



## VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

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### ***School Board Regular Meeting Proposed Agenda*** **Tuesday, October 8, 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](https://schoolboard.vbschools.com/meetings/live), broadcast on VBT Channel 47, and on Zoom through the link below.

Attendee link: [https://us02web.zoom.us/webinar/register/WN\\_d0pVg5KmTQ2HtNmcn3lzoA](https://us02web.zoom.us/webinar/register/WN_d0pVg5KmTQ2HtNmcn3lzoA) Call-in (301) 715-8592 ID 863 1536 7820

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at [SchoolBoard@VBCPSboard.com](mailto:SchoolBoard@VBCPSboard.com) or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on October 7, 2024.

1. ***Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 3:30 p.m.***
  - A. School Board Administrative Matters and Reports
  - B. Virginia Department of Education (VDOE) School Performance and Support Framework
  - C. Cell Phone Free Education Update
  - D. 2025-26 and 2026-27 School Calendar
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. National Blue Ribbon Award – Green Run Collegiate
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. September 24, 2024 Regular School Board Meeting
11. ***Public Comments (until 8:00 p.m.)***

The School Board will hear public comments at the October 8, 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 October 8, 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., October 8, 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. *Compass to 2030* Strategic Framework
- B. Budget Resolution Regarding FY 2023-24 Reversion and Revenue Sharing Formula Reconciliation

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

**14. Consent Agenda**

- A. Policy Review Committee (PRC) Recommendations:
  - 1. Policy 5-61/First Aid/Emergency Care
  - 2. Policy 6-30/Family Life Education (FLE)
  - 3. Policy 6-47/Interscholastic Competition
  - 4. Policy 6-55/Resources for Parental Home Instructional Assistance
  - 5. Policy 6-71/Class Rank, Weighted/Bonus Credit/ Dual Enrollment
- B. Religious Exemption(s)

**15. Action**

- A. Personnel Report / Administrative Appointments **Updated 10/09/2024**
- B. New Construction Guidance and Direction
- C. Resolution: Safe Gun Storage
- D. Policy Review Committee (PRC) Recommendations:
  - 1. Audit Charter Amendment

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

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

**18. Adjournment**



**Subject:** VDOE School Performance and Support Framework **Item Number:** 1B

**Section:** Administrative, Informal, and Workshop **Date:** October 8, 2024

**Senior Staff:** Cheryl R. Woodhouse, Chief of Staff

**Prepared by:** Tracy A. LaGatta, Director of Student Assessment  
Lisa A. Banicky, Ph.D., Executive Director  
Office of Planning, Innovation, and Accountability

**Presenter(s):** Tracy A. LaGatta, Director of Student Assessment  
Office of Planning, Innovation, and Accountability

**Recommendation:**

That the School Board receive the *School Performance and Support Framework* presentation.

**Background Summary:**

The presentation provides an update on the Virginia Department of Education's new School Performance and Support Framework. It outlines how elementary, middle, and high schools will be evaluated based on mastery, growth, and readiness indicators, including measures such as test performance, chronic absenteeism, and graduation. The presentation also introduces new metrics for student growth, advanced coursework, 5C's performance task, and a ready for Life 3E framework.

**Source:**

The Virginia Department of Education Website.

**Budget Impact:**

None



# School Performance and Support Framework

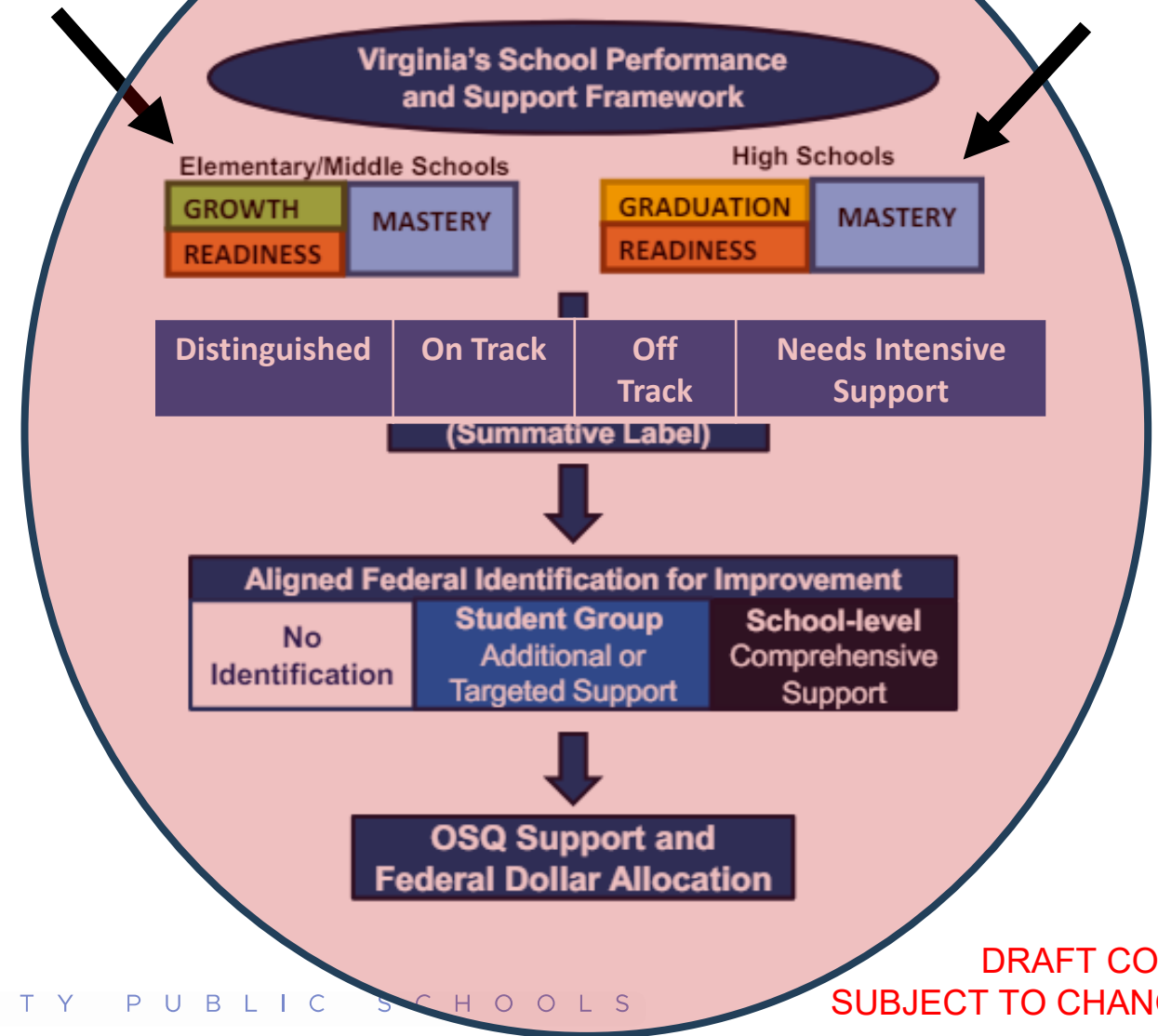
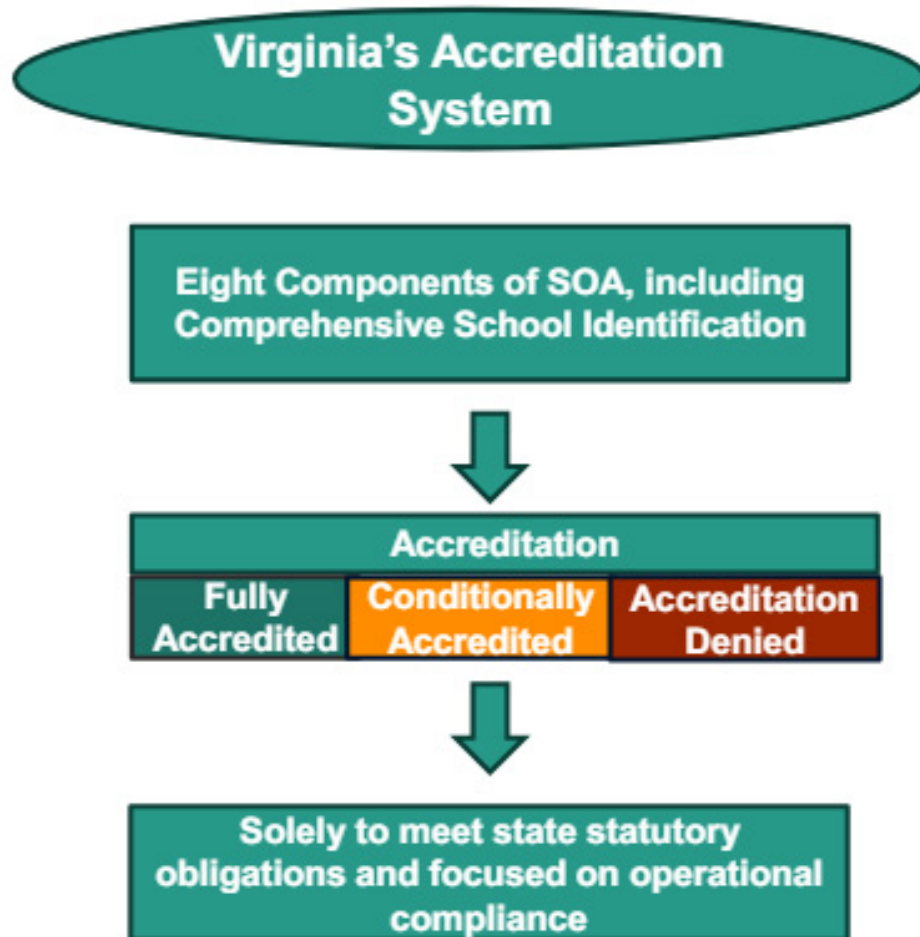
School Board Workshop

October 8, 2024

**Office of Planning Innovation and Accountability**

# Under the New Regulations

NEW



# Elementary School

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<b>NEW</b>  <b>Mastery</b>  <b>65%</b>	Reading SOL including <b>IRW</b> and VAAP	22.5%
	Math SOL and VAAP	22.5%
	Science SOL and VAAP	10%
	Progress in Achievement English Language Proficiency	10%
<b>Growth</b>  <b>25%</b>	Reading Expected Growth <b>NEW</b>	12.5%
	Math Expected Growth	12.5%
<b>Readiness</b>  <b>10%</b>	Chronic Absenteeism	5%
	5C's Performance Task <b>NEW</b>	5%
<b>Total</b>		<b>100%</b>

# Mastery - SOL and VAAP



Value	Students
0	Found to be cheating and non-test takers
.25	Scoring at the “Below Basic” performance level
.75	Scoring at the “Basic” performance level
1.0	Scoring at the “Proficient” performance level
1.25	Scoring at the “Advanced” performance level

**NOTES:** *EL students will count after 3 semesters (previously 11)*



# Mastery – Progress in Achievement English Language Proficiency

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- ACCESS for ELLs Annual English Learner Assessment
  - English learners who show growth from one year to the next



**ACCESS for ELLs 2.0®**  
English Language Proficiency Test

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# Growth – Virginia's Visualization and Analytics Solution (VVAAS)

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- VVAAS generates an expected achievement score in a particular subject.
- Student takes the VAAP or SOL test.
- Each student's actual score is compared to the expected score in VVAAS.
- Growth is defined as scoring at or above what was expected in VVAAS.
- A weighted index will be applied.



# Readiness – Chronic Absenteeism

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- 10% or more full-day absences (excused or unexcused)



EVERY  
DAY  
MATTERS

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# Readiness – Performance Task

**Critical Thinking**

**Creative  
Thinking**

**Collaboration**

**Communication**

**Citizenship**

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# Middle School

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<b>NEW</b> <b>Mastery</b> <b>60%</b>	Reading SOL including IRW and VAAP	20%
	Math SOL and VAAP	20%
	Science SOL and VAAP	10%
	Progress in Achievement English Language Proficiency	10%
<b>Growth</b> <b>20%</b>	Reading Expected Growth <b>NEW</b>	10%
	Math Expected Growth	10%
<b>Readiness</b> <b>20%</b>	Chronic Absenteeism	5%
	Advanced Coursework <b>NEW</b>	7.5%
	Career 5C's Performance Task	7.5%
<b>Total</b>		<b>100%</b>



# Readiness - Advanced Coursework

## Year 1 – Math

**Numerator** - students who pass a high school EOC math assessment in grades 6 - 8

**Denominator** - students in grades 6-8 who take a high school math EOC plus any grade 8 student who scored advanced on the grade 7 math test in the prior year

## Year 2 – Math, Science and History/Social Science

# Readiness – Performance Task



**Critical  
Thinking**

**Creative  
Thinking**

**Collaboration**

**Communication**

**Citizenship**

**Career  
Exploration**

# High School

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<b>NEW</b> <b>Mastery</b> <b>50%</b>	Reading SOL including <b>IRW</b> and VAAP	15%
	Math SOL and VAAP	15%
	Science SOL and VAAP	10%
	Progress in Achievement English Language Proficiency	10%
<b>Readiness</b> <b>35%</b>	Chronic Absenteeism	5%
	6-year Extended Year Graduation Rate with Applied Studies	5%
	Ready for Life 3E Framework <b>NEW</b>	25%
<b>Graduation</b> <b>15%</b>	Federal Graduation Indicator (4-year adjusted cohort rate)	15%
<b>Total</b>		<b>100%</b>

# Readiness - 6-Year Extended Graduation Rate with Applied Studies

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- Board-approved diplomas - **100**
- General Education Development Certificates (GED) - **75**
- Certificates of Completion - **25**
- Active on the last day of school of expected cohort year, working toward graduation - **70**
- Dropped out or were inactive, non-completers on the last day of school - **0**



# Readiness - Ready for Life Framework

<b>NEW</b> Enrollment	<b>NEW</b> Employment	<b>NEW</b> Enlistment
<ul style="list-style-type: none"><li>• 1.25 point: Earning an <b>associate's degree</b></li><li>• 1 point: Earning <b>3+ credit-bearing, college ready scores</b> on exams, <b>3+ dual credit courses with a "B" grade</b>, or an <b>Early College Scholar certificate</b></li><li>• 0.75 point: Earning <b>1-2 credit-bearing, college ready scores</b> on exams or <b>1-2 dual credit courses with a "B" grade</b></li><li>• 0.5 point: <b>Completing</b> an exam or dual credit course with a <b>"C" grade</b></li></ul>	<ul style="list-style-type: none"><li>• 1 point: CTE completer earning a state-approved industry recognized credential in a <b><u>high-demand</u>, high wage</b> field as defined by VOEE</li><li>• 0.75 point: CTE completer earning a state-approved industry recognized credential in a <b><u>high-demand</u></b> field as defined by VOEE</li><li>• 0.5 point: CTE completer earning a state-approved industry recognized credential</li></ul>	<ul style="list-style-type: none"><li>• 1 point: AFQT (ASVAB) score of <b>65 or higher</b></li><li>• 0.75 point: AFQT (ASVAB) score of <b>50-64</b></li><li>• 0.5 point: Meeting the minimum <b>Military Entrance Score (AFQT/ASVAB) of 31</b></li></ul> <p><i>These scores are equivalent to the careers in employment component.</i></p>
Accepted exams include Advanced Placement (AP), International Baccalaureate (IB), and Cambridge	High-demand and high wage fields are defined by the Virginia Office of Education Economics (VOEE)	The Armed Forces Qualification Test is a score derived from four subtests of the Armed Services Vocational Aptitude Battery (ASVAB)

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# Readiness

## Awarding Students for ALL E's



Students/Schools earn points for multiple experiences.



**This student would earn a total of 2.5 points in the 3E Framework.**

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# Readiness

## Awarding Students for E's



Students/Schools earn points for multiple experiences.



This student would earn a total of 1.75 points in the 3E Framework.

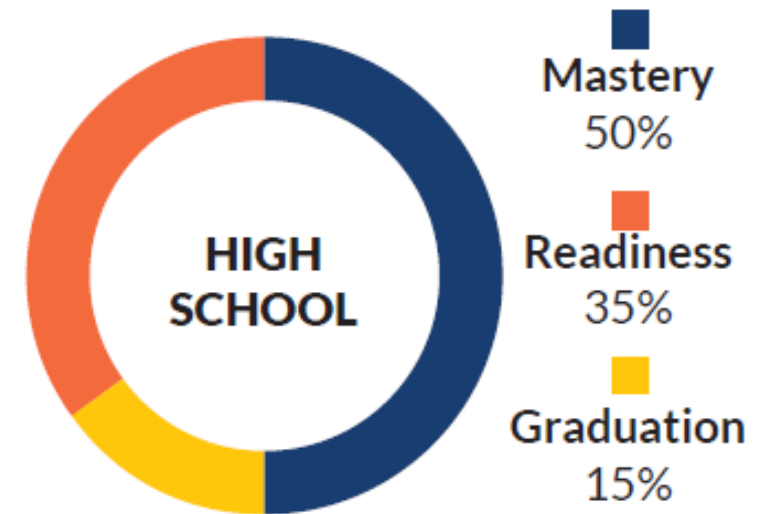
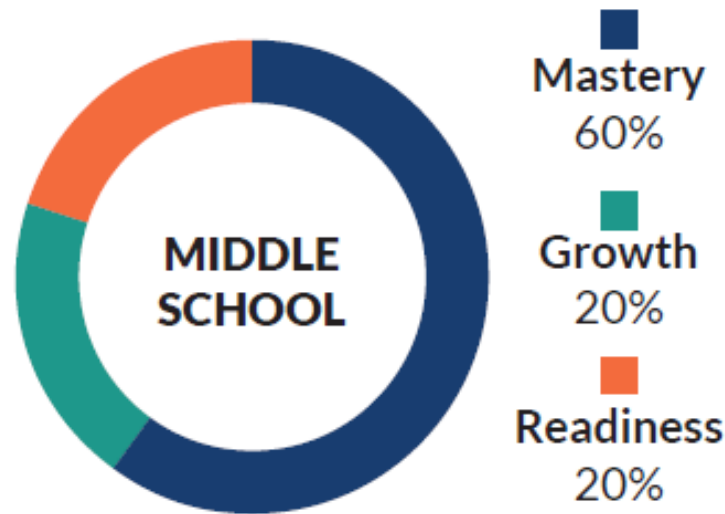
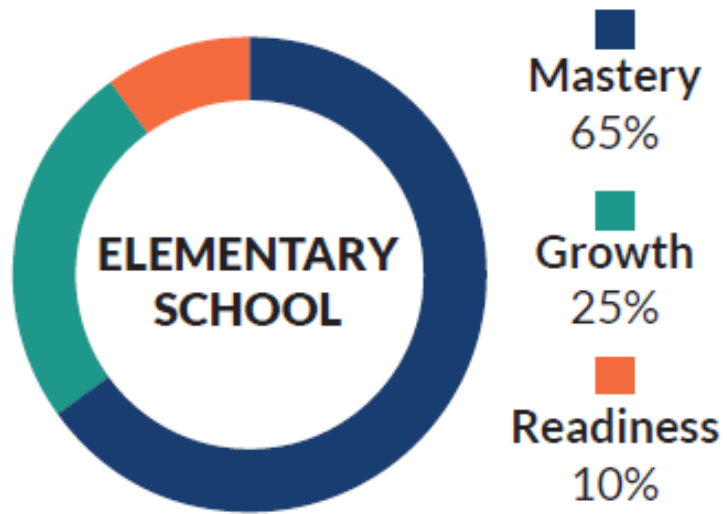
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# Graduation - Federal Graduation Indicator

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- Includes the following diploma types earned in 4 years:
  - IB Diploma
  - Advanced Studies Diploma
  - Standard Diploma

# Weighting of the Framework



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# Performance Categories



Distinguished 90 points and above	On Track 80 to 89 points	Off Track 65 to 79 points	Needs Intensive Support Below 65 points
<p>Schools are exceeding the state’s expectation for growth, achievement, and readiness.</p> <p>Schools serve as models of best practices from which others learn.</p>	<p>Schools are meeting the state’s expectation for growth, achievement, and readiness.</p> <p>Schools have access to general state supports and may also receive support for student groups.</p>	<p>Schools are not meeting the state’s expectation for growth, achievement, and readiness.</p> <p>Schools will receive additional support from VDOE.</p>	<p>Schools are significantly not meeting the state’s expectation for growth, achievement, and readiness.</p> <p>Schools will receive more intensive support (Tier 3) from VDOE in Fall 2025.</p>

# Identification for Federal Support

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Category	Description and Criteria
Comprehensive Support and Improvement	Lowest performing 5% of Title I schools, separately by grade band, based on the indicators for all students and weighting in the framework; of any high school with a four-year adjusted cohort graduation rate below 67%.
Targeted Support and Improvement *	If the weighted score for any individual group of students in any school is below the scores of the highest-performing school in comprehensive support (based on all students' data) for that grade band.
Additional Targeted Support and Improvement *	From among all schools identified for targeted support in the prior school year, Virginia will identify schools for additional targeted support that have one or more student groups performing at a lower level across all required indicators on the school performance and support framework

*\*Schools with these designations will have their performance category lowered one level.  
Minimum group size = 15 (previously 30)*

NEW

NEW



# Performance Levels: August Model 2023-2024 Data

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<i>Distinguished</i>	<i>On Track</i>	<i>Off Track</i>	<i>Needs Intensive Support</i>
Schools are exceeding the state's expectation for growth, achievement, and readiness.	Schools are meeting the state's expectation for growth, achievement, and readiness.	Schools are not meeting the state's expectation for growth, achievement, and readiness. Schools will receive additional support (Tier 2) from VDOE.	Schools are significantly not meeting the state's expectation for growth, achievement, and readiness. Schools will receive more intensive support (Tier 3) from VDOE in Fall 2025.
90 points and above 99 schools	Between 80 to 89 points 681 schools	Between 65 to 79 points 916 schools	Below 65 points 58 schools

**This is based on partially modeled data.**

Schools that are federally identified as Targeted or Additional Targeted Support and Improvement will have their category lowered by one.

