	57	63	57	61	75	76	63	84	70	76	89	69	67	71	66	62	81	64	61
Legal plan/identity theft benefits.	57	54	52	54	61	49	61	73	74	69	77	64	74	67	66	66	67	61	54	73	61	59
Retirement plan benefits (e.g., Virginia Retirement System, 403(b) and 457 retirement savings plans).	62	59	58	56	68	59	64	77	83	79	88	77	74	73	74	72	73	67	56	74	89	67
Savings/spending accounts (e.g., Health Savings Account, Medical Flexible Spending Account, Dependent Care Reimbursement Account).	60	58	56	59	68	51	59	78	82	78	83	69	78	64	65	58	89	59	49	72	60	57
Financial support for professional development/training (e.g., tuition, reimbursement, conferences, webinars, etc.).	43	40	39	39	38	42	46	58	64	64	66	38	57	46	46	48	45	53	49	74	59	40

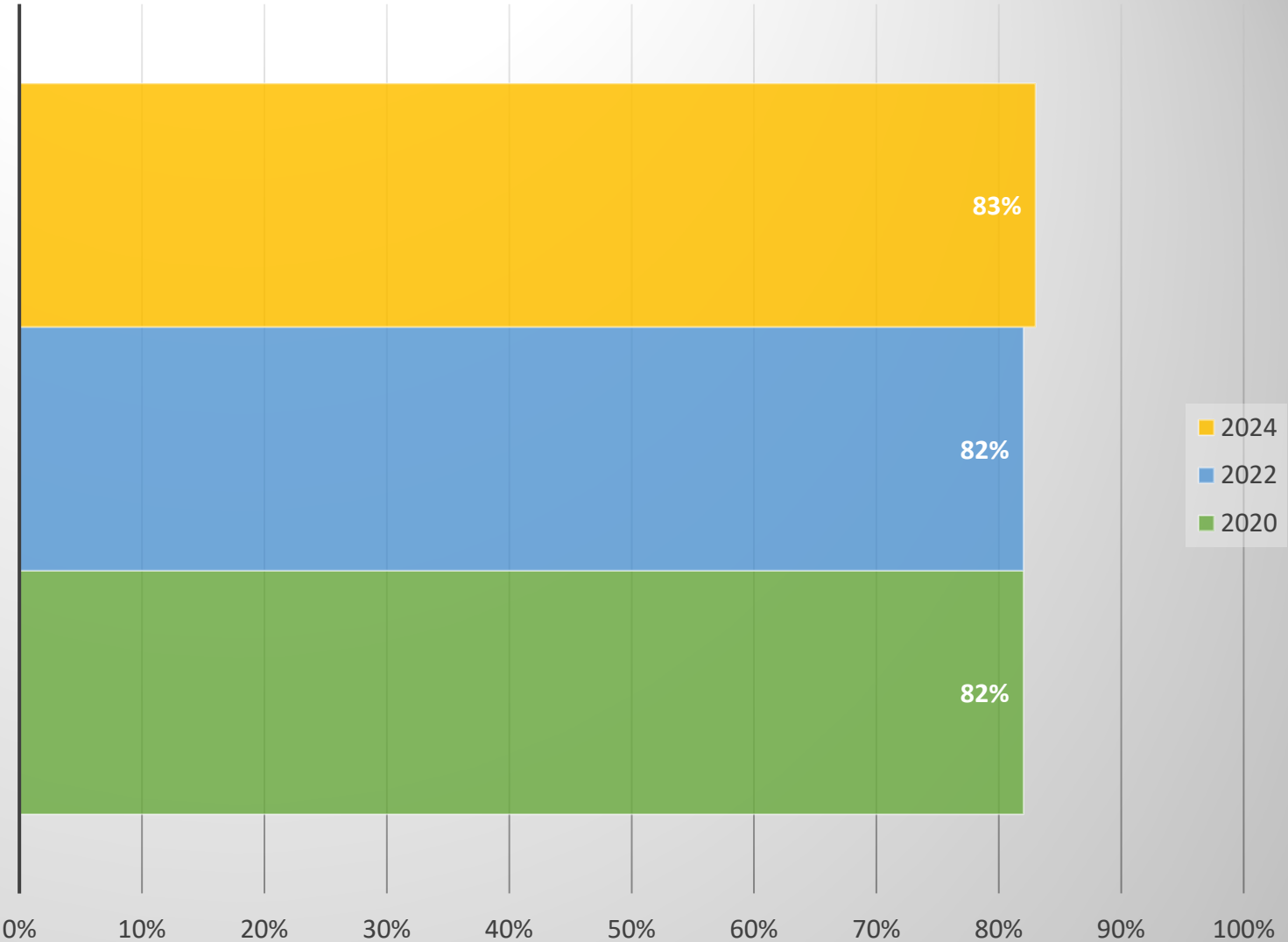
VBCPS Strengths and Major Themes



Strength: Resources and Information

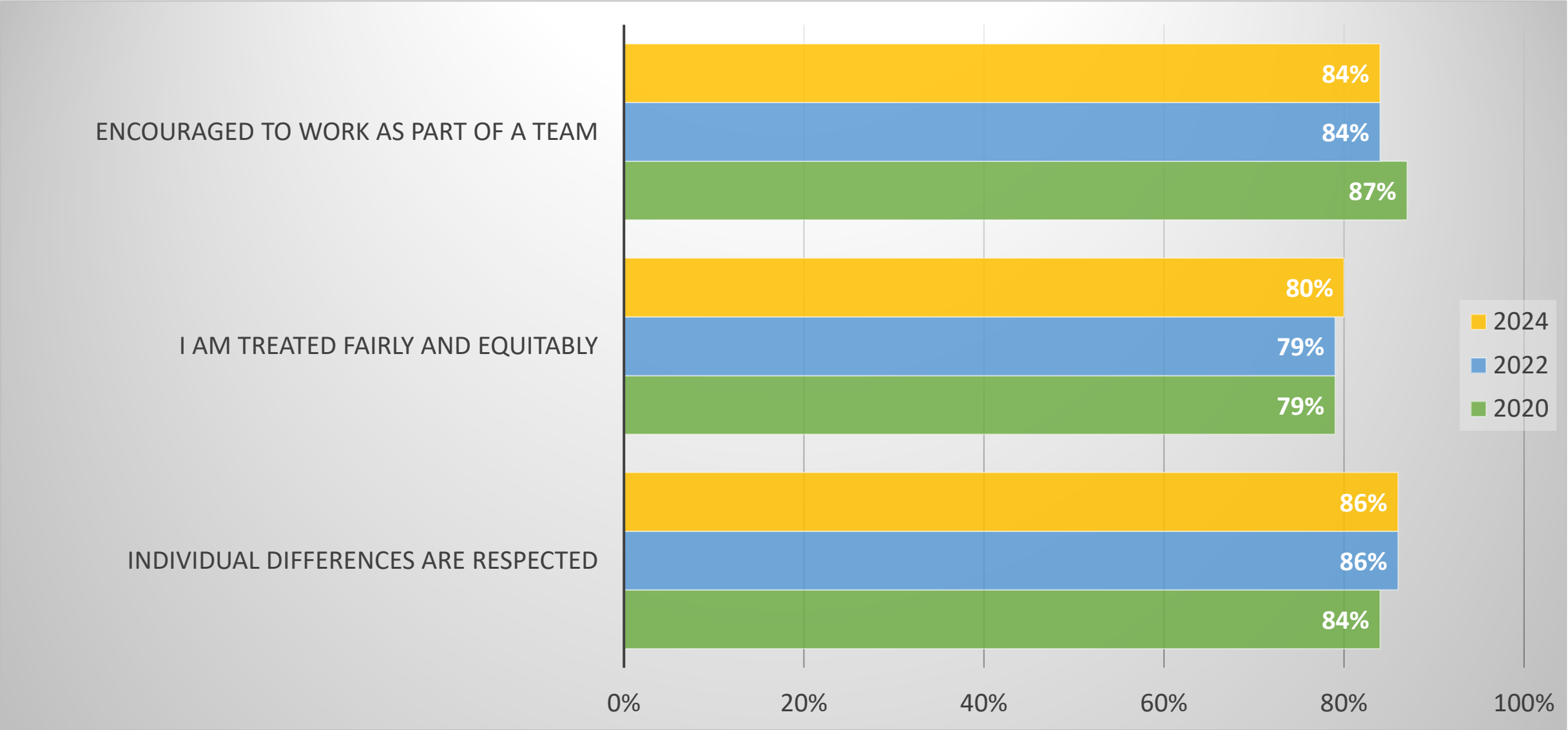
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I HAVE QUALITY RESOURCES TO DO MY JOB WELL



Strength: Working Relationships

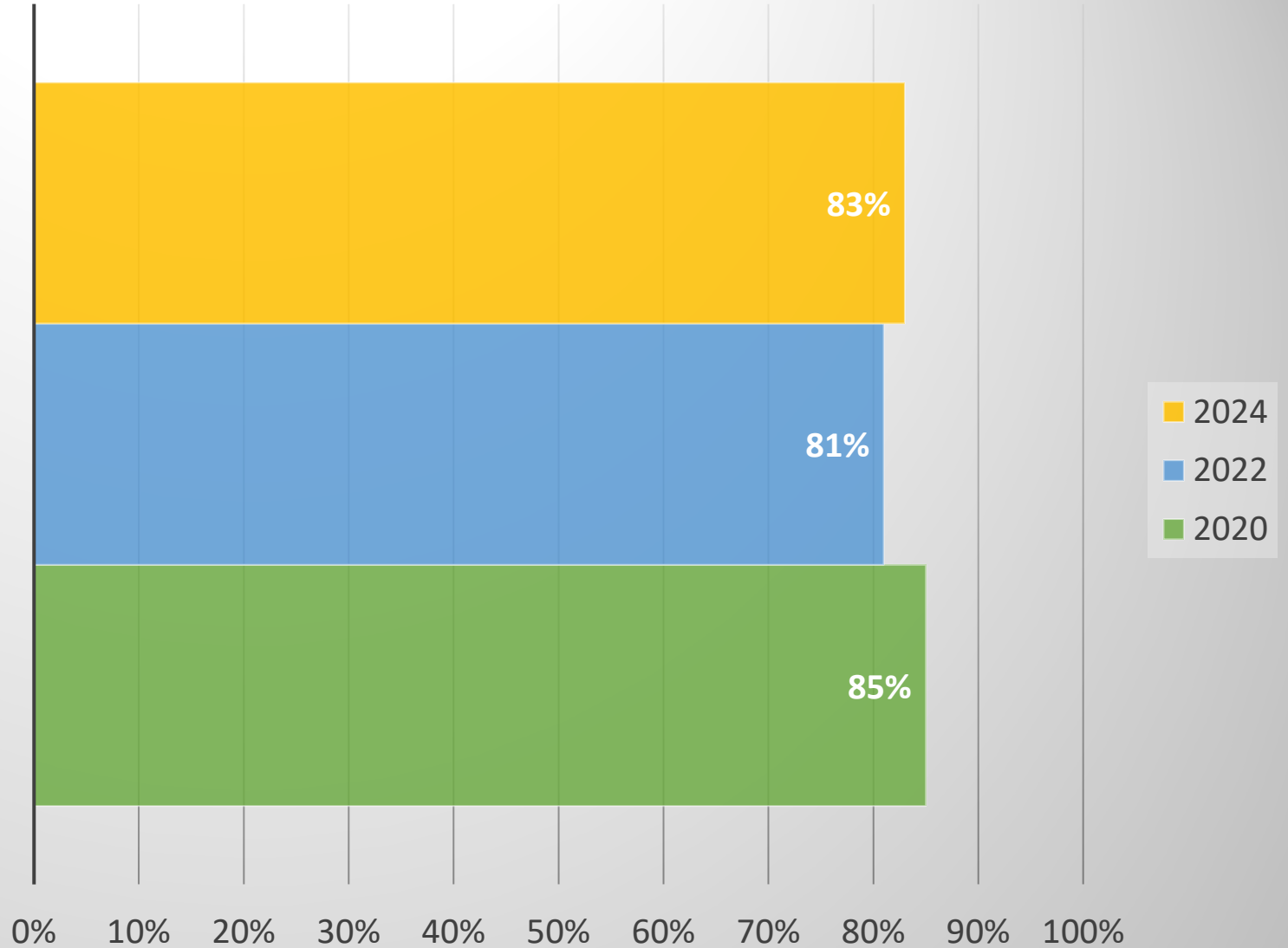
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Strength: Opportunities Within VBCPS

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I AM PROUD TO WORK IN SCHOOL/DEPARTMENT



Major Themes

- Salary and Compensation
- Financial Support for Professional Development and Training
- Employee Assistance/Work-Life Program
- Leadership Skills
- Communication

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Administrative Actions

Salary and Compensation

- Adjusted the instructional and non-instructional pay scales to provide equitable percentages between steps.
- Created a Professional Level II pay grade for certified specialist groups.
- Increased the value of educational allowances and tuition reimbursement.
- Raised the minimum hourly rate for the lowest wage earners to above \$15.00, ahead of the federal 2026 mandate.
- Provided employees with an average 3% pay increase for the 2024-2025 school year.



Financial Support for Professional Development and Training

- Offer free access to employee training with resources such as Udemy
- Increased Tuition Reimbursement to \$1,000
- Discounts through partnerships with educational institutions
- Praxis Support
- Pay for license renewal for current instructional staff
- New educators are compensated to attend New Educator's Orientation

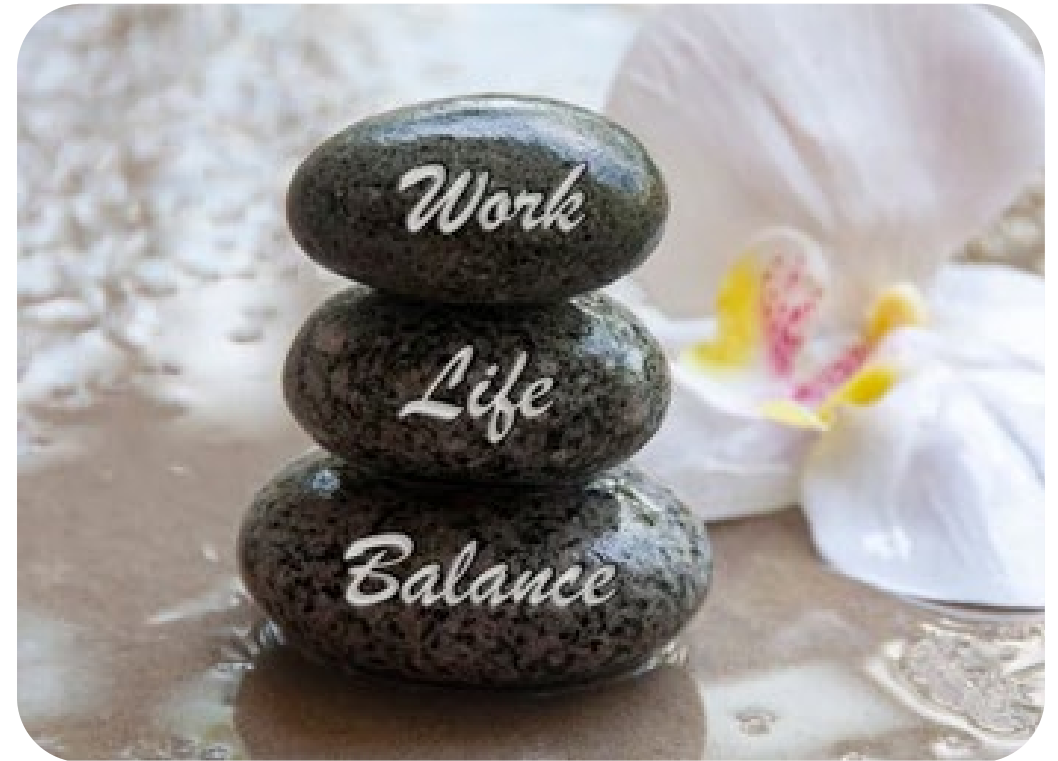


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Employee Assistance/Work-Life Program

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- Volunteer Leave
- Wellness Day
- New EAP Service Provider
- Provide resources to assist employees with nutrition, sleep, mental health, and physical activity to include the BeWell Program
 - Journeys
 - Headspace
 - Wellbeats
 - Webinars and podcasts promoted via Virgin Pulse
- Care Solace



Leadership Skills

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- Assistant Principal Conference
- Revamped principal league meetings and city-wide sessions to provide training on effective feedback and coaching
- Custodial services offers leadership training class
- Aspiring Student Activity Coordinators Program
- Summer Leadership Series
- Office Professional Advisory Board



Communication

Strategic Framework Engagement:

- Explore methods to engage all employees in reviewing the new strategic framework, Compass to 2030, to clarify their roles.
- Snapcomms
- Nichol's Adventures
- Strategic Messaging

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Questions?





Subject: Integrated Systems of Support **Item Number:** 1C

Section: Administrative, Informal, and Workshop **Date:** September 10, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Robert B. Jamison, Executive Director of Student Support Services

Presenter(s): Robert B. Jamison, Executive Director of Student Support Services

Recommendation:

That the School Board receive an overview of the integrated systems of support implemented by Virginia Beach City Public Schools. The presentation will outline how school division staff provide tiered interventions to students through the Student Response Team (SRT) process and how the Virginia Literacy Act requires student reading plans that will be incorporated within current processes.

Background Summary:

The school division began implementing the Student Response Team process in 2016. This process ensures students receive the necessary interventions and supports to experience scholastic success and achievement.

The Virginia Literacy Act requires school divisions to provide reading intervention services to students in need and document these interventions by developing student reading plans.

Source:

Code of Virginia, [§ 22.1-253.13:1 H](#)

Budget Impact:

N/A



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Integrated Systems of Support

School Board Workshop
September 10, 2024

Department of Teaching and Learning



Compass to 2025 Strategic Framework

Goal 1: Educational Excellence

Strengthen the use of Student Response Teams (SRTs) to provide academic intervention and acceleration for learners at all levels (1.10).

Goal 2: Student Well-Being

Continue to use Student Response Teams (SRTs) and the positive behavioral interventions and supports (PBIS) framework to provide social, emotional, and behavioral support to students (2.9).

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GOAL 1

EDUCATIONAL EXCELLENCE

Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile.

EQUITY EMPHASIS

Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Pursue opportunities to expand early childhood education offerings.
2. Further integrate reading and writing across the curriculum and implement a plan for monitoring and improving achievement in these areas.
3. Develop, implement, and monitor a K-12 plan for improving mathematics achievement.
4. Increase student access and opportunities for advanced level coursework.
5. Implement and share teaching practices that foster deeper learning and engagement and are adaptable to diverse student needs (with an emphasis on African American males and students with disabilities).
6. Ensure there are explicit connections within the curriculum to the 5Cs and the attributes in the division's Graduate Profile and use the curriculum in all areas of study to support students' acquisition of these skills and attributes.
7. Maintain a balanced assessment system with an emphasis on standards-based, performance-based, and student-led assessments to meet internal and external accountability requirements.
8. Strengthen the use of Student Response Teams (SRTs) to provide academic intervention and acceleration for learners at all school levels.

GOAL 2

STUDENT WELL-BEING

Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.

EQUITY EMPHASIS

Engage in culturally responsive practices divisionwide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.
2. More deeply integrate social-emotional learning (SEL) into the PreK-12 curriculum.
3. Engage in culturally responsive practices at the classroom, school, and division level.
4. Increase student participation in school and community activities.
5. Use responsive practices such as morning meetings and student advisories to support SEL.
6. Develop students' digital wellness by helping students learn to make responsible decisions in their use of technology.
7. Address physical health through nutrition and fitness programs.
8. Implement procedures to systematically evaluate behavioral and mental health needs and provide programs and services to meet identified needs.

Continue to use Student Response Teams (SRTs) and the positive behavioral interventions and supports (PBIS) framework to provide social, emotional, and behavioral support to students.

Compass to 2025 Strategic Action Agenda for 2024-2025



"Collaboration requires daring leadership from everyone on the team. It means having tough conversations, staying curious and learning to listen." – Brene Brown

Supporting Staff Professional Growth and Well-Being

Promote a positive and productive working environment for all staff by valuing professional growth, collaboration, and well-being.

is critical for

Advancing Educational Equity

Advancing educational equity to improve student outcomes by:

- Employing inclusive teaching practices that support access for engagement and deeper learning for all students.
- Continuing to build the capacity of all staff to adapt their teaching practices to address diverse student needs for the purpose of increasing academic achievement, growth, and belonging for all students.