# Performance Levels: August Model Across Grade Levels 2023-2024 Data

Performance Level	Elementary Schools	Middle Schools	High Schools	Unique Configuration Schools*	Total
Distinguished	34	1	59	5	99
On Track	451	75	146	9	681
Off Track	605	224	69	18	916
Needs Intensive Support	27	19	8	4	58

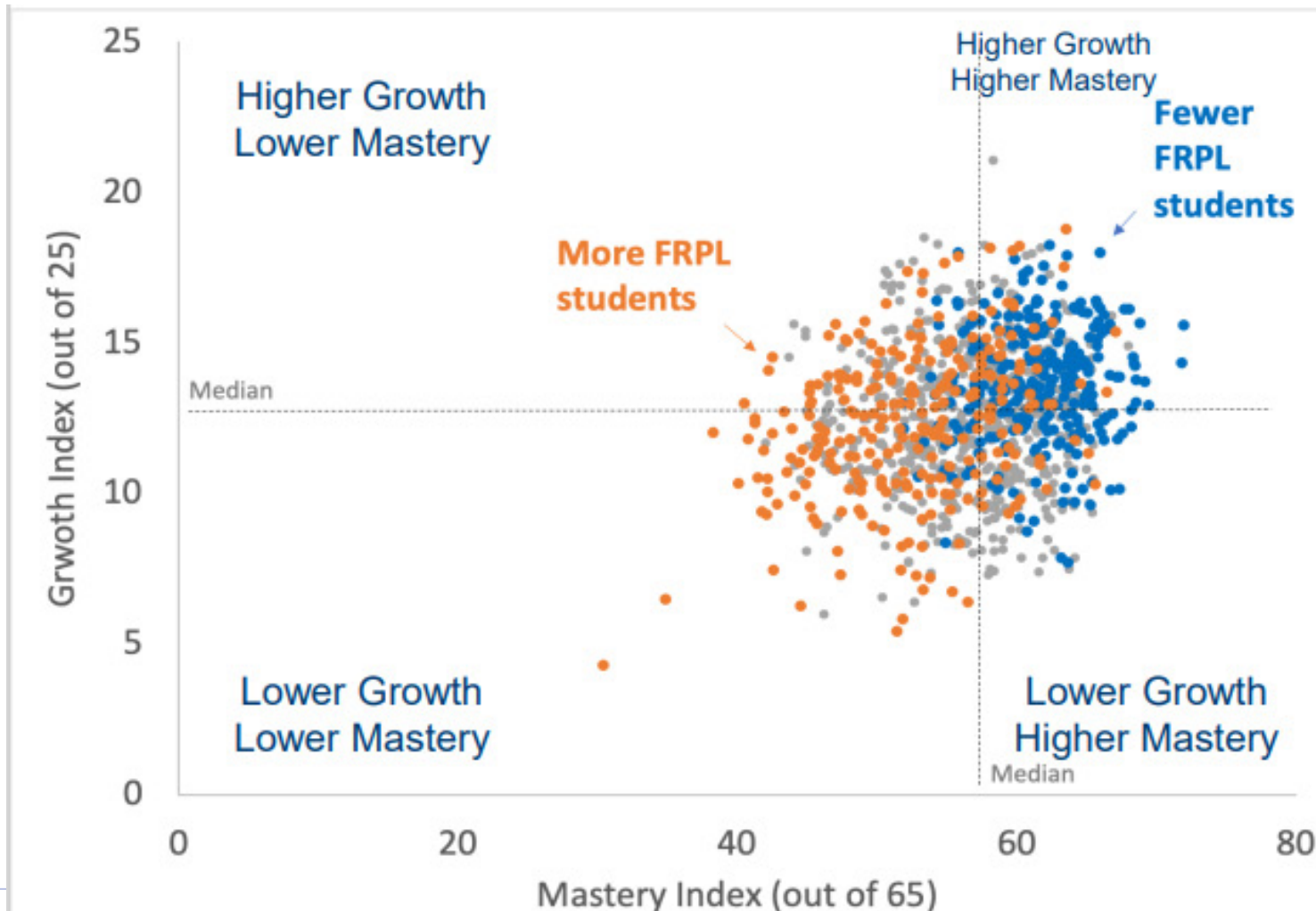
*\*These are schools that have unique grade configurations, such as K-8, K-6, K-12, or 8-12.*<sup>11</sup>

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# Model Results: Growth vs. Mastery Elementary 2022-2023 Data

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	Median Total Score (out of 100)
Schools with a low number of economically disadvantaged students	84.5
School with a medium number of economically disadvantaged students	77.1
Schools with a high number of economically disadvantaged students	73.0

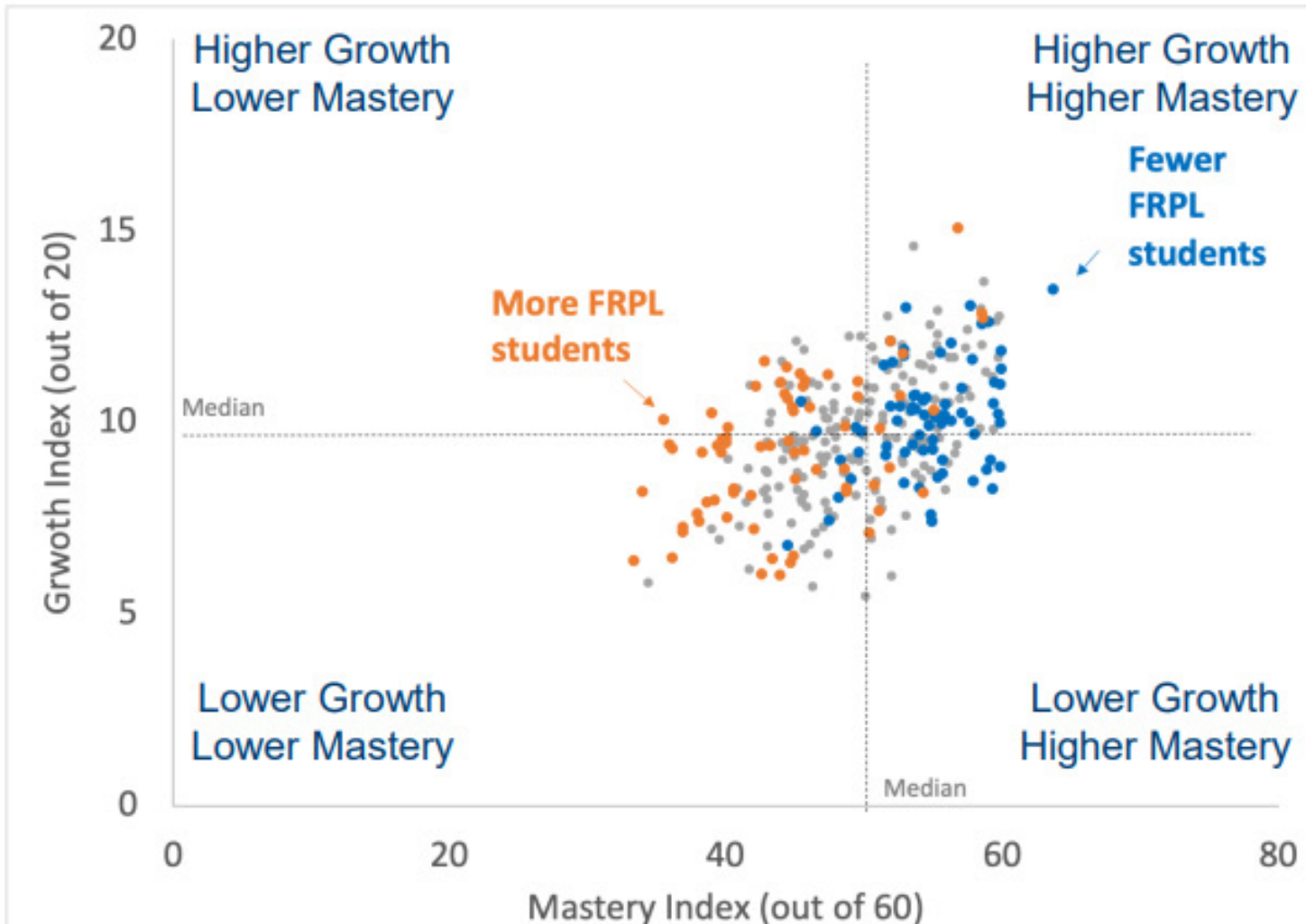
Note: FRPL = Free and Reduced-Price Lunch.

Within each school type, "low" economically disadvantaged is the bottom 25% of schools, "high" is the schools at the 75th percentile or higher, and schools in between are medium.

# Model Results: Growth vs. Mastery

## Middle 2022-2023 Data

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	Median Total Score (out of 100)
Schools with a low number of economically disadvantaged students	81.2
School with a medium number of economically disadvantaged students	73.5
Schools with a high number of economically disadvantaged students	67.1

*Note: FRPL = Free and Reduced-Price Lunch.*

*Within each school type, "low" economically disadvantaged is the bottom 25% of schools, "high" is the schools at the 75th percentile or higher, and schools in between are medium.*

# Memorandum of Understanding



For divisions that have a high proportion of schools identified for federal support, an MOU may be required

- At least 40% of schools identified for comprehensive or additional targeted support OR
- Ten or more schools identified for comprehensive support

An MOU requires the school division and board, in partnership with VDOE and the VA board, to address needs

- Provides focused support



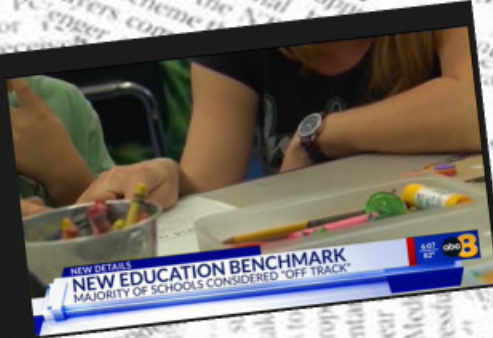
## Concerns Raised About the New System

- Heavy emphasis on mastery above growth
- Impact of including English Language Learners after only 3 semesters
- Impact on schools with larger concentrations of economically disadvantaged students
- Large number of schools identified as “off-track” and system capacity to provide support

Fairfax Co. leaders worry new Va. rating system will paint inaccurate picture of school performance

EDUCATION  
**Most Virginia schools would be considered 'off-track' or worse by VDOE 'accountability' system**

by Sierra Krug  
Posted: Aug 30, 2024 / 08:59 PM EDT  
Updated: Aug 30, 2024 / 08:59 PM EDT



EDUCATION  
**Virginia's new school rating system will likely label most schools as 'off track'**

Proponents of the new system say it will hold schools and students to a higher standard  
ANNA BRYSON Richmond Times-Dispatch Aug 29, 2024

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# What's Next



- **Fall 2024** – Pending approval from USED on State ESSA Plan
- **Fall 2024** – Preliminary view of school performance under new framework with 23-24 data
  - Based on existing cut-scores, not new ones, likely to be of limited value
- **Spring 2025** – Completion of work on new cut scores for the 2025 administration of math and reading SOL assessments
- **Fall 2025** – Report school performance and support outcomes under new framework
  - Prepare to have schools identified as “Off Track” and possibly “Needs Intensive Support”

# Questions



**Subject:** Cell Phone-Free Education Update **Item Number:** 1C

**Section:** Administrative, Informal, and Workshop **Date:** October 8, 2024

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

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

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

**Recommendation:**

That the School Board receive an update on the guidance from the Virginia Department of Education regarding the implementation of a cell phone-free education. The purpose of the presentation is to provide a summary of the final guidance from the Virginia Department of Education on a cell phone-free education, identify the differences in the guidance from current policy and regulations and share steps that VBCPS will take to implement the final guidance.

**Background Summary:**

Governor Youngkin issued Executive Order 33 on July 9, 2024. The order directed the Department of Education to establish a cell phone-free education. The VDOE held listening sessions that informed the draft guidance for cell phone-free education and received stakeholder feedback regarding the draft guidance. Final Guidance for a Cell Phone-Free Education was released on Sept. 16. The final guidance for a cell phone-free education states that every school division and local school board should review existing policies and or work to create or revise policies that adhere to the minimum guidance, no later than Jan. 1, 2025.

**Source:**

N/A

**Budget Impact:**

N/A



# Cell Phone-Free Education Update

School Board Workshop

Tuesday, October 8, 2024

Department of School Leadership

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# Purpose

- Provide a summary of the final guidance from the Virginia Department of Education on a Cell Phone-Free Education.
- Identify the differences in the guidance from VBCPS current policy and regulations.
- Share the initial steps VBCPS will take in developing a Cell Phone-Free Education.

# Executive Order 33

- Establish a cell phone-free education.
- Issue Guidance for a Cell Phone-Free Education.



Commonwealth of Virginia  
Office of the Governor

## Executive Order

NUMBER THIRTY-THREE (2024)

### ESTABLISHING CELL PHONE-FREE EDUCATION TO PROMOTE THE HEALTH & SAFETY OF VIRGINIA'S K-12 STUDENTS

By virtue of the authority vested in me as Governor of the Commonwealth, I hereby issue this Executive Order directing the Secretary of Education, Secretary of Health and Human Resources, Superintendent of Public Instruction, the Virginia Department of Education, and the State Health Commissioner to heed the call of parents, public health professionals, educators, and other stakeholders across the Commonwealth and take immediate actions to protect the health and safety of students in Virginia's K-12 public schools by issuing guidance on the establishment of cell phone-free education policies and procedures.

#### Importance of the Initiative

The necessity of implementing cell phone-free education in Virginia's K-12 public schools is increasingly evident. Parents, public health professionals, educators, and other stakeholders across the Commonwealth are expressing concern over the alarming mental health crisis and chronic health conditions affecting adolescents, such as depression and anxiety, driven in part by extensive social media usage and widespread cell phone possession among children. Cell phone-free education will significantly reduce the amount of time students can be on phones without parental supervision.

Children spend an average of 4.8 hours a day on social media, and recent studies indicate that spending more than three hours a day on social media doubles the risk of poor mental health for adolescents.<sup>1</sup> Most alarming is the Centers for Disease Control and Prevention data from 2019-2021, reporting that the rate of suicide has increased 167% since 2010 for girls and 91% since

<sup>1</sup> American Psychological Association (April/May 2024). <https://www.apa.org/monitor/2024/04/teen-social-media-mental-health>.

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# Guidance for Cell Phone-Free Education

Every school division and local school board should review existing policies and/or work to create or revise policies that adhere to the minimum guidance, no later than Jan. 1, 2025.

## Guidance

for Cell Phone-Free Education  
Pursuant to Executive Order 33

September 16, 2024



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# Guidance for Cell Phone-Free Education

- Guidance is specific to student's use of cell phones and personal electronic communication devices.
  - **Cell Phone-** personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means.
  - **Personal Electronic Communication Device-** any personal device capable of connecting to a smart phone, the internet, a cellular or Wi-Fi network, or directly connects to another similar device.

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# Guidance for Cell Phone-Free Education

- **Instructional time:** any structured or unstructured learning experiences that occur from when the **first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.**
- **Bell-to-Bell:** when the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the academic school day.
  - **Bell-to-Bell** includes lunch and time in between class periods.

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**Guidance**  
for Cell Phone-Free Education  
Pursuant to Executive Order 33

September 16, 2024



# Guidance for Cell Phone-Free Education

- **Stored:** means a cell phone or personal electronic communication device not being carried on the student's person. Storage options include, but are not limited to, in the student's backpack, in the student's locker, in a locked pouch, or in a designated place in the classroom.

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## Guidance for Cell Phone-Free Education Pursuant to Executive Order 33

September 16, 2024



# Elementary School Cell Phone-Free Education

- Cell phones and personal electronic devices will not be used within the building or on school grounds.
- The device must be turned off and stored away from the student during the school day.
- School divisions **must make policies** that determine cell phone and personal electronic communication device use on school buses where elementary students are present.
- Parents and educators should use school-based communication tools and channels to communicate emergencies and non-emergencies.

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# Middle School Cell Phone-Free Education

- Cell phones and personal electronic devices will not be used within the building or on school grounds.
- The device must be turned off and stored away from the student during the school day.
- School divisions **must make policies** that determine cell phone and personal electronic communication device use, **including before and after school, on school buses, within the school building and on school grounds.**
- Parents and educators should use school-based communication tools and channels to communicate emergencies and non-emergencies.
- **Educators, and all co-curricular and extra-curricular sponsors must use non-social media-based applications to communicate activity and athletic information during school hours.**

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# High School Cell Phone-Free Education

- Students shall not have a cell phone or personal device **during the bell-to-bell school day.**
- Devices must also be stored and off **during the bell-to-bell school day.**
- **Devices may be used before or after school.**
- Parents should use school-based communication tools and channels to communicate emergencies and non-emergencies during bell-to-bell instructional time.
- Educators, coaches, and sponsors must use non-social media-based applications to communicate activity and athletic information **during school hours.**

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# Cell Phone-Free Education Development

- Review and revise existing policies and regulations that
  - Allow teachers to focus on classroom instruction and not manage cell phone usage.
  - Include educational programs for students, parents and educators.
  - Clearly communicate protocols on whether students can access their stored cell phone during a school-based emergency.

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**Guidance**  
for Cell Phone-Free Education  
Pursuant to Executive Order 33  
September 16, 2024



# Cell Phone-Free Education Development

- Establish clear procedures for off-site events or activities, including all school sponsored events and/or field trips, transportation-including daily bus transit, athletic participants, multiple instructional settings, and other non-building specific instructional opportunities.
- Develop procedures for identifying any exemptions.
  - IEP and 504
  - Health Plans

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## Guidance

for Cell Phone-Free Education  
Pursuant to Executive Order 33

September 16, 2024



# Cell Phone-Free Education Development

13

- Publicly share how school-based personnel are trained to manage crisis situations, reunification plans and family notification processes during crisis situations.
- Clearly define a family-based emergency in documents and communicate family-based emergency protocols with families.

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## Guidance

for Cell Phone-Free Education  
Pursuant to Executive Order 33

September 16, 2024



# Informational Sessions

- Cell Phone Bell-to-Bell Series with Dr. Robertson
  - Oct. 16- Kempsville HS
  - Oct. 23- Princess Anne HS
  - Oct. 30- Kellam HS
- **\*All sessions begin at 6:00 pm.**
- Cell Phone-Free Education School Board
  - Nov. 12- School Board Workshop
  - Nov. 26- School Board Information

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## Guidance

for Cell Phone-Free Education  
Pursuant to Executive Order 33

September 16, 2024



# Questions

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**Subject:** 2025-26 and 2026-27 School Calendar **Item Number:** 1D

**Section:** Administrative, Informal, and Workshop **Date:** October 8, 2024

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

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

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

**Recommendation:**

That the School Board receive an overview of the calendar development process that includes a summary of the school board consensus on guidance for the development of two-year calendars. Results from the calendar survey will be shared and the calendar workgroup pre-Labor Day and post-Labor Day calendar options for 2025-26 and 2026-27 will be provided.

**Background Summary:**

During the July School Board retreat, the school board directed staff to create calendars for the 2025-26 and 2026-27 school year. The School Board came to consensus on the following items regarding the calendar development process.

School Board Guidance for Calendar Creation:

- 180 instructional days
- 13 staff workdays
- Holiday on the Wednesday before Thanksgiving
- Two-week winter break
- Maximum of 6 days for teacher in-service week
- Two staff days at the end of the first quarter (Nov.)
- Two staff days at the end of the first term (Jan.)

A survey was provided to the community on September 4. The results of the survey will be provided during the workshop session.

**Source:**

N/A

**Budget Impact:**

N/A



# **School Calendar Development 2025-26 and 2026-27**

School Board Workshop  
Tuesday, October 8, 2024  
Departments of School Leadership and  
Communications and Community Engagement

# Purpose of the Presentation

- Provide an overview of the calendar development process that includes a summary of the School Board consensus on guidance for calendar development
- Share results from the calendar survey
- Provide a review of the calendar workgroup pre-labor day and post-labor day calendar options for 2025-26 and 2026-27



# School Calendar

## SB Policy 6-12

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



# School Day and School Hours

## SB Policy 6-13

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

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

# Teacher Contract

## VAC22.1-302

The standard 10-month contract shall include **200 days**, including (i) a minimum of 180 teaching days or 990 instructional hours and (ii) **up to 20 days for activities** such as teaching, participating in professional development, planning, evaluating, completing records and reports, participating on committees or in conferences, or such other activities as may be assigned or approved by the local school board.



# Guidance for Calendar Creation

- 180 Instructional Days
- 13 staff days
- Holiday the Wednesday before Thanksgiving
- Two-week winter break
- Maximum of six days for teacher in-service week
- Two staff days at the end of the first quarter
- Two staff days at the end of the first term
- Limited adjusted dismissal days



# Area Without Consensus

- Pre-Labor Day or Post-Labor Day
  - 2025-26: Sept. 1
  - 2026-27: Sept. 7



# September 2024

## Calendar Development Survey Overview

- Survey link distributed through AlertNow to families and staff, VBCPS family newsletter, social media sites, and vbschools.com
- Available September 4 through 16
- Parents and instructional staff were largest respondent groups

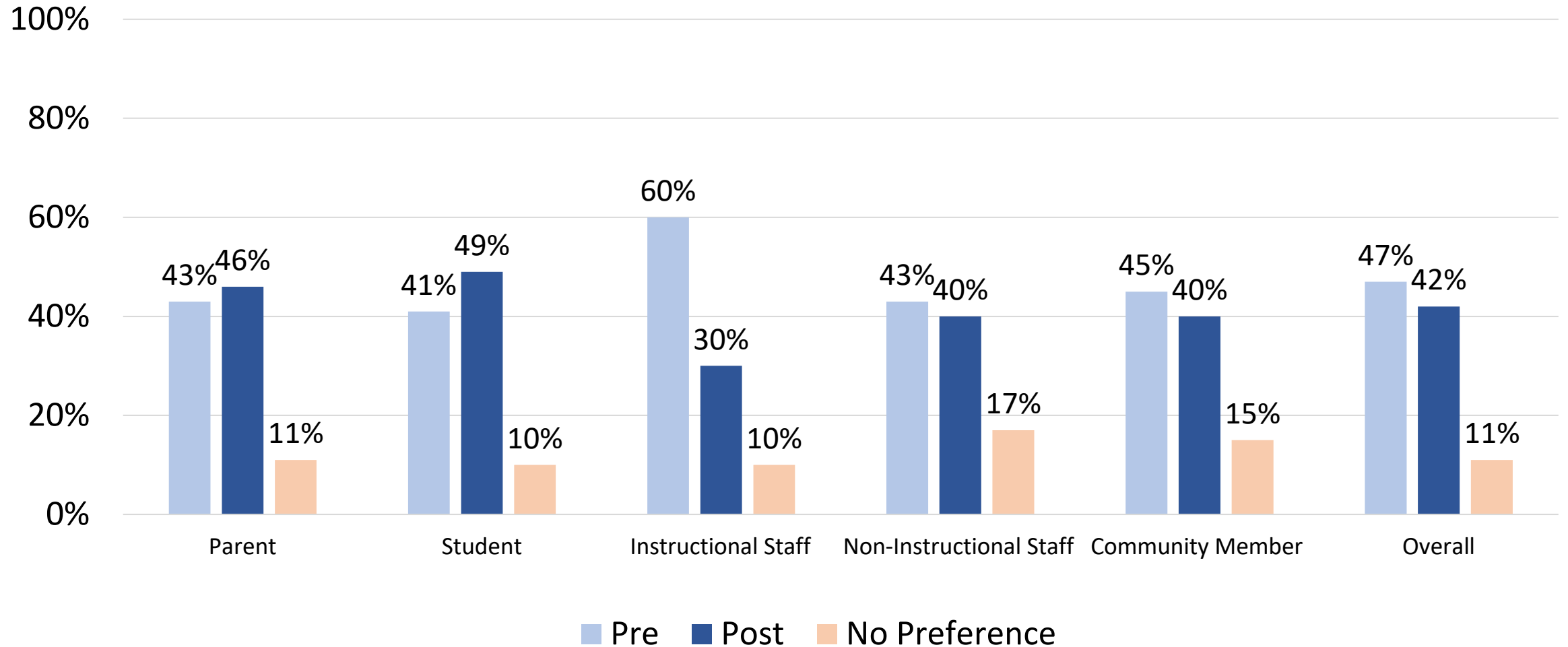
Primary Affiliation With VBCPS	Number of Respondents
Parent	4,563
Student	156
Instructional Staff	1,344
Non-Instructional Staff	536
Community Member	237
Overall	6,836*

\*All respondents selected a preferred school start date.

# Community Input for Calendar Development

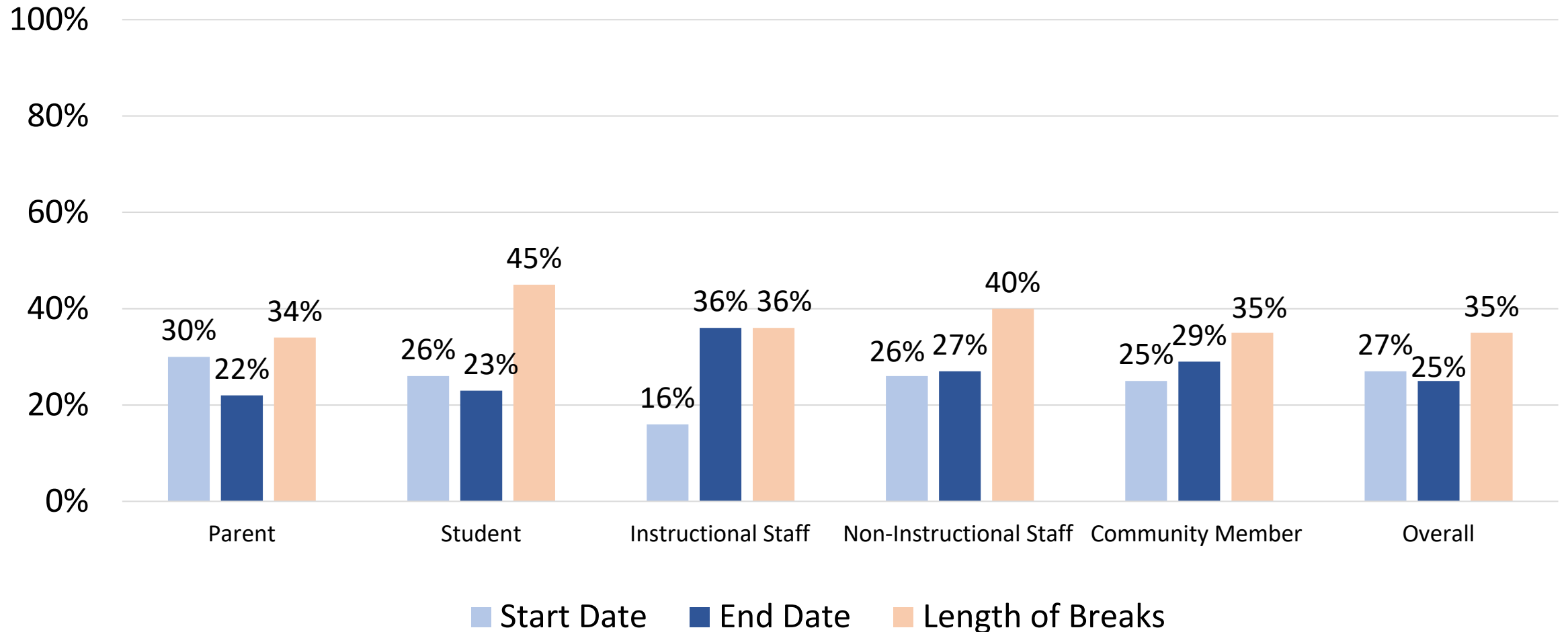
# September 2024 Calendar Development Survey

## Preferred School Start Date



# September 2024 Calendar Development Survey

## Most Important Factor When Considering School Calendars



# September 2024 Calendar Development Survey

## Comments – Overall Themes

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- Support for 2-week winter break
  - Lengthen Thanksgiving break
  - Break in February to break up stretch between winter and spring breaks
- Concern about number and placement of days off (e.g., staff days) and early dismissals
  - Place days off (e.g., staff days) adjacent to weekends or holidays
  - Reduce number of random days off and early dismissals
- Consider switching to instructional hours instead of days
- Concerns about starting before Labor Day without ending earlier in June
  - End the school year earlier (i.e., end of May or early June)
- Alignment with other districts (e.g., use of instructional hours, start and end dates, spring break)
- Frustration with perceived lack of consideration of feedback in calendar decisions

# September 2024 Calendar Development Survey

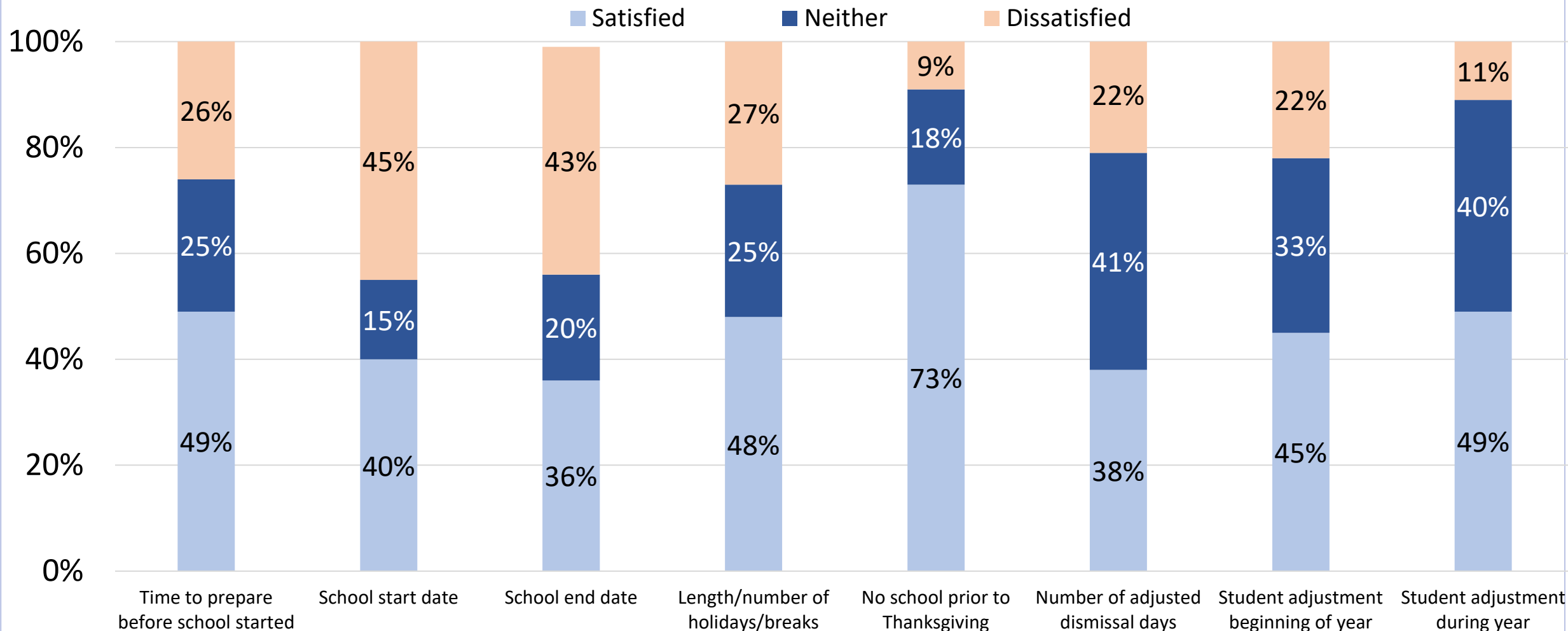
## Comments – Themes By Respondent Group

- Parents
  - Desire for more stability and predictability with calendars
  - Frustration with random days off and adjusted dismissal days (e.g., impact on childcare and working parents)
- Instructional and Non-Instructional Staff
  - More meaningful and productive staff days (i.e., planning time free from meetings)
  - Place staff days strategically in the calendar (i.e., end of grading periods)
- Community Members
  - Maintain long summer break from June through August
  - Consider impact of calendar on local culture and economy
- Students
  - Preference for longer summer break

# **Community Perceptions of 2023-2024 School Calendar**

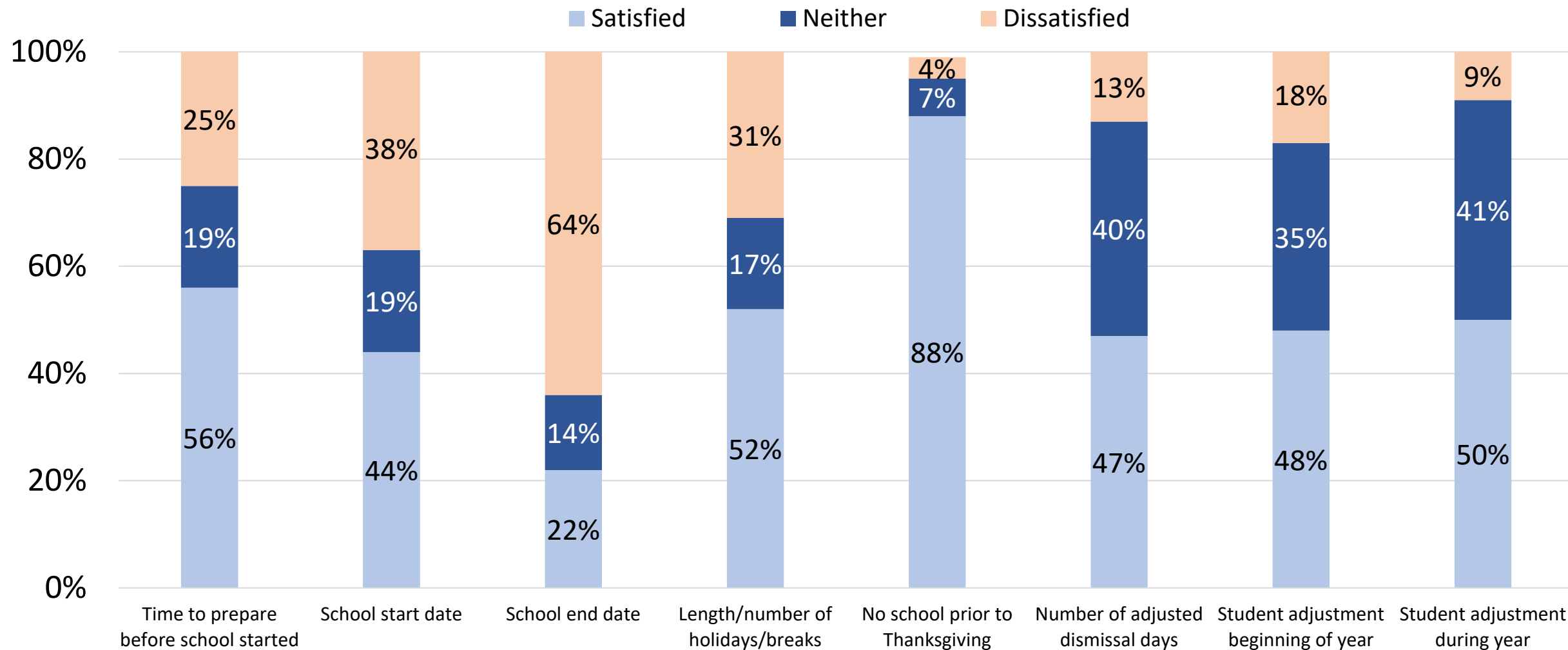
# September 2024 Calendar Development Survey

## Parent Satisfaction with 2023-2024 Calendar



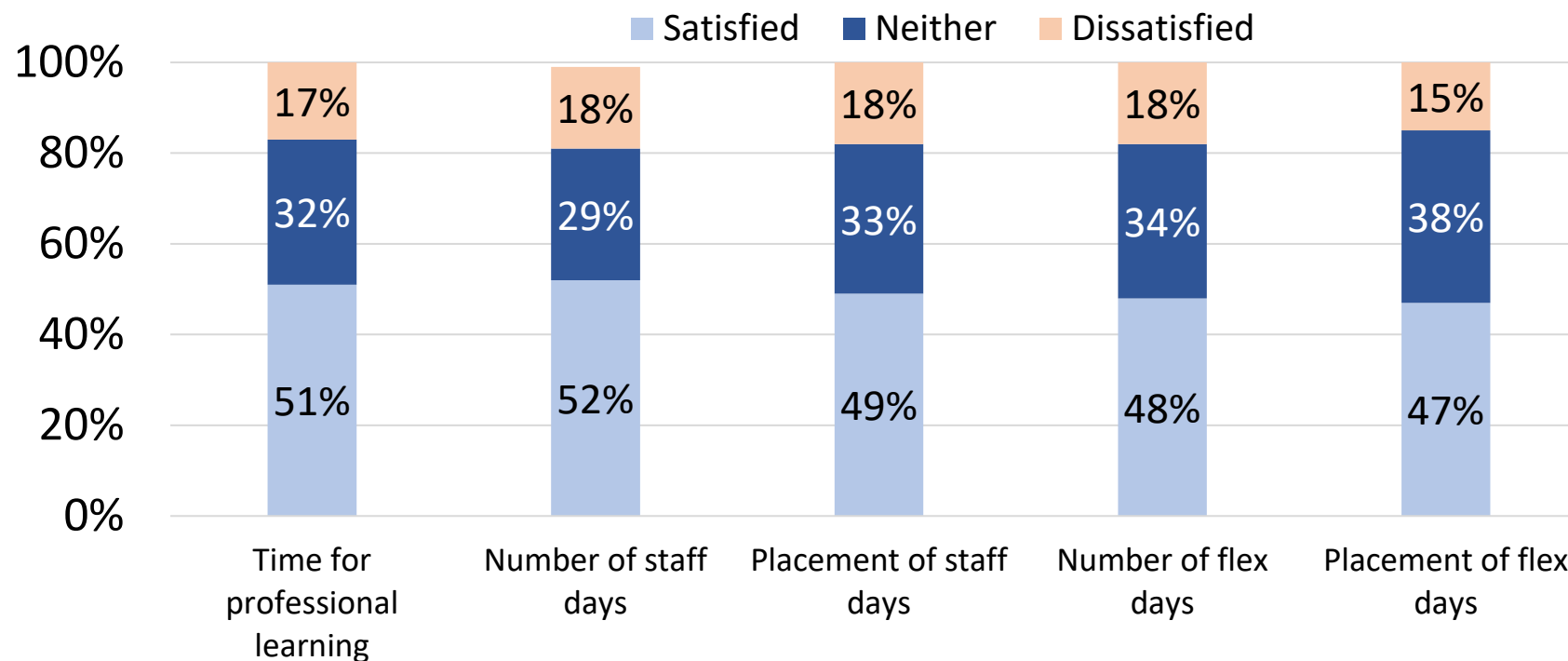
# September 2024 Calendar Development Survey

## Staff Satisfaction with 2023-2024 Calendar



# September 2024 Calendar Development Survey

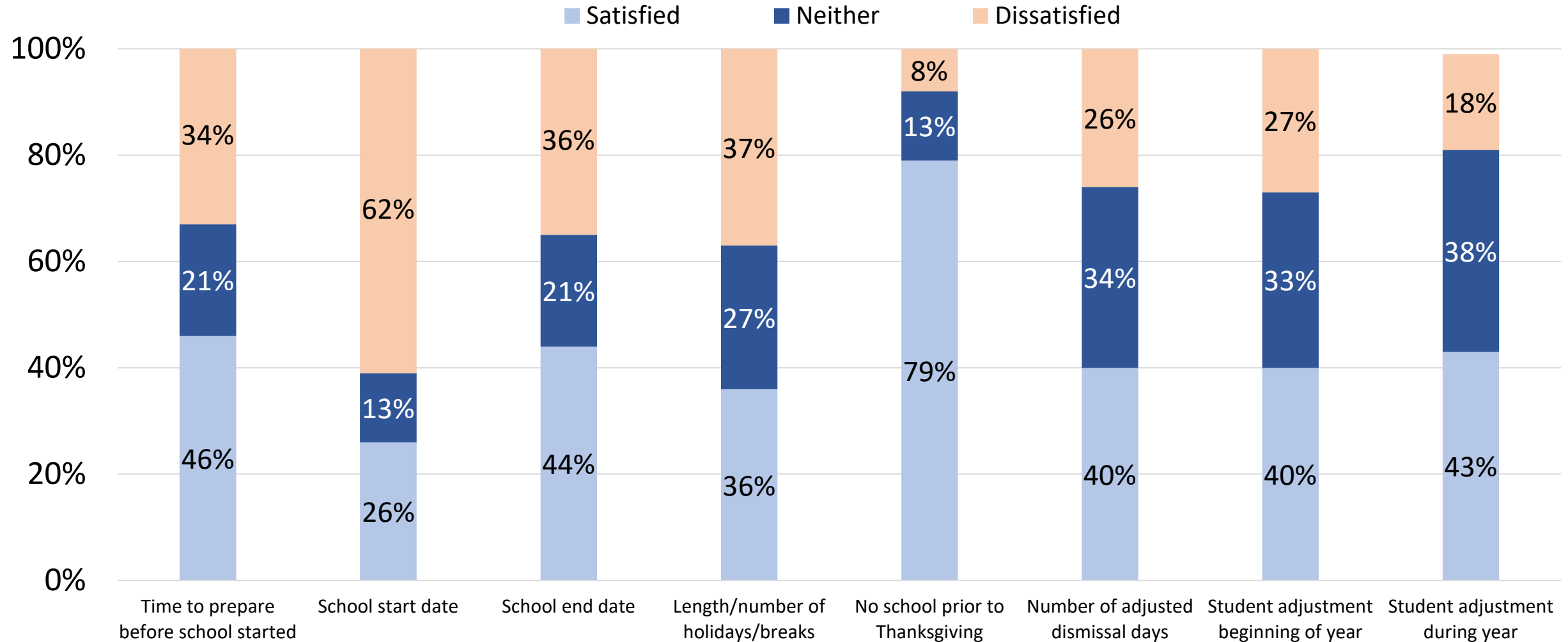
## Staff Satisfaction with 2023-2024 Calendar



- Instructional staff indicated the staff and flex days were useful
  - Oct. 9 Staff Day: 50% “very” and 39% “somewhat”
  - Nov. 3 Staff Day: 58% “very” and 32% “somewhat”
  - Nov. 6 Flex Day: 56% “very” and 29% “somewhat”
  - March 5 Staff Day: 56% “very” and 33% “somewhat”

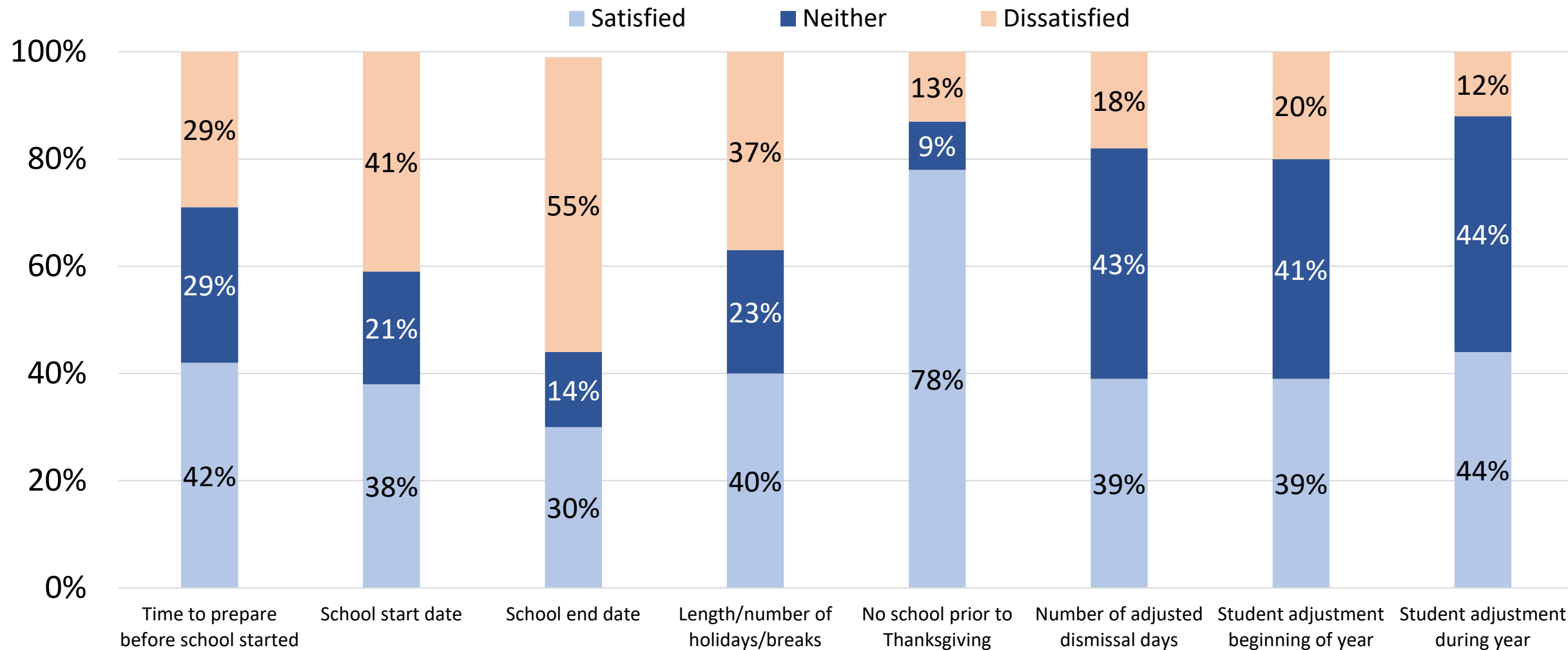
# September 2024 Calendar Development Survey

## Student Satisfaction with 2023-2024 Calendar



# September 2024 Calendar Development Survey

## Community Member Satisfaction with 2023-2024 Calendar



# Calendar Workgroup Process

**Purpose:** Develop a pre-Labor Day and a post-Labor Day calendar for the 2025-26 school year and the 2026-27 school year that incorporates the areas of School Board consensus and information from the community survey.