Using Integrated Systems of Support

Using integrated systems of support to meet student needs by:

- Consistently applying high-quality Tier 1 instruction in all content areas for all students.
- Addressing students' academic, social-emotional, behavioral, and attendance needs through data-informed decision making, effective Tier 1 practices, tiered interventions, and progress monitoring.

Creating Future-Ready Students

Creating future-ready students by:

- Delivering evidence-based literacy and mathematics instruction to ensure all VBCPS students are proficient readers, writers, mathematical thinkers and communicators.
- Continuing to engage students in deeper learning experiences that produce works of substance, promote student-reflection, increase ownership of learning, inform the academic and career plan (ACP) as well as foster the acquisition of the attributes in the division's Graduate Profile.

to accomplish the vision of *Compass to 2025*!

Strategic Action Agenda for 2024-2025

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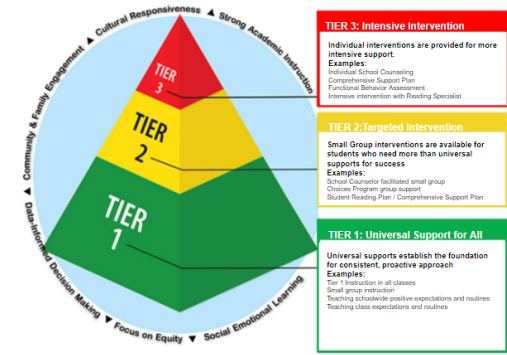
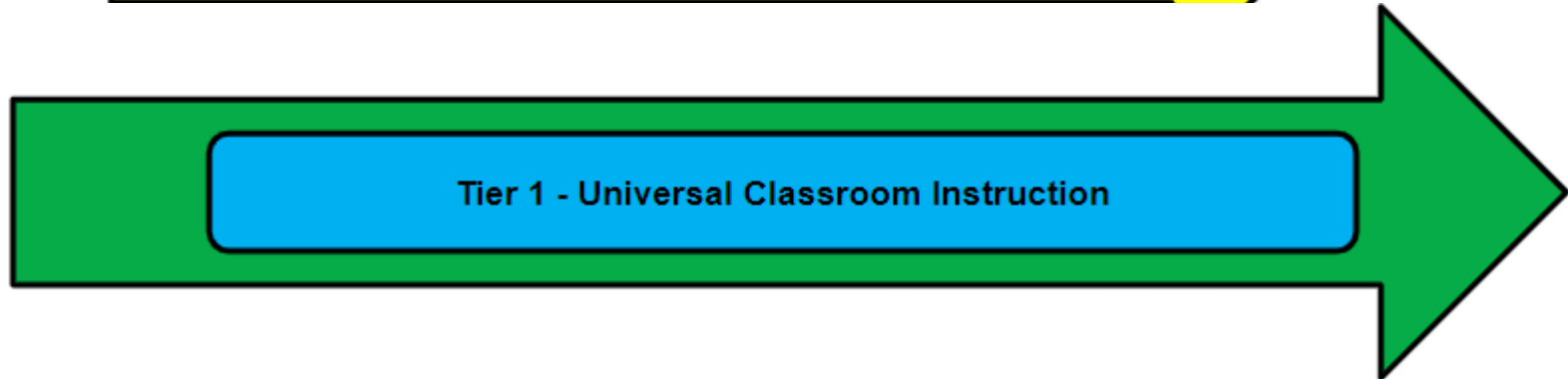
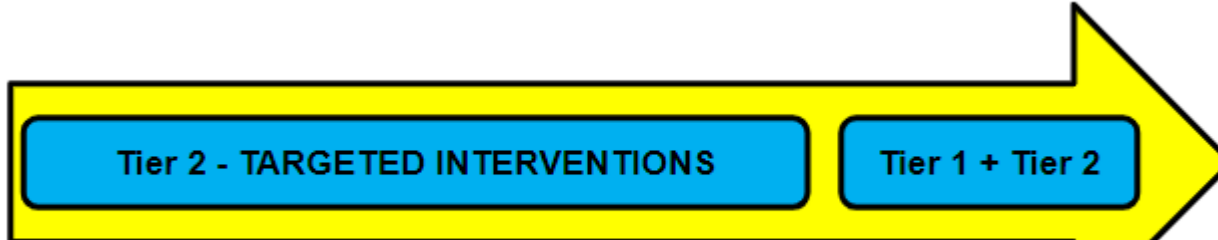
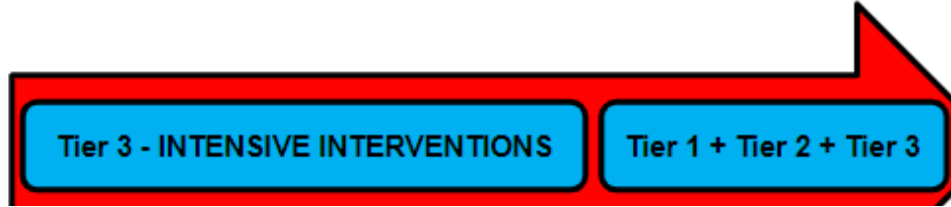
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Integrated Systems of Support

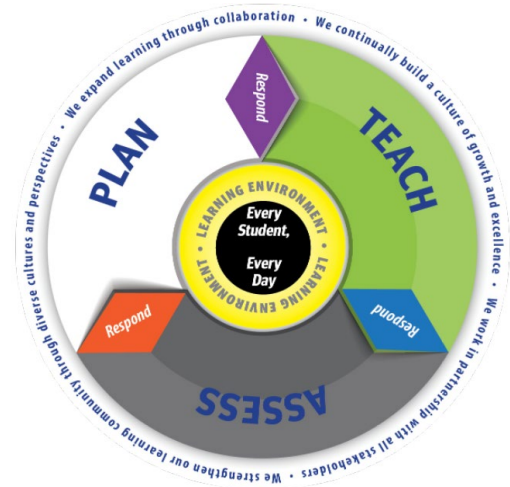


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Teaching and Learning Framework: Responding to student needs

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- Data-driven problem solving
- Evidence-based interventions within a tiered system of support
- Student goals and plans
- Consistent practices across schools



Student Reading Plans (SRP)

- Required by the Virginia Literacy Act (VLA) for grades K-3 beginning 2024-25
- Developed based on results of the Virginia Language and Literacy Screener System (VALLSS)
 - Band of risk: High Risk → Moderate Risk → Low Risk
 - Students in the High band of risk will require a student reading plan and Early Intervention Readiness Initiative (EIRI) intervention

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Professional Learning Support

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SUBJECT TO CHANGE

- Leadership Conference
- Assistant Principal Conference
- DTAL Conference
- Principal League
- Instructional Coach Trainings
- Job-embedded Support
- Office Hours



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Questions



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

Section: Student, Employee and Public Awards and Recognitions **Date:** September 10, 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 Sept. 10, 2024, School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

- A. VHSL Class 5 - 400 Meter State Champion - Bayside High School
- B. National Pitch Competition Winner - Entrepreneurship and Business Academy, Kempsville High School
- C. VHSL Class 5 - Baseball State Champions - First Colonial High School

Background Summary:

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

Recognition Criteria:

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

Source:

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

Budget Impact:

N/A



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

Section: Approval of Meeting Minutes **Date:** September 10, 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. August 27, 2024 Regular School Board Meeting

Background Summary:

N/A

Source:

Bylaw 1-40

Budget Impact:

N/A



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

Shannon L. Kendrick
District 4
Interim

Victoria C. Manning
At-Large

Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
District 9

Donald E. Robertson, Ph.D., Superintendent

School Board Regular Meeting MINUTES
Tuesday, August 27, 2024

School Administration Building #6, Municipal Center

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

1. **Administrative, Informal, and Workshop:** Chair Melnyk convened the Administrative, Informal, and Workshop session at 4:00 p.m. on the 27th day of August 2024.
In addition to Superintendent Robertson, 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. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems.
The following School Board Member was not in attendance at the Administrative, Informal, and Workshop session: Ms. Manning.
Chair Melnyk stated members of the public will be able to observe the School Board Meeting through livestreaming on schoolboard.vbschools.com/meetings/live, broadcast on VBTv Channel 47, and on Zoom; and thanked those that have joined us in person and online.
 - A. **School Board Administrative Matters and Reports:** Chair Melnyk mentioned the following items: sign-up sheets for September meetings with Dr. Robertson and September school visits; September 20th Air Show event and to RSVP to the School Board Clerk; the need to appoint a School Board Member to the Governance Committee; Appendix C within the Bylaw regarding tracking attendance at meetings and request for clarification regarding if Ad Hoc Committees were included.
 - B. **Summer Learning Review:** Lorena Kelly, Ph.D., Executive Director of Elementary Teaching and Learning and Thomas Quinn, Executive Director of Secondary Teaching and Learning, provided the School Board a review of the 2024 summer learning experiences implemented in elementary and secondary schools to provide students with a strong instruction foundation for the upcoming school year; Dr. Kelly started the presentation; reviewed the elementary summer learning opportunities: summer learning camp (select sites), tutoring and summer learning opportunities (site-based), summer learning boost; shared data regarding summer learning camp –percentage of students who attended 9 or more of the 12 instructional days, Language Arts and Mathematics data: Language Arts - students demonstrating growth in phonetic principles (89%-90%), phonological and phonemic awareness (88%-92%); growth in Language Arts (various areas, ranges from 72%-91%); Mathematics – students demonstrating growth in number sense (81%-83%), computation (84%-85%), computation - grades 3-5 average of 80% or more; additional elementary summer learning opportunities: STEM Adventure Camp for current fourth graders in Title I schools, United Way Enrichment Summer Camp at select Title I schools, new “Ready, Set, Kindergarten” Camp at select Title I schools; mentioned there were 805 launches at the summer learning boost site; extended school year (ESY) services: special education and/or related services provided beyond the typical school year, consideration of ESY services is a part of the IEP process, total of 1,320 students.

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Mr. Quinn continued the presentation and reviewed the secondary summer learning opportunities; summer school for retake courses – June 25-July 30; summer school for first time courses – June 18-August 6; shared repeat course pass rate data, overall enrollment pass rate (93%); first time course takers: 1,847 total registrations, 1,802 registrations ended with a passing grade, overall pass rate (97.6%); 86 graduates for summer graduation; preparing for fall: 530 secondary students accessed Canvas for math Boost opportunities and 176 secondary students accessed Canvas for science Boost opportunities; mentioned the AVID Science Summer Bridge Program, Star Talk, and summer performing Arts Camps; shared a video of summer learning camps; and noted more than 7,000 students participated in summer learning opportunities.

The presentation continued with questions and comments regarding ESSER funds for programs; number of launches this year compared to last year; ESY students; early graduation, first-time course takers; Virginia Beach Digital Campus, list of courses offered; IEP considerations for ESY; and learning boost sites.

- C. ParentSquare Expansion Plan: Nicole Livas, Chief Communications and Community Engagement Officer, and David Schleck, Public Relations Coordinator provided the School Board information regarding the expanded use of the ParentSquare/AlertNow platform at six pilot schools for the 2024-25 school year in Virginia Beach City Public Schools; key topics: VBCPS messaging platforms, advantage of ParentSquare, details about pilot program rollout; Ms. Livas started the presentation and reviewed the agenda topics; expanding ParentSquare will: improve communications, provide a centralized platform, easier to communication up-to-date information; provided a brief background of messaging platforms; shared advantages of ParentSquare: allows two-way messaging, automatically translates messages into families' preferred language.

Mr. Schleck continued the presentation and mentioned the pilot program schools (New Castle ES, North Landing ES, Landstown MS, Princess Anne MS, Landstown HS, and Kellam HS); expanded features at pilot schools: teachers post messages which generates an email to parents, calendar for class and school events, classroom event sign-ups/RSVPs, and direct messaging; overview of training at the pilot schools, noted it takes about 10 minutes for teachers to log into account and learn how to send messages to parents; reviewed the three steps for parents to get started with ParentSquare; expectations of pilot schools: increase in messaging sent through ParentSquare, implement fillable form feature at least twice during school year, participate in mid-year and end-of year meetings/surveys; next steps with pilot program: regular communication between pilot schools, Department of Communications and Community Engagement and Department of School Leadership, mid-year and end-of-year assessment, decision on whether to expand further for 2025-26 at no additional cost.

The presentation continued with questions and comments regarding training teachers; notifications and alerts; streamline places to get information; multiple places parents are receiving information; cost savings; and translation capability of ParentSquare.

2. **Closed Session:** At 4:54 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 3, 7, 8, and 19, as amended, to deliberate on the following matters:
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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19. Discussion of plans to protect public safety as it relates to terrorist activity or specific cybersecurity threats or vulnerabilities and briefings by staff members, legal counsel, or law-enforcement or emergency service officials concerning actions taken to respond to such matters or a related threat to public safety; discussion of information subject to the exclusion in subdivision 2 or 14 of § 2.2-3705.2, where discussion in an open meeting would jeopardize the safety of any person or the security of any facility, building, structure, information technology system, or software program; or discussion of reports or plans related to the security of any governmental facility, building or structure, or the safety of persons using such facility, building or structure.

Namely to discuss:

- A. Status of LRA sale and request for ROE.
- B. Updates on security protocols with VBPD.
- C. Status of pending litigation or administrative cases and discussion of settlement proposal from probable claimant.
- D. Consultation with legal counsel regarding probable litigation and pending litigation matters: settlement request for student liability claim, status of opioid related settlement, and status of other 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. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

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

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

B. Updates on security protocols with VBPD: School Board Members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Superintendent; Cheryl R. Woodhouse, Chief of Staff; Jack Freeman, Chief Operations Officer; Melisa A. Ingram, Executive Director, Office of Facilities Services; Thomas A. DeMartini, Director, Office of Security and Emergency Management; and Regina M. Toneatto, School Board Clerk.

Mr. Thomas A. DeMartini left the Closed Session at 5:09 p.m.

A. Status of LRA sale and request for ROE: School Board Members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Superintendent; Cheryl R. Woodhouse, Chief of Staff; Jack Freeman, Chief Operations Officer; Melisa A. Ingram, Executive Director, Office of Facilities Services; and Regina M. Toneatto, School Board Clerk.

Ms. Melisa A. Ingram left the Closed Session at 5:14 p.m. Mr. Jack Freeman left the Closed Session at 5:15 p.m.

- C. Status of pending litigation or administrative cases and discussion of settlement proposal from probable claimant; and
- D. Consultation with legal counsel regarding probable litigation and pending litigation matters: settlement request for student liability claim, status of opioid related settlement, and status of other litigation matters: School Board Members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Superintendent; Cheryl R. Woodhouse, Chief of Staff; and Regina M. Toneatto, School Board Clerk.

The School Board reconvened at 5:30 p.m.

Certification of Closed Session: Vice Chair Franklin read the Certification of Closed Session:

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

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

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

Ms. Kendrick made the motion, seconded by Ms. Riggs. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

Chair Melnyk called for a motion for the Right of Entry Agreement. Ms. Riggs made the motion, seconded by Ms. Kendrick. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion for the Right of Entry Agreement: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

3. **School Board Recess:** Chair Melnyk adjourned the Administrative, Informal, and Workshop session at 5:32 p.m.
4. **Formal Meeting (School Administration Building #6 – School Board Room) 6:00 p.m.**
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 6:00 p.m. on the 27th day of August 2024 and thanked the members of the public joining the meeting in person and online.
In addition to Superintendent Robertson, 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. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems.
The following School Board Member was not in attendance at the formal meeting: Ms. Manning.
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition:** There were no awards presented at the meeting.
8. **Adoption of the Agenda:** Chair Melnyk called for any modification to the agenda as presented. There was a brief question regarding a resolution and if it would be on the agenda; Chair Melnyk mentioned it was for informational purposes for the School Board Members and would be voted on in the future. Without further discussion, Chair Melnyk called for a motion to approve the agenda as presented. Ms. Riggs made the motion, seconded by Ms. Kendrick. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the agenda as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.
9. **Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings):**
Superintendent's Report – Superintendent Robertson shared the following information: 1) the Department of Teaching and Learning held the second annual summer conference August 6 at Kellam High School, the goal of the conference was to empower educators to use innovative and aligned learning experiences in their teaching practices, with a focus on future-ready learners; 2) August 7 was the first-ever Assistant Principals Conference, the theme was "CoacheLLa: Leading, Learning, and Living Our Best Lives", more than 250 assistant principals, administrative assistants, academic coordinators, and deans attended the event; 3) the Office of Student Support Services worked with AIDNOW and other community partners to help families at the Jump Start event August 8 at

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Larkspur Middle School; 4) New Teacher Orientation - August 12, the Superintendent and School Board Chair welcomed our first-year teachers and educators who are new to VBCPS, the three-day event was organized by the school division's Office of Professional Growth and Innovation; and 5) the Back-to-School Care Fair was held on August 17, more than 7,000 people attended, the community came together to distribute and administer: 3,500 backpacks, 128 haircuts, 116 physicals, 261 vaccines, and 315 vision screenings, a heartfelt thank you to all our partners and VBCPS Departments.

Administrative Recognitions – Superintendent Robertson introduced the following appointments which were approved at the August 13, 2024 School Board meeting: Curstin A. Williams, Administrative Assistant, Woodstock Elementary School, as Assistant Principal for Pembroke Elementary School; Maureen N. Allison, Administrative Assistant, Landstown Middle School, as Assistant Principal for Princess Anne Middle School; Joi N. Boone, Assistant Principal, Lynnhaven Middle School, as Coordinator for An Achievable Dream Academy, Lynnhaven Middle School; and Meghan R. Siemieniak, Administrative Assistant, Virginia Beach Middle School, as Assistant Principal for Great Neck Middle School. He also introduced Kelly A. Swanner, Math Coach, Kempsville High School, as Coordinator, Student Leadership for Office of Student Leadership, who was approved at the July 23, 2024 School Board meeting.

10. Approval of Meeting Minutes

A. August 13, 2024 Regular School Board Meeting: Chair Melnyk called for any modifications to the August 13, 2024 regular School Board meeting minutes as presented. Hearing none, Chair Melnyk called for a motion to approve the August 13, 2024 minutes as presented. Ms. Kendrick made the motion, seconded by Mr. Callan. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the August 13, 2024 meeting minutes as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, and Ms. Weems. There was one (1) abstention: Ms. Riggs, was not present for the entire meeting. The motion passed, 9-0-1.

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

There were five (5) in person speakers; topics discussed were ODS and budget; ODS selection process; 5-year plan for gifted; public education for everyone; SMART Week and gun storage; shared letter to City Council from Human Rights Commission, racist comments on social media; TIDE Coalition; qualities of an excellent teacher; book materials; graphic books; and process to challenge books.

The Public Comments concluded at 6:27 p.m.

12. Information

- A. Policy Review Committee (PRC) Recommendations: Recommended that the School Board review Policy Review Committee (PRC) recommendations regarding the amendment of certain policies as recommended by the PRC at its August 15, 2024 meeting. Kamala Lannetti, School Board Attorney presented the following:
1. Policy 2-42/School Support Process: The PRC recommends changing the time period for the Office of Planning, Innovation and Accountability from an annual survey to a biennial survey based on the recommendation of Senior Staff.
 2. Policy 3-5/Budget/Generally: The PRC recommends a scrivener's change in the title.
 3. Policy 3-6/Budget: Preparation and Approval: The PRC recommends changing the number of days' notice given for a public hearing from ten (10) to seven (7) days to align with Virginia Code § 22.1-92 and adding Section E to align with Virginia Code § 22.1-93. There was a brief discussion for clarification on the change of the number of days and state law.
 4. Policy 3-8/Small, Woman-Owned, Service Disabled Veterans and Minority-Owned Business Participation in School Division Procurements: The PRC recommends updating the title to the Department of Procurement.
 5. Policy 3-90/Contract Execution Policy for Capital Improvement Program (CIP) Projects: The PRC recommends minor scrivener's and formatting changes, removing the Editor's Notes and updating language to match current practices.
 6. Policy 4-10/Conditions of Employment: The PRC recommends adding language to clarify the probationary period for instructional staff.