CALENDAR



# 2025-2026 Calendar

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Pre-Labor Day Start	Post-Labor Day Start
Teacher Start Date: Aug. 15	Teacher Start Date: Aug. 22
Student Start Date: Aug. 25	Student Start Date: Sept. 2
Last Day of School: June 12	Last Day of School: June 18

# August-September 2025

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## Pre-Labor Day Start

AUGUST 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## Post-Labor Day Start

AUGUST 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# October-November 2025

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## Pre-Labor Day Start

OCTOBER 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## Post-Labor Day Start

OCTOBER 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

# December 2025-January 2026

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## Pre-Labor Day Start

DECEMBER 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## Post-Labor Day Start

DECEMBER 2025						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

# February-March 2026

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## Pre-Labor Day Start

FEBRUARY 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## Post-Labor Day Start

FEBRUARY 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

# April-May 2026

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## Pre-Labor Day Start

APRIL 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
MAY 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## Post-Labor Day Start

APRIL 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
MAY 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

# June 2026

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## Pre-Labor Day Start

JUNE 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## Post-Labor Day Start

JUNE 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# Guidance for Calendar Creation

- 180 Instructional Days
- 13 staff days
- Holiday the Wednesday before Thanksgiving
- Two-week winter break
- Maximum of six days for teacher in-service week
- Two staff days at the end of the first quarter
- Two staff days at the end of the first term
- Limited adjusted dismissal days



# 2026-2027 Calendar

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Pre-Labor Day Start	Post-Labor Day Start
Teacher Start Date: Aug. 14	Teacher Start Date: Aug. 28
Student Start Date: Aug. 24	Student Start Date: Sept. 8
Last Day of School: June 11	Last Day of School: June 25

# August-September 2026

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## Pre-Labor Day Start

AUGUST 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## Post-Labor Day Start

AUGUST 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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20	21	22	23	24	25	26
27	28	29	30			

# October-November 2026

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## Pre-Labor Day Start

OCTOBER 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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NOVEMBER 2026						
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29	30					

## Post-Labor Day Start

OCTOBER 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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NOVEMBER 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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22	23	24	25	26	27	28
29	30					

# December 2026-January 2027

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## Pre-Labor Day Start

DECEMBER 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

JANUARY 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## Post-Labor Day Start

DECEMBER 2026						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

# February-March 2027

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## Pre-Labor Day Start

FEBRUARY 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## Post-Labor Day Start

FEBRUARY 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

# April-May 2027

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## Pre-Labor Day Start

APRIL 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
MAY 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## Post-Labor Day Start

APRIL 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
MAY 2027						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

# June 2027

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## Pre-Labor Day Start

JUNE 2027

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

## Post-Labor Day Start

JUNE 2027

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

# Guidance for Calendar Creation

- 180 Instructional Days
- 13 staff days
- Holiday the Wednesday before Thanksgiving
- Two-week winter break
- Maximum of six days for teacher in-service week
- Two staff days at the end of the first quarter
- Two staff days at the end of the first term
- Limited adjusted dismissal days



# Next Steps

- Oct. 22- School Board Information
- Nov. 12- School Board Action



# Questions?



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

**Section:** Student, Employee and Public Awards and Recognitions **Date:** October 8, 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 Oct. 8, 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. National Blue Ribbon Award, Green Run Collegiate

**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:** October 8, 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. September 24, 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**

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***School Board Regular Meeting MINUTES***  
**Tuesday, September 24, 2024**

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

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

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- 1. Administrative, Informal, and Workshop:** Chair Melnyk convened the Administrative, Informal, and Workshop session at 3:31 p.m. on the 24th day of September, 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 (arrived at 3:37 p.m.), Mr. Callan, Mr. Culpepper, Ms. Kendrick (arrived at 3:43 p.m.), and Ms. Riggs.

The following School Board Member attended via Zoom: Ms. Owens (personal/Bahrain for military promotion ceremonies). Ms. Owens joined the meeting via Zoom at 3:56 p.m.

The following School Board Members were not in attendance at the Administrative, Informal, and Workshop session: Ms. Manning and Ms. Weems (medical reasons/Texas).

- A. School Board Administrative Matters and Reports: Chair Melnyk mentioned the divisionwide memo regarding school threats. The following sign-up sheets were given to the School Board Members: October 1-on-1 meetings with Superintendent Robertson, October school visits with Superintendent Robertson, and VSBA Conference in November.
- B. School Division Services School Opening Update: The School Board received updates from the offices within the Department of School Division Services. Mr. Jack Freeman, chief operations officer, provided a brief introduction. Ms. Melisa Ingram, executive director of Facilities Services, provided the following information: summer work at all school and administrative facilities, CIP maintenance projects (roof, HVAC, chiller and boiler replacements, foundation repairs, gym flooring, etc.), preventative maintenance, special event support, summer school programs and more. Mr. Eric Woodhouse, director of Maintenance Services, mentioned the 80 major repair projects and preventative maintenance, enhancements to the learning environment (IMAC computer labs, Lu Interactive Systems, study labs,) and connecting with students (career day, field trips).

Mr. Sam Nix, director of Custodial and Distribution Services, continued the presentation. He reviewed the summer planned projects which included over 130 projects (20 gym floors, stripped and waxed floors, pressure washed high school bleachers, and preformed overall cleaning protocols for school readiness). Custodians engaged in other responsibilities outside of cleaning such as preparing for special events, support for Parks & Recreation programs, bus support, and relocating classroom furniture, to name a few. Mr. Nix shared efforts towards filling staff vacancies and improving retention. The office received over 5,500 work order requests this summer.

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Mr. James Lash, executive director of Transportation and Fleet Management Services, mentioned approximately 1,700 work orders were completed during the period of June 19 – August 23. All school buses had preventive maintenance performed over the summer. There were 21 drivers trained between July 1 and September 24, and 15 drivers and 16 assistants have been recommended for hire. Over 51,000 students registered for transportation this year, 525 total buses were utilized daily, and there were 3,760 total number of bus runs.

Ms. Rachel Amato, acting director of Food Services, shared information regarding the Community Eligibility Provision (CEP) Schools and meal prices for breakfast and lunch. During FY 2023-2024, a total of 9.2 million student meals were served. Scratch initiative's menu items are part of the divisionwide cycle menu, 48 school kitchens have been modernized and have new scratch cooking equipment, and there are 42 active school gardens.

Mr. Thomas DeMartini, director of Security and Emergency Management (SEM), shared various tasks the SEM coordinators do, such as weekly checks, training security assistants, public safety liaison, monitor Securly, technology guidance, and special events. He mentioned the VBCPS emergency response plans, Armed School Security Officers (SSO II) in secondary schools, the various training provided by SEM (Security Assistant Training, Crisis Prevention Training, technology, etc.), and technology upgrades and replacements. The total grant funding for supporting schools is \$573,423 and awaiting award notification on two additional grants. Brief information regarding the School Safety Task Force was shared.

Mr. Frank Fentress, administrator for Parks & Landscape Services, shared information regarding routine grounds maintenance. There is a 16-to-18-day maintenance cycle, and some tasks performed are mowing and trimming, litter/debris removal, weed control, and line/prepare fields for 2,100-plus games. He reviewed site infrastructure maintenance (fences/gates, drainage repairs, stormwater, playground inspection/repair, etc.), athletics-focused support (stadium fields, irrigation/well installation, etc.), and teaching curriculum support (Scratch Cooking gardens, floating wetlands islands, etc.).

The presentation continued with questions and comments regarding bookbags; armed security officers in secondary schools; SROs in elementary schools; concerns from community; applying for free and reduced lunch and other benefits available; custodians; Safety Task Force; handheld metal detectors; and unfunded mandates.

- C. Building Utilization Committee Update: Ronald Berkebile, demographer/GIS manager, provided the School Board information from the September 13, 2024, Building Utilization Committee (BUC) meeting to include the recommendation from the BUC at that meeting and the Proposed 2025/2026 School Rezoning Plan for Point O'View Elementary School. This recommended plan impacts Point O'View, Kempsville, Pembroke, and Arrowhead elementary school attendance zones, as well as Larkspur, Independence, and Kempsville middle school attendance zones, as feeder zones. The School Board also received information on the public outreach and communications plan.

Mr. Jack Freeman, chief operations officer, provided a brief introduction. Mr. Berkebile continued the presentation and mentioned Policy 5-14. He provided an overview of factors to be considered by the Building Utilization Committee (BUC): optimal utilization of space, keeping neighborhoods together, developing long-term solutions, and construction considerations. Maps were shared of the current Point O'View Elementary School zone and the proposed 2025/2026 school rezoning plan for Point O'View Elementary. Information was shared regarding Point O'View's new housing developments and projected student increase. Mr. Berkebile shared data regarding Point O'View and Kempsville elementary school capacities. The BUC recommendation rezoning features and benefited were reviewed. Data maps were reviewed regarding Point O'View's existing attendance zone and proposed rezoning plan and proposed rezoning plans for Independence and Kempsville middle schools.

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Melisa Ingram continued the presentation and reviewed the public outreach and communication plan. The rezoning website to go live September 25, the survey link available September 25 – October 9, notification to be sent about public community meetings, and a press release to local media and social media. The timeline was reviewed including public community meeting dates, School Board information and public hearing dates, and School Board action date.

The presentation continued with questions and comments regarding process to collect public input; proposed rezoning maps; number of students for rezoning; notification to parents about input meetings; transportation zones; thank you to the team and BUC for work done; link to website for School Board members; streets affected by rezoning; and information on the website tomorrow (surveys, FAQ sheet, contact information, etc.)

- D. Forecast of Regular School Board Meeting Agenda Topics FY 25 – Second Quarter: October, November, December: Superintendent Robertson provided the School Board the Administration's forecast of agenda topics to be presented at School Board meetings during the second quarter, October, November, December, of the 2024-2025 school year. Dr. Robertson highlighted various presentation topics and voting items for upcoming School Board meetings through December 2024.

2. **Closed Session:** There was no Closed Session during the Administrative, Informal, and Workshop session.
3. **School Board Recess:** Chair Melnyk adjourned the Administrative, Informal, and Workshop session at 5:12 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 24th day of September 2024 and thanked the members of the public for 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. Manning, and Ms. Riggs.

The following School Board Members attended the meeting via Zoom: Ms. Owens (personal/Bahrain for military promotion ceremonies) and Ms. Weems (medical reasons/Texas). Note: throughout the meeting, Ms. Weems experienced technical difficulties and was unable to participate or vote.

6. **Moment of Silence followed by the Pledge of Allegiance:** After the Pledge of Allegiance, the Kellam High School Knightingales sung the National Anthem.
7. **Student, Employee and Public Awards and Recognition**
  - A. United Way Awards – Virginia Beach City Public Schools: Representatives from the United Way, Ms. Christina Patterson, senior director of Corporate and Community Relationships, and Mr. Trevellis Lewis, senior manager of Nonprofit Campaigns and Certifications, recognized Virginia Beach City Public Schools as the United Way and Combined Charities Campaign District Champion. Mrs. Laura Beth Mattson, intergovernmental affairs and constituent services specialist, was recognized as the Rookie of the Year for her outstanding leadership in Virginia Beach City Public Schools' United Way and Combined Charities Campaign.
8. **Adoption of the Agenda:** Chair Melnyk called for any modifications to the agenda as presented. Ms. Manning made the following modification request – to move Consent Agenda, Item #14A5 (Resolution: LGBTQIA+ History Month) to Action Item #15D. Without further modifications, Chair Melnyk called for a motion to approve the agenda as presented and modified. Ms. Riggs made the motion, seconded by Vice Chair Franklin. 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 and modified: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 10-0-0. Note: Ms. Weems was not present on Zoom at the time of the vote.

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

Superintendent's Report – Superintendent Robertson shared the following information: 1) On September 4, chief communications and community engagement officer, Nicole Livas and Superintendent Robertson participated in the Virginia Beach Council of PTAs' annual Fall Leadership Training Institute at Corporate Landing Middle School; 2) The grand opening of a new welding lab and classroom at the Virginia Beach Technical and Career Education Center was on September 6; 3) There was community roundtable discussions aimed at fostering open dialogue and collaboration between VBCPS and business leaders within the region. The roundtable offers an opportunity to strengthen relationships, foster transparency, and build trust among leaders; 4) Students had fun Friday during STEM Lab Learning Day at the NAS Oceana Air Show. Through this amazing partnership with the Navy, thousands of our fifth graders took part in hands-on activities related to science, technology, engineering and math; and 5) The Office of Technical and Career Education commissioned new videos to promote programs that cultivate future-ready students. A video was shared about the Virginia Teachers for Tomorrow program.

Administrative Recognition – Superintendent Robertson introduced the following appointment that was approved at the September 10, 2024, School Board meeting: Brain K. Jackson II whose recent position was an employee relations manager at Old Dominion University is now recognized as the employee relations specialist for the Department of Human Resources.

**10. Approval of Meeting Minutes**

A. September 10, 2024, Regular School Board Meeting: Chair Melnyk called for any modifications to the September 10, 2024, regular School Board meeting minutes as presented. Hearing none, Chair Melnyk called for a motion to approve the September 10, 2024, minutes as presented. 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 to approve the September 10, 2024, meeting minutes as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 10-0-0. Note: Ms. Weems was not present on Zoom at the time of the vote.

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

There were seven (7) in person speakers (including one (1) student speaker) and one (1) online speaker. The topics discussed were backpacks in school; the need for backpacks; guns in schools; LGBTQIA Resolution; bullying; Safe Gun Storage Resolution; secure gun storage; responsible gun ownership; increase awareness regarding gun storage; protecting children; book process; and removal of Thoroughgood name from Thoroughgood Elementary School.

The Public Comments concluded at 6:42 p.m.

**12. Information**

A. Interim Financial Statements – June (unaudited), July, and August 2024: Daniel Hopkins, director of Business Services, presented financial information to the School Board for the fiscal year ending June 30, 2024. The overall final revenue trend was favorable with an actual over budget amount of approximately \$9.7 million. The Commonwealth of Virginia revenue source was favorable with actual over budget of approximately \$3.3 million. The State Sales Tax revenue source was unfavorable with an actual under budget of approximately \$4.9 million. The Federal Government revenue source was favorable with an actual over budget of approximately \$8.7 million. Other revenue sources were favorable with an actual over budget of approximately \$2.6 million. A graph was shared related to total revenue by major source in FY 2024: City of Virginia Beach 51.5%, Commonwealth of Virginia 36.6%, State Sales Tax 9.1%, Federal Government 2.2% and other sources .6%. The final expenditures trend for FY 2024 was favorable in all categories. A graph was shared related to total expenditures incurred in FY 2024 by category: Instructional 69.3%, Operations & Maintenance 11.9%, Pupil Transportation 5.6%, Technology 4.3%, Administration, Attendance, and Health 4.3%, and Debt Service 4.6%. Mr. Hopkins mentioned reversion funds and presentation to the School Board on October 8 regarding potential future use of reversion funds.

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- B. 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 September 12, 2024, meeting. Kamala Lannetti, school board attorney, presented the following:
1. Policy 5-61/First Aid/Emergency Care: The PRC recommends adding language to align with 8VAC20-131-260, as amended. School facilities and safety.
  2. Policy 6-30/Family Life Education (FLE): The PRC recommends adding clarifying language to Section A from Code of Virginia § 22.1-207.1, as amended, Code of Virginia §22.1-207.1:1, as amended, Code of Virginia § 22.1-207.2, as amended, and minor changes to be consistent with recent changes to other policies. Additionally, the PRC added a sentence to the Opt-out Procedures section to ensure the distribution of opt-out forms to all parents 30 days before the beginning of the Family Life curriculum. There was a brief discussion regarding the review cycle of seven years for the family life education curricula.
  3. Policy 6-47/Interscholastic Competition: The PRC recommends minor scrivener's changes.
  4. Policy 6-55/Resources for Parental Home Instructional Assistance: The PRC recommends formatting changes to be consistent with recent changes made to other policies.
  5. Policy 6-71/Class Rank, Weighted/Bonus Credit/ Dual Enrollment: The PRC recommends minor scrivener's and formatting changes, removing the Editor's Notes, and updating language to match current practices. There was a discussion regarding Policy 6-71 regarding the changes; regulation; Dual Enrollment; communication to parents; and the work done by School Board and Policy Review Committee.
  6. Internal Audit Charter: The PRC recommends adding language on the first page to clarify that the School Board Chair may attend an Audit Committee Meeting as a substitute for an appointed member who is absent from the Audit Committee meeting in person and virtually and fulfill the duties of the appointed member when substituting. There was a discussion regarding clarification of the role of the Chair; review of changes; voting; request for item to go back to the Policy Review Committee (PRC); quorum at meeting; Internal Audit updates to the School Board; and PRC reviewing charter.
- C. Standards of Learning (SOL) Pass Rates and Accountability Designations Based on 2023-2024 Performance: Tracy LaGatta, director of student assessment in the Office of Planning, Innovation, and Accountability, provided the School Board information on the SOL Pass Rates and Accountability Designations based on 2023-2024 performance. The presentation covered the following items: 2023-2024 VDOE Annual SOL Pass Rate data, compared VBCPS data to state data and other divisions, 2024-2025 state accreditation and federal accountability status of our schools, and support of areas of focus. A summary of accomplishments included pass rates improved on 43% of tests; improvement for most groups in math and a 4-percentage point improvement for English Learners in reading; VBCPS outperforms the state on 27 of 29 SOL tests; VBCPS outperforms other Hampton Roads cities; 94% of School Quality Indicators met benchmarks; and more schools met federally required participation requirements. The areas of focus are mathematics (grades 3-8; special emphasis on grade 7), reading (grades 3-8; special emphasis on grade 3), science (exception of Earth Science), history, all reporting groups (special emphasis on students with disabilities, English Learners, and Black students), and level 2/3 schools.
- Matthew Delaney, chief school officers, continued the presentation and reviewed continuous improvement efforts. He mentioned the strategic plan, *Compass to 2025*, and the three main areas of focus (advancing educational equity, using integrated systems of support, and creating future ready students). Other components included are school concept map, plan for continuous improvement, and observation and feedback. Strategic school support is universal, targeted, and intensive.
- The presentation continued with questions and comments regarding reporting group summary for reading; schools accredited with conditions; pass advance rates; trends across schools; needs assessments; Learning Walks; tiered interventions; data from division pass rates; and VBCPS accomplishments.
- D. New Construction Guidance: Jack Freeman, chief operations officer, provided the School Board additional information related to the discussion on new construction for the two schools listed in the Capital Improvement Program (CIP): CIP 1-015 Princess Anne HS Replacement Project and CIP 1-028 Williams ES/

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Bayside 6th Grade Replacement Project. Mr. Freeman reviewed Bayside 6<sup>th</sup> grade student options (new building construction, Bayside Middle School Campus) and Tri-Campus options (existing Tri-Campus model, Bi-Campus model, K-5 schools model). The following recommendation was shared: Bayside 6<sup>th</sup> students move to Bayside Middle School in SY 2025-26 and School Board direct staff to evaluate and recommend a preferred alternative to the Tri-Campus model. Data were reviewed regarding priority schools, facility condition, debt service analysis, and CIP budgeting considerations. Operating budgeting opportunities for capital funding included potential school closure, Stop Arm Camera, school rental, utility savings, planned reversion funds, one-time reversion funds, and grants/other financing. Mr. Freeman reviewed the following recommendations: CIP 1-015 Princess Anne HS Replacement Project - proceed this budget cycle), Bayside 6<sup>th</sup> students - move to Bayside Middle School in SY 2025-26, and Tri-Campus – School Board direct staff to evaluate and recommend a preferred plan. The next step is to add this item to the October 8 School Board Agenda for Action.

The presentation continued with questions and comments regarding the Bi-Campus model to include cost, reducing the number of transitions for students; clarification on next steps; the recommendations; underserved community; moving sixth grade students; name of school, keeping the Williams name; rezoning; and appreciation for work done and providing options.

- E. Resolution: Safe Gun Storage: Ms. Anderson read the following resolution:

**RESOLUTION**  
**Safe Gun Storage**  
**October 8, 2024**

**WHEREAS**, firearm injuries are the number one killer of children and teens in the United States; and

**WHEREAS**, almost every single day a child accesses a gun and unintentionally kills or injures themselves or someone else in the United States; and

**WHEREAS**, the School Board of the City of Virginia Beach recognizes and mourns the multiple lives of the students who have been lost to gun violence and firearm injuries over the past few years and strives to prevent the senseless loss of additional young lives to firearm-related deaths; and

**WHEREAS**, Virginia Beach City Public Schools is committed to educating and supporting the children of Virginia Beach in a safe community and safe schools; and

**WHEREAS**, research shows that one of the best ways to protect children from accessing firearms is making sure all guns are stored unloaded, locked, and separate from ammunition; and

**WHEREAS**, steps can be taken by gunowners and non-gunowners alike to make sure kids cannot access a gun and put themselves and others in danger; and

**WHEREAS**, an estimated 54% of gun owners do not lock all their guns securely and an estimated 4.6 million children live in a home with at least one unlocked and loaded gun in the United States; and

**WHEREAS**, when guns are not properly stored, tragedy can strike — whether it is a child finding a firearm and injuring or killing themselves or someone else, or someone stealing it and using it to commit crime in our communities; and

**WHEREAS**, Virginia Beach City Public Schools educating the public on the crucial role of reducing injuries and deaths by promoting secure gun storage and safety so that children can live in a safe community and attend school in a safe environment;

**NOW, THEREFORE, BE IT**

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**RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens of Virginia Beach to support secure gun storage and safety; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens of Virginia Beach to practice gun safety for the well-being of all adults and children in the City of Virginia Beach; and be it

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

A discussion followed regarding the background and reason for the resolution; support for parts of the resolution; concerns about data and statistics; and revising the resolution. The resolution is to be voted on at the next School Board meeting, October 8.

**13. Return to public comments if needed:** As noted under Agenda Item #11, the Public Comments concluded at 6:42 p.m.

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

A. Resolutions:

1. Bullying Prevention Month: Recommended the School Board approve October 2024 as Bullying Prevention Month.
2. Disability History and Awareness Month: Recommended the School Board approve a resolution recognizing October as Disability History and Awareness Month.
3. Dyslexia Awareness Month: Recommended the School Board approve a resolution recognizing October as Dyslexia Awareness Month.
4. Filipino American History Month: Recommended the School Board approve a resolution recognizing Filipino American History Month.
5. LGBTQIA+ History Month: Note, Item moved to Action, Item #15D. See Adoption of the Agenda, Item #8.
6. Indigenous Peoples' Day: Recommended the School Board approve a resolution recognizing Indigenous Peoples' Day.

Chair Melnyk asked for the resolutions to be read. Ms. Kendrick read the following resolution:

**RESOLUTION**  
**Bullying Prevention Month**  
**October 2024**

**WHEREAS**, school bullying has become an increasingly significant problem in the United States and Virginia; and

**WHEREAS**, nearly thirty percent of youth in the United States are estimated to be involved in bullying each year, either as a bully or as a victim; and

**WHEREAS**, students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school; and

**WHEREAS**, bullying can occur in many forms, including physical, social and verbal, and can happen in many places on and off school grounds as well as online; and

**WHEREAS**, it is important for Virginia Beach families, students, school counselors, teachers, and school administrators to be aware of bullying, and to encourage discussion of the problem as a school community; and

**WHEREAS**, the School Board of the City of Virginia Beach has developed a policy on anti-bullying to encourage positive behaviors and to eliminate bullying behaviors; and

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

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach recognizes the month of October 2024, as Bullying Prevention Month in Virginia Beach City Public Schools, and be it

**FURTHER RESOLVED:** That the issue of bullying and its prevention be discussed in Virginia Beach City Public Schools classrooms during this time, and be it

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

Adopted by the School Board of the City of Virginia Beach this 24th day of September, 2024

Ms. Manning read the following resolution:

**RESOLUTION**  
**Disability History and Awareness Month**  
**October 2024**

**WHEREAS**, Americans with Disability Act of 1990 was founded on four principles: inclusion, full participation, economic self-sufficiency and equality of opportunity for all people with disabilities; and

**WHEREAS**, the Virginia General Assembly has designated the month of October as Disability History and Awareness Month to increase public awareness and respect for persons with disabilities; to inform the public concerning their many contributions to society; and to emphasize the abilities and rights of persons with disabilities rather than their exceptionalities; and

**WHEREAS**, public schools, institutions of higher education, the business community, civic organizations and other interested entities are encouraged to promote Disability History and Awareness Month in the Commonwealth of Virginia; and

**WHEREAS**, the Virginia Department of Education's 2023-2024 Virginia State Quality Profile reported the Virginia public school divisions served 181,085 students with disabilities under the Individuals with Disabilities Education Act and the Virginia Beach City Public Schools 2023-2024 Quality Profile reported the division served 8,737 students with disabilities under the Individuals with Disabilities Education Act; and

**WHEREAS**, Virginia Beach City Public Schools believes in having the highest expectations for students with disabilities and believes that students with disabilities make significant academic and social progress when educated, as appropriate, in general education environments; and

**WHEREAS**, it is necessary to increase public awareness, knowledge, and understanding of disabilities, the rights of persons with disabilities, and to foster a culture of mutual respect and equal opportunities for all in our schools, businesses, and communities;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of October as Disability History and Awareness Month; and be it

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**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school activities during Disability History and Awareness Month; and be it

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

Adopted by the School Board of the City of Virginia Beach this 24<sup>th</sup> day of September, 2024

Mr. Callan read the following resolution:

**RESOLUTION**  
**Dyslexia Awareness Month**  
**October 2024**

**WHEREAS,** dyslexia is a language-based learning disability that causes difficulties with reading, writing, spelling, and word pronunciation; and

**WHEREAS,** the onset and severity of dyslexia varies for each individual; and

**WHEREAS,** it takes individuals with dyslexia longer to process phonemic information, thus affecting academic growth, achievement, and self-esteem; and

**WHEREAS,** it is important to provide effective teaching approaches and educational intervention strategies for individuals with dyslexia; and

**WHEREAS,** Dyslexia Awareness Month is an opportunity to acknowledge educators utilizing effective teaching strategies, and to celebrate the many achievements of adolescents, students and adults with dyslexia; and

**WHEREAS,** the School Board of the City of Virginia Beach is committed to a continued focus on educating students, parents, and school staff about effective teaching strategies to address the needs of students with learning disabilities;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach designates the month of October to be Dyslexia Awareness Month; and be it

**FURTHER RESOLVED:** That strategies and interventions to address the needs of students with learning disabilities be ongoing in Virginia Beach City Public Schools; and that a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 24<sup>th</sup> day of September, 2024

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Vice Chair Franklin read the following resolution:

**RESOLUTION**  
**Filipino American History Month**  
**October 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**, Filipino Americans are the second largest Asian American group in the nation and the City of Virginia Beach has the highest percentage of Filipino Americans in Virginia; and

**WHEREAS**, through the study of Filipino Americans' contributions, all students may find role models whose participation, commitment and achievement embodies the American spirit and ideals; and

**WHEREAS**, the School Board of the City of Virginia Beach recognizes the importance of multicultural diversity education within the school division; and

**WHEREAS**, in 2009, the U.S. Congress recognized October as Filipino American History Month in the United States;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of October 2024 as Filipino American History Month, whose theme is "1898: Recognizing 125 Years of Philippine-American History"; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens to support and participate in various school activities during Filipino American History Month; and be it

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

Adopted by the School Board of the City of Virginia Beach this 24<sup>th</sup> day of September, 2024

Mr. Culpepper read the following resolution:

**RESOLUTION**  
**Indigenous Peoples' Day**  
**October 2024**

**WHEREAS**, the School Board recognizes that Native Americans have lived and thrived in North America from time immemorial; and

**WHEREAS**, the School Board recognizes that Indigenous people contribute to the academic, economic and cultural success and well-being of the City of Virginia Beach and Commonwealth each and every day; and

**WHEREAS**, the School Board values the many contributions made to our community by Indigenous people; and the deep cultural contributions that have substantially shaped the character of the City of Virginia Beach; and

**WHEREAS**, Indigenous people in America have often suffered persecution and removal from their homelands at the hands of governing bodies and through the colonization and settlement of America; and

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**WHEREAS**, the School Board supports the resilience of Indigenous people to thrive and prosper to the present day; and

**WHEREAS**, the School Board promotes the closing of the equity gaps for Indigenous people through policies and practices that promote the culture, history and their many contributions in society;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognize the second Monday in October 2024, as Indigenous Peoples' Day, and be it

**FURTHER RESOLVED:** That all schools and our community are encouraged to support and celebrate the resilience of our tribal communities on Indigenous Peoples' Day, and be it

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

Adopted by the School Board of the City of Virginia Beach this 24<sup>th</sup> day of September, 2024

After the resolutions were read, Chair Melnyk called for a motion to approve the Consent Agenda as presented. Ms. Riggs made the motion, seconded by Vice Chair Franklin. 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. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 10-0-0. Note: Ms. Weems had technical difficulties and was unable to vote.

**15. Action**

- A. Personnel Report / Administrative Appointments: Chair Melnyk called for a motion to approve the September 24, 2024, personnel report and administrative assignments. Ms. Anderson made the motion and seconded by Ms. Riggs that the School Board approve the appointments, and the acceptance of the resignations, retirements, and other employment actions as listed on the September 24, 2024, personnel report along with the administrative appointments as recommended by the Superintendent. 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 September 24, 2024, personnel report and administrative appointments: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 10-0-0. Note: Ms. Weems had technical difficulties and was unable to vote.

Superintendent Robertson mentioned the following appointments: Rachel M. Amato, assistant director of Food Services, as director of Food Services; Pamela J. Johnson-Ballard, administrative assistant at Holland and Rosemont elementary schools, as coordinator of special education; and Mary E. Telinde, instructional specialist for special education, as coordinator of special education.

- B. Budget Calendar: School Operating Budget FY 2025/26 and FY 2025/26 - FY 2030/31 Capital Improvement Program: Chair Melnyk called for a motion to approve the Budget Calendar for the FY 2025-26 Operating Budget and FY 2025-26 – FY 2030-31 Capital Improvement Program. Ms. Anderson made the motion, seconded by Ms. Kendrick. There was a brief comment from Mr. Culpepper regarding the budget meetings and his schedule during the month of February. Without further 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 Budget Calendar: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 9-0-0. Note: Ms. Brown was not present in the School Board Chamber at the time of the vote and Ms. Weems had technical difficulties and was unable to vote.
- C. Schedule of School Board Meetings through June 30, 2025: Chair Melnyk called for a motion to approve the schedule of School Board meetings for the period ending June 30, 2025. Ms. Riggs made the motion, seconded

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by Vice Chair Franklin. 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 schedule of School Board meetings for the period ending June 30, 2025: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 10-0-0. Note: Ms. Weems had technical difficulties and was unable to vote.

Note: School Board Member Ms. Kendrick left the meeting at approximately 9:05 p.m.

- D. Resolution: LGBTQIA+ History Month: Note, item moved from Consent Agenda, Item #14A5. See Adoption of the Agenda, Item #8. Chair Melnyk read the following resolution:

**RESOLUTION**  
**LGBTQIA Month**  
**October 2024**

**WHEREAS**, the School Board requires that all students and staff have a safe and supportive learning and work environment free from discrimination and harassment; and

**WHEREAS**, the School Board recognizes that LGBTQIA students, staff and their families are important members of the Virginia Beach City Public Schools community and values their inclusion and contributions; and

**WHEREAS**, the School Board acknowledges that LGBTQIA students and staff are subject to many challenges that contribute to higher rates of isolation, depression, bullying, discrimination and harassment, and suicidal ideations or attempts; and

**WHEREAS**, the School Board has adopted policies and the School Division has implemented regulations and practices to prohibit bullying, discrimination and harassment based on sex, gender identity, gender expression and sexual orientation; and

**WHEREAS**, the School Board supports the needs and rights of LGBTQIA students, staff and their families to ensure that their learning and work experiences in Virginia Beach City Public Schools are free from bullying, harassment and discrimination.

**NOW THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of October 2024, as LGBTQIA month; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach will comply with state and federal laws and regulations regarding anti-bullying, non-discrimination and non-harassment of LGBTQIA persons; and be it

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

Adopted by the School Board of the City of Virginia Beach this 24<sup>th</sup> day of September, 2024

Chair Melnyk called for a motion to adopt the resolution. Ms. Anderson made the motion, seconded by Vice Chair Franklin. There was a brief discussion regarding the resolution. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were five (5) ayes in favor of the LGBTQIA+ History Month Resolution: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Owens, and Ms. Riggs. There were

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four (4) nays opposed to the LGBTQIA+ History Month Resolution: Ms. Brown, Mr. Callan, Mr. Culpepper, and Ms. Manning. The motion passed, 5-4-0. Note: Ms. Kendrick already left the board meeting at the time of the vote. Ms. Weems had technical difficulties and was unable to vote.

- 16. Committee, Organization or Board Reports:** Chair Melnyk shared information regarding the Superintendent's Roundtable meeting and needs. Superintendent Robertson shared information regarding the last meeting including the topic of career and technical education programs, support for unfunded mandates, engagement with community leaders, and Chesapeake Public Schools. Ms. Anderson shared information regarding the Sister Cities and the application for the 2025 Youth Ambassador to include information for school counselors about the application and scholarships associated with Youth Ambassador. The Sister Cities will also be present at the Neptune Festival.
- 17. Return to Administrative, Informal, Workshop or Closed Session matters:** None.
- 18. Adjournment:** Chair Melnyk adjourned the meeting at 9:17 p.m.

Respectfully submitted:

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

Approved:

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



**Subject:** Compass to 2030 Strategic Framework **Item Number:** 12A

**Section:** Information **Date:** October 8, 2024

**Senior Staff:** Cheryl R. Woodhouse, Chief of Staff

**Prepared by:** Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation, and Accountability

**Presenter(s):** Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation, and Accountability

**Recommendation:**

That the School Board receive the draft strategic framework that is intended to guide the work of the school division through 2030. This presentation will recap the strategic planning process to date and will serve as the official launch for the public comment period. The draft framework will be posted on VBSchools.com with a form for gathering public comment from October 9, 2024, through October 21, 2024. A summary of the public comments received will be shared with the School Board as an information item on November 12, 2024.

**Background Summary:**

Standard 6 Planning and Public Involvement of the Virginia *Standards of Quality* § 22.1-253.13:6 requires each local board to adopt a divisionwide comprehensive, unified, long-range plan. At the local level, School Board Regulation 7-21.7 provides additional direction for developing the division's strategic framework. The strategy planning cycle officially began on July 10, 2024, when the School Board engaged in an input activity focused on the development of the division's next strategic framework. Over the course of the year, public input was gathered through a variety of methods, the Ad Hoc Strategic Planning Committee was convened to develop the goals for the framework, and strategy development sessions were held with division personnel.

**Source:**

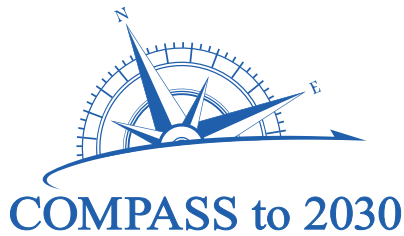
Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement  
School Board Regulation 7-21.7

**Budget Impact:**

N/A

# The Strategic Framework

## OF VIRGINIA BEACH CITY PUBLIC SCHOOLS



***LEARNING TODAY,  
LEADING TOMORROW***



**DRAFT**



**Dear Virginia Beach City Public Schools Community,**

It is with great pride and enthusiasm that we present to you our new strategic framework, *Compass to 2030*. This framework represents the culmination of months of thoughtful collaboration with students, staff, families, and community members. Together, we have outlined a clear path to ensure that every student is prepared for the challenges and opportunities of tomorrow. Grounded in our mission to empower every student to be future ready, this framework reaffirms our commitment to creating a safe and inclusive learning environment for all.

As we move forward, the strategies and goals set forth in this framework will guide our efforts to enhance academic achievement, support student well-being, invest in staff, and partner with families as well as our community to advance organizational excellence. This work reflects the values we hold dear and underscores the vital role that each member of our community plays in shaping the future of Virginia Beach City Public Schools.

We are deeply grateful for your ongoing support and partnership. By working together, we can ensure that our students not only meet but exceed expectations, equipping them with the knowledge, skills, and character needed to thrive in an ever-evolving world.

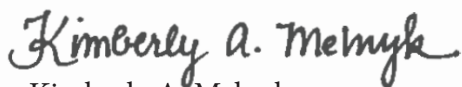
Thank you for your commitment to our shared vision. We look forward to the journey ahead as we implement *Compass to 2030* and continue to make a lasting impact on the lives of our students.

Sincerely,



Donald E. Robertson Jr., Ph.D.

*Superintendent, Virginia Beach City Public Schools*



Kimberly A. Melnyk

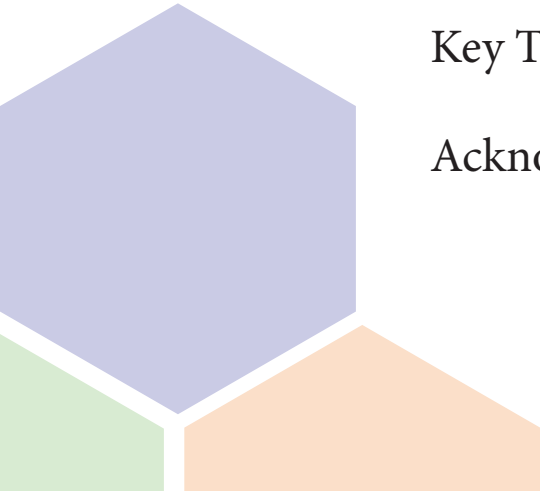
*School Board Chair, Virginia Beach City Public Schools*





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# Our Vision

Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

# Our Mission

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a lifelong learner who is a responsible, productive and engaged citizen within the global community.

## Our Core Values

*Put  
Students  
First*

### **STUDENT-CENTERED DECISION MAKING**

Choosing actions that, above all else, benefit and support student learning, growth, and safety.

*Seek  
Growth*

### **CONTINUOUS LEARNING**

Pursuing formal and informal learning opportunities to foster personal growth and improvement for all.

*Be  
Open to  
Change*

### **INNOVATION**

Encouraging new ideas or improved ways of teaching, learning, and working to achieve our mission.

*Do Great  
Work  
Together*

### **COLLABORATION**

Working together and building partnerships that will benefit our students, division, and community.

*Value  
Differences*

### **RESPECT**

Fostering a trusting, open, ethical, honest, and inclusive environment where diversity of thought and individual contributions are prized.

# Our Future-Ready Profile

Our Future-Ready Profile was created with input from our community to highlight the skills and qualities students need for future success. This profile serves to inspire and guide the efforts of students, teachers, schools, and the entire division.

## VBCPS Future-Ready Profile



### Preparing All Students to Be Future Ready

#### LIFELONG LEARNERS

Gain knowledge of many subjects, use this knowledge in different situations, and strive for self-improvement

#### CRITICAL THINKERS

Gather and analyze information to solve problems and turn ideas into actions that make a difference

#### RESILIENT INDIVIDUALS

Adjust to change by responding productively and managing emotions

#### CULTURALLY-COMPETENT CITIZENS

Respect and understand their own culture and others, staying aware of the impact of global issues

#### RESPONSIBLE LEADERS

Take responsibility for their actions and contribute positively to their communities

#### COLLABORATIVE COMMUNICATORS

Clearly express ideas, actively listen, consider different viewpoints, and collaborate effectively to achieve common goals

# Our Framework at a Glance

GOALS	
<b>1 Challenge and Support Each Student to Excel and be Future Ready</b>	<b>2 Enhance Student Well-Being, Resilience, and Responsibility</b>
<p>Challenge and support each student to excel academically and gain the skills and attributes outlined in the VBCPS Future-Ready Profile to successfully navigate future pathways.</p>	<p>Provide a safe and inclusive learning environment that supports the well-being of students and strengthens the social-emotional skills they need to be resilient individuals and responsible leaders.</p>
EQUITY EMPHASES	
<p>Engage in inclusive teaching practices that incorporate multiple perspectives, ensure access to and sustained support in courses and programs aligned with students' future aspirations.</p>	<p>Strengthen students' sense of belonging through increased access to mentors, extracurricular activities, and leadership opportunities. Monitor multiple sources of data and address disparities.</p>
STRATEGIES	
<p><b>1.1</b> Implement evidence-based, differentiated instruction in all classrooms.</p> <p><b>1.2</b> Inform stakeholders of the range of programs and services offered in the division (e.g., K-12 Continuum of Advanced Academics, career and technical education courses, etc.) through targeted outreach and education efforts.</p> <p><b>1.3</b> Implement comprehensive curriculums that equip students with the critical financial, digital, and media literacy skills needed to make informed decisions and engage responsibly with the world around them.</p> <p><b>1.4</b> Engage students in learning experiences aligned with the division's Future-Ready Profile that produce works of substance, promote student reflection, increase ownership of learning, and inform the development of postsecondary goals.</p> <p><b>1.5</b> Provide increased opportunities for career awareness, exploration, and experience through the K-12 Academic and Career Planning process to ensure students are enrolled, enlisted, or employed after graduation.</p>	<p><b>2.1</b> Integrate instructional practices that support students to learn about, practice, and develop social-emotional skills.</p> <p><b>2.2</b> Amplify diverse student voices and increase students' opportunities for providing input in school and division processes and procedures.</p> <p><b>2.3</b> Use the division's Integrated Systems of Support to identify and address the diverse academic, behavioral, and social-emotional needs of students and develop a user-friendly resource outlining the supports available.</p> <p><b>2.4</b> Promote mental health awareness and implement procedures to systematically address identified mental health needs by connecting students and their families with appropriate support.</p>
KEY NAVIGATIONAL MARKERS	
<ul style="list-style-type: none"> <li>• Percent of students meeting grade-level benchmarks in reading</li> <li>• Percent of students meeting grade-level benchmarks in mathematics</li> <li>• Percent of secondary students enrolling in and successfully completing advanced courses</li> <li>• Percent of students reporting they have a solid plan after graduation</li> <li>• Percent of students with disabilities graduating on-time with standard or advanced diplomas</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of students reporting school is safe</li> <li>• Percent of students reporting they have a trusted adult at school</li> <li>• Percent of students participating in extracurricular activities or clubs</li> <li>• Percent of students reporting a sense of belonging</li> <li>• Percent of students with 90% or higher attendance</li> </ul>

# Compass to 2030: Learning Today, Leading Tomorrow

GOALS		
<b>3 Value and Invest in Staff</b>  Enhance and sustain a positive work culture and climate that values and invests in recruiting, supporting, and retaining a high-quality, diverse workforce exemplifying the division's core values.	<b>4 Partner with Families and the Community to Support Students</b>  Cultivate mutually supportive partnerships among families, schools, and the community to support student achievement and well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.	<b>5 Advance Organizational Excellence</b>  Pursue the effective, efficient, and equitable use of division resources, operations, and processes to best meet the needs of students and staff.
EQUITY EMPHASES		
Prioritize the recruitment and retention of a high-quality workforce reflective of our student demographics and ensure staff have the skills needed to support a diverse range of learners.	Identify and address any barriers that may exist for family and community involvement and engagement including but not limited to language access. Collaborate with community and business partners to leverage resources, support opportunities, and provide comprehensive wraparound services.	Establish a comprehensive set of guiding principles to ensure that resources are allocated and operations are conducted in an equitable, efficient, and transparent manner across schools and the division.
STRATEGIES		
<b>3.1</b> Create a comprehensive retention and support plan for provisionally licensed teachers.  <b>3.2</b> Develop and promote pathways and pipelines to employment within VBCPS.  <b>3.3</b> Expand employee recognition programs to encompass a broader range of employee groups.  <b>3.4</b> Build awareness and enhance resources to support the health and well-being of all employees.  <b>3.5</b> Increase opportunities and access to professional learning, with an emphasis on non-exempt employees.	<b>4.1</b> Create and maintain open and accessible communication channels to enhance family and community engagement.  <b>4.2</b> Provide resources and support to ensure families have the ability to communicate effectively in their preferred language to access information, services, and opportunities.  <b>4.3</b> Match community needs with appropriate resources and support services to empower families to make informed decisions about their children's education and well-being.  <b>4.4</b> Develop a calendar of family engagement events throughout the school year to promote stronger relationships between schools and the broader community.  <b>4.5</b> Establish and maintain diverse partnerships with local and regional businesses and organizations to offer students real-world work experiences, with a focus on inclusivity and support for students with disabilities.	<b>5.1</b> Create an environment where everyone understands their role in maintaining both online and physical safety and security.  <b>5.2</b> Identify opportunities to automate tasks and improve division processes, and track how these changes save time and resources.  <b>5.3</b> Implement the Government Finance Officers Association (GFOA) best practices in school budgeting framework to develop a strategic financial plan based on <i>Compass to 2030</i> .  <b>5.4</b> Implement a strategic facilities management plan that prioritizes the most critical needs, leverages energy-efficient solutions to reduce long-term costs, and is aligned with the processes and procedures of the Department of Budget and Finance.  <b>5.5</b> Continue to implement sustainable practices supporting social, environmental, and economic outcomes.
KEY NAVIGATIONAL MARKERS		
<ul style="list-style-type: none"> <li>• Percent of staff reporting job satisfaction</li> <li>• Percent of staff reporting professional learning opportunities are appropriate to meet their needs</li> <li>• Percentage of staff aware of resources to support their health and well-being</li> <li>• Teacher Retention Rate</li> <li>• Vacancy Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of families aware of events, programs, and resources provided for parents/caregivers to support students</li> <li>• Percent of families reporting satisfaction with opportunities available to be involved in their child's school</li> <li>• Percent of students reporting their schools provide them with real-world learning experiences</li> <li>• Percent of graduates participating in a work-based or service learning experience</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of schools meeting or exceeding VDOE accountability requirements</li> <li>• Percent of schools meeting accreditation standards</li> <li>• Percent of staff reporting their school has the necessary resources to support students' needs</li> <li>• Student and parent satisfaction with student's educational experience</li> <li>• Percent of staff reporting the workplace is safe</li> </ul>

# Compass to 2030 Key Terms

**Academic and career planning process** - student-driven, adult-supported journey that helps students explore their interests, develop skills, and create personalized plans for achieving post-secondary success in college, careers, or the military.