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7. Regulation 6-72.1/Student Evaluation and Grading/Class Rank: During the July 2024 PRC meeting, members of the committee asked staff to bring a draft policy surrounding the weighted grading changes. The School Board has the ability to formulate policy to direct regulations. Rather than changing the policy on this topic, the PRC agreed to bring the regulation forward for the board for review and approval. There was a discussion regarding the Governor's School for the Arts (GSA); half bonus credit; when to implement, need guidance from the School Board; weighted grades; rigor of GSA; Dual Enrollment; grade point average (GPA) and competing with other districts; student course selection; to implement immediately; communications/messaging out to families and students; and where to find information on website.
- B. Program Evaluation Schedule for 2024-2025: Heidi Janicki, Ph.D., Director of Research and Evaluation, Office of Planning, Innovation, and Accountability presented the School Board the schedule of program evaluations that will be completed by the Office of Planning, Innovation, and Accountability (PIA) during the 2024-2025 school year; reviewed evaluations conducted in 2023-2024; mentioned Policy 6-26; 2024-2025 Program Evaluation Schedule: *Renaissance Academy Alternative Education Program* – Year 3 outcome evaluation, *Behavioral and Mental Health Supports for Students* – Year 2 outcome evaluation, *An Achievable Dream Academy* – comprehensive evaluation, *Scratch Cooking Initiative* – evaluation readiness report, and *Pre-Kindergarten Program* – evaluation readiness report.
- C. Local Plan for the Education of the Gifted Update: Crystal Lewis-Wilkerson, Ed.D., Director of K-12 and Gifted Programs presented the School Board information regarding the Local Plan for the Education of the Gifted; Danielle Colucci, Chief Academic Officer provided a brief introduction and overview; Dr. Lewis-Wilkerson continued the presentation; purpose of presentation – provide the School Board the proposed draft plan and review the most significant differences with the proposed plan; reviewed actions steps taken for draft plan development; mentioned the School Board retreat, July 9 – reviewed data, reviewed costs, and received input on options in critical areas of the draft plan; shared components of plan and highlighted significant changes; Part III: Screening, Referral, Identification, and Placement Procedures, overview of administrative recommendations and rationale; Part VI: Evidence of Appropriate Service Options, overview of administrative recommendations and rationale; reviewed 2024-25 ODS total seats and proposed 2025-26 ODS total seats; administration recommendation for implementation 24/25 SY: Grade 2 students may be referred for testing for gifted identification and may apply for ODS; Identification process changes: shift identification process from grade 1 to grade 2 (this year will be the only year we would not screen all students in grade 2, as their screening took place last year), interview for grades 6-12, CoGAT used when an application is submitted for identification or ODS for students; use new selection process for ODS enrollment for the 25/26 school year; administration recommendation for implementation 25/26 SY: ODS will serve grades 3-8, screening will shift to grade 2 students; next steps: continue to gather community input, return to the School Board for action on September 10.
The presentation continued with questions and comments regarding satellite facility; expanded seats, converted science lab for classroom; field trips and clusters; sharing resources and developing lessons; citizen emails about plan; GCAC recommendations; testing students; highest rated applicants, how to decide; and number of students with highest ratings.
- D. New Construction Guidance and Direction: Jack Freeman, Chief Operations Officer provided the School Board information on the two schools listed in the Capital Improvement Program (CIP) for new construction: CIP 1-015 Princess Anne HS Replacement Project and CIP 1-028 Williams ES/ Bayside 6th Grade Replacement Project; presentation was follow up to the *New Construction Guidance and Direction* on August 13, 2024 School Board Workshop, as well as various other workshops related to the CIP and the new construction projects; reviewed next steps, topic for action (September 10); reviewed history of projects; mentioned steps regarding new construction priority school (Williams ES/Bayside 6th replacement project or Princess Anne HS replacement project); need for direction from the School Board; reviewed long-range facilities master plan (07/08 priority schools recommendation, 17/18 facility condition); overview of deferred maintenance: Princess Anne HS: 14 building systems being monitored to prevent failure, including roofs, HVAC (32 units), fire systems, and pump station components, estimated cost is twice as much as Williams ES over next 14 years; Williams ES: 12 building systems being monitored to prevent failure, including roofs, plumbing, sewer, HVAC systems (8 units), and exterior brick, estimated cost is half as much as Princess Anne HS over next 16 years;

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reviewed debt service analysis; Williams ES/Bayside 6th replacement: \$105.5 million, requires an average annual incremental increase in the debt service budget for five consecutive years beginning in FY2030 of approximately \$2.0 million; Princess Anne HS replacement: \$288 million, requires an average annual incremental increase in the debt service budget for seven consecutive years beginning in FY2028 of approximately \$3.8 million; shared long-term cost comparison debt affordability of both schools; mentioned inflation – consumer price index and producer price index for new school construction sector; shared data on historic and projected inflation rates; student years impact: Williams ES – 2 grade levels and 400 +/- students, 15% of student's 13-year career as a VBCPS student; Princess Anne HS – 4 grade levels and 1,700 +/- students, 31% of student's 13-year career as a VBCPS student; Bayside 6th Grade Campus – 1 grade level and 450 +/- students, 8% of student's 13-year career as a VBCPS student; deferred maintenance: Bayside 6th Grade Campus: 10 building systems being monitored to prevent failure including electrical, doors, roof, HVAC (3 units) and windows, history of tri-campus model; student transitions every two years; and reviewed next steps.

The presentation continued with questions and comments regarding replacement project scenarios; fiscally responsible; debt affordability of both schools; educational factors; zoning of students; other options; cost savings; funding debt services; monitoring of building systems; school facility condition index; need another option; Tri-Campus model; PPEA; transitions of elementary school students; calculating facility conditions; bringing another option to the School Board; and not voting on a project at the September 10 School Board meeting.

13. Return to public comments if needed: As noted under Agenda item #11, Public Comments concluded at 6:27 p.m.

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

A. Resolutions:

1. National Hispanic Heritage Month: Recommended that the School Board approve a resolution recognizing National Hispanic Heritage Month.
2. Suicide Prevention Week: Recommended that the School Board approve a resolution recognizing September 9-13, 2024 as Suicide Prevention Week.

B. Religious Exemption(s): Recommended that the School Board approve Religious Exemption Case No. RE-24-01, RE-24-02, RE-24-03, RE-24-04 and RE-24-05.

C. Annual Service Contract:

1. Geotechnical Engineering/Materials Testing Services: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with the following Geotechnical Engineering and Materials Testing firms:
 - GeoEnvironmental Resources, Inc. (GER)
 - Geotechnical Environmental Testing Solutions, Inc. (GET)
2. Architectural/Engineering Services: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with the following A/E firms:
 - HBA Architecture & Interior Design
 - Woolpert Inc.
 - Dills Architects
 - RRMM Architects

Chair Melnyk called for any objections from the School Board voting on the Consent Agenda items. Hearing none, Chair Melnyk asked for the resolutions to be read. Ms. Anderson read the following resolution:

**National Hispanic Heritage Month
September 15 - October 15, 2024**

WHEREAS, one of our nation's greatest strengths is its vast diversity, which enables Americans to see the world from many viewpoints; and

WHEREAS, National Hispanic Heritage Month honors the cultures and contributions of both Latino and Hispanic Americans; and

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WHEREAS, Latino and Hispanic Americans embrace a deep commitment to family, community and education, and a perseverance to succeed and contribute to the shaping of the country and our City of Virginia Beach; and

WHEREAS, the 2024 Hispanic Heritage Month observance theme, "[Pioneers of Change: Shaping the Future Together](#)," invites us to reflect on the contributions Latino and Hispanic Americans have made in the past, and will continue to make in the future; and

WHEREAS, the School Board of the City of Virginia Beach recognizes the importance of culturally responsive education that embraces multicultural diversity within our school division;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes September 15 through October 15 as National Hispanic Heritage 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 activities available during National Hispanic Heritage Month; 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
Suicide Prevention Week
September 9-13, 2024**

WHEREAS, suicide is the 11th leading cause of deaths in the United States and the third leading cause of death among individuals between the ages of 15 and 19; and

WHEREAS, suicide is now the 10th leading cause of death in the state of Virginia; and

WHEREAS, suicide strikes without regard to locality, socio-economic status, ethnicity, religious preference, or age; and

WHEREAS, in the United States, one person dies by suicide every 11 minutes; and

WHEREAS, education, and community involvement are known to be the most crucial factors in preventing suicide; and

WHEREAS, the School Board of the City of Virginia Beach is focused on ways to educate students, families, and school staff about suicide and prevention of suicide; and

WHEREAS, Virginia Beach City Public Schools, through sustained and dedicated efforts, has implemented programs for all employees and students that recognize a deep commitment at all levels to raise awareness of suicide and its prevention.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the week of September 9-13, 2024, as Suicide Prevention and Awareness Week in the Virginia Beach City Public Schools, and be it

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FURTHER RESOLVED: That strategies and activities to address suicide prevention and suicidal behaviors be ongoing 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.

After the resolutions were read, Chair Melnyk called for a motion to approve the Consent Agenda as presented. Ms. Owens made the motion, seconded by Ms. Kendrick. Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the Consent Agenda as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

15. Action

A. **Personnel Report / Administrative Appointments:** Chair Melnyk called for a motion to approve the August 27, 2024 personnel report. Ms. Owens made the motion, seconded by Ms. Brown that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the August 27, 2024 personnel report. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the August 27, 2024 personnel report: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0. There were no administrative appointments.

16. Committee, Organization or Board Reports: There were no committee, organization, or board reports.

17. Return to Administrative, Informal, Workshop or Closed Session matters: None.

18. Adjournment: Chair Melnyk adjourned the meeting at 8:34 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Kimberly A. Melnyk, School Board Chair



Subject: Budget Calendar: School Operating Budget FY 2025/26 and **Item Number:** 12A
FY 2025/26 – FY2030/31 Capital Improvement Program

Section: Information **Date:** September 10, 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:

It is recommended that the School Board review and approve the attached Budget Calendar for the FY 2025/26 Operating Budget and FY 2025/26 – FY 2030/31 Capital Improvement Program.

Background Summary:

The Budget Calendar contains specific dates/time frames for the key components and activities of the budget development process. It is an important guide for management and the School Board regarding the schedule of events that results in an approved budget.

Source:

School Board Policy 3-6
Code of Virginia §22.1-93

Budget Impact:

Funds are budgeted in the various funds and budget unit codes for FY 2025/26.



Budget Calendar

School Board Information

September 10, 2024

Office of Budget Development

**DRAFT COPY
SUBJECT TO CHANGE**

Proposed Budget Calendar for FY 2025/26

Date	Description
September 10	The Budget Calendar is presented to the School Board for Information
September 24	The Budget Calendar is presented to the School Board for Action
October – December	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
November 26* (TBD by City)	The Five-Year Forecast is presented to the School Board and the City Council
December 10	A public hearing is held to solicit stakeholder input for consideration in the development of the Superintendent's Estimate of Needs document (no document available at this time)
December (3rd week)	State revenue estimates are released by the Virginia Department of Education
January 2 - 10	Budget requests are reviewed, refined, and summarized by the Office of Budget Development
January	The recommended School Operating Budget and Capital Improvement Program are presented to the Superintendent

**Updated 09/10/2024*

**DRAFT COPY
SUBJECT TO CHANGE**

Proposed Budget Calendar for FY 2025/26

Date	Description
February 11	The Superintendent's Estimate of Needs and the Capital Improvement Program are presented to the School Board
February 18	School Board Budget Workshop #1 is held - Time TBD
February 25	School Board Budget Workshop #2 is held - Time TBD
February 25	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
March 4	Budget Workshop #3 - Time TBD
March 11	The School Board Proposed Operating budget and the Capital Improvement Program are adopted by the School Board
April (TBD by City)	The School Board Proposed Operating Budget and the Capital Improvement Program are presented to the City Council (Sec. 15.1-2508)
No Later Than May 15	The School Operating Budget and the Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)

**DRAFT COPY
SUBJECT TO CHANGE**

Questions/Discussion



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Budget Calendar
FY 2025/26 School Operating Budget
FY 2025/26-FY 2030/31 Capital Improvement Program

2024

September 10	The Budget Calendar is presented to the School Board for Information
September 24	The Budget Calendar is presented to the School Board for Action
October - December	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
November 26	The Five-Year Forecast is presented to the School Board and the City Council
December 10	A public hearing is held to solicit stakeholder input for consideration in the development of the Superintendent's Estimate of Needs document <i>(no document available at this time)</i>
December (3 rd week)	State revenue estimates are released by the Virginia Department of Education

2025

January 2 - 10	Budget requests are reviewed, refined, and summarized by the Office of Budget Development
January	The recommended School Operating Budget and Capital Improvement Program are presented to the Superintendent
February 4	The Superintendent's Estimate of Needs and the Capital Improvement Program are presented to the School Board
February 11	School Board Budget Workshop #1 is held - Time TBD
February 11	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the budget development process
February 18	School Board Budget Workshop #2 is held - Time TBD
February 25	Budget Workshop #3 - Time TBD
March 4	The School Board Proposed Operating budget and the Capital Improvement Program are adopted by the School Board
April <i>(TBD by City)</i>	The School Board Proposed Operating Budget and the Capital Improvement Program are presented to the City Council (Sec. 15.1-2508)
No Later Than May 15	The School Operating Budget and the Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)



Subject: Schedule of School Board Meetings through June 30, 2025

Item Number: 12B

Section: Information

Date: September 10, 2024

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Kimberly A. Melnyk, School Board Chair, and Regina M. Toneatto, School Board Clerk

Recommendation:

That the School Board review the schedule of regular meetings for the period ending June 30, 2025. Due to budget calendar updates, the School Board meeting dates will need to be adjusted accordingly. The School Board reserves the right to change the date, time, or location of a previously noticed meeting upon compliance with applicable notice requirements set forth in the Virginia Freedom of Information Act. In person meetings of the School Board will take place in the School Administration Building, 2512 George Mason Dr., Virginia Beach unless otherwise specified by the School Board. The School Board reserves the right to meet at other times, dates, and places upon proper notification to the public.

- Administrative, Informal, Workshop, and Closed Session sections of regular meetings generally convene at 4 p.m. subject to the volume of business to be transacted.
- School Board Recess at 5:30 p.m.
- Formal Meeting Called to Order at 6:00 p.m.

Proposed SY 2024-25 Schedule of Meetings

July Retreat July 9 & 10 (July 9 - Abridged Regular Meeting)	2024
July 23	
August 13	
August 27	
September 10	
September 24	
October 8	
October 22	
November 12 (*day after Veteran's Day)	
November 26	
December 10 – Public Hearing on Budget	
January 14	2025
January 28	
February 4 – Special Meeting	
February 11 – For presentation of SEON FY2025/26 & CIP FY2025/26 through FY2030/31	
February 18 – Special Meeting – Budget/CIP Workshop	
February 25 – Budget/CIP Workshop; Public Hearing on Budget	
March 4 – Special Meeting – Budget/CIP Workshop	
March 11 – Adoption of Budget FY2025/26 & CIP FY2025/26 through FY2030/31	
March 25	
April 8	
April 22	
May 13	
May 27 (*day after Memorial Day)	
June 3 – Special Meeting for Superintendent's evaluation	
June 9 (2nd Monday)	
June 24	

Background Summary:

N/A

Source:

Bylaw 1-38 - Regular Meetings, Time and Place, Order of Business, Recessed Meetings, and Work Session/Public Hearing, and Retreats and Abridged Meetings

Bylaw 1-35 – Annual Budget and Financial Decision Making/Notice of Timeline for Annual Budget

Appendix B

Budget Impact:

N/A



Subject: Policy Review Committee Recommendations

Item Number: 14A1-6

Section: Consent Agenda

Date: September 10, 2024

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

Prepared by: Kathleen Brown, 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 the amendment of certain policies as recommended by the PRC at its August 15, 2024 meeting.

Background Summary:

1. **Policy 2-42/ School Support Process** – the PRC recommends changing the time period for the Office of Planning, Innovation and Accountability from an annual survey to a biennial survey based on the recommendation of Senior Staff.
2. **Policy 3-5/ Budget/Generally** – the PRC recommends a scrivener's change in the title.
3. **Policy 3-6/ Budget: Preparation and Approval** – the PRC recommends changing the number of days' notice given for a public hearing from ten (10) to seven (7) days to align with Virginia Code § 22.1-92 and adding Section E to align with Virginia Code § 22.1-93.
4. **Policy 3-8/ Small, Women-Owned, Service Disabled Veterans and Minority Owned Business Participation in School Division Procurements** – the PRC recommends updating the title to the Department of Procurement.
5. **Policy 3-90/ Contract Execution Policy for Capital Improvement Program (CIP) Projects** – the PRC recommends minor scrivener's and formatting changes, removing the Editor's Notes and updating language to match current practices.
6. **Policy 4-10/ Conditions of Employment** – the PRC recommends adding language to clarify the probationary period for instructional staff.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of August 15, 2024

ADMINISTRATION

School Support Process

A. Goals

The goals of the School Support Process in the School Division are:

1. To collaborate with the community on school improvement.
2. To develop measurable objectives that align with the strategic plan for the School Division and school specific needs which may include:
 - a. Raising student and school achievement in the core Standards of Learning disciplines;
 - b. Improving student and staff attendance;
 - c. Reducing the student drop-out rates;
 - d. Increasing the quality of instruction through professional development and licensure; and
 - e. Achieving the goal(s) and objectives of the School Division's strategic plan.
3. To seek continuous improvement in the schools.

B. Implementation

The School Support Process shall be implemented in the schools through activities of a School Planning Council, a

Principal's Advisory Committee, an Instructional Leadership Team, and specific Action Teams. These bodies are integral in the development, implementation and review of the schools' Plans for Continuous Improvement.

C. Operating Principles

The Superintendent shall establish guidelines for the operation of the School Planning Council and the Principal's Advisory Committee.

D. Oversight and Accountability

1. The Department of School Leadership shall be responsible for collecting information from school principals to verify compliance with School Board Policies and School Division Regulations and for monitoring the development and implementation of schools' Plans for Continuous Improvement.
2. School Leadership will review each school's annual Plan for Continuous Improvement (PCI); and, in cooperation with school principals, will monitor outcomes related to the PCI throughout the year.
3. The Office of Planning, Innovation and Accountability will be responsible for ~~annually~~ biennially surveying School Planning Council members and Principal's Advisory Committee members. Based upon survey results, the Office of Planning, Innovation and Accountability will prepare ~~an annual~~ a report to be provided to the School Board.
4. Annual Review and Report

The School Support Process shall provide opportunities for school staff and community representatives to review annually the extent to

which the school has met its goals and objectives.
The ~~School Division and the~~ Virginia Department of Education produce annual school report cards to report school and student performance data, and the School Division produces additional reports regarding student outcomes and publishes the data on its website for public viewing.

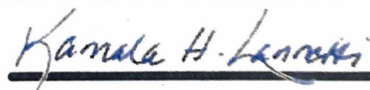
Legal Reference

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

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

Adopted by School Board: October 20, 1992
Amended by School Board: September 2, 1997
Amended by School Board: January 19, 1999
Amended by School Board: November 5, 2002
Amended by School Board: May 9, 2006
Amended by School Board: February 5, 2008
Scrivener's Amendments: September 28, 2011
Scrivener's Amendments: August 15, 2013
Amended by School Board: December 3, 2013
Amended by School Board: March 27, 2018
Amended by School Board: September 24, 2019
Reviewed by School Board: March 12, 2024
Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY



BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Budget~~/~~Generally

A. Budget Defined

The Code of Virginia requires each superintendent to prepare a budget reflective of the needs of the school division.

The school budget is a communications document that provides information required for making policy and budgetary decisions.

It is the responsibility of the School Board to balance the needs of the School Division against the available resources as cooperatively identified by the Superintendent and staff, the community, and the School Board.

The budget shall be a guide for discretionary spending aligned with the strategic plan to achieve the objectives adopted by the School Board.

B. Contents

The budget presents a complete financial and organizational picture of the School Division, which details projected revenue and expenditures and outlines proposed changes compared to budgets from prior fiscal years. In addition, the budget document provides a wealth of information about the School Division in the appendix section, such as salary scales, staffing standards and guidelines, key operating measures, and revenue sharing agreement.