**Comprehensive wraparound services** - a wide range of supports provided to students and their families to address students' academic, social, emotional, physical, and mental health needs, helping them succeed both in and out of school.

**Differentiated instruction** - instruction designed to meet the varying needs, abilities, and interests of students, ensuring each can learn and succeed.

**Digital literacy** - the ability to effectively find, evaluate, create, and communicate information using digital technologies, such as computers and the internet.

**Evidence-based instruction** - classroom practices based on the best available scientific evidence.

**Equity** - ensuring that all individuals have access to the resources and opportunities they need to succeed, recognizing that individuals may require varying levels of support.

**Financial literacy** - the ability to understand and manage personal finances, including budgeting, saving, investing, and making informed financial decisions.

**Future-Ready Profile** - outlines the key skills and attributes that students need for future success in school and beyond.

**Government Finance Officers Association (GFOA)** - a professional association for government finance officials in the United States and Canada. It was founded in 1906 to promote excellence in public financial management by providing training, resources, and advocacy for public finance professionals at all levels of government.

**Inclusive learning environment** - a learning environment where each student is valued, challenged, and supported to ensure success.

**Inclusive teaching practices** - teaching practices designed to engage every student in high-quality learning experiences with consideration of each student's unique needs and strengths.

**Integrated Systems of Support** - a tiered approach to addressing students' academic, social-emotional, and behavioral needs through data-informed decision making, intervention, and progress monitoring. It involves the use of processes to respond to student needs with progressively more intensive instruction and interventions.

**K-12 Continuum of Advanced Academics** - a range of opportunities offered in VBCPS to provide challenging and rigorous learning experiences.

**Media literacy** - the ability to access, analyze, evaluate, and create media in various forms, understanding its impact on audiences and society.

**Non-exempt employees** - employees who are eligible for overtime pay according to the U.S. labor laws, specifically the Fair Labor Standards Act (FLSA). Positions include clerical, custodians, bus drivers, maintenance craftsmen, and fleet technicians just to name a few.

**Sense of belonging** - the extent to which students feel they are a valued member of their school's community.

**Social-emotional skills** - the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Sustainable practices** - actions that promote environmental, economic, and social responsibility to support a healthy learning and working environment, minimize emissions, conserve limited resources, and deliver financial benefits.

**Well-being** - a state of physical, mental and social health, characterized by personal fulfillment, positive emotions, and the ability to effectively manage life's challenges.

**Works of substance** - learning experiences and the associated student work that serve as evidence of rigorous, relevant, and real-world learning. Substantive work challenges and supports all students to excel academically and includes evidence of learning in content and the transferable life skills identified in the VBCPS Future-Ready Profile.

# Acknowledgments

Thank you to all the students, staff, families, and community members who provided valuable input during the development of our new strategic framework, *Compass to 2030*!

We thank you for the commitment you made to submitting comments, completing surveys, and sharing your thoughts. We recognize the time you invested and we value your contributions as an important part of the strategic planning process.

We look forward to continuing to work together over the next five years to fulfill our collective commitment to ensure our students are future ready.

## Special thanks to the members of the Ad Hoc Strategic Planning Committee for their role in developing *Compass to 2030*.

**Admon Alexander**  
Director, Office of Family and  
Community Engagement, VBCPS

**Beverly Anderson**  
School Board Member, VBCPS

**Meghan Ashburn**  
Parent, Special Education Advisory  
Committee Chair

**Catherine Bailey**  
Teacher, Kempsville High School

**Christina Brooks**  
Senior Director, Community Initiatives,  
Hampton Roads Workforce Council

**Michael Callan**  
School Board Member, VBCPS

**Ana Castellanos**  
Parent

**Danielle Colucci**  
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**Mike Corso**  
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**Kellie Crawford-Sorey**  
Associate Vice President of Academic  
Affairs, Tidewater Community College

**Helen Crompton**  
Professor of Instructional Technology,  
Old Dominion University

**Ray Dayanghirang**  
Student, Bayside High School

**Matthew Delaney**  
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of School Leadership, VBCPS

**Micah DeLoatch**  
Principal, Thoroughgood Elementary  
School

**Clay Dills**  
CEO, Dills Architects

**Steve Djunaedi**  
Captain, Commanding Officer,  
Naval Air Station Oceana

**Gail Flax**  
Community Leader, United Jewish  
Federation of Tidewater

**Ty Harris**  
Director, Office for Diversity, Equity,  
and Inclusion, VBCPS

**Kevin Hill**  
President, Virginia Beach Education  
Foundation

**Diane Keswick-Hernandez**  
Parent

**Michael Kirschman**  
Director, Virginia Beach Parks and  
Recreation

**Susan Larkin**  
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**Brandon Lilley**  
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**Paul Neudigate**  
Chief of Police, City of Virginia Beach

**Melissa Nutter**  
School Liaison, Joint Expeditionary Base  
Little Creek-Fort Story

**Ryan O'Meara**  
Principal, Tallwood High School

**Aliyah Pitts**  
Student, Salem High School

**Nancy Porter**  
Vice President of Marketing and  
Executive Director, Bayport Foundation

**Nancy Rogan**  
Community Engagement Officer,  
WHRO

**Tamika Singletary-Johnson**  
Principal, Larkspur Middle School

**Kathleen Slinde**  
President, Virginia Beach Education  
Association

**Debbie Torres**  
Teacher, Alanton Elementary School



Donald E. Robertson Jr., Ph.D., *Superintendent*  
Virginia Beach City Public Schools  
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Communications and Community Engagement for the Office of Planning, Innovation, and Accountability.  
For further information, please call (757) 263-1030.

#### Notice of Non-Discrimination Policy

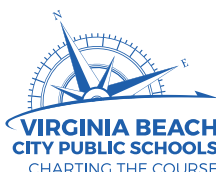
Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/ gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or military status in its programs and activities, employment, or enrollment and provides equal access to the Boy or Girl Scouts and other designated youth groups. School Board policies and regulations (including but not limited to, Policies 2-33, 4-4, 5-4, 5-7, 5-19, 5-20, 5-31, 5-44, 6-7, 6-33, 7-48, 7-49, 7-57 and Regulations 2-33.1, 4-4.1, 4-4.2, 4-4.3, 5-7.1, 5-44.1, 5-44.2, 7-11.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities, and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, [Robin.Reese@vbschools.com](mailto:Robin.Reese@vbschools.com) (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456, (757) 263-1088, [Robert.Wnukowski@vbschools.com](mailto:Robert.Wnukowski@vbschools.com) (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policies 5-31 and 5-44 and School Board Regulations 5-44.1 and 5-44.2 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees) and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/legal guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Lisa Banicky, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone (757) 263-1030 (voice); fax (757) 263-1131; (757) 263-1240 (TDD) or email her at [lisa.banicky@vbschools.com](mailto:lisa.banicky@vbschools.com).

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September 2024



# *Compass to 2030* **Strategic Framework**

School Board Information

October 8, 2024

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

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# Strategic Planning Recap

## July – September 2023

- Initial Discussions with School Board
- Proposal for Planning Process

## October 2023 – February 2024

- Community Meetings
- Public Input Page on VBSchools.com
- Focus Groups

## January 2024 – June 2024

- Ad Hoc Strategic Planning Committee
- Communitywide Survey (March)

## July 2024

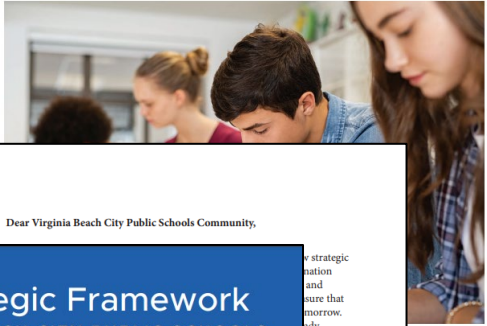
- School Board Retreat Update
- Profile Revision Workgroup Sessions

## August – September 2024

- Strategy Development
  - Feedback Sessions
  - Key Metrics
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# Compass to 2030: Learning Today, Leading Tomorrow




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Dear Virginia Beach City Public Schools Community,

## The Strategic Framework OF VIRGINIA BEACH CITY PUBLIC SCHOOLS

COMPASS to 2030



LEARNING TODAY,  
LEADING TOMORROW

### Our Vision

Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

### Our Mission

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a lifelong learner who is a responsible, productive and engaged citizen within the global community.

### Our Core Values

### Our Future-Ready Profile

Our Future-Ready profile was created with input from our community to highlight the skills and qualities students need for future success. This profile serves to inspire and guide the efforts of students, teachers, schools, and the entire division.

### Our Framework at a Glance

GOALS	
<b>1 Challenge and Support Each Student to Excel and be Future Ready</b> Challenge and support each student to excel academically and gain the skills and attributes outlined in the VBCPS Future-Ready Profile to successfully navigate future pathways.	<b>2 Enhance Student Well-Being, Resilience, and Responsibility</b> Provide a safe and inclusive learning environment that supports the well-being of students and strengthens the social-emotional skills they need to be resilient individuals and responsible leaders.
EQUITY EMPHASES	
Engage in inclusive teaching practices that incorporate multiple perspectives, ensure access to and sustained support in courses and programs aligned with students' future aspirations.	Strengthen students' sense of belonging through increased access to mentors, extracurricular activities, and leadership opportunities. Monitor multiple sources of data and address disparities.
STRATEGIES	
<b>1.1</b> Implement evidence-based, differentiated instruction in all classrooms. <b>1.2</b> Inform stakeholders of the range of programs and services offered in the division (e.g., K-12 Continuum of Advanced Academics, career and industrial education courses, etc.) through targeted outreach and education efforts. <b>1.3</b> Implement comprehensive curriculums that equip students with the critical financial, digital, and media literacy skills needed to make informed decisions and engage responsibly with the world around them. <b>1.4</b> Engage students in learning experiences aligned with the division's Future-Ready Profile that produce works of substance, promote student reflection, increase ownership of learning, and inform the development of postsecondary goals. <b>1.5</b> Provide increased opportunities for career awareness, exploration, and experience through the K-12 Academic and Career Planning process to ensure students are enrolled, enrolled, or employed after graduation.	<b>2.1</b> Integrate instructional practices that support students to learn about, practice, and develop social-emotional skills. <b>2.2</b> Amplify diverse student voices and increase students' opportunities for providing input in school and division processes and procedures. <b>2.3</b> Use the division's Integrated Systems of Support to identify and address the diverse academic, behavioral, and social-emotional needs of students and develop a user-friendly resource outlining the supports available. <b>2.4</b> Promote mental health awareness and implement procedures to systematically address identified mental health needs by connecting students and their families with appropriate support.
KEY NAVIGATIONAL MARKERS	
<ul style="list-style-type: none"><li>Percent of students meeting grade-level benchmarks in reading</li><li>Percent of students meeting grade-level benchmarks in mathematics</li><li>Percent of secondary students enrolling in and successfully completing advanced courses</li><li>Percent of students reporting they have a solid plan after graduation</li><li>Percent of students with disabilities graduating on-time with standard or advanced diplomas</li></ul>	<ul style="list-style-type: none"><li>Percent of students reporting schools is safe</li><li>Percent of students reporting they have at least one adult at school</li><li>Percent of students participating in extracurricular activities or clubs</li><li>Percentage of staff aware of resources to support their health and well-being</li><li>Teacher Retention Rate</li><li>Vacancy Rate</li></ul>

### Acknowledgments

Thank you to all the students, staff, families, and community members who provided valuable input during the development of our new strategic framework, *Compass to 2030*.

We thank you for the commitment you made to submitting comments, completing surveys, and sharing your thoughts.

### Compass to 2030 Key Terms

**Integrated Systems of Support** - A tiered approach to addressing students' academic, social-emotional, and behavioral needs through data-informed decision making.

**Academic and career planning process** - student-driven, adult-supported journey that helps students explore their interests, develop skills, and create personalized plans.

### Compass to 2030: Learning Today, Leading Tomorrow

GOALS		
<b>3 Challenge and Support Each Student to Excel and be Future Ready</b> Enhance and sustain a positive work culture and climate that values and invests in recruiting, supporting, and retaining a high-quality, diverse workforce exemplifying the division's core values.	<b>4 Partner with Families and the Community to Support Students</b> Cultivate mutually supportive partnerships among families, schools, and the community to support student achievement and well-being, enhance real-world learning, and broaden opportunities for career exploration and experience.	<b>5 Advance Organizational Excellence</b> Pursue the effective, efficient, and equitable use of division resources, operations, and processes to best meet the needs of students and staff.
EQUITY EMPHASES		
Prioritize the recruitment and retention of a high-quality workforce reflective of our student demographics and ensure staff have the skills needed to ensure a diverse range of learners.	Identify and address any barriers that may exist for family and community involvement and engagement including but not limited to language access. Collaborate with community and business partners to leverage resources, support opportunities, and provide comprehensive wraparound services.	Establish a comprehensive set of guiding principles to ensure that resources are allocated and operations are conducted in an equitable, efficient, and transparent manner across schools and the division.
STRATEGIES		
<b>3.1</b> Create a comprehensive retention and support plan for provisionally licensed teachers. <b>3.2</b> Develop and promote pathways and pipelines to employment within VBCPS. <b>3.3</b> Expand employee recognition programs to encompass a broader range of employee groups. <b>3.4</b> Build awareness and enhance resources to support the health and well-being of all employees. <b>3.5</b> Increase opportunities and access to professional learning, with an emphasis on non-employee employees.	<b>4.1</b> Create and maintain open and accessible communication channels to enhance family and community engagement. <b>4.2</b> Provide resources and support to ensure families have the ability to communicate effectively in their preferred language to access information, services, and opportunities. <b>4.3</b> Match community needs with appropriate resources and support services to empower families to make informed decisions about their children's education and well-being. <b>4.4</b> Develop a calendar of family engagement events throughout the school year to promote stronger relationships between schools and the broader community. <b>4.5</b> Establish and maintain diverse partnerships with local and regional businesses and organizations to offer students real-world work experiences, with a focus on inclusivity and support for students with disabilities.	<b>5.1</b> Create an environment where everyone understands their role in maintaining both online and physical safety and security. <b>5.2</b> Identify opportunities to automate tasks and improve division processes, and track how these changes save time and resources. <b>5.3</b> Implement the Government Finance Officers Association (GFOA) best practices in school budgeting framework to develop a strategic financial plan based on <i>Compass to 2030</i> . <b>5.4</b> Implement a strategic facilities management plan that prioritizes the most critical needs, leverages energy-efficient solutions to reduce long-term costs, and is aligned with the processes and procedures of the Department of Budget and Finance. <b>5.5</b> Continue to implement sustainable practices supporting social, environmental, and economic outcomes.
KEY NAVIGATIONAL MARKERS		
<ul style="list-style-type: none"><li>Percent of staff reporting job satisfaction</li><li>Percent of staff reporting professional learning opportunities are appropriate to meet their needs</li><li>Percentage of staff aware of resources to support their health and well-being</li><li>Teacher Retention Rate</li><li>Vacancy Rate</li></ul>	<ul style="list-style-type: none"><li>Percent of families aware of events, programs, and resources provided for parents/caregivers to support students</li><li>Percent of families reporting satisfaction with opportunities available to be involved in their child's school</li><li>Student and parent satisfaction with student's educational experience</li><li>Percent of graduates participating in a work-based or service learning experience</li></ul>	<ul style="list-style-type: none"><li>Percent of schools meeting or exceeding VDOE accountability requirements</li><li>Percent of schools meeting accreditation standards</li><li>Percent of staff reporting their school has the necessary resources to support students' needs</li><li>Student and parent satisfaction with student's educational experience</li><li>Percent of staff reporting the workplace is safe</li></ul>

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# Compass to 2030: Learning Today, Leading Tomorrow

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<b>Goal</b>	1) Challenge and Support Each Student to Excel and Be Future Ready
<b>Equity Emphasis</b>	<ul style="list-style-type: none"><li>• Inclusive teaching practices incorporating multiple perspectives</li><li>• Access to and sustained support in courses and programs</li></ul>
<b>Strategies</b>	<ul style="list-style-type: none"><li>• Evidence-based, differentiated instruction</li><li>• Targeted outreach and education efforts focused on full range of division programs and services</li><li>• Comprehensive curriculums for financial, digital, and media literacy</li><li>• Learning experiences aligned to VBCPS Future-Ready Profile</li><li>• Increased opportunities for career awareness, exploration, and experience</li></ul>
<b>Key Navigational Markers</b>	<ul style="list-style-type: none"><li>• Percent of students meeting grade-level benchmarks in reading</li><li>• Percent of students meeting grade-level benchmarks in mathematics</li><li>• Percent of secondary students enrolling in and successfully completing advanced courses</li><li>• Percent of students reporting they have a solid plan after graduation</li><li>• Percent of students with disabilities graduating on-time with standard or advanced diplomas</li></ul>

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<b>Goal</b>	2) Enhance Student Well-Being, Resilience, and Responsibility
<b>Equity Emphasis</b>	<ul style="list-style-type: none"><li>• Strengthen sense of belonging through mentors, extracurricular activities, and leadership opportunities</li><li>• Monitor multiple sources of data and address disparities</li></ul>
<b>Strategies</b>	<ul style="list-style-type: none"><li>• Integrated SEL skills</li><li>• Diverse student voices and increase opportunities for leadership</li><li>• Integrated Systems of Support to meet students' needs</li><li>• Mental health awareness and resources for students and their families</li></ul>
<b>Key Navigational Markers</b>	<ul style="list-style-type: none"><li>• Percent of students reporting school is safe</li><li>• Percent of students reporting they have a trusted adult at school</li><li>• Percent of students participating in extracurricular activities or clubs</li><li>• Percent of students reporting a sense of belonging</li><li>• Percent of students with 90% or higher attendance</li></ul>

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# Compass to 2030: Learning Today, Leading Tomorrow

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<b>Goal</b>	3) Value and Invest in Staff
<b>Equity Emphasis</b>	<ul style="list-style-type: none"><li>• Recruitment and retention of high-quality workforce reflective of student demographics</li><li>• Ensure staff have skills needed to support a diverse range of learners</li></ul>
<b>Strategies</b>	<ul style="list-style-type: none"><li>• Comprehensive retention and support plan for provisionally licensed teachers</li><li>• Pathways and pipelines to employment within VBCPS</li><li>• Expansion of employee recognition programs</li><li>• Resources supporting staff health and well-being</li><li>• Opportunities for professional learning with emphasis on non-exempt employees</li></ul>
<b>Key Navigational Markers</b>	<ul style="list-style-type: none"><li>• Percent of staff reporting job satisfaction</li><li>• Percent of staff reporting professional learning opportunities are appropriate to meet their needs</li><li>• Percentage of staff aware of resources to support their health and well-being</li><li>• Teacher retention rate</li><li>• Vacancy Rate</li></ul>

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# Compass to 2030: Learning Today, Leading Tomorrow

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<b>Goal</b>	4) Partner with Families and the Community to Support Students
<b>Equity Emphasis</b>	<ul style="list-style-type: none"><li>• Identify and address barriers to community involvement and engagement</li><li>• Collaborate with community and business partners for resources, learning opportunities, and comprehensive services</li></ul>
<b>Strategies</b>	<ul style="list-style-type: none"><li>• Open communication channels to boost family and community engagement</li><li>• Multilingual access</li><li>• Resources and support to empower families to make informed decisions</li><li>• Family engagement calendar</li><li>• Partnerships supporting work-based experiences with focus on students with disabilities</li></ul>
<b>Key Navigational Markers</b>	<ul style="list-style-type: none"><li>• Percent of families aware of events, programs, and resources provided for parents/caregivers to support students</li><li>• Percent of families reporting satisfaction with opportunities available to be involved in their child's school</li><li>• Percent of students reporting their schools provide them with real-world learning experiences</li><li>• Percent of graduates participating in work-based or service-learning experiences</li></ul>

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# Compass to 2030: Learning Today, Leading Tomorrow

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<b>Goal</b>	5) Advance Organizational Excellence
<b>Equity Emphasis</b>	<ul style="list-style-type: none"><li>• Comprehensive guiding principles for resource allocation and division operations</li></ul>
<b>Strategies</b>	<ul style="list-style-type: none"><li>• Safety and security awareness</li><li>• Automations and improved division processes</li><li>• Strategic financial planning</li><li>• Facilities management plan to prioritize needs, efficiency, and budget alignment</li><li>• Sustainable practices for social, environmental, and economic impact</li></ul>
<b>Key Navigational Markers</b>	<ul style="list-style-type: none"><li>• Percent of schools meeting or exceeding VDOE accountability requirements</li><li>• Percent of schools meeting accreditation standards</li><li>• Percent of staff reporting their school has the necessary resources to support students' needs</li><li>• Student and parent satisfaction with students' educational experiences</li><li>• Percent of staff reporting their workplace is safe</li></ul>

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# Next Steps

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- Gather public comment
  - Landing page on VBSchools.com with feedback form (October 9 – October 23, 2024)
  - Opportunity communicated through VBCPS Newsletter and AlertNow message
- Present the strategic framework for information (November 12, 2024)
- Present Compass to 2030 for action (November 26, 2024)
- Facilitate strategy sessions with offices/departments (January – March, 2024)
- Initial roll-out to schools (April 2024)

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# Questions

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**Subject:** Budget Resolution Regarding FY 2023/24 Reversion and Revenue **Item Number:** 12B  
Sharing Formula Reconciliation

**Section:** Information **Date:** October 8, 2024

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

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

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

**Recommendation:**

That the School Board receive information regarding the FY 2023/24 Reversion and Revenue Sharing Formula Reconciliation.