C. Budget Administration

The budget shall be considered a controlled spending plan for the fiscal year. The Superintendent is authorized to make commitments in accordance with the policies of the School Board and the laws of the Commonwealth of Virginia.

D. Budget: Capital Expenditures

Except in emergencies or for reasons of economy, the purchase of major pieces of equipment such as school buses should be scheduled to reflect the replacement cycle of such equipment.

Legal References:

Code of Virginia §22.1-89, as amended. Management of funds.

Code of Virginia §22.1-92, as amended. Estimate of moneys needed for public schools; notice of costs to be distributed.

Code of Virginia §15.2-2503, as amended. Time for preparation and approval of budgets; content.

Adopted by School Board: February 16, 1993

Amended by School Board: October 22, 2019

Amended by School Board: 2024

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LEGAL SUFFICIENCY



BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Budget: Preparation and Approval

A. Preparation

On or before March 1 of each year the Superintendent shall present to the School Board an operating budget (Superintendent's Estimate of Needs) which contains a complete financial plan for the operation of the public schools for the ensuing fiscal year. The budget is organized in accordance with state law and guidelines set forth by the Virginia Board of Education and contains both a line-item and categorical expenditure format.

B. Public Hearings

Before final approval of the budget for submission to the City Council, the School Board shall hold at least one public hearing to receive the views of citizens within the School Division. Public notice will be given at least ~~ten-seven~~ days ~~per state code 22.1-92~~ prior to any hearing by publication in a newspaper of general circulation within the School Division. The passage of the budget by the City Council shall be conclusive evidence of compliance with the requirements for a public hearing.

C. School Board Approval

The School Board is required to submit its annual proposed operating budget to the City Council on, or before, April 1 together with a resolution requesting approval of the required appropriations. Included with the budget is a summary from the School Board of the important features of the budget

D. Final School Board Action

If the appropriating body provides either less funds or more funds than the School Board requested, the School Board shall give final approval to the budget within the framework of the funds available.

E. Publication of budget

Upon final approval of the budget, the School Division will publish the approved annual budget in line item form, including the estimated required local match, on the School Division's website and make a hard copy available for inspection as need by citizens.

Legal Reference

Code of Virginia §15.2-2502, as amended. Notification by state officials and agencies.

Code of Virginia §15.2-2503, as amended. Time for preparation and approval of budget; contents.

Code of Virginia §22.1-92, as amended. Estimate of moneys needed for public schools; notice of costs to be distributed.

Code of Virginia §22.1-93, as amended. Approval of annual budget for school purposes.

Code of Virginia §22.1-94, as amended. Appropriations by county, city or town governing body for public schools.

Code of Virginia §22.1-95, as amended. Duty to levy school tax.

Code of Virginia §22.1-97, as amended. Calculation and reporting of required local expenditures; procedure if locality fails to appropriate sufficient educational funds.

Code of Virginia §22.1-11597, as amended. System of accounting: statements of funds available; classification of expenditures.8VAC20-210-10, as amended. Classification of expenditures.

Adopted by School Board: October 21, 1969

Amended by School Board: November 21, 1978

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: February 16, 1993

Amended by School Board: October 22, 2019

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Small, Women-Owned, Service Disabled Veterans and Minority-Owned Business Participation in School Division Procurements

A. Generally

The School Board is committed to the participation of small, women-owned, service disabled veterans and minority-owned businesses in its procurement activities. All schools and departments are responsible and accountable for ensuring open and equal opportunity for all interested vendors and individuals when conducting School Board business.

B. Purpose

The intent of this policy is to enhance awareness of small, women-owned, service disabled veterans and minority-owned businesses in School Division procurements and to provide maximum practicable opportunities to such businesses.

C. Definitions

1. *Small Business*: means a business, independently owned or operated by one or more individuals who are U.S. citizens or legal resident aliens, and together with affiliates, has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years. One or more of the individual owners shall control both the management and daily business operations of the small business.

2. *Women-owned Business*: means a business that is at least fifty-one (51) percent owned by one or more women who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other entity, at least fifty-one (51) percent of the equity ownership interest is owned by one or more women who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more women.
3. *Service disabled veteran*: means a veteran who (i) served on active duty in the United States military ground, naval, or air service, (ii) was discharged or released under conditions other than dishonorable, and (iii) has a service-connected disability rating fixed by the United States Department of Veterans Affairs.
4. *Service disabled veteran business*: means a business that is at least fifty-one (51) percent owned by one or more service disabled veterans or, in the case of a corporation, partnership, or limited liability company or other entity, at least fifty-one (51) percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more individuals who are service disabled veterans and both the management and daily business operations are controlled by one or more individuals who are service disabled veterans.
5. *Minority-owned Business*: means a business concern that is at least fifty-one (51) percent owned by one or more minority individuals who are U.S. citizens or legal resident aliens, or in the case of a corporation, partnership, or limited liability company or other

entity, at least fifty-one (51) percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals who are U.S. citizens or legal resident aliens, and both the management and daily business operations are controlled by one or more minority individuals.

D. Responsibility and Authority

1. The Department of Budget and Finance: Office of Purchasing/Procurement will:

- a. Be responsible for reporting on the amount of business done with small, women-owned, service disabled veterans and minority-owned businesses through central purchasing on an annual basis.
- b. Create an awareness of the benefits of working with small, women-owned, service disabled veterans and minority-owned businesses through outreach, marketing, education and training.
- c. Promulgate procedures for inclusion of small, women-owned, service disabled veterans and minority-owned businesses in the School Division's purchasing activities that are consistent with competitive practices and departmental delegated authority.
- d. Focus on continued identification of potential small, women-owned, service disabled veterans and minority-owned businesses.

2. The Department of School Division Services: Office of Facilities Services, will:

- a. Be responsible for reporting on the amount of business done with small, women-owned, service disabled veterans and minority-owned businesses through the Capital Improvement Program.
- b. Create an awareness of the benefits of working with small, women-owned, service disabled veterans and minority-owned businesses through outreach, marketing, education and training.
- c. Promulgate procedures for inclusion of small, women-owned, service disabled veterans and minority-owned businesses in the School Division's purchasing activities that are consistent with competitive practices and departmental delegated authority.
- d. Focus on continued identification of potential small, women-owned, service disabled veterans and minority-owned businesses.

Legal Reference

Code of Virginia, § 2.2-4300, et seq., as amended. Virginia Public Procurement Act.

Adopted by School Board: February 9, 2010

Scrivener's Amendments: August 12, 2013

Amended by School Board: October 22, 2019

Amended by School Board: 2024

APPROVED AS TO
LEGAL SUFFICIENCY


Kamela H. Lennetti

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Contract Execution Policy For Capital Improvement Program (CIP) Projects

A. Generally

This Policy establishes a uniform procedure for the review, approval and execution of School Board contracts and contract change orders for Capital Improvement Program (CIP) Projects by officers and employees of the School Board. As used herein, the phrase "School Board contract" means any contract or agreement to which the School Board or School Division is a named party, or to which any authorized school officer or employee enters into on behalf of the School Board or School Division. For execution of contracts which do not involve CIP projects refer to School Board Policy 3-89 "General Contract Execution Policy."

B. Applicability

This Policy shall be applicable only to School Board construction or architectural/engineering (A/E) contracts for CIP projects entered into with any person. For purposes of this Policy, "person" shall be deemed to include any individual, or any corporation, partnership, firm, organization or other group or association of persons acting as a unit.

1. Notwithstanding the above, this Policy shall not be applicable to:
 - a. 1 routine contracts of employment budgeted by the School Board and authorized by the Chief Human Resources Officer;
 - b. 2 contracts entered into by the Superintendent or designee, with the approval of the School Board Chair

~~major designee~~, in response to an emergency provided that the contract does not exceed \$300,000, and further provided that the Superintendent or designee documents, in writing, that an emergency exists and that delay in executing the contract will be detrimental to the interests of the School Division; or c. 3) contracts covered by School Board Policy 3-89, General Contract Execution Policy.

C. Contract Review and Approval

1. Content

Every contract shall be reviewed by the Executive Director of Facilities Services (FS) or designee. Every contract shall also be signed (or initialed) "approved as to content" by such individual or designee. When an individual signs (or initials) a contract "approved as to content," the individual is representing that he or she: a) has read the contract; b) agrees with the terms and conditions contained therein; and c) is satisfied that the terms and conditions of the contract accurately reflect the agreement that was reached between the parties thereto.

2. Fiscal Note

Every contract shall have a fiscal note attached thereto in a form prescribed by the Office of Business Services. The fiscal note, which must be prepared by the Office of Facilities Services, shall provide an estimate of ~~the "total cost to complete" the project, including the contract amount, including the breakdown of funding sources needed to complete the project. base cost, and shall compare the "total cost to complete" to the project budget.~~ A copy of the fiscal note shall be provided to the Office of Business Services at the time the contract is prepared. If the contract does not

involve the expenditure of funds, the Executive Director ~~of Facilities~~Facilities Services or designee, shall indicate "N/A" (not applicable) on the fiscal note and sign or initial adjacent thereto.

3. Availability of Funds

- a. Every contract exceeding \$30,000 shall be signed or initialed "approved as to availability of funds" by the Director of the Office of Business Services or designee.
- b. Every contract of \$30,000 or less shall be initialed "approved as to availability of funds" by the individual in charge of the department, office or other agency from which the contract originated.
- c. If it is determined by the Office of Business Services that there are insufficient funds available to approve the contract, the contract shall be referred back to the Office of Facilities Services for a determination as to whether Facilities Services desires to request a transfer of the necessary funds for the contract to be approved and executed.
- d. If the office decides to request such a transfer, the request shall be forwarded to the Office of Budget Development for appropriate action.

4. Legal Sufficiency

- a. A/E contracts exceeding \$30,000 and construction contracts exceeding \$50,000 shall be forwarded to legal counsel for review as to legal sufficiency once they have: a) been "approved as to content;"; b) had the required fiscal note placed thereon; and c) been "approved as to availability of funds."

b. When legal counsel signs (or initials) a contract as being "legally sufficient," legal counsel is only certifying that the contract complies with all applicable laws, policies and regulations, contains all necessary contractual provisions, and is legally enforceable. Legal counsel is not indicating approval of the contents of the contract or the purposes for which the contract is being entered into.

5. School Board Approval

Prior to contract execution, all A/E proposals exceeding \$50,000 and construction bids, cooperative agreements, and energy performance contracts exceeding \$100,000 shall be submitted to the School Board for approval. The following information shall be included with the School Board Agenda item:

a. A/E Proposals

The name of the A/E firm selected, the name of the project, the proposed contract amount and the design budget.

b. Construction Bids

The name of the lowest responsive and responsible bidder, the name of the project along with a description, the proposed contract amount, the construction budget and a summary of the bid results.

c. Cooperative Agreements

The name of the contractor, the name of the cooperative agreement holder, the

proposed contract amount, and the construction budget.

d. Energy Performance Contracts

The name of the contractor, the proposed contract amount, and the construction budget.

D. Contract Execution

Once a contract has gone through the above-stated review and approval process, it shall be forwarded to the Superintendent for final execution:

1. The Superintendent or designee shall execute all contracts on behalf of the School Board. In that regard, the Superintendent may delegate in writing the authority to execute contracts on a "contract-by-contract" basis or may establish a written list of the types of contracts that specific designees shall have the authority to execute on an ongoing basis until such time as the delegation is amended or revoked.
2. Indemnity or hold harmless clauses. Notwithstanding any provision herein to the contrary, the Superintendent or designee is not authorized to execute any contract which contains a clause, paragraph or provision ("Provision") designed to "indemnify" or "hold harmless" the provider of goods or services for liability due to negligence or an intentional act of the provider in the performance of the contract. If a contract contains such a Provision, and the service provider will not agree to remove the Provision from the contract, the Superintendent, designee or the purchasing agent shall forward the contract to legal counsel for final resolution.

3. Alternative dispute resolution clauses.

- a. Notwithstanding any provision herein to the contrary, the Superintendent or designee is not authorized to execute any contract which contains a clause, paragraph, or provision ("Provision") agreeing or authorizing either party to submit any dispute arising from the contract or the performance thereof to any alternative dispute resolution procedure, including, but not limited to, arbitration and mediation. If a contract contains such a Provision, and the service provider will not agree to remove the Provision from the contract, the Superintendent, designee or the purchasing agent shall forward the contract to legal counsel for final resolution.
- b. Upon advice and approval of the School Board's legal counsel, the Executive Director Office of Facilities Services may agree to submit any contractual dispute to nonbinding alternative dispute resolution procedures, including, but not limited to arbitration and mediation.

E. Contract Change Order Review and Approval

1. Content

Every contract change order shall be reviewed by the Executive Director Office of Facilities Services or designee. Every change order shall also be signed (or initialed) "approved as to content" by such individual or ~~his/her~~ designee. When an individual signs (or initials) a change order "approved as to content," the individual is representing ~~having that he or she~~: a) ~~has~~ read the change order; b) agree~~ing~~ings with the terms and conditions contained therein; and c) ~~being~~is satisfied

that the terms and conditions of the change order accurately reflect the agreement that was reached between the parties thereto.

2. Total amount of all change orders – limitation.

a. The total amount of all change orders on a given project cannot exceed twenty-five percent of the original contract amount without advance written approval by the School Board.

b. Any individual proposed contract change order on a fixed-price contract cannot exceed twenty-five percent of the original contract amount or \$50,000, whichever is greater, without advanced written approval by the School Board.

c. Contract change orders may not exceed the appropriated funds for the project.

~~3.~~ 3. Fiscal Note

Every contract change order shall have a fiscal note attached thereto in a form prescribed by the Office of Business Services. The fiscal note, which must be prepared by the Office of Facilities Services, shall provide the cost of the change order and the revised contract amount and shall compare the revised contract amount to the project budget. A copy of the fiscal note shall be provided to the Office of Business Services at the time the contract change order is prepared.

~~4.~~ 4. Availability of Funds

a. Every contract change order shall be signed or initialed "approved as to availability of funds" by

the Director of the Office of Business Services or designee.

b. If it is determined by the Office of Business Services that there are insufficient funds available to approve the change order, the change order shall be referred back to the Office of Facilities Services for a determination as to whether or not the Office of Facilities Services desires to request a transfer of the necessary funds for the change order to be approved and executed.

c. If the Office of Facilities Services decides to request such a transfer, the request shall be forwarded to the Office of Budget Development for appropriate action.

~~5.~~ 5. Contract Change Order Execution

Contract change order shall be executed, based upon dollar amount by the following positions:

Change Order Amount:	Executed by:
-----------------------------	---------------------

\$500,000 and less	Executive Director of the Office of Facilities Services
\$500,000 to \$1,000,00 <u>0</u>	Chief Operations Officer
\$1,000,000. 00 and Over	Chief Operations Officer and Chief Financial Officer

~~F.~~ 6. Compliance with School Board Policies and Regulations

The provisions of this Policy supplement, but do not supersede, other applicable School Board policies and regulations. Therefore, any contract or contract change order that is negotiated, awarded and executed pursuant to this Policy shall comply with any other applicable law, policies and regulations.

G. 7. Failure to Follow Contract Execution Policy

Any individual purporting to execute contracts who executes a contract or change order on behalf of the School Board without the requisite School Board authority in accordance with this Policy may be held personally liable for any or all ~~of~~ the obligations imposed on the School Board by such contract or change order.

Editor's Note

~~See School Board Policy 3-39 Competitive Negotiations/Awards: Procurement of Professional Architectural and Engineering Services and School Board Policy 3-89 General Contract Execution Policy.~~

Legal Reference

Virginia Constitution Article VIII § 7. School Boards.

Code of Virginia § 2.2-4303(G), as amended. Methods of procurement.

Code of Virginia § 22.1-28, as amended. Supervision of schools in each division vested in school board.

Code of Virginia § 22 1-70, as amended. Powers and duties of superintendent generally.

Code of Virginia § 22 1-71, as amended. School board constitutes body corporate; corporate powers.

Code of Virginia § 22 1-79, as amended. Powers and duties.

Code of Virginia § 22 1-89, as amended. Management of funds.

Code of Virginia § 22 1-91, as amended. Limitation on expenditures; penalty.

Related Links

School Board [Policy 3-39](#)

School Board [Policy 3-89](#)

Adopted by School Board: April 21, 1998

Amended by School Board: February 19, 2002

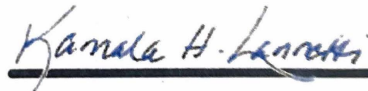
Amended by School Board: September 16, 2014

Amended by School Board: May 16, 2017

Amended by School Board: September 24, 2019

[Amended by School Board: 2024](#)

APPROVED AS TO
LEGAL SUFFICIENCY



PERSONNEL

Conditions of Employment

A. General qualifications

All applicants and employees must meet or exceed the necessary knowledge, skills, essential functions, and abilities to perform the functions of the job sought or hired for as outlined in the position's job description. All positions require the basic ability to read/understand/speak English.

Employees are subject to all conditions of the employment contract, notification, or agreement including any special covenants or other conditions imposed by the School Board or state or federal agencies.

B. Licensed Employees

All applicants or employees are responsible for providing evidence of required licensure, certification, or other qualifications for their positions. Employees shall be required to provide proof of baccalaureate degree, major, concentration, or graduate degrees, and field of discipline. Educational transcripts are required as evidence of eligibility for Virginia Licensure.

Failure to maintain required licensure, certification, or other qualifications will constitute a breach of any employment contract or agreement with the School Board that adversely affects the business and operations of the School Division. An applicant may be subject to the withdrawal of an employment offer, or an employee may be separated from employment for failing to maintain licensure, certification, or other qualifications.

1. Instructional personnel whose positions require licenses issued by the Virginia Department of Education will be issued annual probationary contracts until they have met the criteria for a continuing contract. Licensed instructional personnel who have met the criteria for a continuing contract with the School Board will receive a continuing contract their first year of eligibility and will receive employment notification/assignment forms each following school year unless their continuing contracts are otherwise terminated.
2. Assistant principals, principals, and supervisors/coordinators who require licenses in accordance with Virginia Department of Education Regulations will receive annual probationary contracts until they meet the criteria for a continuing contract in their positions.

3. The School Board may enter into written employment agreements/contracts with other individuals when the School Board determines that such an arrangement is beneficial to the School Division.

C. Non-licensed Employees

All non-licensed employees will be given an employment notification upon hire and will receive annual employment notifications thereafter. Non-licensed employees with employment agreements or annual assignments do not have a guarantee of employment and remain at-will employees.

D. Substitute Employees

The Superintendent or designee is authorized to employ substitutes for certain certified and classified positions at an hourly rate established by the School Board as published in the Annual Compensation Plan. Persons employed as substitute teachers must have a minimum of thirty (30) credit hours of college study. In an emergency, the Superintendent or designee may approve the employment of substitute teachers who do not meet this requirement, but who are otherwise competent to perform the needed service, at least twenty-one (21) years of age, and hold a high school diploma or a general education development (GED) certificate.

Qualifications for other categories of substitute employees will be determined by the Superintendent or designee and will be in accordance with applicable law, regulation, and Virginia Board of Education regulations as applicable.

Substitute employees shall be employed and paid on an hourly basis and for a minimum of two (2) hours. They shall not be given a contract. Substitute employees shall receive no leave benefits (e.g., sick leave, annual leave, and personal reasons leave) or other employee benefits except for the Employee Assistance Program, Tax-Sheltered Accounts 403(b), the Deferred Compensation 457 plan, and health coverage if deemed eligible as defined by the Employer Mandate of the Patient Protection and Affordable Care Act.

E. Coaching or Extracurricular Sponsorship Contracts

Coaching contracts or extracurricular activity sponsorship contracts shall be separate and apart from annual or continuing contracts or employment agreements. Termination of the coaching contract or extracurricular activity sponsorship contract may occur at any time. Such termination shall not constitute cause for the termination of the annual or continuing contract or employment agreement.

Individuals shall not perform any paid coaching duties or extracurricular activities without a valid, signed contract on file with the Department of Human Resources.

F. Conditions of Work

The Superintendent or a designee shall establish work schedules, provisions for absences and other conditions of work in keeping with School Board policy, regulation, and guidance.