**Background Summary:**

The net estimated funding available for reappropriation is \$30,531,524.

**Source:**

Unaudited Financial Statements for FY 2023/24 and communication from city staff.

**Budget Impact:**

Once approved by the School Board and the City Council, \$30,531,524.00 will be reappropriated to various funds as indicated in the presentation and draft resolution.

## **Budget Resolution Regarding FY 2023/24 Reversion and Revenue Sharing Formula Reconciliation**

**WHEREAS**, on September 24, 2024, the School Board was presented with a summary of the unaudited financial statements for FY 2023/24 (year-ending June 30, 2024), showing the reversion amount to the city's General fund; and

**WHEREAS**, \$16,423,540 is the amount of School Operating reversion funds available (excluding debt service and revenues over/under budget); and

**WHEREAS**, \$5,327,022 is the amount remaining in debt service due to the timing of bond sales, increasing the School Operating reversion amount to \$21,750,562; and

**WHEREAS**, \$9,720,758 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$31,471,320; and

**WHEREAS**, \$176,939 reverted from the Athletics fund and \$45,364 reverted from the Green Run Collegiate Charter School fund; and

**WHEREAS**, the total amount available for re-appropriation is \$31,693,623; and

**WHEREAS**, the city is currently indicating FY 2023/24 revenue under budget of \$1,162,099 based on the Revenue Sharing Formula; and

**WHEREAS**, the net funding available for re-appropriation is \$30,531,524; and

**WHEREAS**, the Administration recommends the following for the available funds in the amount of \$30,531,524:

- \$10,031,524 to be re-appropriated to the FY 2024/25 Capital Improvement Program
  - \$5,327,022 to be transferred in the form of pay-as-you-go funding with a corresponding reduction in authorized but unissued Public Facility Revenue Bonds
  - \$1,500,000 to be transferred in the form of pay-as-you-go funding for project 1-020 Renovations and Replacements – Various Phase III
  - \$3,204,502 to be transferred in the form of pay-as-you-go funding for project 1-030 Payroll System Replacement
- \$10,500,000 to be re-appropriated to the School Reserve Special Revenue fund to be set aside for FY 2025/26 Capital Improvement Program projects
- \$10,000,000 to be re-appropriated to the Health Insurance fund

**NOW, THEREFORE, BE IT**

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

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

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

Adopted by the School Board of the City of Virginia Beach this 22nd day of October 2024.

SEAL

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Kimberly A. Melnyk, School Board Chair

Attest:

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Regina M. Toneatto, Clerk of the Board



**Subject:** Policy Review Committee Recommendations **Item Number:** 14A1-5

**Section:** Consent **Date:** October 8, 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 September 12, 2024 meeting.

**Background Summary**

1. **Policy 5-61 First Aid/Emergency Care** – the PRC recommends adding language to align with 8VAC20-131-260, as amended. School facilities and safety.
2. **Policy 6-30 Family Life Education (FLE)** – the PRC recommends adding clarifying language to Section A from Code of Virginia § 22.1-207.1, as amended, Code of Virginia § 22.1-207.1:1, as amended, Code of Virginia § 22.1-207.2, as amended and minor changes to be consistent with recent changes to other policies. Additionally, the PRC added a sentence to the Opt-out Procedures section to ensure the distribution of opt-out forms to all parents 30 days before the beginning of the Family Life curriculum.
3. **Policy 6-47 Interscholastic Competition** – the PRC recommends minor scrivener's changes.
4. **Policy 6-55 Resources for Parental Home Instructional Assistance** – the PRC recommends formatting changes to be consistent with recent changes made to other policies.
5. **Policy 6-71 Class Rank, Weighted Grades/Bonus Credit/Dual Enrollment** – the PRC recommends minor scrivener's and formatting changes, removing the Editor's Notes and updating language to match current practices.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of September 12, 2024

**Budget:**

N/A

## STUDENTS

### **First Aid/Emergency Care**

#### **A. Generally**

As mandated in the legal reference to this Policy each school in the School Division shall have in the building a minimum of three school employees that have a current certification or training in emergency first aid, cardiopulmonary resuscitation (CPR), the Heimlich maneuver, emergency first aid, and the use of an automated external defibrillator (AED). If one or more students diagnosed with diabetes attend the school, two school employees must be trained in the administration of insulin and glucagon.

#### **B. Procedural Guidelines**

1. Each principal shall determine the number of staff members who have successfully completed such courses.
2. In those instances where there are fewer than two qualified staff members volunteers shall be solicited for training programs.
3. Course fees and travel expenses related thereto for training and/or retraining will be paid by the School Board.
4. Students, school staff and the central office shall be made aware of the identity of the individuals concerned.
5. Principals may exercise discretion in providing compensatory free time from routine non-class duties for staff carried on their emergency team rosters.

#### **C. Reports to the School Board**

The Superintendent shall advise the School Board when the School Division is in compliance with this standard for accreditation.

#### **D. Life-sustaining Emergency Care**

1. School nurses and appropriately trained staff members, whose responsibilities include the provision of life-sustaining emergency care, shall take all reasonable steps to provide such care to any student on school grounds in need of life-sustaining, emergency care. Access to emergency medical services (rescue) shall be handled in accordance with the School Board policies and regulations and the

Health Services Manual to secure prompt transportation of the student to hospital facilities.

2. Minor students, whose parents, guardians, or physicians have indicated the student should not be resuscitated, or adult students who have indicated that they do not wish to be resuscitated will also be accommodated with life-sustaining emergency care and transported, if necessary, to a nearby medical facility. In all situations, and in accordance with School Board policy and/or regulations and the Health Services Manual, parents/legal guardians of minor students will be immediately contacted.
3. For the purpose of this Policy, "life-sustaining emergency care" means any procedure or intervention applied by the school nurse or any appropriately trained school staff that may prevent a student from expiring who, without such procedure or intervention, faces a risk of imminent death. Examples of life-sustaining emergency care include (but are not limited to): efforts to stop bleeding, choking rescue, (Heimlich maneuver), rescue breathing, and cardio-pulmonary resuscitation (CPR) and the administration of glucagon/insulin if one or more students is diagnosed as having diabetes attends such school. It will be the intent of school personnel to maintain the comfort level of the student while awaiting the arrival of emergency medical services (rescue).

#### E. Additional procedures

In addition, the school administration shall ensure that the school has:

1. Written procedures to follow in emergencies such as fire, injury, illness, allergic reactions, and violent or threatening behavior. This shall include school board policies for the possession and administration of epinephrine in every school, to be administered by any school nurse, employee of the school board, employee of a local governing body, or employee of a local health department who is authorized by a prescriber and trained in the administration of epinephrine to any student believed to be having an anaphylactic reaction. The plan shall be outlined in the student handbook and discussed with staff and students during the first week of each school year.
2. Space for the proper care of students who become ill.
3. A written procedure, in accordance with guidelines established by the School Division, for responding to violent, disruptive, or illegal activities by students on school property or during a school sponsored activity.
4. Written procedures to follow for the safe evacuation of persons with special physical, medical, or language needs who may need assistance to exit a facility.

5. Written procedures informing staff that they are prohibited from recommending the use of psychotropic medications, as set forth in Code of Virginia §22.1-274.3, as amended, for any students.

3.

**Editor's Note**

*The Virginia Beach City Public Schools Health Services Manual is posted on the VBCPS Intranet Publications.*

**Legal Reference**

Virginia Board of Education Regulations, "Governing the Accreditation of Public Schools in Virginia" 8VAC-20-131-260C, as amended. School fFacilities and sSafety

Code of Virginia § 22-1-274.1, as amended. Criteria to identify toxic art materials; labeling; use in certain grades prohibited.

Code of Virginia § 22.1-274.2, as amended. Possession and self-administration of inhaled asthma medications and epinephrine by certain students or school board employees.

Code of Virginia § 22.1-274.3, as amended. Policies regarding medication recommendations by school personnel.

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: July 19, 1994

Amended by School Board: January 8, 2002

Amended by School Board: April 30, 2019

Amended by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lennetti

## PERSONNEL

### **Family Life Education (FLE)**

#### **A. Generally**

The School Board approves the inclusion of Family Life Education (FLE) in the curriculum. Instruction shall be organized and maintained under applicable law and the Virginia Department of Education regulations and guidelines for locally developed FLE curriculum content. The School Board shall conduct a review of its family life education curricula at least once every seven years, shall evaluate whether such curricula reflect contemporary community standards, and revise such curricula if necessary.

#### **B. Instructional Content and Materials**

All instructional content covered in Family Life education must be approved by the School Board. Instructional staff must use only those materials provided by the Department of Teaching and Learning. No other materials relating to FLE may be available for circulation to students. Adult students or the pParents/legal guardians of minor students ~~and adult students~~ must be provided the opportunity to review all FLE materials before FLE instruction is provided.

#### **C. Staff Training**

The Superintendent or designee shall select and provide training for those teachers authorized to teach FLE instruction. No person shall provide FLE instruction unless so selected and authorized.

#### **D. Separate Sessions**

As determined in the locally developed FLE curriculum, portions of classes in the FLE program which deal exclusively with human sexuality or other sensitive topics may be conducted in separate sessions for boys and girls.

#### **E. Review of complete family life education program- parents/guardians**

1. Every parent, guardian or other person in the Commonwealth having control or charge of any minor student enrolled in the school division shall have the right to review the complete family life curricula, including all supplemental materials used in any family life education program.; A complete copy of all printed materials shall be made available through any available parental portal and kept in the school library or office and made available for review by such parent or guardian during school office hours before and during the school year. The audio-visual materials shall be made available to parents for in-person review, upon request, on the same basis as printed materials are made available.

2. The Superintendent or designee shall develop and distribute to parents/legal guardians of students participating in the family life education program and post for public view on the School Division's website a summary designed to assist parent/legal guardians in understanding the program implemented in its schools as such program progresses and to encourage parental/legal guardian guidance and involvement in the instruction of students. Such information shall reflect the curricula of the program as taught in the classroom. Such summary shall state the following "parents and guardians have the right to review the family life education program offered by the School Division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

### **E.F. "Opt-out" Procedures**

The Superintendent or designee will develop "opt-out" procedures for parents/legal guardians who do not want their minor children included in all or part of the FLE program. Each school shall ensure that parents/legal guardians of minor students will receive the opt-out form and associated grade level curriculum links at least thirty days prior to the first lesson. Adult students may "opt-out" of inclusion in all or part of any FLE program.

### **Legal Reference**

Code of Virginia § 22.1-207.1, as amended. Family life education.

Code of Virginia §22.1-207.1:1, as amended. Family life education; certain curricula and Standards of Learning.

Code of Virginia § 22.1-207.2, as amended. Right of parents to review certain materials; summaries distributed on request.

Virginia Board of Education Regulations 8VAC20-131-170, as amended. Family Life Education.

Virginia Board of Education Regulations 8VAC20-671-560, as amended. Family Life.

Virginia Board of Education, Guidelines, Family Life Education. (Revised ~~September 2016~~2020), as amended.

Adopted by School Board: June 8, 1989

Amended by School Board: August 14, 1989

Amended by School Board: January 16, 1990

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

Amended by School Board: February 27, 2018

Amended by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Larrick

## INSTRUCTION

### **Interscholastic Competition**

#### **A. Generally**

All interscholastic competitions shall be conducted in accordance with the applicable rules and regulations established by governing organizations such as, but not limited to: the Virginia High School League through its member schools and handbook and policy manual; the Virginia Beach Middle School League, through its member schools and handbook; other organization policies and guidelines; and School Board Policy and Regulation.

The School Board recognizes that it has final responsibility for all interscholastic activities and encourages these activities for the overall development of the student.

#### **B. Elementary**

Competitive sports of a varsity nature are prohibited as a part of the elementary school program.

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

*For eligibility see Division Regulation 5-49.1.*

### **Related Links**

Division [Regulation 5-49.1](#)

Adopted by School Board: May 19, 1987

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

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

Amended by School Board: June 6, 2006

Amended by School Board: ~~Septembere~~[September](#) 6, 2017

[Amended by School Board: 2024](#)

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## INSTRUCTION

### **Resources for Parental Home Instructional Assistance**

The School Board encourages parents/legal guardians to provide instructional assistance to their children in the home. Home involvement resources and opportunities for parent/guardian training, may include the following:

- A. 1. Annual information guide listing grade level and/or course objectives;
- B. 2. Newsletters (School Division, school, PTA);
- C. 3. School community training sessions;
- D. 4. Internet resources including information available at [www.vbschools.com](http://www.vbschools.com);
- E. 5. Community workshops; and
- F. 6. Community library resources.

### **Legal Reference**

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

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

Amended by School Board: June 6, 2006

Amended by School Board: June 20, 2017

Amended by School Board: 2024

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INSTRUCTION

Class Rank, weighted/bonus credit/dual enrollment

A. Class Rank, weight/bonus credit

The following procedures will be used in computing the class rank of students.

1. Procedure for all courses

Each final grade will be given the indicated value: A=4, A- = 3.7, B+ = 3.3, B=3, B- = 2.7, C+ = 2.3, C=2.0, C- = 1.7, D+ = 1.3, D=1.0, E=0. Each indicated value for a year course is to be recorded twice, and each indicated value for a semester course is to be recorded once. The values are to be totaled and divided by the number of values used to obtain the total. The division of the total is to be carried to four (4) decimal places in obtaining the grade point average of the student.

2. Awarding Bonus Credit for Approved Courses

After the grade point average of the student has been determined, bonus credit will be added for advanced placement courses and specifically approved international baccalaureate and dual enrollment courses.

The Department of Teaching and Learning will determine which courses shall receive bonus credit.

a. Year-long courses.

Bonus credit will be awarded as follows for year-long courses: (A, A-) = .0488, (B+, B, B-) = .0366, (C+, C, C-) = .0244, (D+, D) = .0122, E=0.

b. Semester-long courses.

Bonus credit will be awarded as follows for semester-long courses: (A, A-) = .0244; (B+, B, B-) = .0183; (C+, C, C-) = .0122; (D+, D) = .0061; and E = 0.

c. Example.

Total Grade Point Average: 3.4167

One (1) Yearlong Advanced Placement Course, with grade of "A/93":  
.0488 bonus

One (1) Semester Magnet Course, with a grade of "B/86": .0183 bonus

Computation:  $3.4167 + .0488 + .0183 = 3.4838$

Final Total Grade Point Average: 3.4838

d. Governor's School for the Arts – awarding bonus credit for approved courses.

Governor's School for the Arts courses shall receive half the amount of bonus credit as advanced placement courses.

Bonus credit will be awarded as follows for Governor's School for the Arts courses: (A , A-) = .0122; (B+, B, B-) = .0092; (C+, C, C-) = .0061; (D+, D) = .0031; and E = 0.

e. Future grades. Future grades earned in same or equivalent class will not be used to determine class rank or grade point average except as provided in School Board Regulation 5-26.2.

f. How class rank is determined. Class rank will be determined by assigning the student with the highest average the rank of number one (1); the second highest, the rank of number two (2), etc. In cases where more than one student has the same numerical average, all students with that average will be given the same rank. The next highest average will assume the next rank position, which will indicate the number of students having a higher rank.

1) Example:

Student No. 1 GPA = 3.9880 - Rank 1

Student No. 2 GPA = 3.9880 - Rank 1

Student No. 3 GPA = 3.8972 - Rank 3

Student No. 4 GPA = 3.8972 - Rank 3

The student with the next highest average will have the rank of five (5) in the class, indicating that there are four (4) students who rank higher.

g. Senior year. Class rank will be determined at the end of the senior year. All credits earned, regardless of the grade level, will be used in determining class rank.

h. Honor graduation determination. A student with a 3.000 cumulative grade point average or higher will be considered an honor graduate.

i. Valedictorians and salutatorians – how determined. The designation of Valedictorian and Salutatorian will be utilized. A student enrolled in a Virginia Beach City Public Schools advanced academic program who transfers to a comprehensive school during their junior or senior year,

will not qualify for Valedictorian/Salutatorian. The Superintendent or designee may authorize exceptions to this subsection.

- 1) For the Princess Anne High School International Baccalaureate Program and the Ocean Lakes High School Math and Science Academy the Superintendent shall authorize a Valedictorian/Salutatorian, for each advanced academic program and one for the comprehensive school.

## **B. Dual enrollment**

Only specifically approved dual enrollment courses that meet one of the following criteria will receive bonus credit.

1. The student has completed an AP course and enrolls in a higher-level sequential college course.
2. The college course has been identified on the approved course list as comparable to an AP course.

### **Editor's Note**

All see Guidelines for Grading and Reporting Student Progress on the School Division website: [www.vbschools.com](http://www.vbschools.com). Teachers see [vbcps.com](http://vbcps.com).

## **References**

### **Dual Enrollment Courses: Weighted Credit 2024-25 SY**

## **Related Links**

School Board **Regulation 5-26.2**

School Board **Policy 5-29**

School Board Regulation 6-71.1

School Board Regulation 6-72.1

Adopted by School Board: 2024

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LEGAL SUFFICIENCY

  
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**Subject:** Religious Exemption

**Item Number:** 14B

**Section:** Consent Agenda

**Date:** October 8, 2024

**Senior Staff:** Matthew D. Delaney, Chief of Staff

**Prepared by:** Jennifer L. Knight, Coordinator of Student Conduct/Services

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

**Recommendation:**

That the School Board approve Religious Exemption Case No. RE-24-06, RE-24-07, and RE-24-08.

**Background Summary:**

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

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

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

1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, “bona fide religious training or belief” does not include essentially political, sociological or philosophical views or a merely personal moral code”

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

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

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

**Source:**

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

**Budget Impact:**

None



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

**Section:** Action **Date:** October 8, 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 October 8, 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  
October 8, 2024  
2024-2025

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	9/30/2024	Susanne Miller	Cafeteria Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	9/30/2024	David G Montoto	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	9/25/2024	Jessica L Firme	Physical Education Assistant	Longwood University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	9/25/2024	Lindsay N Orton	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	9/30/2024	Calae B Luckie	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	9/18/2024	Holly M Virella	Baker/Cook	Not Applicable	VBSPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	9/24/2024	Sandra L Echem	Custodian II Head Day	Not Applicable	VBSPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	9/18/2024	Shirley C Payton	Cafeteria Assistant, 6.0 Hours	Not Applicable	VBSPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	9/25/2024	Michele A Ross	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	10/1/2024	Robert R Dent	Custodian II Head Night	Not Applicable	VBSPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	9/18/2024	Kacey A Farrell	School Administrative Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	9/18/2024	Jadon Woodhouse	Security Assistant	Not Applicable	VBSPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempville	9/25/2024	Byrnie A Murawski	Kindergarten Assistant	Holy Family College, PA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempville Meadows	9/25/2024	VanQuasia Davis	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempville Meadows	10/1/2024	Lycee E Hawkins	Baker/Cook	Not Applicable	VBSPS
Assigned to Unified Salary Scale	Appointments - Elementary School	King's Grant	9/25/2024	Patricia M Valiente	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kurford	9/25/2024	Devon Campbell	School Administrative Associate I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O View	9/23/2024	Tiffany A Hill	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O View	9/25/2024	Lisa C Turpin	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	9/18/2024	Chase D Lauritsen	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	9/25/2024	Justin S Roles	Physical Education Assistant, 500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	9/30/2024	Chris S Smith- Owens	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Satuck	10/1/2024	Domonique A Price	Custodian II Head Night	Not Applicable	VBSPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Tranwood	9/11/2024	Emmas Nieves	Physical Education Assistant, 400	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	9/23/2024	Christopher M Greene	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	9/18/2024	Amy D Hawley	Cafeteria Assistant, 6.0 Hours	Not Applicable	VBSPS
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	9/18/2024	Stephany Rivera Gonzalez	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	9/23/2024	Gerivy M Lipio	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	9/30/2024	Luis N Rivera	School Security Officer II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	9/25/2024	Tyler Payton	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	9/25/2024	Samantha D Swanson	School Security Officer II, 800	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	10/1/2024	David A Brown	School Security Officer II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempville	9/18/2024	Joshua Sellers	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Landsdown	10/21/2024	Martin J Duffy	School Security Officer II, 600	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	9/30/2024	Maria Jesus Flores	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	9/27/2024	Elen M Abbott	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	10/1/2024	Christina L Cohen	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	9/25/2024	Charity F Roseman	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Virginia Beach	9/18/2024	Silham Karm	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Cox	9/18/2024	Fatma E Shehata	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	9/19/2024	Korey Hillman	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	10/7/2024	Aurelio V Esparguera	Custodian II Head Night	Not Applicable	VBSPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	9/25/2024	Daniel J Neaves	Inventory Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	9/23/2024	William D Garrison	Electrical Craftsman II	Not Applicable	VBSPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	9/23/2024	Johnathon D Thompson	Electrical Craftsman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	9/18/2024	Donna C Thornton	School Social Worker, 400	Norfolk State University, VA	Newport News Schools, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/17/2024	Paul Francois	Bus Driver, 6.5 Hours	Not Applicable	Pinebluffs County Public Schools, FL
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/17/2024	Thomas Hardy	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/24/2024	Tina Campbell	Bus Driver, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	9/24/2024	Braeton Davenport	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	9/16/2024	Cristie C Sutherland	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	9/27/2024	Celeste N Arrington	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	10/4/2024	Tamaya J Mozell	General Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Creeds	9/24/2024	Katelyn R Sabatino	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	9/23/2024	Karesha D Jackson	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	10/10/2024	Shavonne Hawkins	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempville Meadows	9/20/2024	Danielle Phillips	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempville Meadows	9/26/2024	Jasmine N Pendleton	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Rosemont	9/12/2024	Raquel M Maynard	General Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Corporate Landing	10/4/2024	Kimberly Bartholomew	Special Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Independence	10/11/2024	Frank X White	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	10/4/2024	Ethan S Perez	Library/Media Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	9/30/2024	Sean Lyons	Custodian I (regular contract to temporary)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	9/30/2024	Deborah L Thompson	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	9/26/2024	Rachel E Pohrichak	School Nurse (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Princess Anne	9/10/2024	Kelly R West	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	9/30/2024	Chela V McKenzie	School Office Associate II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	9/6/2024	Florence A Aboje	Custodian I (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Kellam	10/8/2024	Lisa D Arici	Special Education Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Gifted Education & Academy Programs	9/27/2024	Doriswalo M Wilkins-McCorey	Coordinator Gifted Education (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	9/11/2024	Ennis Washington	HVAC Craftsman II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	9/20/2024	Mason Zimmerman	HVAC Craftsman II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	9/20/2024	Maria M Espartero	Bus Driver, 7.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/10/2024	Oliver R Orme	Fleet Technician I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Cooke	11/29/2024	Romona S Harps	Assistant Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Bayside	9/13/2024	Jean C Moore	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Corporate Landing	10/31/2024	Erica K Moss	Cafeteria Manager II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Plaza	12/31/2024	Benjamin Watts	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Maintenance Services	10/2/2024	Adrien J Fournier III	General Maintenance Craftsman III	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Diamond Springs	9/25/2024	Kaeli Stephens	Kindergarten Teacher	Concordia University, MN	LEAD Academy Classical School, FL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	9/18/2024	Teresa L Rulley	Art Teacher	Kendall College of Design, MI	RL Barwelwing School, MI
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	9/25/2024	Loraine M Kirste	Special Education Teacher	Western Governors University, UT	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	9/26/2024	Kristina M Roberts	Sixth Grade Teacher	Central Washington University, WA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	9/18/2024	Helga S Sutton	Family & Consumer Science Teacher	East Carolina University, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	9/25/2024	Courtney A Barber	Naval Science Instructor	University of Charleston, WV	Military Services
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	9/18/2024	Tanner N Carawan	Mathematics Teacher	University of Virginia, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Kempville	9/25/2024	Brent J Kelly	Mathematics Teacher	New York University, NY	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landsdown	9/25/2024	Kavid M Young	Naval Science Instructor	Not Applicable	Military Services
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	9/25/2024	Christopher M Artis	Health & Physical Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	10/7/2024	Crydal K Felton	Reading Specialist	Regent University, VA	VBSPS
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	10/4/2024	Stephen J Rauli	Kindergarten Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Newtown	10/4/2024	Rachel K Erskine	Third Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Strawbridge	9/25/2024	Katia M Wessel	Fourth Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	White Oaks	10/4/2024	Eric L Borge	Second Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Corporate Landing	10/4/2024	Sharon R Glover	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable

Personnel Report  
Virginia Beach City Public Schols  
October 8, 2024  
2024-2025

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	9/27/2024	Marcus L Ferebee	Health & Physical Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	10/11/2024	Edward K Harrison	Math Coach (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	10/1/2024	Jeanna M Anderson	Hearing Impairment Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	10/4/2024	Kimberley D Turner	Speech/Language Pathologist (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Larkspur	10/31/2024	Kenneth A Boulter	Eighth Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Piazza	12/31/2024	Ellen Conner	Computer Science Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Middle School	Lynnhaven	10/9/2024	Samantha R Phillips	Assistant Principal	Old Dominion University, VA	VBCPS



**Subject:** New Construction Guidance and Direction **Item Number:** 15B

**Section:** Action **Date:** October 8, 2024

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

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

**Presenter(s):** Jack Freeman, Chief Operations Officer, Department of School Division Services

**Recommendation:**

That the School Board act on prioritizing one of 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 6<sup>th</sup> Grade Replacement Project.