G. Background Check Required

The Superintendent or designee shall require that all employees, whether full-time or part-time, permanent, or temporary, submit to fingerprinting and provide personal descriptive information to obtain criminal history record information for the purpose of screening individuals who accept employment or re-employment with the School Division. For the purpose of this Policy, re-employment refers to a break in service of six (6) or more months.

The Superintendent or designee shall forward the personal descriptive information through the Central Criminal Records Exchange to the Federal Bureau of Investigation for the purpose of obtaining criminal history record information regarding such employee.

The Superintendent or designee shall require that any applicant who is offered or accepts employment or re-employment provide written consent and the necessary personal information to obtain a search of the registry of founded complaints of child abuse and neglect maintained by the Virginia Department of Social Services. The Superintendent or designee shall thereafter request a search of the records of the Virginia Department of Social Services to be conducted for each such applicant.

The Superintendent or designee shall ensure compliance with Code of Virginia § 19.2-392.02, as amended. The School Division will require that each employee, whether full-time or part-time, permanent, or temporary, certify that the employee has not been: 1) convicted of any violent felony set forth in the definition of a barrier crime, any crime of moral turpitude, or any offense involving the sexual molestation, physical or sexual abuse or rape of a child; or the solicitation of any such offense; and 2) has not been the subject of a founded case of child abuse and neglect.

Substitute employees may be permitted to work pending the results of the Federal Bureau of Investigation background investigation and Virginia Department of Social Services search of the registry of founded complaints if the following conditions are met:

1. The School Division has successfully completed a state and local police background check for the individual; and
2. The School Division has successfully completed a check of the sex offender website and the sex offender and crimes against minors registry for the individual; and
3. The School Division requires the individual to serve in the presence of an employee who has successfully completed the Federal Bureau of Investigation background investigation and the Department of Social Services search of the registry of founded complaints.

H. Health Requirements

All persons selected for employment shall submit a certificate signed by a licensed physician stating they are free of communicable tuberculosis.

I. Probationary Periods

1. Instructional: Although contracts for probationary instructional personnel are issued ~~for on an annual basis one (1) year only~~, the first three (3) consecutive years of a person's employment shall be considered a probationary period ~~for new personnel~~. In calculating a probationary year of service, the first year is defined as 160 or more actual days worked. ~~The remaining probationary years of service shall be defined as 180 or more actual days worked during one school year.~~
 - a. All probationary employees, except those with prior successful teaching experience, shall be provided with a mentor teacher during their first year. Further, probationary employees will be given extra supervision and assistance in adjusting to their new positions, and particular attention will be given to a continuing evaluation of their efficiency.
 - b. Probationary teachers shall annually be evaluated using the procedures developed by the School Board. The Superintendent or designee shall consider each annual evaluation of a probationary employee in the nonrenewal process. If a teacher's annual performance evaluation during the probationary period is unsatisfactory, the School Board shall not reemploy such teacher.
 - c. Teachers who have attained continuing status in another public school division in Virginia shall serve a probationary period of no less than one (1) year and not to exceed two (2) years in the School Division before attaining continuing contract status. Such probationary period shall be a part of the initial contract.
2. Non-instructional: All employees, other than those subject to §§ 22.1-303 and 22.1-294 of the Code of Virginia, as amended, shall serve an eighteen-month probationary period.

Legal Reference

Immigration Reform and Control Act of 1986, as amended.

Code of Virginia § 22.1-296.1, as amended. Data on convictions for certain crimes and child abuse and neglect required; penalty.

Code of Virginia § 22.1-296.2, as amended. Fingerprinting required; reciprocity permitted.

Code of Virginia § 22.1-296.4, as amended. Child abuse and neglect data required.

Code of Virginia § 19.2-389, as amended. Dissemination of criminal history record information.

Code of Virginia § 19.2-390.1, as amended. Sex Offender and Crimes Against Minors Registry; maintenance; access.

Code of Virginia § 19.2-392.02, as amended. National criminal background checks by businesses and organizations regarding employees or volunteers providing care to children and the elderly.

Virginia State Police Sex Offender and Crimes Against Minors Registry.

Related Links

School Board [Policy 4-1](#)

School Board [Policy 4-5](#)

School Board [Policy 4-12](#)

School Board [Policy 4-56](#)

School Board [Regulation 4-57.1](#)

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

Amended by School Board: March 21, 2000

Amended by School Board: December 4, 2017

Amended by School Board: February 25, 2020

Amended by School Board: December 7, 2021

Amended by School Board: April 4, 2023

Amended by School Board: September 12, 2023

Amended by School Board: 2024


6/26/2024

APPROVED AS TO
LEGAL SUFFICIENCY





Subject: Program Evaluation Schedule for 2024-2025 **Item Number:** 14B

Section: Consent **Date:** September 10, 2024

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation, and Accountability

Prepared by: Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Office of Planning, Innovation, and Accountability

Presenter(s): Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board approve the schedule of program evaluations that will be completed by the Office of Planning, Innovation, and Accountability (PIA) during the 2024-2025 school year.

Background Summary:

The attached 2024-2025 Program Evaluation Schedule includes programs or initiatives recommended for evaluation during the 2024-2025 school year based on School Board Policy 6-26. Programs included on the evaluation schedule for 2024-2025 include the Renaissance Academy Alternative Education Program, Behavioral and Mental Health Supports for Students, An Achievable Dream Academy, the Scratch Cooking Initiative, and the Pre-Kindergarten Program.

Source:

School Board Policy 6-26

Budget Impact:



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

**Planning, Innovation, and Accountability
Office of Research and Evaluation**

2024-2025 Program Evaluation Schedule

Review of 2023-2024 Program Evaluation Schedule*

Program	Reporting Schedule
Behavioral and Mental Health Supports for Students (Multiple Initiatives)**	Fall 2024
Canvas**	Fall 2024
Renaissance Academy Alternative Education Program	Fall 2024

2024-2025 Program Evaluation Schedule

(Submitted for School Board approval in accordance with School Board Policy 6-26)

Program	Proposed Reporting Schedule
Renaissance Academy Alternative Education Program	Fall 2025
Behavioral and Mental Health Supports for Students (Multiple Initiatives)**	Fall 2025
An Achievable Dream Academy**	Winter 2025
Scratch Cooking Initiative	Fall 2025
Pre-Kindergarten Program	Fall 2025

*Once evaluation results have been presented to the School Board, recommendations may include additional evaluations to be completed by the Office of Research and Evaluation (ORE) during the 2024-2025 school year.

**Added to the Program Evaluation Schedule based on School Board Policy 6-26 which stipulates that new educational programs or initiatives that operate with local resources will be evaluated for a minimum of two years. Programs or initiatives that take more than two years to fully implement will also be evaluated during the year in which the program or initiative reaches full implementation. The Behavioral and Mental Health Supports for Students evaluation addresses several new or expanded programs including the following: Schoolwide Behavior Intervention Support Professional Learning, Rapid Response, Bridge Program, Responsive Classroom Practices, Behavior and Social Emotional (BASE) Program, and Communities in Schools.



Subject: Local Plan for the Education of the Gifted Update **Item Number:** 14C

Section: Consent Agenda **Date:** September 10, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

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

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

Recommendation:

That the School Board approve the Local Plan for the Education of the Gifted.

Background Summary:

Based on VDOE guidelines, VBCPS creates a new Local Plan for the Education of the Gifted every five years. The Department of Teaching and Learning is updating the School Board on the draft Local Plan for the Education of the Gifted. As of 9/4/24, we have revised the proposed plan to read as follows (this change can be found on page 16 of the draft plan found on our website):

For rising 3rd graders, the highest-rated applicant from each school is offered one of the first 53 seats (for implementation beginning in the 2026-27 school year).

Source:

N/A

Budget Impact:

N/A

Virginia Beach City Public Schools

DRAFT Local Plan for the Education of the Gifted

2024 - 2029

LEA#	128		
Superintendent	Dr. Donald E. Roberston, Jr.		
Mailing Address	2512 George Mason Drive, Virginia Beach, VA 23456		
Gifted Education Coordinator/ Designee	Dr. Crystal Wilkerson	Title	Director, K-12 and Gifted Programs
		Address	2512 George Mason Drive Virginia Beach, VA 23456
		Telephone	757-263-1070
		E-mail	crystal.lewis-wilkerson@vbschools.com
Local School Board Chairperson	Kimberly A. Melnyk		
Date Approved by School Board	DRAFT		

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Items in blue throughout the plan indicate the template from the VDOE.

Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate time frame of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site <https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/gifted-education>.

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Website. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

General Information regarding the Gifted Program in Virginia Beach City Public Schools

In section 8VAC20-40-40A of the *Regulations*, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.

Area of Giftedness Identified by the Division	Grades Served
General Intellectual Aptitude (GIA)	K-12
Visual Arts Aptitude (VPA)-Visual Arts	Grades 3-8
Performing Arts Aptitude (VPA)-Dance	Grades 3-8

The chart below shows gifted services provided by the Governor's School for the Arts and is based on application, audition and acceptance:

Area of Giftedness Identified by the Division	Grades Served
Visual Arts Aptitude (VPA)-Visual Arts	Grades 9-12
Performing Arts Aptitude (VPA)-Dance	Grades 9-12
Performing Arts Aptitude (VPA)-Theatre	Grades 9-12
Performing Arts Aptitude (VPA)-Instrumental Music	Grades 9-12
Performing Arts Aptitude (VPA)-Vocal Music	Grades 9-12
Performing Arts Aptitude (VPA)-Musical Theatre	Grades 9-12

(Please highlight, copy, and insert SAA and/or VPA rows as necessary to reflect all areas of giftedness served by the school division.)

Part I: Statement of Philosophy and Local Operational Definition of Giftedness for the School Division (8VAC20-40-60A.1)

A. Division Statement of Philosophy for the Education of Gifted Students

In Virginia Beach City Public Schools (VBCPS), we believe in recognizing and nurturing the diverse and multifaceted abilities of gifted learners to ensure they fulfill their unique potential. Through early identification, equitable access, and personalized support, we provide quality educational experiences that promote both intellectual and social-emotional growth. The division's inclusive programs, parent and community partnerships, and commitment to providing challenging and enriching educational experiences ensure every gifted learner thrives and fulfills their unique potential.

B. Division Operational Definition of Giftedness

This section should include an operational definition for each area of giftedness (general intellectual aptitude, specific academic aptitude, visual and/or performing arts aptitude, or career and technical aptitude) identified and served by the division. An operational definition provides the concrete, observable, and/or measurable criteria for 'giftedness' used by the division in the identification process. Such a definition might include a listing of the evidence of student readiness for gifted educational services, e.g. evidence of gifted behaviors as determined by a valid and reliable teacher checklist or evidence of superior academic performance based on a norm-referenced assessment of aptitude.

In alignment with the National Association for Gifted Children and adapted from Virginia state code 8VAC20-40-20, VBCPS defines giftedness as students with gifts and talents who perform or who have the capability to perform at higher levels compared to others of the same age, experience, and environment in one or more domains. Their aptitudes for accomplishment are so outstanding that they require differentiated programs to meet their educational needs.

Professionally qualified staff begin talent development with students in kindergarten through grade two. Students in grades 2-12 may be identified as having potential or demonstrated aptitudes for gifted education using a variety of criteria. These include evidence of gifted traits, academic performance, problem-solving and reasoning skills, norm-referenced ability screeners, and other relevant factors.

VBCPS identifies giftedness in the following areas:

General intellectual aptitude (GIA): Such students demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. Such students demonstrate the potential to be successful in a rigorous general intellectual gifted aptitude program.

Visual or performing arts aptitude: Such students demonstrate superior creative reasoning, imaginative expression, persistent artistic curiosity, advanced acquisition and mastery of techniques, concepts, and principles beyond their age-level peers. Such students demonstrate the potential to be successful in a rigorous visual or performing arts aptitude program.

In alignment to Virginia Code *8VAC20-40-60A.1*, VBCPS does not use any single criterion to deny or guarantee eligibility for gifted education services.

Part II: Program Goals and Objectives (8VAC20-40-60A.2)

This section should include goals and objectives for the school division's gifted education program. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

- A. Identification Goal Statement:** VBCPS will implement a comprehensive identification process using a holistic review of data to identify students in need of gifted education services.

Identification Objectives:

1. Utilize a multiple criteria profile approach for gifted identification with consideration given to quantitative and qualitative information.
2. Provide a variety of communication and public outreach to increase stakeholder awareness and understanding of gifted program opportunities available to all students.
3. Ensure the gifted identification and placement process is equitable for all students as outlined by the VBCPS selection process in this plan, including the identification of gifted students who are underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse.
4. Offer professional learning opportunities for school staff and support for parents/guardians to complete the gifted application process to ensure equitable identification processes.

- B. Delivery of Services Goal Statement:** VBCPS will provide a comprehensive continuum of services to address the needs of all identified gifted learners.

Delivery of Services Objectives:

1. Ensure the delivery of services is in alignment with gifted program components by monitoring the implementation of gifted instruction to ensure all gifted learners' needs are met, including gifted students who are underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse.
2. Implement research-based services, interventions, acceleration, and enrichment to support and develop both the academic and social-emotional growth of all gifted learners.
3. Provide gifted programming support through staff collaboration, professional learning, and instructional coaching to effectively challenge and support all gifted learners.
4. Provide equitable levels of staffing to ensure consistency and adequate service delivery to the gifted learners across the division.

- C. Curriculum and Instruction Goal Statement:** VBCPS will provide comprehensive differentiated curriculum and learning opportunities responsive to the unique cognitive, academic, and social-emotional needs of all gifted learners.

Curriculum and Instruction Objectives:

1. Develop and implement curriculum and instruction that enriches or extends core curriculum based on themes, issues, and real-world problems.
2. Utilize a variety of assessments within a balanced assessment model to monitor student learning and inform instruction based on the K-12 Gifted Program Benchmarks and Virginia Standards of Learning.

3. Engage collaborative partnerships between administrators, classroom teachers, gifted cluster teachers, gifted resource teachers, and instructional specialists to inform the development of high-quality differentiated instruction for gifted learners.
4. Collaborate with parents/guardians and the community to promote partnerships that enrich learning experiences.

D. Professional Development Goal Statement: VBCPS will provide continuous differentiated professional learning for school-based instructional staff and administrators related to the identification and education of gifted students.

Professional Development Objectives:

1. Develop and implement a professional learning program for instructional staff to enhance their understanding and support of gifted learners' traits, academic, cognitive, and social-emotional needs, to include gifted learners who are underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse students.
2. Expand professional learning opportunities to equip all instructional staff, with emphasis on gifted resource teachers (GRTs), cluster teachers, and administrators, with the skills to effectively implement gifted instructional strategies across the curriculum and align with gifted benchmarks.
3. Utilize instructional coaching to build the capacity of instructional staff, with emphasis on GRTs and gifted cluster teachers, to deliver differentiated and research-based gifted instruction.
4. Expand collaborative professional learning opportunities between school-based staff and division-level staff (e.g., mathematics, science, and English specialists) to develop engaging, challenging, and content-specific differentiated professional learning experiences.

E. Equitable Representation of Students Goal Statement: VBCPS will ensure identification processes and gifted education services are inclusive of all students with diverse abilities, including gifted learners who are underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse students.

Equitable Representation of Students Objectives:

1. Provide rigorous learning environments with effective instruction to increase representation of all student groups so students of all backgrounds thrive and have the opportunity to receive differentiated instruction.
2. Provide division-level professional learning to teachers and school staff concerning how gifted traits, attributes, and behaviors are manifested in underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse gifted learners.

F. Parent and Community Involvement Goal Statement: VBCPS will provide effective communication and ensure collaborative partnerships among stakeholders (e.g., parents/ guardians of gifted learners, school and division staff, and the community, to include groups such as businesses, educational organizations, military, and other youth organizations) to advocate for the unique needs of all gifted learners.

Parent and Community Involvement Objectives:

1. Increase parent/guardian participation and involvement in gifted education to include equitable support and outreach to families of gifted learners who have one or more of the following criteria: military, underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse.
2. Engage stakeholders to inform the planning and delivery of workshops and resource development.
3. Develop and use resources and strategies to empower families to advocate for the unique academic and social-emotional needs of GIA and artistically gifted learners, and ensure they are aware of the advanced academic programs and opportunities within VBCPS.
4. Increase outreach to parents of gifted learners regarding the content of students' gifted learning experiences and progress.

Part III: Screening, Referral, Identification, and Service Procedures

A. Screening Procedures (8VAC20-40-60A.3)

This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. Screening Procedures for General Intellect Aptitude (GIA)

Per the *Regulations Governing Educational Services for Gifted Students*, screening is defined as, “the active search for students who are then referred for the formal identification process.”

Screening is conducted to create a pool of potential candidates for consideration for gifted services. The candidate pool is made up of students who have been referred as well as second and fifth grade students scoring 90% or higher on the screening assessment completed during the screening process. Students who have been previously identified in VBCPS as GIA are not tested during gifted screening.

Screening students for gifted services occurs annually in kindergarten through 12th grade. The gifted resource teacher (GRT) screens students by observing them in the classroom setting, reviewing student data, recording anecdotal notes, and evaluating files of students new to the school division. GRTs are trained to look for specific indicators of gifted behaviors and traits in the student’s records and through classroom observations. GRTs provide training to all teachers on gifted traits to increase identification. K-2 teachers receive additional training in recognizing and anecdotally recording evidence of gifted behaviors through talent development lessons. Student Response Team (SRT) members (e.g., administrators, counselors, etc.) are also trained to consider potential candidates for the gifted program as they consider student needs.

In second **(implemented 25/26 SY)** and fifth grades, central office staff and building-level educators, who are trained in the administration of gifted assessments, administer the *Naglieri Nonverbal Ability Test (NNAT)* as a screening tool. **The Cognitive Abilities Test (CogAT) is used during the application phase for gifted identification with students who have a completed online application. (implemented 24/25 SY)**

To screen gifted students from diverse backgrounds, including those who may be underachieving, twice-exceptional, or culturally, linguistically, economically, and/or diverse, VBCPS utilizes the following programs to elicit advanced intellectual performance, enabling GRTs additional opportunities to observe and document gifted behaviors and characteristics:

- Emerging Scholars Initiative (ESI)
- Project E-Ignite
- Students and Parents Learning Intellectual Growth Strategies (SAPLINGS)
- Office of Programs for Exceptional Children (OPEC) collaboration

See [Part VIII: Policies and Procedures for Access to Programs and Advanced Courses](#) for more information on these programs.

2. Screening Procedures for Gifted Visual Arts/Dance

Parents/guardians of minor students who are interested in the gifted visual arts program must submit an online application and a portfolio of student drawings by the deadline. Directions for portfolio contents are provided by the school's art teacher or GRT. Student portfolios are screened by a team of art teachers. Students who exhibit exceptional abilities and potential are invited to attend an in-person audition for identification and placement.

Parents/guardians of minor students who are interested in the gifted dance education program must submit an online application by the deadline, and students are scheduled to participate in a group audition. There is no advance screening process for gifted dance.

B. Referral Procedures (8VAC20-40-60A.3)

This section provides referral procedures for each area of giftedness identified and served by the division. These procedures shall permit referrals from parents or legal guardians, teachers, professionals, students, peers, self, or others. These procedures should include to whom referrals are submitted and the timeline for the division to provide parents/guardians with the results of the eligibility process. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. Referral Procedures for General Intellect Aptitude (GIA)

Per the [Regulations Governing Educational Services for Gifted Students](#), referral means the “formal and direct process used to request that a student be assessed for gifted education program services.”

Beginning in grades K-2, students receive differentiated curriculum and teaching approaches through talent development which includes collaborative teaching provided by GRTs and classroom teachers. Students in grades 2-12 may be referred for consideration of gifted identification.

Referrals of current VBCPS students in grades 2-12 **(implemented 24/25 SY)** are accepted as follows:

- Parents/guardians may refer their students by submitting an application via the Gifted Application Management System (GAMS) at <https://giftedapplication.vbcps.com>
- Students may refer themselves by submitting an application via [GAMS](#).
- Teachers, peers, VBCPS staff or others may refer a student by contacting the school's gifted resource teacher (GRT).
- GRTs may refer students for gifted identification by contacting the parent/guardian and recommending they submit an application via [GAMS](#) if they wish to have the student further assessed and reviewed for GIA services.
- Parents/guardians who wish to have their student considered for Old Donation School (ODS) may refer their student by submitting an application via [GAMS](#).