**Background Summary:**

This decision is a follow up to a recommendation made in the *New Construction Guidance* presentation on Sept. 24, 2024, as well as various other presentations related to the CIP and the new construction projects. Staff needs action from the School Board related to this topic for the upcoming budget process and for related work on the schools involved in the discussion; Tri-Campus, Bayside 6<sup>th</sup> Grade Campus, and Princess Anne HS.

**Source:**

School Board Policy 3-12

**Budget Impact:**

TBD



# New Construction Guidance and Direction Action

School Board Meeting

October 8, 2024

**Department of School Division Services**

**Office of Facilities Services**

# Recommendation

DRAFT COPY  
SUBJECT TO CHANGE

## ➤ **Bayside 6 Students:**

- Move to Bayside MS in SY 25/26

## ➤ **CIP 1-015 Princess Anne HS Replacement Project:**

- Proceed this budget cycle
- Bid 2026
- Move in estimate SY 31/32

## ➤ **Tri-Campus:**

- School Board direct staff to evaluate and recommend a preferred plan
- Investigate the plan in 2024-2025
- Potential bid (if needed) 2026
- Potential move in SY 28/29



**Subject:** Resolution: Safe Gun Storage **Item Number:** 15C

**Section:** Action **Date:** October 8, 2024

**Senior Staff:** N/A

**Prepared by:** School Board Members, Ms. Beverly Anderson and Ms. Jessica Owens

**Presenter(s):** Beverly Anderson, School Board Member

**Recommendation:**

That the School Board approve the Safe Gun Storage Resolution.

**Background Summary:**

A request was made by School Board members, Beverly Anderson and Jessica Owens to present the Safe Gun Storage Resolution for Information on September 24, 2024 and for Action on October 8, 2024. The resolution was presented at the September 24, 2024 School Board meeting and edits were suggested.

**Source:**

N/A

**Budget Impact:**

N/A

**RESOLUTION**  
**Safe Gun Storage**  
**October 8, 2024**

**WHEREAS**, Virginia Beach City Public Schools is committed to educating and supporting the children of Virginia Beach in a safe community and safe schools; and

**WHEREAS**, research shows that almost every day a child accesses a gun and unintentionally kills or injures themselves or someone else in the United States; and

**WHEREAS**, the School Board of the City of Virginia Beach recognizes and mourns the multiple lives of the students who have been lost to gun violence and firearm injuries over the past few years and strives to prevent the senseless loss of additional young lives to firearm-related deaths; and

**WHEREAS**, research shows that one of the best ways to protect children from accessing firearms is making sure all guns are securely stored; and

**WHEREAS**, steps can be taken by gunowners and non-gunowners alike to make sure kids cannot access a gun and put themselves and others in danger; and

**WHEREAS**, when guns are not properly stored, tragedy can strike — whether it is a child finding a firearm and injuring or killing himself or someone else, or someone stealing it and using it to commit crime in our communities; and

**WHEREAS**, Virginia Beach City Public Schools is educating the public on the crucial role of reducing injuries and deaths by promoting secure gun storage and safety so that children can live in a safe community and attend school in a safe environment;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens of Virginia Beach to support secure gun storage and safety; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages all citizens of Virginia Beach to practice safe gun storage and gun safety for the well-being of all adults and children in the City of Virginia Beach; and be it

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

Adopted by the School Board of the City of Virginia Beach this 8th day of October, 2024.

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

SEAL

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

Attest:

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



**Subject:** Policy Review Committee Recommendations **Item Number:** 15D1

**Section:** Action **Date:** October 8, 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 the Policy Review Committee (PRC) recommendation regarding the amendment of the Internal Audit Charter as recommended by the PRC at its September 12, 2024 meeting.

**Background Summary:**

1. **Internal Audit Charter** – the PRC recommends adding language on the first page to clarify that the School Board Chair may attend an Audit Committee Meeting as a substitute for an appointed member who is absent from the Audit Committee meeting in person and virtually and fulfill the duties of the appointed member when substituting.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of September 12, 2024

**Budget:**

N/A



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

**INTERNAL AUDIT CHARTER**

**Approved by the School Board August 20, 1996**  
**Amended by the School Board September 5, 2000**  
**Amended by the School Board July 15, 2008**  
**Amended by the School Board August 2, 2011**  
**Amended by the School Board December 5, 2017**  
**Amended by the School Board June 12, 2023**



## **Internal Audit Charter**

### **Foreword**

The School Board of the City of Virginia Beach (School Board) has formed an Audit Committee and has established a Department of Internal Audit, whose reporting responsibility is to the School Board through the Audit Committee. The Audit Committee assists the full School Board in considering internal and external audit matters. This document is intended to define the duties and responsibilities of the Audit Committee and of the Department of Internal Audit and to provide guidance in their execution of duties.

### **Audit Committee**

The Audit Committee is an oversight committee of the School Board, and as such will not take final action on behalf of the full School Board, but will render reports and recommendations for consideration by the full School Board.

The Audit Committee will consist of three to four members appointed by the School Board. Two or three members will be School Board Members. The School Board will appoint one or more citizens of the City of Virginia Beach to serve as the third and/or fourth members. The School Board Chair will be an ex-officio member of the Audit Committee and will serve as a voting member in the event of tie votes. When an appointed Audit Committee Member is not able to attend an Audit Committee meeting, the School Board Chair or School Board designee may substitute for that person and exercise voting privileges **and will count toward a quorum.** While substituting for an appointed Member, the Chair or designee may not vote to settle tie votes. Membership continuity is important and consideration should be given to reappointment of current or past Audit Committee members. However, rotation of members who wish service on other committees is also to be considered.

For purposes of Audit Committee meetings, a “quorum” will be defined as a majority of appointed members (See Virginia Code §22.1-73, and §2.2-3701, as amended; School Board By-law 1-41). An Audit Committee meeting cannot be held unless a quorum has been established. In the event that a meeting is held and one of the Audit Committee Members present abstains from voting on a particular issue or disqualifies him/herself because of a conflict prior to termination of the meeting, a majority of the remaining members can vote on any issues still before the Audit Committee, provided a majority continues to exist. The meetings of the Audit Committee are subject to the Virginia Freedom of Information Act, as amended.

The objectives of the Audit Committee include the accumulation of pertinent information about the functioning of the Virginia Beach City Public Schools, audits and related matters, and to make recommendations to the full School Board for improvements and other needed action. The Audit Committee shall monitor the internal and external audit functions in periodic meetings and receive and review such reports as required. The Audit Committee shall endeavor to become familiar with the accounting practices of the Virginia Beach City Public Schools and upon request shall review the general auditing procedures used by the external auditors, but otherwise it may in good faith rely upon the professional accounting expertise of such auditors.



### **Internal Audit Charter**

The primary responsibility for financial and other reporting, internal control, and compliance with laws, regulations, and ethics rests with the School Administration.

The following duties and responsibilities are considered necessary in the achievement of the objectives set forth above by the Audit Committee:

1. Exercise reasonable supervision of the internal and external auditors;
2. Inquire into the effectiveness of the internal auditing methods and procedures;
3. Upon presentation by the Department of Internal Audit, review annually the scope of the internal audit work plan;
4. Receive and review reports of the Department of Internal Audit and the School Administration's response to suggestions made by the Department of Internal Audit;
5. Receive and review reports of the external auditors;
6. Review any management letter recommendations issued by external auditors and report thereon to the School Board;
7. Provide an organized communications link between the internal and external auditors and the School Board;
8. Meet as needed and render reports to the School Board on the Audit Committee activities, on the findings and recommendations of the Department of Internal Audit, and on such other matters that should be brought to the immediate attention of the Audit Committee, such as cases of suspected defalcation and fraud; and
9. Timely report to the full School Board material actions or inactions of employees which become known to the Audit Committee which could lead to charges of malfeasance in office by School Board Members for: failure to care for, manage, and control school property; keep school expenditures within appropriated amounts; failure to comply with state and federal law and regulations, Virginia Board of Education Regulations, or School Board policies and regulations.

In order to be effective in exercising its functions, the Audit Committee must recognize that direct operational decision-making is the responsibility of School Administration. By avoiding direct involvement in operational details, members of the Audit Committee retain their objectivity and limit the scope of the Audit Committee's function to matters of material significance, thereby providing an effective liaison between the School Board, School Administration, and internal and external auditors.



**Internal Audit Charter**

**DEPARTMENT OF INTERNAL AUDIT**

**Introduction**

Internal Auditing, as defined by the Institute of Internal Auditors (the IIA), is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

This Internal Audit Charter (Charter) serves as a guide in the performance of the Department of Internal Audit's duties. The School Board has incorporated this Charter into School Board Policy 3-96 by reference. This Charter does not include, nor is it intended to include, all of the Department of Internal Audit's duties or responsibilities, as they may exist from time to time.

This Charter:

1. Provides a written record of formally approved policies of the Department of Internal Audit;
2. Provides a basis for the evaluation of the performance of the Department of Internal Audit by the Audit Committee and the School Board; and
3. Serves as a basic document in the organization and administration of the Department of Internal Audit.

**Objectives/Responsibilities**

The overall objective of the Department of Internal Audit is to assist all members of the Virginia Beach City Public Schools' Administration and of the School Board in the effective discharge of their responsibilities by providing them with objective analyses, appraisals, recommendations, and pertinent comments concerning activities reviewed.

The attainment of this overall objective of service to administration should involve such activities as:

1. Reviewing and appraising the soundness, adequacy, and applications of accounting, financial, and other operating controls, and promoting an effective system of internal controls at a reasonable cost;
2. Ascertaining the extent of compliance by the Virginia Beach City Public Schools and its employees with state and federal law and regulations, Virginia Board of Education regulations, School Board policies and regulations, and established procedures;
3. Detecting fraud within the scope of each audit;
4. Ascertaining the reliability of financial data developed within the organization;
5. Recommending operating improvements;
6. Determining whether an office or function is achieving its mission, goals, and



## **Internal Audit Charter**

- objectives in an effective manner;
7. Completing financial audits, performance audits, and non-audit services as approved by the Audit Committee;
  8. Presenting annually to the Audit Committee a report on the results of operations by the Department, including a summary of work performed;
  9. Establishing an annual program of audits reflecting appropriate priority;
  10. Presenting accurate, comprehensive reports to the Audit Committee covering the scope and objectives of assigned audits;
  11. Providing timely follow-up on audit reports sufficient to determine the degree of the School Administration's compliance with major audit recommendations;
  12. Establishing and maintaining constructive working relations with the School Administration process;
  13. Establishing adequate quality controls to ensure that audit standards are followed;
  14. Having an independent review of the Department performed a minimum of once every three years in accordance with *Government Auditing Standards*. This review should address the quality of work performed and the Department's compliance with its objectives and audit standards; and
  15. Providing a comprehensive continuing professional education program for audit personnel with the training necessary to satisfactorily perform assigned audits.

### **Generally Accepted Auditing Standards**

The American Institute of Certified Public Accountants has promulgated Generally Accepted Auditing Standards (GAAS) through Statements of Auditing Standards, Industry Audit Guides, and other professional releases. The Department of Internal Audit endorses and adopts the use of GAAS.

### **United States General Accounting Office (GAO) Government Auditing Standards**

The GAO has issued standards for audits of government organizations, programs, activities, and functions. The standards pertain to the auditor's professional qualifications, the quality of audit effort, and the characteristics of professional and meaningful audit reports. The standards are generally applicable to and recommended for use by state and local government auditors. The Department of Internal Audit endorses and adopts the use of the GAO *Government Auditing Standards*.

### **Reporting Responsibilities**

The Department of Internal Audit shall report directly to the Audit Committee. For the purpose of administration, the Department of Internal Audit shall report to the Chairperson of the Audit Committee. The School Board Internal Auditor (Internal Auditor) shall have direct access to the Audit Committee and to the Superintendent in any instance where the Internal Auditor believes that such access is needed to fulfill the stated objectives of the Department of Internal Audit.



### **Internal Audit Charter**

The Internal Auditor shall meet with the Audit Committee and the Superintendent (or designee) on a regularly scheduled basis to discuss:

1. Audit reports issued;
2. The detailed audit work plan for the forthcoming year;
3. Upcoming audits;
4. Relationships between the Department of Internal Audit and external auditors; and
5. The propriety of any limitations on the scope of internal audits that may be imposed by School Administration and employees.

As used herein, the term "external" shall refer to representatives of independent Certified Public Accountants and auditors from organizations-governmental or commercial- outside of the Virginia Beach City Public Schools.

#### **Authority**

The Department of Internal Audit shall have unrestricted access to all activities, properties, personnel and records which are relevant to the area under review. Any limitations or restrictions by the School Administration will be brought to the attention of the Superintendent by the Audit Committee Chair.

It is understood that certain items are confidential in nature and special arrangements will be made by the Department of Internal Audit when examining such items.

The Department of Internal Audit shall be entitled to consult, as needed the School Board Attorney or outside legal counsel retained to represent the School Board or the School Division.

#### **Independence**

The Department of Internal Audit will maintain a professional and cooperative relationship with the School Administration, in particular, the Superintendent and senior staff members. However, the Department shall be independent of the Superintendent and School Administration in the performance of its functions as spelled out in this document.

The Department of Internal Audit can be independent only when it can work freely and objectively. Independence, in fact and in appearance, permits an internal auditor to render the impartial and unbiased judgments essential to the proper conduct of any internal audit. To ensure independence, the Department of Internal Audit reports to the Audit Committee, thereby providing unrestricted access to the School Board.

Members of the Department of Internal Audit will not be used in the preparation or reconstruction of accounting systems, data, or records as the objectivity needed to review and report on this information would then be lost.



## **Internal Audit Charter**

### **Involvement in System Planning and Development**

The Department of Internal Audit may participate, in an advisory capacity, in the planning, development, implementation, and modification of major computer-based and manual systems to ensure that:

1. Adequate controls are incorporated in systems;
2. Sufficient testing of the system is performed at appropriate stages;
3. System documentation is complete and accurate; and
4. The intended purpose and objective of the system implementation or modification has been met.

An internal auditor participating in such a review should ensure that the extent of participation does not affect independence.

### **Responsibilities for the Detection of Errors or Irregularities**

The Department of Internal Audit has a professional responsibility to conduct engagements with an attitude of professional skepticism, recognizing that the application of internal auditing procedures may produce evidential matter indicating the possibility of errors or irregularities.

An “error” is an unintentional mistake, including mathematical or clerical mistakes. Errors may occur in the financial statements, in the underlying records, and in accounting data from which the financial statements are prepared. Errors may result from mistakes in the application of accounting principles and oversight or misinterpretation of facts that existed at the time the work was prepared.

An “irregularity” is an intentional distortion of financial statements or the misappropriation of assets owned by the School Board.

The attitude of professional skepticism must be based on the Internal Auditor's consideration of the degree of internal control in the area under review, the results of audit procedures, and by circumstances that raise questions concerning the integrity of administration in the area under review.

If the Internal Auditor believes that an error or irregularity may exist in an area under review or in any other area, the Internal Auditor should consider the implications of such an error or irregularity and determine the extent of any further review. The Internal Auditor will discuss any major potential error or irregularity and its disposition with the Audit Committee.

The Department of Internal Audit is not solely responsible for the detection and prevention of all errors and irregularities which may occur. This is a responsibility shared by the Superintendent and the School Administration. The School Administration is responsible for the control environment of Virginia Beach City Public Schools, and the internal controls adopted and enforced by the School Administration should provide reasonable assurance that assets are



## **Internal Audit Charter**

safeguarded, transactions are properly authorized and recorded, and employees comply with laws and regulations. The Department of Internal Audit is responsible to detect errors and irregularities that are significant within the context of the audit objectives.

### **Cooperation with External Auditors**

The coordination of audit efforts should be planned and defined as a part of the scope for proposed audits, so the work of all auditing groups is complementary and will provide a comprehensive, cost-effective audit. The Department of Internal Audit should comment on the adequacy and quality of the external auditors to the Audit Committee.

### **Audit Work Plan**

The Internal Auditor shall submit annually to the Audit Committee and to the full School Board a work plan for the coming year. The work plan serves as a guide. The Internal Auditor can expand or revise the plan, or substitute unplanned activities for planned activities. All proposed changes in the work plan should be submitted for approval by the Audit Committee.

Unless otherwise directed by the Audit Committee, the Internal Auditor is free to select the particular audit techniques to be employed, the procedures to be utilized, and the extent of their application.

### **Audit Reports**

At the conclusion of each audit, a report will be presented to the Audit Committee. The report will be structured in accordance with *Government Auditing Standards*. Management's responses to audit recommendations will be included in the audit report.

After presentation to the Audit Committee, all audit reports issued by the Department of Internal Audit will be made available to all School Board Members. The Audit Committee Chair shall timely notify School Board Members of the availability of each audit report.

### **Follow-Up of Audit Recommendations**

The Department of Internal Audit will track all major audit recommendations and monitor management's action on each (i.e. implemented or not implemented). The Department of Internal Audit will continue to follow-up with each major recommendation until the School Administration has implemented the recommendation or until the Audit Committee advises the Internal Auditor to cease follow-up of a recommendation.

### **Investigations**

Upon notification of a case of material assets have or are thought to have been lost through defalcation or other security breaches in the financial and operating systems, the Internal Auditor will contact the Audit Committee Chairperson with a proposed plan of action from the Department



## **Internal Audit Charter**

of Internal Audit.

Any investigation of specific events with the objective of recovery and/or prosecution, or the questioning of any individuals outside the Virginia Beach City Public Schools, is the responsibility of the appropriate law enforcement authorities. Any report or correspondence issued by the Department of Internal Audit may be presented to the full School Board at the discretion of the Audit Committee.

### **Personnel**

The authority to employ or dismiss the professional staff of the Department of Internal Audit will rest with the School Board, at the recommendation of the Audit Committee.

The ultimate quality of the Department of Internal Audit's performance is directly related to the quality of the people employed. The internal audit function should be staffed with qualified and competent individuals.

Minimum qualifications for each position within the audit function should be established; however, additional experience, training, specialized skills as well as intelligence, adaptability, an inquiring mind, analytical ability, good business judgment, and an ability to communicate with individuals should be considered in the employment process. Minimum requirements for the School Board Internal Auditor shall include certified internal auditor (CIA) or certified public accountant (CPA) certification, a master's and a bachelor's degree in a business-related field. Minimum requirement for each staff auditor will be a bachelor's degree and a demonstrated willingness to successfully complete the CIA or CPA certification within three years. Failure to obtain CIA or CPA certification within three years may result in termination.

### **Continuing Professional Education**

The need for members of the Department of Internal Audit to stay current on accounting issues and audit techniques is recognized. The Department of Internal Audit will require each staff member to obtain at least the minimum number of continuing professional education (CPE) credits according to the requirements of the Commonwealth of Virginia, the IIA, and *Government Auditing Standards*.

### **Evaluation**

The Internal Auditor will submit a self-evaluation to the Audit Committee annually for review. The Audit Committee will make revisions, if any, then present the final evaluation to the Internal Auditor. The Audit Committee Chair will inform the School Board of the results of the evaluation. At its discretion the School Board may review and discuss the evaluation. The Internal Auditor will be responsible for the annual evaluation of all internal professional and clerical staff.



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

### **Internal Audit Charter**

#### **Quality Assurance Review**

The Department of Internal Audit recognizes the benefits to be derived from a quality assurance review of the internal audit function. The Internal Auditor will contract for an external peer review of the Department of Internal Audit in accordance with *Government Auditing Standards*. This peer review should result in a written report to the Audit Committee. The Audit Committee will subsequently monitor the progress of any corrective actions necessitated by the report.

<b>Approved by School Board:</b>	August 20, 1996
<b>Amended by School Board:</b>	September 5, 2000
<b>Amended by School Board:</b>	July 15, 2008
<b>Amended by School Board:</b>	August 2, 2011
<b>Amended by School Board:</b>	December 5, 2017
<b>Amended by School Board:</b>	June 12, 2023

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

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

### **SCHOOL BOARD BYLAWS**

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

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

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

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

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

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

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

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

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

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

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

2. Expressive activities during meetings

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

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

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

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

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

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

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

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

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

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