Note: Referrals from the school are not required in order for a parent/guardian to initiate an application; there is no minimum test score required to initiate an application.

GAMS begins accepting applications in the fall of each school year, and the deadlines for submission are posted in [GAMS](#) and on www.VBSchools.com. Email notifications will be sent to all families from the school division. Information will also be posted on the division's gifted webpage within the division website.

Once an application is submitted, GRTs begin gathering evidence (see [GIA Multiple Criteria Listing](#)), and applicants are placed on a list to be tested. VBCPS uses the NNAT and the CogAT. Tests are administered by central office staff and building-level educators trained in the administration of gifted assessments. Test scores remain valid for one year and applicants who completed the test(s) during screening or during the current school year are not re-tested. Testing completed outside the school division will not be considered in the gifted identification process. Note, students requesting consideration for enrollment at ODS must undergo gifted testing each year the student applies for enrollment (e.g., a student in fourth grade who wants to apply to attend ODS in fifth grade will undergo gifted testing in fourth grade as part of the ODS application process) whether or not the student has been previously identified as gifted or applied for ODS enrollment.

If a student's gifted testing was adversely affected by extenuating circumstances, parents/guardians may submit a written notification to the Gifted Testing Office within two instructional days of the date of testing. The Gifted Testing Office will review the extenuating circumstances to determine whether additional assessment data should be gathered to provide a more balanced view of the student's abilities. The decision of the Gifted Testing Office will be final.

2. Referral Procedures for Gifted Visual Arts/Dance

Per the [Regulations Governing Educational Services for Gifted Students](#), referral means the “formal and direct process used to request a student be assessed” for visual arts and dance. Referrals of current VBCPS students in grades two – seven are accepted as follows:

- Parents/guardians may refer their minor students by submitting an application via the Gifted Visual Arts and Gifted Dance Education Application Management System at <https://danceandartapplication.vbcps.com>.
- Students may refer themselves by submitting an application via <https://danceandartapplication.vbcps.com>.
- Teachers, peers, VBCPS staff or others may refer a student by contacting the school's GRT or art teacher.
- The application does not require teacher recommendations.

The Gifted Visual Arts and Gifted Dance Education Application Management System begins accepting applications in the fall of each year, and the deadlines for submission will be posted on <https://danceandartapplication.vbcps.com> and on www.VBSchools.com.

Email notification will be sent from the Gifted Testing Office to all families. Information will also be posted on the division's gifted webpage within the division website. Parents/guardians are notified of the acceptance decision within ninety (90) instructional days of the application deadline.

C. Identification Procedures (8VAC20-40-60A.3)

This section provides identification procedures for each area of giftedness identified and served by the division. Identification in GIA programs shall be K-12 and must include a nationally norm-referenced aptitude test. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.

1. Identification Procedures for General Intellect Aptitude (GIA)

a. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☒ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☒ 4. Individual interview **Interview in Grades 6-12 (implemented 24/25 SY)**
- ☒ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s)
(must be included for GIA)
and/or
- ☐ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☒ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures
Specify: Anecdotal records and **discontinue use of 1st Grade Performance Based Task as an application component (implemented 24/25 SY)**

b. Additional identification information for General Intellectual Aptitude

Per the [Regulations Governing Educational Services for Gifted Students](#), "Identification means the multi-staged process of finding students who are eligible for service options offered through the division's gifted education program."

The Gifted Identification and Placement Committee reviews each profile (see [GIA Multiple Criteria Listing](#)) to holistically determine eligibility for gifted services in general intellect aptitude (GIA). The committee seeks evidence that the student demonstrates potential for exceptional performance. Committee members are trained on identifying the traits, attributes, and behaviors of gifted learners. Decisions are reached by the committee under the guidance of the Office of Gifted Programs. No single instrument, score, or criterion is used to exclude or include a child for eligibility. Testing conducted outside the school division will not be considered in gifted identification or the appeals process.

2. Identification Procedures for Gifted Visual Arts/Dance

a. Multiple Criteria Listing (8 VAC 20-40-40D.3)

This section includes the three or more categories that divisions shall include to develop a profile or composite for each student being considered. This listing of categories should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: Selection of either item 5a or 5b or both counts as a single category.

- ☒ 1. Assessment of appropriate student products, performance, or portfolio
- ☐ 2. Record of observation of in-class behavior
- ☒ 3. Appropriate rating scales, checklists, or questionnaires
- ☐ 4. Individual interview
- ☐ 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA) and/or
- ☐ 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- ☐ 6. Record of previous achievements (awards, honors, grades, etc.)
- ☒ 7. Additional valid and reliable measures or procedures

Specify: Audition

b. Additional identification information for Gifted Visual Arts/Dance

Prior art or dance experience/training is not required for identification. The Gifted Dance Identification and Placement Committee and the Visual Arts Identification and Placement Committee review each application to holistically determine eligibility for gifted services in visual arts or dance. The committees seek evidence that the student demonstrates potential for exceptional performance. Committee members are trained to identify the traits, attributes, and behaviors of gifted dancers and gifted visual artists. Decisions are based on a consensus of the committee. No single instrument, score, or

criterion is used to exclude or include a child for eligibility. Testing conducted outside the school division will not be considered in gifted identification or the appeals process.

D. Placement Procedures (8VAC20-40-60A.3)

This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.

1. Placement Procedures for General Intellect Aptitude (GIA)

a. Identification/Placement Committee (8VAC 20-40-40D)

- i. This section includes the **minimum number** of persons comprising the Identification/Placement Committee by category.

- 1 Classroom Teacher
- 1 Gifted Education Resource Teacher
- 1 Counselor
- School Psychologist
- 1 Assessment Specialist
- 1 Principal or Designee
- 1 Gifted Education Coordinator
- Other(s) Specify:

- ii. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.



School-level

☒ Division-level

b. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within ninety (90) instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Teacher Checklist	Current Classroom Teacher and/or GRT	Reviewed by the committee(s)	Gifted Testing Office
Anecdotal Records	Current Classroom Teacher and/or GRT	Reviewed by the committee(s)	Gifted Testing Office
Record Review of Previous Achievements and Abilities	Gifted assessment specialists	Reviewed by the committee(s)	Gifted Testing Office
Naglieri Nonverbal Ability Test (NNAT)	Gifted assessment specialists	Testing company and/or Gifted Testing Office staff	Gifted Testing Office*
Cognitive Abilities Test (CogAT)	Gifted assessment specialists	Testing company and/or Gifted Testing Office staff	Gifted Testing Office*

*Ability test scores remain valid for one year and applicants who complete the test(s) during screening or during the current school year are not re-tested.

Per the [Regulations Governing Educational Services for Gifted Students](#), "Placement" means the determination of the appropriate educational options for each eligible student.

The Gifted Identification and Placement Committee meets in December (grades 9-12) and between February and May (grades 2-12) to carefully review each applicant's profile to determine eligibility for gifted services. Parents/guardians are notified of the committee's decision and the appeals process via email. See [Notification Procedures](#) for more information on notifications and appeals.

In grades K-2 ([grade 2 talent development implemented 25/26 SY](#)), students receive talent development through differentiated curriculum and teaching approaches that involve collaborative efforts and co-teaching between GRTs and classroom teachers.

Students in grades 3-12, ([implemented 25/26 SY](#)) who are found eligible for GIA services, are placed in the gifted resource-cluster program in their neighborhood home school, which offers a gifted resource-cluster model. See [Program of Differentiated Curriculum and Instruction](#) for more information.

Students in grades 2-7 are eligible to apply for consideration for enrollment at Old Donation School (ODS) for their third through eighth grade school years. ([implemented 24/25 SY](#)) Selection for enrollment is based on open seats and the rating assigned by the ODS Rating Committee. The committee completes a holistic evaluation of the applicant's profile and uses the following 5 to 1 rating scale, with 5 being the highest recommendation:

- 5 - exceptionally 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 the program

No single criterion determines an applicant's rating, and there is no guarantee a specific rating will result in enrollment at ODS. To promote equitable access and equal opportunity, identifiable information such as student names and students' school names are not available to the selection committee.

For rising 3rd graders the highest rated applicant from each school is offered one of the first 53 seats. **(implemented 26/27 SY)** *Note: The minimum number of seats available in 6th grade in 2025-26 will be impacted based on the School Board vote to compact elementary seats into grades 3-5 rather than 2-5. This change from the previous local plan will impact available seats for incoming grade 6 students.*

In the event there are multiple students of the same rating at any school, a random selection of those same-rated students will be conducted until one student from each school has accepted the seat.

All remaining seats are filled starting with the highest-rated students throughout the division (e.g., 5-5-5) until all available seats are filled. In the event there are fewer seats than students of the same rating, a random selection from that group of same-rated students will be conducted.

For rising 4th, 5th, 6th, 7th, and 8th graders, seats are filled starting with the highest-rated students (e.g., 5-5-5) until all seats have been accepted. In the event there are fewer seats than students of the same rating, a random selection from that group of same-rated students is conducted.

A waitlist is established for any remaining students of the same rating. Any additional seats that become available are filled in the same manner as above. The waitlist is dissolved on the second Friday of the school year. Students on the waitlist are expected to enroll at their neighborhood home school pending notification.

c. Determination of Services (8VAC20-40-60A.3)

This section describes the process of determining appropriate educational services for identified K-12 students.

General Intellect Aptitude (GIA)

Each applicant's profile is reviewed by members of the Gifted Identification and Placement Committee. Eligibility decisions are based on the decisions of the committee.

The Old Donation School (ODS) Rating Committee reviews the profile and rates the student on their potential for exceptional performance. Selection decisions are based on applicant ratings and the number of openings in the program.

2. Placement Procedures for Gifted Visual Arts/Dance

a. Identification/Placement Committee (8VAC 20-40-40D)

- i. This section includes the **minimum number** of persons comprising the Identification/Placement Committee by category.

- 1 Classroom Teacher
- 1 Gifted Education Resource Teacher
- 1 Counselor
- 1 School Psychologist
- 1 Assessment Specialist(s)
- 1 Principal(s) or Designee(s)
- 1 Gifted Education Coordinator
- Other(s) Specify:

- ii. Type of Identification/Placement Committee

This section indicates the type of Identification/Placement Committee the division uses.



School-level



Division-level

b. Eligibility (8VAC20-40-60A.3)

This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.

Measure	Administered/ Completed by	Scored by	Provided to the committee by
Group Audition (videotaped)	Gifted Dance Teachers	Gifted Dance Identification and Placement Committee	Gifted Dance Teachers
Performance Tasks	Visual Arts Teacher	Visual Arts Identification and Placement Committee	Visual Arts Teachers

c. Determination of Services (8VAC20-40-60A.3)

This section describes the process of determining appropriate educational services for identified K-12 students.

Gifted Visual Arts/Dance

The Visual Arts and Gifted Dance Identification and Placement Committees review all data on each candidate. Eligibility decisions are based on the decisions of the committee.

Part IV: Notification Procedures (8VAC20-40-60A.4)

This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.

General Intellectual Aptitude (GIA)

A. Notifying parents/guardians of the process: Parents/guardians are officially notified annually of the option to submit an application for GIA identification through divisionwide notification and the VBCPS website. Schools may choose to provide notifications within their family newsletters; however, official application information will be provided by divisionwide communications and the VBCPS website. In addition to direct communication with families, the school division will also inform stakeholder community groups about timelines for the gifted referral and identification process. VBCPS will solicit assistance in identifying underrepresented student populations such as, but not limited to, English as a second language, students with disabilities, military-connected students, ethnically, racially, and/or economically diverse, or otherwise identified by school division. Once an application has been submitted via the Gifted Application Management System (GAMS), parents/guardians/adult students receive a confirmation email.

Note: Referrals from the school are not required in order for a parent/guardian to initiate an application; there is no minimum test score required to initiate an application and refer a child for gifted testing.

B. Permission for testing or screening: VBCPS administers the Naglieri Nonverbal Ability Test (NNAT) as a screening tool for all students in grades 2 and 5. (implemented 25/26 SY)

Parents/guardians receive notifications of screening windows and have the option to opt the student out of the screening process by contacting their school or the Office of Gifted Programs and completing the opt-out form. If a parent/guardian would like for their student to move forward in the gifted identification process, the parent/guardian must submit an application and provide consent for testing electronically.

C. Provision of appropriate service options: Parents/guardians receive electronic notification of the eligibility decision for GIA services and information regarding the right to appeal. Once a student is identified for GIA services, they continue to receive services through grade 12, unless a parent or adult student declines services.

D. Exit policy and appeals processes:**1. Exit Policy**

- a. General Intellectual Aptitude (GIA) services - exit by adult students or parents/guardians or minor students - parents/guardians or adult students who wish to initiate a change in school-based GIA services must notify the principal and follow School Division Regulation 6-31.1 and School Division guidance regarding exiting.

- b. Old Donation School GIA services - parent/guardian removal - parents/guardians who wish to withdraw a student from Old Donation School (ODS) GIA services must notify the ODS registrar and follow School Division Regulation 6-31.1 and School Division guidance regarding exiting ODS.
- c. Old Donation School GIA services – School Division removal - the School Division may remove a student from ODS GIA services in accordance with the due process procedures as set forth in School Division Regulation 6-31.1 and School Division guidance regarding exiting ODS.
- d. Reinstatement or reapplication to ODS – a student may be reinstated or reapply for gifted services or ODS GIA services in accordance with School Division Regulation 6-31.1 and School Division guidance regarding exiting ODS.

2. Appeals Process

- a. All appeals regarding gifted identification ratings must be submitted by the parent/guardian or the school administrator, on or before the scheduled deadline, according to the procedures outlined in the notification email.
- b. All appeals regarding ODS ratings must be submitted by the parent/guardian, on or before the scheduled deadline, according to the procedures outlined in the notification email.
- c. The appeal form must provide, in writing, new information that was not available at the time of the initial application and/or information regarding any errors in the original application. Only one appeal form may be submitted per student. The appeals committee *will not* accept additional information from VBCPS staff or outside sources in the appeal.
- d. Appeal requests are handled by the Gifted Appeals Committee, overseen by the Director of K-12 and Gifted Programs or designee. The Gifted Appeals Committee will consist of staff members who did not serve on the gifted identification or ODS rating committees.
- e. The Gifted Appeals Committee will review the original application profile as well as the appeal form submitted by the parent/guardian. The decision of the Gifted Appeals Committee will be final. The decision of the appeals committee may include one of the following:
 - i. uphold the original decision of the identification and placement committee or rating committee;
 - ii. reverse the decision of the identification and placement committee or rating committee; or
 - iii. place the student's identification and placement committee decision on hold to examine additional assessment data as determined by the Office of Gifted Programs. Any additional assessment considered or administered as part of an appeal must be administered by VBCPS staff. No testing conducted outside the school division is considered in gifted identification or the appeals process.

f. The Director of K-12 and Gifted Programs, or the director's designee, is responsible for notifying parents/guardians of the appeal decision within ten instructional days of the appeal deadline.

Gifted Visual Arts/Dance

- A. Notifying parents/guardians of the process:** Parents/guardians are notified annually of the option to submit an application for gifted visual arts or dance identification through division wide notification and the VBCPS website. Schools may also share information, but official information is shared via the division wide notification and VBCPS website. Once an application has been submitted via the Gifted Visual Arts and Gifted Dance Education Application Management System, parents/guardians receive a confirmation email.
- B. Permission for testing or screening:** Parents/guardians complete an online application form for students in grades 2-7 to submit a portfolio for visual arts or audition for dance. After an application is initiated, the parent/guardian completes a consent form.
- C. Provision of appropriate service options:** Parents/guardians receive electronic notification of the eligibility decision for visual arts or gifted dance services and information regarding the right to appeal. Once a student is identified for gifted visual arts or dance services, they are eligible to receive services through grade 8.
- D. Exit policy and appeals processes:**
1. **Exit Policy**
 - a. Gifted visual arts or dance services at ODS or Virginia Beach Middle School parent/guardian withdrawal - Parents/guardians who wish to withdraw a student from gifted visual or dance must notify the ODS registrar (grades 3-5 visual arts or grades 3-8 dance) or the Virginia Beach Middle School principal (grades 6-8 visual arts) in writing and follow School Division Regulation 6-31.1 and School Division guidance regarding exiting.
 - b. Gifted visual arts or dance services – School Division removal - the School Division may remove a student from gifted visual arts or dance services in accordance with the due process procedures as set forth in School Division Regulation 6-31.1 and School Division guidance regarding exiting ODS or Virginia Beach Middle School.
 - c. Reinstatement or reapplication to visual arts or dance services – a student may be reinstated or reapply for gifted visual arts or dance services in accordance with School Division Regulation 6-31.1 and School Division guidance regarding exiting ODS.
 2. **Appeals Process**
 - a. All appeals regarding gifted visual arts and dance identification must be submitted by the parent/guardian, on or before the scheduled deadline, according to the procedures outlined in the notification email.
 - b. The appeal form should describe gifted behaviors observed at home or present additional information, in writing, they feel would be helpful to the committee in making their

decision. Only one appeal form may be submitted per student. The appeals committee *will not* accept additional information from VBCPS staff or outside sources in the appeal.

- c. Appeal requests are handled by the Gifted Appeals Committee, overseen by the Director of K-12 and Gifted Programs or designee. The Gifted Appeals Committee will consist of staff members who did not serve on the gifted visual arts or dance identification committees.
- d. The Gifted Appeals Committee will review student-generated work as well as the appeal form submitted by the parent/guardian. The decision of the Gifted Appeals Committee will be final. The decisions of the appeals committee may include one of the following:
 - i. uphold the original decision of the identification and placement committee; or
 - ii. reverse the decision of the identification and placement committee.
- e. The Director of K-12 and Gifted Programs, or the director's designee, is responsible for notifying parents/guardians of the appeal decision within ten instructional days of the appeal deadline.

Part V: Change in Instructional Services (8VAC20-40-60A.5)

This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.

General Intellectual Aptitude (GIA)

Identification and Placement Decisions

The Gifted Testing Office notifies parents/guardians of GIA identification decisions in writing. Parents/guardians have the option to accept, decline, or defer services. If a student is found ineligible, parents/guardians may submit an appeal, as outlined in Part IV of the Local Plan.

Initial Changes in Placement Procedures

Parents/guardians who wish to initiate a change in school-based GIA services must notify the comprehensive neighborhood school principal. If parents/guardians do not wish for their student to take part in gifted services, they must inform the school, in writing, they will be declining gifted services. Even if a parent/guardian has opted out of gifted services for their student, the student maintains eligibility for gifted services. The parents/guardians may inform the neighborhood home school, in writing, if they wish to resume services.

Exit Policy

- Students retain GIA identification until graduation once identified in VBCPS.
- Students may be exited from gifted services upon written request of the parent/guardian or adult student.
- Parents/guardians who wish to withdraw a student from Old Donation School (ODS) and enroll in the student's comprehensive neighborhood school must notify the principal at ODS in writing. If a student exits and later wishes to return to ODS, the student must reapply and go through the selection process during the next application window.

Gifted Visual Arts/Dance

Identification and Placement Decisions

Written notifications for visual arts and gifted dance identification decisions are processed and sent by the Office of Gifted Programs. Parents/guardians have the option to accept, decline, or defer services. If a student is found ineligible, parents/guardians may submit an appeal, which is detailed in Part IV of the Local Plan.

Initial Changes in Placement Procedures

Parents/guardians who wish to initiate a change in division-level visual arts or gifted dance services must notify the registrar. Even if a parent/guardian has opted out of gifted services for their student, the student maintains eligibility for gifted services and has the opportunity to take part in activities offered by the gifted program, as feasible. Once a parent/guardian declines visual arts or gifted dance services, the student would need to reapply and go through the selection process in order to be considered.

Exit Policy

- Parents/guardians who wish to withdraw a student from gifted visual or dance must notify the ODS registrar (grades 3-5 visual arts or grades 3-8 dance) in writing.
- Parents/guardians who wish to withdraw a student from gifted visual arts in grades 6-8 at Virginia Beach Middle School (VBMS) and enroll in the student's comprehensive neighborhood school notify the principal at VBMS in writing.
- Parents/guardians who wish to withdraw their student acknowledge their student's seat in the program will be given to another student.
- Parents/guardians who wish to have their student resume gifted visual or dance services at ODS/VBMS must reapply during the regular application process.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted learners. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.

A. Service Options are Continuous and Sequential

This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. GIA programs need to provide evidence from kindergarten through twelfth grade.

1. General Intellectual Aptitude (GIA)

At all levels, gifted learners are provided instruction via appropriately differentiated curriculum and instruction that is responsive to the educational needs of the student. Program options are available to gifted learners at the elementary, middle, and high school levels. At all educational levels, the gifted program is grounded in the Virginia Standards of Learning and is differentiated and expanded to meet the needs of gifted learners based on academic performance and student needs. Curriculum resources and gifted instructional approaches offer concept-based learning experiences, focusing on universal themes in kindergarten through grade twelve. Each comprehensive school employs a full-time gifted resource teacher (GRT) who is trained and endorsed in understanding gifted characteristics, using specific instructional strategies, and developing specialized curricula designed to meet the needs of gifted learners. GRTs collaborate with classroom teachers to differentiate curriculum and instruction to meet the intellectual and social-emotional needs of students so teachers are supported in delivering differentiated instruction.

2. Talent Development

All K-2 (grade 2 talent development implemented 25/26 SY) students participate in gifted services as provided by the elementary GRT in partnership with classroom teachers. Collaboration between the K-2 teachers and the school's GRT allows for the planning and delivery of extension activities, and whole group and small group lessons based on readiness, academic performance, interest, and/or learning profiles.

3. Emerging Scholars Initiative (ESI)

ESI is a multifaceted program designed to improve the identification of underrepresented student populations and the delivery of gifted program services in schools that qualify or have recently qualified for Title I services. The ESI program identifies culturally, linguistically, economically, and/or diverse students with high academic potential using a strengths-based approach to prepare students to engage in challenging subject matter and rigorous courses in upper elementary school and beyond. Curriculum and instruction, teacher professional learning, parent/guardian education, and community partnerships are the core components of the ESI program.

In addition, VBCPS partners with local museums to provide cultural experiences for ESI students and their parents/guardians. The program, **Students And Parents Learning INtellectual**

Growth Strategies (SAPLINGS) provides another avenue to observe, collect data, and provide opportunities to nurture and identify potential in students. Classroom teachers, GRTs, and docents in the museums observe students in this unique setting and provide anecdotal information as well. The classroom teachers and GRTs receive training on how to identify gifted characteristics prior to the field trip to assist in the identification of underrepresented populations of students.

The primary aim of Project E-Ignite is to utilize the Jacob K. Javits grant-funded program by serving underachieving, twice-exceptional, culturally, linguistically, economically, and/or diverse students through its ExCEL PBL Initiative Model (ExCEL Model) for middle school students.

4. Elementary and Middle School

Students identified as intellectually gifted in grades three through eight (grades 2-8 during 24/25 SY; grades 3-8 implemented 25/26 SY) receive services through the gifted resource-cluster program in their comprehensive neighborhood school. The gifted resource-cluster model provides differentiated instructional and curricular experiences with gifted cluster teachers who work with gifted-identified students and a GRT.

5. High School

The high school gifted resource-cluster program offers services to students through coaching and collaborative planning with teachers and by facilitation of elective courses. These services provide resources, support, guidance, specialized curricula, and instructional strategies as well as whole-group and small-group instruction.

GRTs in each of the comprehensive high schools and academies serve as advocates for gifted learners as well as instructional coaches for teachers. The formation of cluster classrooms is at the discretion of the high school principal, who must determine the most appropriate teachers, courses, and sections for cluster classrooms. While cluster grouping of gifted learners is expected in grades nine and ten, it is an option for schools to extend clustering to grades eleven and twelve.

GRTs also teach elective courses in an online, blended format, allowing students to research and discuss selected topics. Think Tank (grades 9-10) offers students the opportunity to think critically about current social, political, economic, and environmental issues. S.P.A.R.K.S. (grades 11-12) allows students to engage in a course designed to encourage the discovery and discussion of new and invigorating ideas, the development of critical thinking skills, and the synthesis of complex issues. Online and face-to-face discussions encourage students to make connections and explore relationships among different disciplines. Independent Study (grades 9-12) is an option that allows students to pursue self-initiated, academically advanced study projects in their identified special interest areas. Principal and GRT approval are required for students to participate.

In partnership with school counselors, GRTs help students identify additional core and elective courses aligned with students' goals. These student-driven pathways allow students to enrich their academic experiences and explore work-based learning opportunities.

The following options are application-based. Students may also apply to be considered for enrollment in the following:

6. Old Donation School

ODS is a school that houses a GIA program (grades 3-8) **(implemented 25/26 SY)**, gifted dance program (grades 3-8), and gifted visual arts program (grades 3-5) for gifted learners who demonstrate advanced levels of performance and evidence of potential to be successful in a rigorous learning environment where the core curriculum and pacing provided are compacted and accelerated. Limited seats are available; therefore, enrollment at ODS is application-based. No single criterion determines an applicant's rating, and there is no guarantee a specific rating will result in a student being selected to attend ODS.

Curriculum and instruction encompass all objectives found in the Virginia Standards of Learning, expanding and extending specifically to meet the needs of gifted learners. The content of the courses is compacted and extended so students are not only accelerated but are also covering material in more depth, when appropriate. More information can be found on the [ODS school website](#).

7. Gifted Visual Arts/Dance

Students in grades 2 through 7 may apply in grades 3 through 8 for gifted visual arts and dance programs. In grades 3-5, the structure for both gifted visual arts and dance is a once a week pull-out program housed at ODS. For visual arts in grades 6-8, the program is embedded in the middle school schedule, and students who wish to participate are enrolled at Virginia Beach Middle School. For dance in grades 6-8, students continue with the once a week pull-out program at ODS. Both programs have units of study and standards that are built during the year and over the entire time the student is enrolled in the program.

Students in grades 9-12 who attend the Governor's School for the Arts (GSA) in Norfolk, Virginia spend the mornings at their comprehensive neighborhood school or high school academy. They are given the option to provide transportation or use transportation provided by the school division to attend GSA for the second half of the school day. Students attend classes at GSA daily and receive instruction in their area of focus that builds in rigor and complexity over time.

Note: Although gifted identification is not required for application to the program, students who are accepted will automatically receive gifted visual/performing arts identification by VBCPS. For more information, visit the GSA website at <http://www.gsarts.net>.

B. Service Options Provide Instructional Time with Age-level Peers

This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.

General Intellectual Aptitude (GIA)

The gifted resource-cluster program is an arrangement in which a group (cluster) of identified gifted learners is assigned to a classroom with a gifted cluster teacher who collaborates with the GRT to provide differentiated curriculum and instruction. Students are assigned to cluster classrooms according to specific program guidelines. The gifted cluster teacher is responsible for delivering gifted services in partnership with the GRT. The GRT provides ongoing professional learning and instructional coaching support to gifted cluster teachers to enhance the curriculum and implementation of differentiated instruction in the classroom. This ensures cluster teachers are supported in delivering advanced differentiated instruction when the GRT is not present in the classroom. The GRT also provides direct instruction to students in cluster classrooms, working with the entire class or small groups of gifted and high academic-ability students who have indicated mastery of skills. Additionally, the gifted resource teacher and other staff may pull specific students out of class to deliver small group instruction, based on academic performance. The gifted resource-cluster program provides opportunities for gifted learners to work independently, with intellectual peers, and with age-level peers. Principals follow program guidelines and examine gifted students' data and needs to develop gifted cluster classroom student assignments.

Gifted Visual Arts/Dance

All gifted visual arts and dance programs are part-time, and students are grouped within those programs with others of similar age and ability. Students still have academic core content classes with their age-level peers at their comprehensive schools at times when they are not in gifted visual arts or dance classes.

C. Service Options Provide Instructional Time with Intellectual and Academic Peers

This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted students beyond the grade-level or course expectations for all students. The description should include how these academic needs are met during the school day and week.

General Intellectual Aptitude (GIA)

Acceleration may take the form of advancement in grade level or it may be an advancement in a particular course, unit, or area of study. For example, elementary students can work in a pull out model with the GRT when data shows mastery of content within a unit of study. Enrolling in credit-bearing courses at the middle school level enables students to enter high school with credits toward a standard or advanced studies diploma. Providing students with honors and/or advanced curricula at the secondary level is another method for accelerating their learning. High school students have the opportunity to take courses at community colleges while still in high school and enroll in corresponding courses or online courses. Students take advanced placement and dual enrollment courses as a means of accelerating the high school learning experience and preparing them for various post-secondary pathways.

Grade Level Acceleration: Parents who wish to examine acceleration to the next grade level while students are in elementary school should follow the process for examining this

possibility as outlined in School Board Regulation 5-27.1. Students do not have to be identified as gifted to be accelerated early.

[Compacting curriculum](#) is another instructional strategy that is used frequently to allow students who have already mastered material or who can master the content more quickly to do so; thus, giving them time to engage in other content that they find more challenging or interesting (e.g, independent study).

Enrichment of curriculum allows students to explore the core curriculum with more depth and in a more complex manner. For example, problem-based learning presents gifted learners with complex problems that must be solved. This instructional strategy enables the students to tackle the complexities that will be facing them as citizens in a global community, as well as in their daily lives.

The [Glossary of Gifted Instructional Strategies and Resources](#) includes various methods and approaches utilized in VBCPS.

Refer to the [VBCPS K-12 Gifted and Advanced Academic Continuum](#) for more information.

D. Service Options Provide Instructional Time to Work Independently

This section includes a description of the instructional strategies or program model used in the division to allow gifted students to work independently during the school day and week.

General Intellectual Aptitude

Independent Investigative Methods (grades 3-8) or Independent Study (grades 9-12) provides students an opportunity to design their own learning experience in an area of interest. This allows students to pursue self-initiated, academically advanced studies in special interest areas. Students identify a problem, conduct an investigation, and present their findings for evaluation. Although technology may be leveraged for research and to compose a presentation, a balance of non-digital and digital learning is emphasized to ensure students do not solely rely on technology for independent learning opportunities.

Problem-based learning allows students and teachers to identify real-world problems to be investigated through a research process authentic to the discipline (e.g., scientific research, hands-on experiments and creation, academic collaboration and discourse, and historical research).

Differentiation adapts curriculum and instruction according to content, pacing, student performance, and interest to meet the unique needs of each gifted learner.

E. Service Options Foster Intellectual and Academic Growth

This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.

General Intellectual Aptitude & Gifted Visual Arts/Dance

The [Glossary of Gifted Instructional Strategies and Resources](#) includes various instructional strategies, methods, and approaches that are utilized in VBCPS.

F. Procedures for Assessing Academic Growth in Gifted Students

This section includes a description of the procedures used by the division to assess the academic growth for gifted students.

General Intellectual Aptitude & Gifted Visual Arts/Dance

Gifted learners are assessed using both formal and informal measures, including diagnostic, performance-based, formative, summative, and authentic assessments. Assessment is ongoing and provides data for teachers to make informed decisions about student readiness levels, interests, and learning styles of their students.

The Gifted Benchmarks for gifted learners include specific curricular and instructional goals for students who are identified for intellectually gifted services.

Parents/guardians and adult students are informed of student academic performance through parent conferences, report cards, and/or gifted resource teacher student performance updates.

Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)

The *Regulations Governing Educational Services for Gifted Students* defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted students.

General Intellectual Aptitude

Gifted learners are provided instruction via programming that is responsive to the educational needs of the student. Program options are available to gifted learners at the elementary, middle, and high school levels. At all educational levels, the gifted program is grounded in the Virginia Standards of Learning and the general education curriculum but is differentiated, enriched, and extended to provide appropriate learning challenges for gifted learners. Concept-based curriculum and instruction focus on major universal themes in kindergarten through grade twelve. Depth and complexity strategies are utilized to appropriately challenge and intellectually stimulate gifted learners. The level and pace of instruction is dependent on the readiness level and academic performance of the student.

The VBCPS comprehensive curriculum encourages inquiry, innovation, critical thinking and real-world application of learning to support students in becoming productive citizens and acquiring the skills portrayed in the division's Graduate Profile. The curriculum goals that drive the benchmarks for gifted programs K-12 are:

- develop an understanding of systems for knowledge, themes, issues, and problems that frame the external world;
- develop critical thinking, creative abilities, and problem-solving skills; and
- develop metacognitive skills that foster independent and self-directed learning in order to develop self-understanding.

All curriculum is rooted in the concept of differentiation to meet the needs of gifted learners. Differentiation is the process of modifying learning experiences based on a student's readiness level, interest level, and learning profile. The principles of differentiation guide the modification of the following five key areas based on the work of Carol Tomlinson: content, process, product, learning environment, and affect. More information on differentiation can be found [here](#).

The gifted instructional program should:

- incorporate advanced, accelerated, conceptually challenging, and age-appropriate complex content;
- promote student problem-solving skills (inquiry, critical/creative thinking, research, global competence) to develop productive leadership skills;
- integrate culturally responsive, interdisciplinary, and personalized learning experiences;
- support social-emotional and intellectual growth of a unique and diverse population of K-12
- gifted learners, including all reporting groups (e.g., students with disabilities who are twice

- exceptional learners);
- provide opportunities for gifted learners to develop and strengthen their sense of self (e.g., goal setting, resiliency, self-advocacy) and their communication and collaboration skills; and
- integrate technology tools or digital resources that differentiate to meet the needs of gifted learners and empower them to communicate responsibly and creatively.

Progress monitoring should:

- consist of a variety of pre-assessments, formative assessments, and summative assessments to develop differentiated instruction;
- focus on performance-based assessments and utilize rubrics when appropriate;
- build student agency through goal-setting and developing metacognitive thinking; and
- be communicated to parents during parent conferences, report cards, and/or gifted resource teacher student performance updates.

Collaborative partnerships include:

- regular communication with stakeholders regarding gifted teaching and learning;
- collaborative planning between gifted cluster teachers, gifted resource teachers, and other building specialists to support the delivery of effective instruction;
- community partnerships to engage students in authentic learning experiences; and
- division and school-based professional learning and job-embedded coaching related to gifted instruction, gifted curriculum resources, and how to support the needs of gifted learners.

Acceleration and curriculum compacting are additional models that enable teachers to meet the needs of gifted learners, as outlined in [Part VI, Sections B and C](#).

The [Glossary of Gifted Instructional Strategies and Resources](#) includes various instructional strategies, methods, and approaches that are utilized in VBCPS.

To support the delivery of instruction, professional learning to build the capacity of gifted resource and cluster teachers is provided by the Office of Gifted Programs. Gifted resource teachers build the capacity of school staff and administrators within their buildings through collaborative planning sessions, data analysis meetings, job-embedded instructional coaching, modeling lessons, and co-teaching.

Visual Arts

The Gifted Visual Arts Program curriculum integrates aesthetic perception, creativity, and skill development through visual arts objectives. Within each unit of study, students explore conceptual themes through the lens of two-dimensional art, three-dimensional art, color, and innovation in the arts. Students create art with meaning that involves the understanding of the theories of art, including design concepts, as well as art history, appreciation, and criticism through personal and collaborative projects.

Gifted Dance

The Gifted Dance Program curriculum integrates aesthetic perception, creativity, and skill development through dance objectives. Within each unit of study, students explore conceptual themes through the lens of the language of the discipline.

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses
(8VAC20-40-60A.12)

This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.

General Intellectual Aptitude (GIA)

All students determined eligible for gifted services for GIA in grades K-12 qualify for services in their comprehensive neighborhood school gifted resource-cluster program. School Board Policy 6-31 Gifted Programs provides the School Board policy for the instruction of gifted students. The information that follows describes access and procedures germane to this policy.

Continuum of Services: The gifted resource teacher (GRT), in collaboration with the gifted cluster classroom teacher, must regularly differentiate the general education curriculum to meet the needs of each gifted student in the comprehensive neighborhood school, ensuring a match between a student's capabilities and the gifted services delivered as described in [Part VI: Evidence of Appropriate Service Options](#). As students move into middle and high school, they have additional opportunities to enhance and personalize their gifted pathway.

VBCPS implements the following programs in an effort to identify underrepresented populations of gifted learners:

- Emerging Scholars Initiative (ESI)
- Students And Parents Learning INtellectual Growth Strategies (SAPLINGS)
- Project E-Ignite
- Collaboration with the Office of Programs of Exceptional Children (OPEC) and Psychological Services

Elementary school - Students are provided differentiated instruction to meet their diverse needs and ensure there is a match between a student's capabilities and gifted services. Opportunities are provided for enrichment and extension, data-driven small group instruction, and differentiated independent learning experiences. The pace in gifted cluster classes is rapid, with students exploring subjects in greater depth, with additional intensity, and through a conceptual lens.

Middle school - Students have the opportunity to take advanced classes in English, science, and mathematics and may begin a foreign language. The pace in advanced and/or gifted cluster classes is rapid, with students exploring subjects in greater depth, with additional intensity, and through a conceptual lens. Successful completion of advanced courses in middle school enables students to take advanced classes in high school, whether as part of advanced placement courses or at one of the high school's advanced academic or academy programs.

High school - Students at the high school level have access to career and technical education centers, academies and advanced academic programs, honors and Advanced Placement courses, and college-level dual enrollment courses. Advanced academic programs and academies provide a rigorous curriculum and authentic learning experiences. Applications for these programs do not require gifted identification. More information about the high school academies in VBCPS can be

found here: <https://www.vbschools.com/academics/academies>. Advanced placement and dual enrollment courses allow students the opportunity to further develop requisite post-secondary skills and earn industry credentials along with college credit while attending high school.

Gifted Visual Arts/Dance

Gifted Dance (grades 3-8) - Education in the art of dance teaches kinesthetic learners how to access knowledge through movement. Creative thinking, critical thinking, and problem-solving skills are taught using collaborative and innovative processes which can transfer to other areas of academic curricula. Students participate in in-depth performance units taking on roles of the discipline as choreographer, producer, designer, and collaborator. Students work collaboratively with teachers and/or peers to create original products with the opportunity to display work to real audiences. Physical skill development is nurtured as well as knowledge of dance theory, history, performance, presentation, and critical thinking using choreographic and collaborative tools.

Gifted Visual Arts (grades 3-8) - The Gifted Visual Arts Program integrates aesthetic perception, creativity, and skill development through visual arts objectives. Within each unit of study, students explore conceptual themes through the lens of two-dimensional and three-dimensional art, color, and innovation in the arts. Students create art with meaning which involves the understanding of the theories of art, including design concepts, as well as art history, appreciation, and criticism through personal and collaborative projects.

Governor's School for the Arts (grades 9-12) - Students in grades nine through twelve are eligible to attend the Governor's School for the Arts in Norfolk, Virginia. Students are identified as gifted in the visual or performing arts upon acceptance to the Governor's School for the Arts. More information can be found online at <https://www.gsarts.org/admissions>.

For more information about access to programs and advanced courses, please view the [VBCPS K-12 Gifted and Advanced Academic Continuum](#).

Part IX: Personal and Professional Development (8VAC20-40-60A.13)

School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.

1. Understanding of principles of the integration of gifted education and general education, including:
 - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and
 - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.
2. Understanding of the characteristics of gifted students, including:
 - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;
 - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and
 - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).
3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
 - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;
 - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;
 - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;
 - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents/guardians, teachers and others;
 - e. The evaluation of data collected from student records such as grades, honors, and awards;
 - f. The use of case study reports providing information concerning exceptional conditions; and
 - g. The structure, training, and procedures used by the identification and placement committee.
4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:
 - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;
 - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and
 - c. The development of learning environments that guide students to become self-directed, independent learners.
5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted students to the programs and curriculum offered to gifted students, including:
 - a. The integration of multiple disciplines into an area of study;
 - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;
 - c. The development of analytical, organizational, critical, and creative thinking skills;
 - d. The development of sophisticated products using varied modes of expression;
 - e. The evaluation of student learning through appropriate and specific criteria; and
 - f. The development of advanced technological skills to enhance student performance.
6. Understanding of contemporary issues and research in gifted education, including:
 - a. The systematic gathering, analyzing, and reporting of formative and summative data; and
 - b. Current local, state, and national issues and concerns.

Gifted education services are supported and strengthened through evidence-based professional learning to ensure educators of gifted learners are equipped with the skills and content knowledge necessary to meet the needs of gifted learners.

1. Understanding of principles of the integration of gifted education and general education

The Office of Gifted Programs and content specialists from the Department of Teaching and Learning provide professional learning opportunities for teachers of gifted students, GRTs, and administrators in the following areas:

- data analysis
- balanced assessment
- differentiation across subjects
- integrated systems of support
- closing achievement gaps
- gifted instructional strategies
- curriculum development
- characteristics of gifted learners
- social-emotional growth
- parent/guardian partnerships

GRTs provide staff with professional learning opportunities through workshops, instructional coaching, co-teaching, and/or peer observations. Additionally, GRTs collaborate with gifted cluster teachers and staff at ODS to share specific curriculum resources and units, extensions, enrichment activities, and differentiated lessons.

2. Understanding of the characteristics of gifted students

All GRTs and staff at ODS participate in an introductory professional learning course, *Jumping into the Role of the Gifted Teacher*, which includes training on the characteristics of gifted learners. VBCPS requires GRTs and instructional staff at ODS to obtain a gifted endorsement from a higher education program which includes a course on the introduction and identification of giftedness. VBCPS supports GRTs and instructional staff at ODS in obtaining the endorsement, as funding is available.

A division-wide emphasis on social-emotional and mental health supports the work of meeting the affective needs of the gifted population. Ongoing professional learning includes topics related to meeting the needs of all gifted learners, including underachieving, twice-exceptional, culturally, linguistically, and/or economically diverse gifted students.

Twice-exceptional learners exhibit significant characteristics of both giftedness and disability. In an effort to identify students who are twice-exceptional learners, the Office of Gifted Programs has collaborated with the Office of Programs of Exceptional Children (OPEC), the Office of Student Support Services, and the Office of Psychological Services to provide professional development. Collectively, these offices have participated in the identification processes of students who may also be eligible for special education services or Section 504

accommodations. In addition, professional learning is developed and facilitated in partnership with OPEC for GRTs, special education teachers, administrators, and general education teachers.

3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment

Refer to [Part III](#) of the plan.

4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources

VBCPS' gifted curriculum and instructional approaches utilize a combination of several gifted education models and other research-based gifted instructional practices. A variety of resources are provided to gifted cluster teachers, ODS teachers, and GRTs to ensure they have research-based resources to meet the needs of gifted learners. VBCPS has a strong focus on balanced assessment and differentiation within its comprehensive curriculum, grounded in the VBCPS Teaching and Learning Framework (Plan-Teach-Assess-Respond), to ensure data-informed instruction is provided to all learners, including gifted learners. See [Glossary of Gifted Instructional Strategies and Resources](#)

5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted students to the programs and curriculum offered to gifted students

Ongoing professional learning is provided to build the capacity of educators and increase understanding of the alignment between gifted characteristics, student performance data, and student interest to make appropriate instructional decisions for gifted learners. Professional learning on strategies that evoke student inquiry, independent thinking, goal-setting, critical thinking, and creative production is embedded. Professional learning regarding small group instruction based on student readiness and data is utilized to differentiate across the content areas, and independent learning experiences may also be differentiated based on student performance. Students may also utilize technology to develop sophisticated products or to personalize their experiences. Workshops, webinars, coaching cycles, new GRT and ODS staff mentoring, monthly GRT meetings, and professional learning communities at ODS are all examples of how VBCPS delivers high-quality professional learning.

6. Understanding of contemporary issues and research in gifted education

Professional learning provides evidence-based research approaches and resources developed in collaboration with local and national experts. All professional learning workshops are in alignment with the division's strategic framework goals. The division's strategic framework emphasizes learning environments that support the physical and mental health and social-emotional skills of students to become balanced, resilient citizens who are personally and socially responsible. In alignment with the attributes of the VBCPS Graduate Profile,

VBCPS focuses on growing students' knowledge, resilience, communication, and collaboration skills, and ensuring they become personally and socially responsible. Teachers of gifted students have been trained in data collection, analysis, and integrated systems of support to ensure all learners succeed. Training is provided to address underachievement in gifted learners.

Professional learning communities are also utilized for staff and administrator collaboration and consideration of evidence-based research and gifted instructional strategies with a focus on the cognitive and affective needs of gifted learners. Data is analyzed, with a team approach, to determine how to differentiate instruction to meet the needs of gifted learners. GRTs who are in years one and two of their role and ODS staff new to VBCPS are assigned a mentor within the division. Current and future professional learning will address effective instructional coaching pedagogy, balanced assessment, closing achievement gaps, gifted advocacy, social-emotional needs of gifted learners, and differentiation strategies to meet the academic needs of all gifted learners.

Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)

This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.

The VBCPS Community Advisory Committee for Gifted Education (GCAC) submits an annual report to the School Board outlining their recommendations and determination of the extent to which the plan for the previous year was implemented. The recommendations of the GCAC shall be provided, in writing, to the VBCPS Superintendent and the School Board within the annual report. The program shall be in compliance with the Code of Virginia and Regulations Governing Educational Services for gifted learners.

The annual report is based on the collective agreement and consensus of the majority of the GCAC. This shall include multiple sources of information provided to the GCAC for the purposes of the report, which will be comprised of the following:

- number of students referred, screened, and found eligible in each area served
- number of gifted learners participating in academies
- number of gifted learners taking AP and dual enrollment courses
- number of gifted learners receiving the IB diploma
- number of students referred and found eligible for GIA and VPA from each school for the current year
- percentage of gifted learners receiving pass/proficient and pass/advanced rates on the 3-8 grade Spring SOLs in reading and mathematics

Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)

Each school division may establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program if the division has elected to establish a committee.

Per the Virginia Code, school boards may appoint a local advisory committee on gifted education. Local advisory committees on gifted education annually review the local plan for the education of gifted, determine the extent to which the plan for the previous year was implemented, and submit their recommendations in writing directly to the school board and the superintendent.

VBCPS has established a Community Advisory Committee for Gifted Education (GCAC). The GCAC meets at least quarterly during the school year. Meeting dates, locations, agendas, and minutes are posted on the [VBCPS gifted family and community involvement](#) web page. Meetings are open to the public.

Every effort is made to ensure the membership is representative of the geography and demographics of the VBCPS school system and is composed of parents/guardians of gifted learners from the different school zones, school personnel, and other community members who are interested in gifted education. Community members who are interested in applying for a position where there is an open seat can complete an online application when it is posted on the [VBCPS Call to Action](#) website. The GCAC will review the applications for expertise, interest, and representation of the geographical composition of VBCPS. Recommendations will then be submitted to the School Board for approval and appointment.

Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer's instructions;
- Assurances that accommodations or modifications determined by the school division's special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student's gifted education services; and
- Assurances that a written copy of the School Division's approved local plan for the education of the gifted is available to parents/guardians or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

Division Superintendent's Signature

Printed Name

Date



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

Section: Action **Date:** September 10, 2024

Senior Staff: Darnita L. Trotman, Ed.D., Chief Human Resources Officer

Prepared by: Darnita L. Trotman, Ed.D., Chief Human Resources Officer

Presenter(s): Donald E. Robertson Jr., Ph.D., Superintendent

Recommendation:

That the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the September 10, 2024, Personnel Report.

Background Summary:

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

Source:

School Board Policy #4-11, Appointment

School Board Policy #4-16, Resignation and Job Abandonment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
September 10, 2024
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Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	8/19/2024	Andreia S Holze	Baker/Cook	Not Applicable	Friendly's, PA
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/29/2024	Cristie C Sutherland	General Assistant	Indiana University Southeast, IN	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/19/2024	Stephan Hill	Cafeteria Manager I	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/21/2024	Alexis Brown	Cafeteria Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/28/2024	Ceejay Villacruz	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	8/26/2024	Neury N DeLeon	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	8/23/2024	Jason Cummings	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	9/30/2024	Daylyn Haygood	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/20/2024	Debra A Vankleef	Baker/Cook	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	8/19/2024	Cheryl E Santos	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	9/3/2024	Regina M Smith	School Nurse	Aspen University, CO	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	8/21/2024	Olga Ayats Pineda	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	8/23/2024	Nancylinette Sanyer	Special Education Assistant	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	9/3/2024	Crystal T Cuthbertson	Cafeteria Assistant, 4.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	9/3/2024	Shane Boaz	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/28/2024	Craig R Houck II	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/26/2024	Selena G Guerrero	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/26/2024	Karina P Velez Irizarry	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/28/2024	Kerry Ann T Thompson	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	8/20/2204	Lacey Potter	Physical Education Assistant	Pennsylvania College of Technology, PA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	8/20/2024	Charlene A Fisher	Clinic Assistant, .500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	8/21/2024	Tiffany Childs	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	8/15/2024	Laura Kline	Baker/Cook	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	8/20/2024	Gayle Wilson	Cafeteria Assistant, 5.0 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	8/20/2024	Emma K Robbins	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/20/2024	Raquel T Joseph	Special Education Assistant	Not Applicable	NAS Oceana, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/20/2024	Amy Zupo	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/20/2024	Allie Nisbet	Physical Education Assistant	East Carolina University, NC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/20/2024	Courtenay Barton	Special Education Assistant	Virginia Commonwealth University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/20/2024	Jeffrey A Bradford	Physical Education Assistant, .500	Southern Illinois University, IL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/20/2024	Jill D Wright	Physical Education Assistant	American University, DC	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	8/21/2024	Tonette D Davis-Nelson	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	8/16/2024	Melissa K Panta-Sheldrake	School Nurse	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Salem	8/20/2024	Andrea M Jernigan	Physical Education Assistant, .500	University of South Alabama, AL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	8/28/2024	Michael L Bowling	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thalia	8/20/2024	Jasmin Carter	Cafeteria Manager I	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Thalia	8/21/2024	Brittani H Fusco	Pre-Kindergarten Teacher Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	8/20/2024	Danielle Simpson	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	9/3/2024	Anna Guzman	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Three Oaks	8/16/2024	David Rueger	Security Assistant	Boston University, MA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Three Oaks	8/28/2024	Taylor R Cook	Special Education Assistant	James Madison University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	8/28/2024	Erin Miller	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	8/20/2024	Margaux M McNeil	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	8/26/2024	Joan G Domingo	Custodian I	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	8/21/2024	Jessica E Miller	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	8/29/2024	Brianna K Boyce	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	8/23/2024	Anna Moyer	School Nurse	Western Governors University, UT	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	8/27/2024	Sharon M Helmke	Special Education Assistant	Lesley College, MA	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/23/2024	Vincent J Garufi	Security Assistant	Tidewater Community College, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	8/23/2024	Brittaney N Richards	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	8/28/2024	Renee N Jordan	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	8/28/2024	Meredith J Martin	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	9/6/2024	Julia Hughes	School Office Associate II	Tidewater Community College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	8/22/2024	Deborah A Owens	School Nurse	University of Rhode Island, RI	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	8/28/2024	Sean Lyons	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/19/2024	Kelsey L Ellsworth	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/21/2024	Deborah L Peverill	Library/Media Assistant	Texas A&M Corpus Christie, TX	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/26/2024	Jalon Miller	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	8/20/2024	Melanie Shivar	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Cox	8/21/2024	Theresa Elam	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	First Colonial	8/21/2024	Karla Magwood	Security Assistant	Not Applicable	Charleston Sheriff Department, SC
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/21/2024	Laura Welch	School Office Associate II	US Navat Academy, MD	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	8/23/2024	Jessica R Gossett	School Nurse	Not Applicable	Sentara, VA
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	8/26/2024	Haydee G Crane	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/21/2024	Kaitlynn S Allen	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/26/2024	Pian M Price	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/28/2024	Kassie Boyett	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	8/16/2024	Robin D Williams	Instructional Specialist	Cambridge College, MA	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	8/29/2024	Ashley McDougal	Speciat Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/19/2024	Galee M Etienne	Cafeteria Manager in Training	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/26/2024	Veronica F King	Cafeteria Manager in Training	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	9/9/2024	Maria E Montoya	Cafeteria Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/28/2024	Jeffrey S Branch Jr	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/28/2024	Ruth A Gornto	Special Education Assistant	Not Applicable	The Goddard School, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Purchasing Services	8/21/2024	Shelby D Craig	Contract Specialist	Columbia Southern University, AL	Senior Services of SE Virginia, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	9/3/2024	Michael R Phillips	Behavior Intervention Specialist	Old Dominion University, VA	SECEP, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/21/2024	Lauren Blanchard	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/21/2024	Thereatha Dykes	Bus Driver - Special Ed, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/21/2024	Kathy A Feazelle	Bus Driver - Special Ed	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/21/2024	Michelle F Gregory	Bus Driver - Special Ed, 7.5 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/21/2024	Deishia J Grinston	Bus Driver, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/21/2024	Tonya S Moye	Bus Driver, 6.5 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/21/2024	Glenda Neal	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/21/2024	Brenda M Whicker	Bus Driver, 6.5 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/26/2024	Laurie J Beasley	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/26/2024	Christina M Hubbert	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/26/2024	Annette Mahoney	Bus Driver, 6.5 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/26/2024	Krista L Smith	Bus Driver, 6.5 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/26/2024	Sheila M Thompson	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/26/2024	Tamara Wilkins	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	6/30/2024	Jazmyne Santiago	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Centerville	12/20/2024	Michael C Akins	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	9/13/2024	Samequeia Taylor	Physical Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Fairfield	9/24/2024	Thomas J Faucette	Security Assistant, .400 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Green Run	8/26/2024	Destini D Stanley	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Hermitage	9/13/2024	Christianne Stephens	School Administrative Associate I (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville Meadows	6/30/2024	Robin Wolfe	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Malibu	9/6/2024	Corey L Fisher	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	New Castle	10/25/2024	Alexander E Brown	Physical Education Assistant (continuing education)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	6/30/2024	Lillian R Burns	Special Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	6/30/2024	Elexis D Stull	Cafeteria Assistant, 6.5 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	6/30/2024	Porscha M Thomas	Cafeteria Assistant, 6.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	6/30/2024	Byron J Butters Jr	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont Forest	6/30/2024	Adrienne M Long	Cafeteria Assistant, 4.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Seatack	6/30/2024	John P Crimmins	School Security Officer I (career enhancement opportunity)	Not Applicable	Not Applicable

Personnel Report
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Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Resignations - Elementary School	Shelton Park	6/30/2024	Rebecca B Clifford	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Shelton Park	6/30/2024	Nichole M Herrington	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Strawbridge	6/30/2024	Tina Q Nova	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Three Oaks	6/30/2024	Kayla E Gill	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Trantwood	6/30/2024	Hannah N Andes	Special Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Trantwood	6/30/2024	Alison E Loesch	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Oaks	6/30/2024	Ashley Butts	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Oaks	6/30/2024	Lewis P Gattling	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	9/4/2024	Takiyah N Fortson	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Landstown	8/20/2024	Markee C Hassell	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	6/30/2024	Maritza Y Kera	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	9/30/2024	Sharlott M Castillo Yatsko	Cafeteria Assistant, 6.0 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Cox	8/29/2024	Mesha K Jordan	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	6/30/2024	Larry E Arrington	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	6/30/2024	Nakia A Harris	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	6/30/2024	Carla S Hoeker	Cafeteria Assistant, 6.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	6/30/2024	Dawn M Fuller	Cafeteria Assistant, 5.0 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	9/6/2024	Carmen Mendez	Baker/Cook (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	6/30/2024	Kiara L Donahue	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tatwood	8/22/2024	Tammy M McGhee	Special Education Assistant (regular contract to temporary)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Food Services	8/27/2024	Galee M Etienne	Cafeteria Manager in Training (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2024	Tonya R Dozier	Bus Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2024	Lee Ann Lineberry	Bus Driver, 6.5 Hours (death)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2024	Deborah L Mason	Bus Driver - Special Ed, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	8/21/2024	Ranesha Hart	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	8/28/2024	Michael E Savage	Bus Driver, 6.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/6/2024	Eloisa M Logan	Bus Driver - Special Ed, 7.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/6/2024	Michelle Mondichak	Bus Driver, 6.5 Hours (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/6/2024	Kayla P Shepard	Bus Driver, 6.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	John B. Dey	9/30/2024	Christine M Pate	Physical Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	White Oaks	8/30/2024	Mary D Johnson	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Kellam	9/30/2024	Frank J Latham	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	8/1/2024	Jacqueline R Bruce	Bus Driver - Special Ed, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/21/2024	Braden K Wicks	Third Grade Teacher	Hollins College, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	9/3/2024	Rachel C Tolley	First Grade Teacher	Virginia Wesleyan University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/29/2024	Marquita Lewis	Fourth Grade Teacher	Old Dominion University, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	9/3/2024	Madisen N Easter	Fifth Grade Teacher	Longwood University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Diamond Springs	8/23/2024	Jennifer T Proffitt	Art Teacher, .200	Old Dominion University, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Diamond Springs	9/3/2024	Karen A Jordan-Bramble	Gifted Resource Teacher, .400	Old Dominion University, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Luxford	8/16/2024	Lindsey Yetter	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Lynnhaven	8/21/2024	Katrina K Peele	Music/Vocal Teacher	Norfolk State University, VA	SECEP, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Malibu	8/16/2024	Bonnie L Varney-Lachance	Physical Education Teacher	Regent University, VA	Rochester School District, NH
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/16/2024	Melissa Lee	Special Education Teacher	George Mason University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Providence	8/16/2024	Cheryl Havens	Music/Instrumental Teacher, .800	Western Conn State University, CT	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/16/2024	Crystal Hayes	Special Education Teacher	University of Iowa, IA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/16/2024	Lindsey Thompson	Special Education Teacher	Southeast Missouri State University, MO	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/16/2024	Lynn T Vuong	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	8/16/2024	Virginia Conti	Fifth Grade Teacher	Bridgewater State College, MA	Woonsocket Education Department, RI
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/16/2024	Amanda Baker	Third Grade Teacher	University of North Texas, TX	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/16/2024	Greta A Hahn	First Grade Teacher	Longwood University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/16/2024	Jazmyn McGhee	Pre-Kindergarten Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/16/2024	Morgan McIntyre	Fifth Grade Teacher	Grand Canyon University, AZ	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/23/2024	Gwendolyn Stinard	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Oaks	8/16/2024	Rachel M Antonio	Reading Specialist	Longwood University, VA	Chesterfield County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/16/2024	Carlee Kernodle	First Grade Teacher	Marietta College, OH	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	8/21/2024	Cameron Hnatkowicz	Eighth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/28/2024	Sharon R Glover	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/23/2024	Robert Moeny	Sixth Grade Teacher	Southern Oregon University, OR	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/21/2024	Sherry Caesar	Eighth Grade Teacher	Prairie View A&M University, TX	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/21/2024	Bianca M McCaney	Seventh Grade Teacher	Chowan College, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/21/2024	Chad Anderson	Seventh Grade Teacher	Seattle Film Institute, WA	Military Service
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/21/2024	Carol A Piermatteo	Special Education Teacher	Michigan State University, MI	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/23/2024	Amanda Clifford	Music/Vocal Teacher, .200	Indiana Wesleyan University, IN	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/21/2024	Erica Woodberry	School Counselor	Old Dominion University, VA	Military Service
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/23/2024	Mark R Duncan	Mathematics Teacher	Stanford University, CA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/23/2024	Preslaysa C Williams	Spanish Teacher	College of Charleston, SC	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Seatack	8/9/2024	Christopher D Stover	Instructional Technology Specialist (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Tatwood	6/30/2024	Emily S Lombardo	Fourth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	White Oaks	6/30/2024	Mikayla T Purvis	Second Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Brandon	9/30/2024	Stephanie M McGurty	Literacy Coach	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Kellam	8/29/2024	Karyn S Denny	Mathematics Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Miscellaneous	Office of Programs for Exceptional Children	10/31/2024	Margaret M Merritt	Speech/Language Pathologist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Other Employment Actions - Middle School	Lynnhaven	6/30/2024	William Lisi	Special Education Teacher (employee changed from retirement to resignation)	Not Applicable	Not Applicable
Administrative	Appointments - Miscellaneous	Department of Human Resources	9/11/2024	Brian K Jackson II	Employee Relations Specialist	Indiana Univ of Pennsylvania, PA	Not Applicable

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 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.